

**AN ANALYSIS OF STUDENTS' SOCIOLINGUISTIC COMPETENCE
THROUGH INTERCULTURAL EXCHANGE**



A THESIS

*Submitted to Fulfill One of the Requirements to Obtain a Bachelor's Degree in the
Department of English Language Education Faculty of Teaching and Education
University of Muhammadiyah Makassar*

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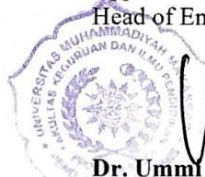
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MOTTO AND DEDICATION

Motto

“Be Good Without Getting Bored”

(Jadilah Baik Tanpa Bosan)

Dedication

I dedicate this thesis for my beloved parent, my families, my friends for your sincerities and lots of prayers in supporting the writer in making his dream come true.

ABSTRACT

RAFZHANJANI KHANY RUM 2023. Sociolinguistic Competence Analysis of Students Through Intercultural Exchange. Thesis Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nunung Anugrawati and Junaid.

This study aims to analyze students' sociolinguistic competence through intercultural exchange and to find out student barriers when communicating and interacting in intercultural exchange at the University of Muhammadiyah Makassar's Learning Express (LeX) program.

This research method uses a qualitative descriptive method. Research data were collected through interviews (semi-structured interview). The research participants in this study were three students at the University of Muhammadiyah Makassar who were determined based on purposive sampling.

The results of the analysis show that dialect, gender, context influence the sociolinguistic competence of Muhammadiyah Makassar University students in intercultural exchange in the Learning Express (LeX) program. The existence of various dialects, gender differences and differences in contexts is an obstacle for LeX students at Muhammadiyah Makassar University in communicating and interacting with Singapore Polytechnic students.

Keywords: Sociolinguistic Competence, Intercultural Exchange, Learning Express, Communication

ABSTRAK

RAFZHANJANI KHANY RUM 2023. Analisis Kompetensi Sociolinguistik Siswa Melalui Pertukaran Antarbudaya. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing Oleh Nunung Anugrawati dan Junaid.

Penelitian ini bertujuan untuk menganalisis kompetensi sociolinguistik mahasiswa melalui pertukaran antar budaya dan untuk mengetahui hambatan mahasiswa saat berkomunikasi dan berinteraksi dalam pertukaran antarbudaya pada program Learning Express (LeX) Universitas Muhammadiyah Makassar.

Metode penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian dikumpulkan melalui wawancara (semi - struktur interview). Partisipan penelitian dalam penelitian ini adalah tiga orang mahasiswa dari Learning Express (LeX) Universitas Muhammadiyah Makassar yang ditentukan berdasarkan purposive sampling.

Hasil analisis menunjukkan bahwa dialek, gender, konteks berpengaruh terhadap kompetensi sociolinguistik mahasiswa Universitas Muhammadiyah Makassar dalam pertukaran antar budaya pada program Learning Express (LeX). Adanya ragam dialek, perbedaan gender dan perbedaan konteks menjadi penghambat mahasiswa LeX Universitas Muhammadiyah Makassar dalam berkomunikasi dan berinteraksi dengan mahasiswa politeknik singapura.

Kata Kunci : Kompetensi sociolinguistik, Pertukaran antarbudaya, Learning Express, Komunikasi

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Hopefully this research can be well received, and the results can make a major contribution to improving the teaching and learning process of English. However, the writer also realizes that this research proposal is still far from perfection. Therefore all criticism and suggestions will be appreciated.

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Rafzhanjani Khany Rum



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CHAPTER 1

INTRODUCTION

A. Background

The terms "sociolinguistics" and "linguistics" are derived from one another. Socio-cultural similarity, that is connected with society. The science that studies and discusses language, especially its constituent parts and the relationships between these parts is linguistics. So, sociolinguistics is a field of study that collects hypotheses about how society and language interact. Based on what has been previously understood, sociolinguistics also studies and analyzes the components of language society, especially language variations related to social conditions. According to some of the views put forward above, sociolinguistics educates students not only about language but also about the nuances of language used by society.

Sociolinguistic studies according to Fishman (in Chaer 2003:5) are more qualitative in nature. Therefore, sociolinguistics focuses on the peculiarities of how language is actually used, such as descriptions of the patterns of use of certain languages or dialects spoken by speakers, topics, and conversational contexts. According to sociolinguistics, language is first and foremost a social system, a means of communication, and an integral component of a given society and culture. Language use on the other hand refers to social interactions that occur in real-world contexts. It can be seen from the statement above that sociolinguistics refers to the study of language used in certain locales or dialects.

Intercultural communication is a process of communication that occurs between people who have different cultures, be it racial, ethnic, socio-economic differences, or a combination of all these differences. Intercultural communication continues to grow, especially when humans can communicate freely because of technological developments. In the process of intercultural communication there are several individual communication behaviors that can be used to express social identity. This behavior is expressed through language actions both verbally and nonverbally. The ability to interact effectively between cultures can form sensitivity to cultural differences and can generate good job opportunities and cooperation.

Culture is a broad concept that includes much more than traditions, dance and other aesthetic creations. Culture is a complex system that includes all the skills and routines that a person develops as a member of a community, including information, beliefs, art, morals, scholarship, law, and customs. The human mind as a social being produces culture.

Sociolinguistic competence refers to the learner's "knowledge of the sociocultural rules of language and discourse". Sociolinguistic competence is further divided into two, namely sociolinguistic competence and discourse competence. Both of these components deal with language as discourse which refers to different aspects. Define sociolinguistic competence as knowledge about the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as participants, purpose of interaction, and norms or conventions interaction.

Knowledge such as knowledge of dialects/ variations, registers, idiomatic expressions, and speech forms is needed to achieve sociolinguistic competence.

Relationship with a monolingual society, then includes learning to use the language of the community which signifies membership in a particular society. If related to bilingualism and multilingualism, this competency includes knowledge of when to switch codes and mix codes when meeting other speakers. Not only that, sociolinguistic competence includes learning to behave towards language variations that are different from other speakers. This competency explains that all community members need to understand the standard dialect of a language.

When associated with the purpose of interaction with a particular interlocutor, this competency provides knowledge of when to speak and when to be silent in certain situations. Not only that, this competency also includes knowledge of appropriate ways of speaking in formal and informal contexts. In addition, sociolinguistic competence provides an understanding of the differences in how to interact with men or women.

The quality of a person's speaking ability is influenced by various aspects includes sociolinguistic competence and non-linguistic aspects. The sociolinguistic competence needed in speaking skills includes vocabulary mastery, pronunciation skills, grammar mastery, reading and listening skills.

Speaking is one of the four basic competencies that students must have be very good. It has an important role in communication. Talking is an interactive process of constructing meaning that involves producing and receive and process information. The ability to speak English has many benefits in various aspects of

life. The benefit of speaking is as a language skill that is useful in conveying ideas or thoughts to many people effectively and responsibly. By speaking, the speaker has a wide opportunity to actualize all his potential in front of anyone.

Language in social life plays an important role in the process of interacting because language and social life are two things that cannot be separated for example in Learning Express Program (LeX) Muhammadiyah Makassar University which uses language as a process of communicating and interacting in intercultural student exchanges using both verbal and non-verbal language orally or a combination of both. Variety of Languages This is due to the existence of social interaction activities carried out by very diverse communities or groups and because the speakers are not homogeneous.

The aspects of dialect, gender and context in sociolinguistic competence that occur in the LeX program at Universitas Muhammadiyah Makassar are a form of using language in speaking skills through intercultural exchange . The LeX program is a collaborative program between Singapore Polytechnic and FKIP Unismuh Makassar. In this program students will learn and share their knowledge and experiences in innovative solutions for society.

During the interaction process, of course students at the Universitas Muhammadiyah Makassar and Singapore Polytechnic students will interact with each other to speak which of course uses a different language according to the speaker's point of view. Where they each use English to interact with other speakers. Limited English vocabulary owned by students that makes it difficult for them to produce words that contain the message they will convey. Weak English

pronunciation quality will be worsen the quality of speaking because it will lead to boredom and misunderstanding in capturing the contents of the message.

Intercultural student exchanges in the LeX program are not only abroad but also within the country there are intercultural student exchanges. The interactions that occur certainly use various languages, both using Indonesian, English and regional languages. The occurrence of this variety of languages in terms of use because it is used for educational purposes, namely intercultural student exchange. This is of course an important reason and role in the use of various languages so that it is necessary to develop a variety of languages in intercultural student exchanges.

This research was conducted to evaluate the analysis of students' sociolinguistic competence in communicating and interacting through intercultural exchange at Universitas Muhammadiyah Makassar Learning Express (LeX) program.

Based on this background, the authors are interested in conducting research on "An Analysis of Student Sociolinguistic Competence Through Intercultural Exchange."

B. Problem Formulation

Based on this background, the formulation of the problems raised in this study are as follows:

1. How is the students' sociolinguistic competence in communicating and interacting through intercultural exchange at the University of Muhammadiyah Makassar's Learning Express (LeX) Program?

2. What are the student barriers when communicating and interacting in intercultural exchanges in the Universitas Muhammadiyah Makassar Learning Express (LeX) program?

C. Research Objectives

1. To analyze students' sociolinguistic competence through intercultural exchange at the Universitas Muhammadiyah Makassar Learning Express (LeX) Program.
2. To find out student barriers when communicating and interacting in intercultural exchanges at the Universitas Muhammadiyah Makassar Learning Express (LeX) program.

D. Research Significance

Researchers hope that this research can be useful information for many people in the process of understanding and learning, such as:

1. For researchers, this research is expected to be a theoretical reference for future researchers regarding student sociolinguistics through intercultural exchange.
2. For students, this research is expected to add insight and understanding of how sociolinguistic students are through intercultural exchange.
3. For educators, this research is expected to provide additional knowledge and information about students' sociolinguistic competence through intercultural exchange.

E. Research Scope

Based on the background, problem formulation, research objectives, the research scope is only focused and limited to students' sociolinguistic abilities through intercultural exchange using dialect, gender and context.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

After the authors conducted research on several studies, there were several studies that had relevance to the research the researchers conducted.

The first research that the authors found was research conducted by Kurniawan. D (2020) conducted research with the title "analysis of sociolinguistic competence in the speech performance of students in fifth grade at the Cahaya Bangsa School in the 2020/2021 Academy". The main objective of this study is to determine speaking performance students based on sociolinguistic competence in fifth grade Metro Cahaya Bangsa school. The characteristic of this research is descriptive qualitative. The primary data of this research were taken from the fifteenth students at the Student School Elementary grade 5 of Cahaya Bangsa School Metro. Data collected with observation, interview, and documentation.

The findings of this study indicate that many students are fluent speak English and how to speak, but not some students either fluent in speaking due to embarrassment or rare public speeches or being seen by strangers. What makes them speak well is the sociolinguistic factor which makes some students speak fluently, here are the causes sociolinguists who make their speaking performance good because of culture they are westernized or some students immigrated from countries outside, the school environment, and friends. friends used to speak English.

From the data that has been analyzed, it can be interpreted that in fifth grade students at Metro Cahaya Bangsa School, students have to practice speaking a lot, not only in the school environment or just school friends, more interactions with the general public.

The second study, Normandaniyah (2019) conducted research on cross-cultural communication in social functions. The purpose of this research is to clarify the role of intercultural communication in the new society and what factors support and hinder social functions in intercultural communication. This research method includes field research or field research. Data collection is done by distributing questionnaires to information providers. The results of this study show that exchange students tend to experience many differences in culture, language, and daily habits, which create barriers to interacting with new people and make it difficult to construct existing social functions. is showing. Communication in society becomes a social function, given sufficient technical potential, language mastery and self-confidence. Students working on assignments abroad need to know the right and correct foreign language to support their growth.

Third research, Arya (2016), who conducted research on youth exchange programs. This research was conducted to find out how the intercultural communication skills of the participants of the international youth exchange program are. With this research, it is hoped that it will be able to contribute to society in general in the era of the ASEAN Economic Community, especially in communication skills in everyday social and cultural life. The methodology used

in this study is a descriptive qualitative approach using the case study method. Data collection techniques were carried out by in-depth interviews with two informants supported by document studies.

The results of this study are a reflection of the reality of intercultural life that we often encounter. There are many obstacles encountered in intercultural communication such as language differences owned by each communicator, perspectives, habits, and the use of nonverbal communication. In addition, this research also looks at the wider context where when young people are not in their home country, they experience culture shock, challenges in adapting to a relatively new and foreign environment, with the mission carried out by youth exchange participants. programs that follow.

The fourth study, Avgousti (2018) One of the goals of foreign language education (FL) is to produce speakers across cultures. Telecollaboration acts as a catalyst that facilitates the development of language skills, intercultural communication skills (ICC), and multiple literacy skills. The importance of multimodal communication competence (MCC) and its interaction with intercultural communication competence (ICC) in the success or failure of remote collaborative projects has been demonstrated. Few systematic reviews of ICC and second language (L2) or FL learning fail to consider the different ways in which learners interact across cultures and build shared meanings and competencies. Based on ecolinguistics (EL) and semiotics, this essay will review the development of online intercultural exchange (OIE) and ICC in relation to the modalities used for each exchange under study, to explore its application.

Contribute to the field of linguistics. Situational features of each study conducted in both K-12 and college settings were coded according to a coding scheme and analyzed quantitatively using descriptive statistics.

The results of research conducted within the university have been explored in an inductive manner regarding the impact of Web 2.0 tools, especially multimodality, on students' ICC development. The emphasis on the university context alone in the detailed review is due to the frequent use of university as the context for the OIE, as it accounted for more than two-thirds of his studies reviewed. Data analysis shows that multimodality of Web 2.0 tools and applications impacts ICC development in different ways, but more research is needed on her ICC, L2, and FL learners in multimodal environments .

Some of these studies have similarities and differences to the studies conducted. A similarity between some of the research conducted is the research theme: student sociolinguistics through cross-cultural exchange. The difference between multiple studies and conducting studies is the subject and location of the study. The research to be carried out will focus on the analysis of the phenomenon of student sociolinguistic competence in intercultural interaction in communication and exchange.

B. Some of Partinen's Ideas

1. Sociolinguistics

1. Definition of Sociolinguistics

Sociolinguistics examines all issues related to the social organization of language behavior, not only concerning language use, but also language attitudes.

So sociolinguistics refers to the use of linguistic data and analyzes it into other sciences related to social life, refers to social data, and analyzes it into linguistics.

There are several definitions of Sociolinguistics according to experts, namely: According to Sumarsono (2007:2) Define sociolinguistics as institutional linguistics relating to the relationship between language and those who use it. and Abdul Charl (2004:2) While the essence of sociology is the objective study of human beings in society in relation to the institutions and social processes that exist in society, the concept of linguistics is the scientific field that studies language, or language. It claims to be a scientific field of language. subject of research.

Meanwhile, according to Abdul Chaer (2004: 2) He argues that the essence of sociology is to objectively study humans in society from the perspective of the institutions and social processes that exist in society, and that the concept of linguistics is a branch of science dealing with language. increase. Or language. A scientific field that uses language as a research subject.

According to Wijana (2006:7) Sociolinguistics is the branch of linguistics that examines or ranks the position of languages in relation to their users in society. This opinion is fundamentally based on the belief that people no longer act as individuals in social life, but as members of society.

2. Language Variations in Sociolinguistics

Language variations are various forms of language that still have patterns of their parent language. Maryono (2002, p.18) divides the forms of language

variation into idiolects, dialects, speech levels, varieties of languages and varieties of languages. The following is an explanation of each form of language variation.

1. Idiolect is a variant of language that is essentially personal, meaning that the characteristics of one person's speech are different from those of another. example: The language that results from the color of a social media influencer's voice is different from that of other influencers.
2. Dialects are variations of a language that differ according to the speaker's origin or social class. Thus arises the concept of geographical dialect and social dialect (Siorek). for example: The word Enyong means 'I' and is used in certain regions, namely the Banyumas region or the Gapak Gapak dialect, which originates from the Javanese language.
3. Language level is the change in speech caused by the speaker's differing opinions about his relationship with the interlocutor. example: We speak different languages with our parents and friends.
4. Linguistic diversity is the variation of language caused by differences in speakers, places, derivations, and contexts. In this context, it was eventually established that there are different formal (formal) and informal (relaxed, friendly) languages. Examples are "girl" for formal language and "girl" for casual language.
5. Registration is a variation of the language caused by the uniqueness of user needs. For example, written words include advertising words,

display words, written words, etc. Spoken words include joke words, political words, prayer words, and mediation words. example: "Fibres" are traversing ropes attached to cave walls.

3. Benefits of Sociolinguistics

In the book *Basic Sociolinguistics* (2021) written by Dr. H. Achmad Muhlis, MA, sociolinguistics has benefits that can make people better understand the use of language in certain social environments, namely:

- a. Interact and communicate in social life.
- b. Provide an overview of the use of style and variety of language when communicating with people from certain backgrounds.
- c. It is a guideline for knowing the right way to communicate with other people in a certain place or environment.
- d. As a determinant of the language that can be used multilingually in a country through several aspects, such as history, environment, and others.
- e. Can know a culture because there is help from the relationship between language and society.

4. Scope of Sociolinguistics

According to (Chaer and Agustina, 2004) there are seven formulations discussed in sociolinguistics, namely 1). Speaker identity, 2). The listener's social identity is visible, 3). The social environment where the speech event takes place, 4). Synchronic and dichronic analysis of social dialects, 5) different social assessments of speakers towards the behavior of speech forms, 6). Variation level and variety of languages, 7). Practical research from sociolinguistic research:

(1) speaker's social identity

the identity of the speaker is. Among other things can be known from the statement what and who is the speaker, and how is his relationship with the interlocutor he says. So, the identity of speakers in the form of family members, themes, teachers, students, neighbors, officials, and so on. (Chaer and Agustina, 2004:5).

(2) Visible social identity of the audience

This identity must be seen from the side of the speaker. So, identity listeners can be family members, friends, teachers, students, neighbours, officials, and so on. (Chaer and Agustina, 2004:6)

(3) The social environment in which speech events take place

The social environment where speech events occur can be in the form of space family in the household, in the mosque, in the field football, in the library, and so on. (Chaer and Agustina, 2004:6).

(4) Synchronic and diachronic analysis of social dialects

Synchronic and diachronic analysis of social dialects a description of social dialect patterns, both prevailing at the time specified or valid for an unlimited time. (Chaer and Agustina, 2004: 6).

(5) Social judgments that come from speakers about the behavior of forms speech.

The social attachment that exists from the speaker to the behavior of the form speech, meaning that each speaker must have a social class certain in society. So, based on the speaker's social class. Has its own assessment of course

same or different, not be too far from social class, to form ongoing speech behavior. (Chaer and Agustina. 2004:6).

(6) Environmental variations and language variations

The degree of variation and linguistic variation means that they are interrelated with the heterogeneity of the members of a speech community, sharing occurs the social and political functions of language, as well as the existence of code levels. Then tools Human communication called language has become very varied. Every variations, whether they are called dialects, varieties, or varieties, have a function each other's social. (Chaer and Agustina, (2004:6).

(7) Practical assessment of sociolinguistic research

Practical research from sociolinguistic research is a topic that discusses the use of sociolinguistic research to address practical problems in society in society, (Chaer and Agustina, 2004:6).

The seven scopes of sociolinguistics above are very concerned when humans communicate. The scope of sociolinguistics is very helpful and has its own function in communication that occurs in humans as social beings.

2. Sociolinguistic Competence

Language is a socio-cultural product of society. As socio-cultural product of society, language must be understood from two aspects of form and meaning. Because language is produced by society not only in the form of a series of meaningless signs, but a series of signs which contains the context of meaning and value. In other words, every language spoken by the community can't not be

separated from the context of meaning and value. Because language users share many characteristics, Consequently, language also has a number of distinct characteristics. Example, community can be distinguished based on age, gender, social status, occupation, and level of education. Of course the language used by these people has different characteristics.

Kumaravadivelu (2008:4) describes the core center of language as a system consists of a phonological system related to patterns sounds, semantic systems related to words, and systems syntax related to grammar rules. language as Discourse refers to instances of language oral or written possession internal relations of form and meaning and related coherent with the external communicative function and purpose given by the interlocutor. Meanwhile, language as an ideology refers to a common thread, namely power and domination. Ideology language represents perceptions of language and discourse are constructed for the interests of certain social or cultural groups.

Sociolinguistic studies basically include three views conceptual Language. That is, the results of the study of this scientific discipline both theoretically and practical will be needed for developing learning designs and language teaching. Even by conceptual guidelines of applied linguists about language used and utilized for teaching purposes in the classroom. Next in the book *Understanding Language Teaching* by Kumaravadivelu (2008) is known by two related terms language teaching, namely competency components and knowledge areas. The two terms refer to sociolinguistics as a competencies and knowledge needed by students or teachers in language teaching and learning.

Sociolinguistic competence is a science that studies linguistic branches examines the relationship between language and its speakers. The main study of sociolinguistics is the diversity of languages that occur in society. Sociolinguistic knowledge is used in communicating and interacting in social groups. Sociolinguistic competence refers to the ability of a speaker (or writer) to know what constitutes appropriate speech according to a certain social context. Kind of knowledge about how the language is used in social settings is widely accepted as an essential element of more general understanding of communicative competence.

Sociolinguistic competence involves the appropriate use of language in different sociolinguistic and sociocultural contexts. Strategic competence, on the other hand, is connected with the use of verbal and in different sociolinguistic and sociocultural contexts. Non-verbal communication strategies that help students deal with them successfully with gaps in communicative competence.

Sociolinguistic competence is using and teaching the existing language according to the expectations and norms of the inner environment, ie Australia, Canada, New Zealand, UK and US. It can be concluded that sociolinguistic competence is very influential for one's speaking performance, due to innate influences environment, culture, accent, etc.

In addition, competence and knowledge of sociolinguistics emphasizes how speech or sentences and text are related with the communicative purpose of language users and features of use language setting. If linked with the aim of interacting with certain interlocutors, this competency provides knowledge about

when to speak and when to speak silent in certain situations. Not only that, this competence as well includes knowledge of how to speak the right way in formal and informal contexts.

In the context of language learning and teaching carried out by teachers, sociolinguistic competence has many roles in supporting learning success. Competence sociolinguistics can be used as a guide in designing and assessing language learning programs. Teachers also have knowledge how to interact with students who are homogeneous and heterogeneous. As a result, teachers act carefully in language selection When teaching and learning process takes place. In another aspect, Teachers can also teach polite language attitudes different context.

In addition, sociolinguistic competence is emphasized teachers how to use language for different functions. For example, when the teacher asks students to do assignments, when the teacher will teach the language to foreign speakers. Besides that, with this sociolinguistic competence capital the teacher can choose appropriate teaching materials and methods for teaching languages with student characteristics.

3. Intercultural

As a society living with cultural diversity, you must understand the meaning of culture. So that you love the culture that we have today. You can understand culture through several definitions according to experts.

The word culture itself is a language derived from two languages, Sanskrit and English. According to Sanskrit, the word culture means 'buddha', which is the plural form of the word 'buddhi' which means 'mind' or 'reason'. Culture is now

known in English as the word "culture", which is derived from the Latin colere, which means "to deal with" or "to deal with".

The term culture is also used in Indonesian with the word absorption, i.e. culture. Culture is associated with reason and human reason. Culture is a pattern or way of life developed by a group of people and passed on to the next generation.

4 . Intercultural Exchange

Guo-ming Cheng and William J. Sartosa said that intercultural communication is the process of negotiating or exchanging symbolic systems that guide human behavior and constrain us in performing collective functions. . In addition, cross-cultural communication takes place through:

1. By negotiating people's participation in cross-cultural exchanges that also deal with controversial issues. The symbol itself has no meaning, but in context it can mean something, and that meaning is negotiated or won.
2. Decisions are made to participate in the process of assigning the same meaning through the exchange of sign systems based on consensus between the parties involved in the communication.
3. It is not programmed, but serves as a guide to cultural behavior as it influences our behavior.
4. It shows the function of the group so that we can distinguish it from other groups and identify ourselves in different ways.

The role of language today is a tool that certainly plays an important role in intercultural communication. Minimize misunderstandings by using Indonesian

or local language. Because language itself can tell who is angry, who is happy, and who is sad. Besides that, language is also a symbol of taste.

Student exchanges form student attitudes as stipulated in the Minister of Education and Culture (Permendikbud) Regulation No. 3 of 2020: respect for cultural diversity, views, religions and beliefs, and the originality of others. is done to opinion or insight. We are cooperative, socially considerate, and socially and environmentally concerned.

Student exchange objectives include:

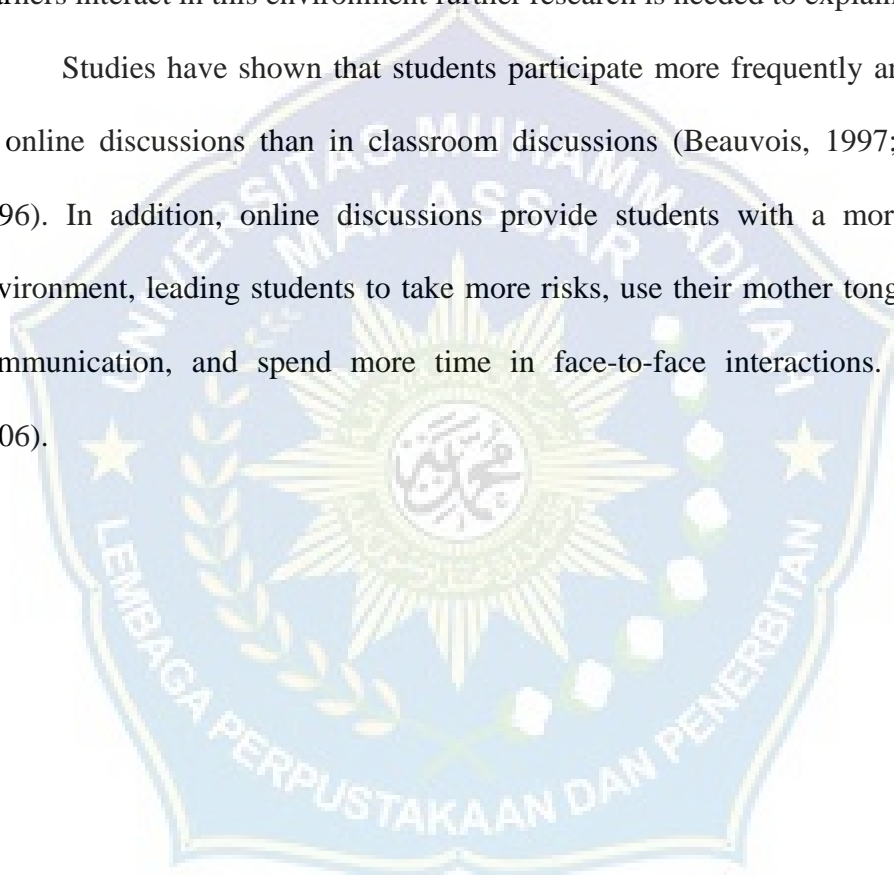
1. By studying on different campuses (domestic and internationally) and living with families on the target campuses, students will increase their knowledge of Bineka Tunggal Ika, cross-cultural and ethnic fraternity.
2. Build student friendships across regions, ethnicities, cultures and religions, thereby strengthening a spirit of solidarity and solidarity.
3. An organization of knowledge transfer to eliminate educational disparities among domestic universities and improve conditions for domestic and foreign universities.

5. Online Exchange

Through KMC (real-time communication like text chat), language learners have the opportunity to communicate in a meaningful and open way in an authentic language context. Two factors declared important in the development of students' communication skills. Many second and foreign language teachers have used her CMC in their classrooms. The reason is that language learners can have authentic communication with native speakers who provide 'expert' feedback.

In addition to these important functions, CMC also provides opportunities for extensive language practice, cross-cultural learning, the development of learner autonomy, and reflection on form and content (Hanna & de Nooy, 2009). As Chapelle (2010) shows, many studies over 14 years show that CMC ultimately provides conducive conditions for the development of language skills, but how learners interact in this environment further research is needed to explain how.

Studies have shown that students participate more frequently and equally in online discussions than in classroom discussions (Beauvois, 1997; Warsaw, 1996). In addition, online discussions provide students with a more focused environment, leading students to take more risks, use their mother tongue less in communication, and spend more time in face-to-face interactions. (Abrams, 2006).



C. Conceptual Framework

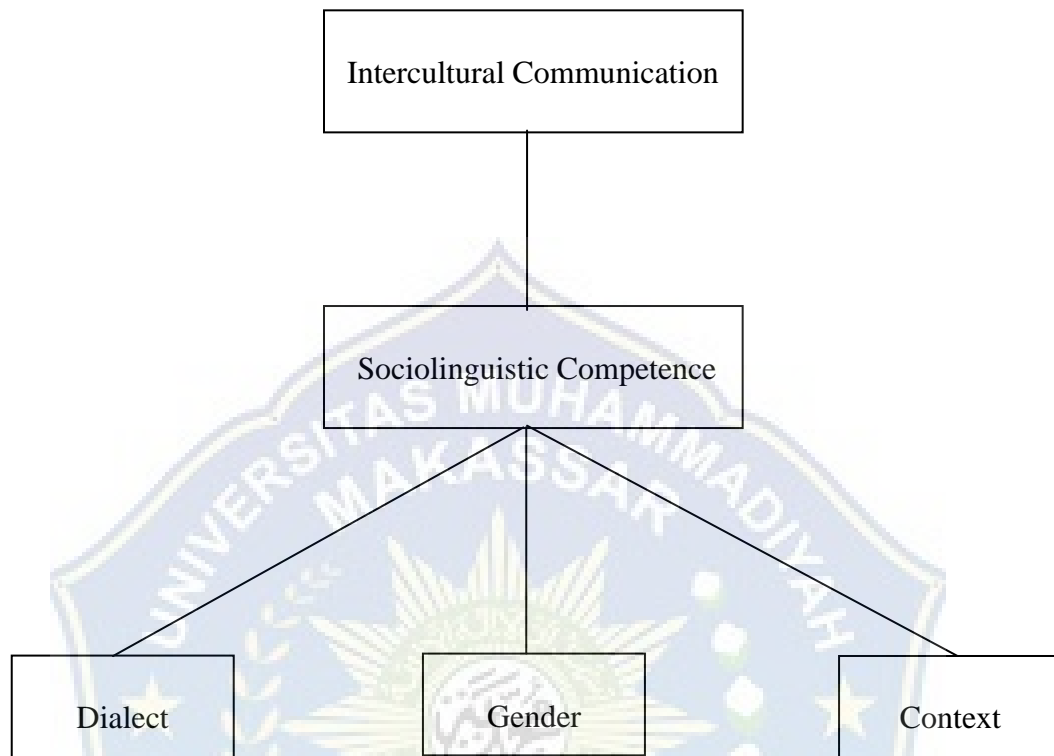


Figure 2.1 Conceptual Framework

Description of the Conceptual Framework

This study focuses on analyzing students' sociolinguistic competence towards intercultural exchange. This study aims to determine the development of students' sociolinguistic competence through intercultural exchange. To get the results of the research objectives, the authors used interview techniques.

In the first stage the author will conduct research to analyze Muhammadiyah Makassar University students who have participated in intercultural exchanges at the University of Muhammadiyah Makassar Learning Express (LeX) program, then in the second stage the author provides several questions to students in an unstructured manner to get valid answers related to competence sociolinguistics. The author has some basic questions related to intercultural exchange programs. And after that, finally the writer will get the result or impact for students after participating in the intercultural exchange program.

CHAPTER III

RESEARCH METHODS

A. Research Design

This type of study was a descriptive study with a qualitative analysis approach. The main objectives of descriptive study was will elaborate on subject's condition or information gleaned from the scene based About the features of a situation or phenomenon (Johnson, 2004).

Sugiyono (2014:9) The Qualitative methods are research methods based on post-positivist ideology and are used to study the natural state of objects. Researchers became the primary tool, data collection techniques were performed by triangulation (combination), data analysis was performed inductively/qualitatively, and this result emphasizes the importance of generalization.

B. Research Focus

Focus of this study was to limit qualitative analysis research and research to a selection of relevant and irrelevant data (Moleong, 2004). The limits of qualitative analysis research is based on the level of importance/urgency of the challenge encountered in the research complicate in the trouble. This research would focus analyzing students' sociolinguistic competence through intercultural exchange at the University of Muhammadiyah Makassar's Learning Express (LeX) program.

B. Research Informants

The study participants in this study were three students from Universitas Muhammadiyah Makassar who were identified using targeted sampling. Opportunistic sample is a sampling method for data sources with specific advisement (Sagihirono, 2016:85). Research criteria for subjects were students at the University of Muhammadiyah Makassar who had experience and had participated in the Learning Express (LeX) program so that they can provide the required and valid information. The list of informants selected by the author are:

No	Informant Name	Age	Gender	Major
1.	A	22 years	Woman	Physics Education
2.	B	23 years	Man	English Education
3.	C	19 years	Woman	English Education

Table 3.1 List of Informants

C. Research Instruments

Research equipment is a tool for measuring observed nature and sociable prodigies (Sugiseno, 2016:148). The instrument used in this reserach is simply a gauge. The Measurement Tool is a tool for measuring research variables. The format of this meter is:

a. Interview (Interview Procedure Guide)

The author interviewed informants from LeX with the aim of obtaining complete and valid information according to the research. The questions given by the researcher were in the form of oral questions with reference

to the interview guidelines that had been made and the informants answers were answered orally.

D. Data collection

At this stage the researcher collects data by using interviews and documentation .

1. Interview

This study the authors using in-depth interviews to obtain the necessary data by holding meetings with several informants. (Sugiono, p.96). Data from the survey are available in the form of audio recordings. From here, the researchers analyzed the student's responses to each recorded question.

2. Documentation

This technique involves taking notes, taking pictures, and recording audio to collect data. The authors document their findings in such a way that the data are archived and are always fully and objectively informative.

E. Data analysis

Mr. Sugishirono (2017:427) said: "Data analysis is one of the processes of systematically searching and organizing. Interview transcripts, field notes, and other collected materials complement the understanding gained and enable its presentation. What do you already have and what have others found? Then, after the interview data is collected, the researchers analyze the data.

The following techniques will be used by researchers to analyze the data:

1. Read/memorize data

The researcher reads the interview results and collects the information gleaned from the interview.

2. Describe the data

After the researchers have specifically collected data from the results of previous interviews, the next step is to outline what is generally produced. Therefore at this stage the research question was resolved.

3. Classifying data

At this stage the researcher will classify the data into details. Then the researcher will write a summary of the results and conclude the data analysis. from this study so that it can be used as a reference in knowing the analysis of students' sociolinguistic competencies through online intercultural exchange.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts, the first is the findings section and the second is the discussion section. It displays the research conclusion or finding and provides more information about that finding. The results of the research provide answers to research problems about how to analyze students' sociolinguistic competence and what are the obstacles.

A. Findings

Researchers conducted research on the Learning Express (LeX) program at Universitas Muhammadiyah Makassar. Learning Express alumni students at Universitas Muhammadiyah Makassar became the subject of this study. The research results are based on the results of interviews with several informants.

The results of interviews conducted by researchers are as follows:

a. Analyzing Students' Sociolinguistic Competence in Communicating and Interacting through Intercultural Exchange in the Learning Express (LeX) Program at the Universitas Muhammadiyah Makassar

1. Dialect

Dialects are variations of a language that differ according to the user (for example, the language of a certain area, a certain social group, or a certain period of time). The dialect is distinguished from language by linguistic structures, namely grammar and vocabulary. The language used in people's lives contains various dialects. Dialect does not have to take all forms of speech from a language.

It is common knowledge that humans are social creatures who could never be able to live without being related to the surrounding elements, both the human environment and the environment nature. In social life, humans cannot live alone without interaction with other people or refuse their presence. As did the students in the Learning Express (LeX) program. As based on the results of interviews with informant A, as follows :

“Jadi kalau bisa di katakan berdialog menggunakan bahasa inggris itu masih agak rumit saya rasa tentunya saat pertama kali berinteraksi dengan lawan bicara tetapi di learning express itu tentunya sangat antusias dan tertarik saat pertama kali berinteraksi dengan mereka melihat sebagai kesempatan untuk itu tadi meningkatkan kemampuan bahasa inggris saya karena di sini kita atau saya terkhususnya itu akan berinteraksi dengan orang-orang yang memiliki pengalaman serta latar belakang yang berbeda jadi tentunya impresinya itu ya antusias dan tertantang begitu.”

"So if you can say that having a dialogue using English is still a bit complicated, I think of course the first time you interact with your interlocutor, but in the learning express, of course you are very enthusiastic and interested when you first interact with them, you see it as an opportunity to improve your English skills . me because here we or I in particular will be interacting with people who have different experiences and backgrounds so of course the impression is enthusiastic and so challenged."

Based on the results of the interview above, it can be concluded that in practice intercultural communication, in which the participants are people of different cultures, especially when interacting with other speakers of different cultures using English. To interact with other speakers of different cultures using English is still a bit difficult to feel, especially since the dialogue is different from English in general.

It is not easy for them to negotiate meanings and build a common understanding of the symbols exchanged because we tend to use our own cultural

characteristics in exchanging and using symbols. As based on the results of interviews with informant B, as follows:

“Pada saat pertama kali bertemu mahasiswa politeknik singapore kalau dari segi bahasa agak sulit bahasa inggrisnya karena mereka punya aksen tersendiri karena kalau tidak salah dia punya empat etnis india,melayu,cina,satunya saya lupa dan caranya berbicara mengikut ke aksen india jadi dia rada-rada india ketika berbicara.”

"When I first met Singapore Polytechnic students, in terms of language, it was rather difficult to speak English because they had their own accent because if I'm not mistaken, he has four ethnicities, Indian, Malay, Chinese, the only thing I forgot and the way he spoke was according to the Indian accent, so he was a bit rather indian when speaking."

Based on the results of the interviews above, it can be concluded that because interacting with opposing speakers with different dialects, namely Singapore Polytechnic students who are of different ethnicities, is a new thing that must continue to learn to understand because their language dialects on average, their interlocutors come from India, so their language dialogue is like English. India.

Activities Human beings are driven by various interests, namely, economic interests, politics, the spread of religion, thirst for knowledge, art and cultural exchange, and desire to master new technology. Various interests lead to meetings and interactions both between nations and between ethnic groups, resulting in the language used as a means of communication influencing each other. As was done by LeX students at Muhammadiyah Makassar University who interacted with Singapore Polytechnic students using English. As based on the results of interviews with informant A, as follows:

”Tentunya bahasa inggris karena itu yang mampu menyatukan kami kan kalau untuk program LeX itu mahasiswanya berasal dari politeknik

singapore dan disana itu kan mereka tidak lebih dari berbahasa inggris otomatis kan bahasa inggris itu bahasa internasional jadi itu yang dijadikan bahasa untuk kami berinteraksi satu sama lain jadi bahasa paling sering digunakan adalah bahasa inggris.”

"Of course, English is what brought us together. For the LeX program, the students came from Singapore Polytechnic and there, they don't speak more than English. the most frequently used language is English."

Based on the interview results above, the second language is most often used by LeX students when interacting with Singapore Polytechnic students. See also that English is an international language. Although the dialect of Singapore Polytechnic students varies due to ethnic diversity. The same thing was also done with other LeX students. As based on the results of interviews with informant C, as follows:

“Itu tadi tentu saja bahasa Inggris karena LeX berkolaborasi dengan mahasiswa Singapore dan Singapore kan menggunakan bahasa Inggris jadi yang sering saya gunakan adalah bahasa Inggris tapi waktu itu kan belum lancar bahasa inggris ku jadi lebih sering gunakan bahasa tubuh.”

"That was of course English because LeX collaborated with Singapore and Singapore students using English so what I often used was English but at that time I wasn't fluent in English so I used body language more often."

Based on the interview above, students in the LeX program are required to use English as an intercultural communication tool when interacting with Singapore Polytechnic students. So for students who are not fluent in English they add it by using body language or gesture assistance as a means of communication when interacting.

The variant of a language or dialect is determined by the background of the speaker's origin relating to areas or geographic locations that affect a community by distinguishing it from other societies. Language is a description

that is best as dialect collection. As seen from the results of the interview with Informant A, as follows:

“Untuk pertama kali saya harus belajar memahami karna jujur saya baru berinteraksi dengan dialek mahasiswa politeknik singapura jadi saya masih agak kaku.”

"For the first time I had to learn to understand because to be honest I just interacted with the dialect of Singapore Polytechnic students so I was still a bit stiff."

Based on the interview results above, it can be concluded that Singapore Polytechnic students have many dialects according to their ethnicity and this is a new experience for LeX students at Universitas Muhammadiyah Makassar.

Communities will always be faced with the choice of a particular dialect in a particular context. Dialect will experience changes based on geographic location, circumstances politics, as well as cultural developments so as to cause the emergence of a language that stands alone. As seen from the results of the interview with Informant B, as follows:

“Jadi tidak hanya bahasa inggris tapi dialeknnya beragam kadang mahasiswa politeknik singapura itu menggunakan bahasa cina misalnya atau bahasa india nah saya pribadi menanggapi bahwasahnya ini merupakan sesuatu yang sangat menarik khususnya untuk di pelajari seperti itu karena kalau kita mempelajari dialek atau pun bahasanya mereka wawasan kita bisa bertambah seperti itu kita juga punya skill bahasa juga bertambah jadi menurut saja selain menarik ini juga bermanfaat buat saya jadi intinya menarik sih sama bermanfaat.”

"So it's not only English but the dialect varies, sometimes the Singapore Polytechnic students use Chinese, for example, or Indian. I personally respond that this is something very interesting, especially to learn like that because if we study the dialect or language, we can gain insight. it increases like that we also have language skills also increase so in my opinion apart from being interesting this is also useful for me so basically it's interesting as well as useful."

Based on the interview results above, it can be concluded that dialect is a form of variant language contained in a particular language that has its own characteristics both in terms of pronunciation or disclosure in a communication that used by a particular language community in a place certain. With a variety of dialects can also add insight and skills.

The emergence of various dialects occurs in most languages that exist on this earth and English is no exception as spoken language in the international world. Therefore, various dialects also occur between LeX students at Universitas Muhammadiyah Makassar and Singapore Polytechnic students as a student exchange program through intercultural. As seen from the results of the interview with Informant A, as follows:

“Yang paling mencolok itu yang saya dapat biasanya saya pakai dialeknya mereka seperti itu lebih ke penerapan dialek itu penerapannya itu seperti yang di pengaruhi cara berbicaranya kita atau gaya bahasanya kita seperti itu karena saking seringnya kita berbicara tarolah aksen cina kita biasa ikut-ikutan juga memakai aksen cina jadi saya biasa ke gaya bahasa khususnya ke dialeknya begitu.”

"The most striking thing that I get is that I usually use their dialect like that, more about the application of the dialect, the application is like it is influenced by the way we speak or the style of our language is like that because we often speak Chinese accents, we usually join in too use Chinese accent so I'm used to the style of language, especially the dialect."

Based on the results of the interviews above, it can be concluded that dialect is very influential in the communication process between LeX students at the Universitas Muhammadiyah Makassar and Singapore Polytechnic students. So students from the Singapore Polytechnic have a special variety of dialects according to their ethnicity.

2. Gender

Patriarchal language labeling women as talkative creatures. The labeling of women is so strong that if there is a man who is fussy, he is labeled as like a woman. As seen from the interview with Informant C, as follows:

“Mahasiswa politeknik singapura rata-rata mereka terbuka jadi untuk perempuan saya banyak cerita tentang personal tapi kadang tentang hobi juga.”

"Singapore polytechnic students are generally open, so for women I talk a lot about personal things but sometimes about hobbies too."

Based on the results of the interviews above, it can be concluded that stereotypes about differences in language styles between men and women are actually based on prejudice. The only difference lies in the different topics of conversation. Women are more often seen as happy to talk about personal matters while men prefer to talk about impersonal topics such as hobbies etc.

In consciously speaking or not, there are differences between men and women. This difference, of course, occurs as a result of social and cultural factors that surround it and in a patriarchal culture, men have a higher position than women. As seen from the interview with Informant A, as follows:

“Iya berbeda ketika dalam kelompok misal seolah diskusi pria lebih banyak menginterupsi di bandingkan perempuan. Jadi kita perempuan tidak banyak waktu untuk interupsi.”

"Yes, it's different when in a group, for example, it's as if men's discussions interrupt more than women. So we women don't have much time for interruptions."

Based on the results of the interviews above, it can be concluded that there appears to be dominance between men over women, men may speak openly while women do not. Women in this case should show decency and meekness.

The relationship between language and gender is the relationship between language and ideas about men and women. In terms of language substance, women are also different from men who rely on logic, while women are very involved in feelings. As seen from the interview with Informant B, as follows:

“Kalau saya bicaraku sesama laki-laki biasa lebih slowji nah kalau sama perempuan biasa saya lebih berhati-hati dikarenakan perempuan lebih perasa dan relatif sensitif.”

"When I speak with ordinary men, it's slower, now with ordinary women, I'm more careful because women are more sensitive and relatively sensitive."

Based on the interview results above, it can be concluded that gender is a factor that influences language variation. Because it is clear that the differences in the use of language between men and women are indeed fundamental in their communication. Women are very involved feelings and more sensitive while men use logic.

Language and gender are heavily influenced by one's social factors. Different gender means different languages spoken, both are related to each other. As seen from the interview with Informant B, as follows:

“Tentu seperti yang kubilang tadi bahwa perempuan itu lebih sensitif otomatis pola bahasa yang ku gunakan akan berbeda ketika bicaraka dengan laki-laki dan perempuan.”

"Of course, as I said earlier that women are more sensitive, automatically the language patterns I use will be different when talking to men and women."

Based on the results of the interviews above, it can be concluded that each language spoken has characteristics and specificities so that we can distinguish which are male speakers and which are female speakers. All are also influenced by cultural, social factors from a speaker.

3. Context

Interaction is a basic nature owned by every human being in society, and language becomes one the most important means for the occurrence of a that interaction. Ko communication between community members, especially those with language differences, will become smoothly in that society there has been a process of language learning, whether done formally or informal. As based on the results of interviews with Informant C, as follows:

“Kalau waktu itu sih lebih sering ke informal karena belum fasih dalam berbahasa Inggris jadi lebih sering menggunakan bahasa informal dengan tensis-tensis yang di ajarkan”.

"At that time I went to informal more often because I wasn't fluent in English so I used informal language more often with tenses being taught."

Based on the results of the interviews above, it can be concluded that between LeX students and Singapore Polytechnic students they use simple informal language in accordance with the tenses that have been taught.

In some ways, language users are more bound to language functions than to language forms, in where the meaning of language is often inconsistent with the form it chooses. As based on the results of interviews with Informant A, as follows:

”Dikombain kadang menggunakan bahasa formal dan informal selama itu tidak mengandung kata-kata kasar. Sebenarnarnya kami dalam berinteraksi ini selama mereka paham dan tidak mengandung kata-kata kasar serta tidak menyinggung unsur budaya.”

”Dikombain sometimes uses formal and informal language as long as it does not contain harsh words. In fact, we are in this interaction as long as they understand and do not contain harsh words and do not offend cultural elements.”

Based on the results of the interviews above, it can be concluded that when LeX students communicate with Singapore Polytechnic students, they combine formal and informal language. They just adjust the situation when they communicate and with whom they communicate. As long as it does not contain and offend the culture of each speaker.

Language seen as a means of communication, so language ability seen from one's ability to use it in communication. As seen from the interview with Informant B, as follows:

“Kalau disana itu lebih informal ji lebih kebanyakan kita menggunakan bahasa Spokenlanguage ya seperti bahasa sehari-hari tidak ada unsur akademik hanya bahasa sederhana bahasa yang sering digunakan di speaking.”

"If it's more informal there, if we mostly use Spokenlanguage, it's like everyday language, there are no academic elements, only simple language, the language that is often used in speaking."

Based on the results of the interviews above, it can be concluded that LeX students more often use informal language in their daily lives and do not contain academic elements and use spoken language.

Intercultural communication that is truly effective requires several things noticed that is respect members of other cultures as man; respect other cultures as they are and not as they are desired . As based on the interview with Informant A, as follows:

”Sebenarnya kalau secara tertulis atau penyampaian dari fasilitator tidak ada tetapkan kita tahu sendiri bagaimana berbahasa yang baik lebih di tekankan bagaimana agar bahasa kita dan yang kita ucapkan tidak mengandung kata-kata kasar dan tidak mengganggu norma-norma atau hal-hal membuat mereka tersinggung.”

"Actually, if there is no written or delivery from the facilitator, but we know how to use good language, more emphasis is placed on how our language and what we say does not contain harsh words and does not disturb norms or things that offend them" .

Based on the results of the interviews above, it can be concluded that there are no special rules when communicating between LeX students at the Universitas Muhammadiyah Makassar and Singapore Polytechnic students as long as they do not contain and offend the culture of each speaker.

The same thing was said by other informants who also took part in the LeX program. As based on the interview with Informant B, as follows:

"Ada sih tidak bisaki kayak menyinggung SARA hanya itu tidak mengandung rasisme dan menurutku itu wajar untuk menjaga tutur bahasa berbeda etnis."

"There's nothing like offending SARA, but it doesn't contain racism and in my opinion it's normal to keep speaking different ethnic languages."

Based on the interview above, it can be concluded that culture influences the way everyone in conveying the message, so there are differences in perception between people involved in interaction and communication in their surroundings therefore do not need special rules as long as they do not contain racism.

For able to speak well, someone a ng must have an understanding of the whole the language system and its application in certain contexts as well. As based on the results of interviews with Informant A, as follows:

"Tentunya sangat membantu untuk mengembangkan bahasa inggris saya dengan mengikuti program ini. Bayangkan selama dua pekan itu kami menggunakan bahasa inggris untuk berinteraksi satu sama lain jadi otomatis kita di haruskan menggunakan bahasa inggris jadi secara tidak langsung kita terus belajar bahasa inggris. Jadi program ini sangat membantu dalam mengembangkan atau menambah wawasan kita dalam menggunakan bahasa inggris."

”Of course it is very helpful to develop my English by joining this program. Imagine that during those two weeks we used English to interact with each other so automatically we have to use English so indirectly we continue to learn English. So this program is very helpful in developing or adding to our insights in using English.

Based on the results of the interview above, it can be concluded that the existence of the Learning Express (LeX) program can help improve the quality of their language, especially in English for LeX students at the University of Muhammadiyah Makassar.

b. Student barriers when communicating and interacting in intercultural exchanges in the University of Muhammadiyah Makassar's Learning Express (LeX) program

1. Dialect

In social life, humans cannot live alone without interacting with other people or rejecting their presence. It is the same with LeX students at Universitas Muhammadiyah Makassar who interact with Singapore Polytechnic students. As based on the interview with Informant C, as follows:

“Ada saat perbedaan bahasa yang buat saya kesulitan hanya pada dialek bahasa Inggris yang lebih ke Cina karena kebanyakan dari tim saya Cina jadi bahasa Inggrisnya seperti Mandarin tapi lama kelamaan mudah ji beradaptasi.”

“There were times when the language differences made it difficult for me, only the English dialect was more Chinese because most of my team were Chinese, so their English was like Mandarin, but over time it was easy for me to adapt.”

Based on the interview results above, it can be concluded that the difficulties experienced between LeX students and Singapore Polytechnic students due to dialect differences. Where Singapore Polytechnic students use the Chinese dialect because the average student comes from China.

Language as a means of internal communication society focuses more on purposeful use of language make communication between speakers and speech partner goes well . as based on the interview with Informant B, as follows:

“Mungkin lebih ke hambatan logat bahasanya jadi meskipun kita sama-sama pakai bahasa inggris tapi niat dan gaya bahasa beda biasa agak kesusahan untuk berkomunikasi biasa berulang-ulang baru paham cuman biasanya seiring berjalannya waktu biasa beradaptasi dengan bahasanya dan logatnya.”

"Maybe it's more to the language accent barrier, so even though we both use English, the intentions and style of language are different, it's usually a bit difficult to communicate, it's usually repeated and then we understand, but usually over time we can adapt to the language and accent."

Based on the results of the interviews above, it can be concluded that there is a need for repetition between LeX students at Universitas Muhammadiyah Makassar and Singapore Polytechnic students every time they communicate to ensure the purpose of the message to be conveyed. Due to the differences in the dialect of each speaker even though both use English.

In order for the interaction process among people who have different languages keep going well. So between them need an understanding or agreement regarding meaning in the language they use so as not to impede the course of communication. As based on the results of interviews with Informant B, as follows:

“Menurutku tidak mengganggu cuman kalau dari kami bisa jaki bahasa Indonesia dan bahasa Inggris dan Daerah cuman dari pihak Singapore Student itu biasa kewalahan karena mereka agak kesusahan untuk bisa pahami bahasa lain hanya bahasa Inggris saja ada beberapa mahasiswa bisa berbahasa Melayu jadi kalau bahasa Indonesia mengerti sedikit-sedikit.”

"In my opinion, it doesn't bother us, but if we can speak Indonesian and English and regional, but Singapore students are usually overwhelmed because they have a bit of difficulty understanding other languages, only

English, there are some students who can speak Malay, so if Indonesian understands a little -A little".

Based on the results of the interview above, it can be concluded that on average, Singapore Polytechnic students can only speak English. And for Malay there are not so many, only a few of them so when students from LeX Universitas Muhammadiyah Makassar use Indonesian they can understand little by little.

Language has various functions, including tools to exchange information, tools for express ideas, tools for maintain pride group and so on. As based on the interview with Informant A, as follows:

"Terkadang saya masih kurang paham tapi kalau sudah bicara panjang terkadang saya mau mengikuti dialek mereka saya takut mereka tersinggung."

"Sometimes I still don't understand, but when I talk for a long time, sometimes I want to follow their dialect, I'm afraid they will be offended'."

Based on the results of the interviews above, it can be concluded that dialect differences in English are an obstacle when communicating with Singapore Polytechnic students. LeX students at Muhammadiyah Makassar University must be careful because sometimes they want to follow their dialect which is considered mocking. So you need help with body movements or body language to be able to convey the message you want to convey.

2. Gender

Gender differences are a reality that cannot be avoided, and everyone views them or gives different perceptions. We can see the fact that the style of speech and the characteristics of speech choices are strongly influenced by gender. As based on the results of interviews with Informant B, as follows:

“Sejauh ini tidak adaji apa lagi untuk sesama laki-laki itu saja kalau berbicara dengan lebih perempuan karena lebih sensitif dan juga adanya perbedaan antarbudaya.”

"So far, there is nothing else for fellow men to talk to more women because they are more sensitive and there are also differences between cultures."

Based on the results of the interviews above, it can be concluded that the obstacle lies in the nature of each sex. Type Gender has nothing to do with the characteristics possessed by a person, however it exists and belongs to everyone. Men are more difficult to adjust than women in speak. Women will use their feelings more as a result women are considered more sensitive. While men are considered to often use their logic as a result they are considered the most powerful.

Language diversity based on gender arises because language as a social phenomenon is closely related to social attitudes. Socially male and women are different because society assigns different social roles to women they, and society expect different patterns of behavior. Language only a reflection of this social reality. As based on the results of interviews with Informant A, as follows:

“Ohiya karena kita berasal dari kampus yang berbasis islam jadi untuk berbaur dengan laki-laki itu agak berbeda lebih kaku dan sungkan.”

"Ohiya, because we come from an Islamic-based campus, so mingling with men is a bit different, more rigid and awkward."

Based on the results of the interview above, it can be concluded that social roles are a factor in language and gender differences. Islamic-based LeX students at the Universitas Muhammadiyah Makassar are not used to mingling with men and are required to mingle which becomes an obstacle when communicating and interacting becomes more rigid.

3. Context

Good command of the language in communication not only because of the influence of linguistic mastery but also influenced by understanding of language according to context, so that an understanding of culture is needed speaker. As based on the results of interviews with Informant A, as follows:

“Mungkin dengan mendengarkan secara seksama pastinya misalnya yang mereka jelaskan tidak jelas tentunya saya akan mengajukan pertanyaan agar saya lebih paham karena kita memang harus saling menghargai setiap individu jadi saya mencoba menunjukkan rasa hormat dengan adanya perbedaan ragam bahasa karena dengan adanya program ini kita mempelajari tentang budaya dari singapore tapi sejujurnya mahasiswa dari singapore lebih terbuka.”

"Maybe by listening carefully, of course, for example what they explain is not clear, of course I will ask questions so that I understand better because we really have to respect each other for each individual so I try to show respect with differences in the variety of languages because with this program we learn about culture from Singapore but to be honest students from Singapore are more open."

Based on the results of the interview above, it can be concluded that the way LeX students at Universitas Muhammadiyah Makassar overcome language and cultural differences when communicating so that misunderstandings do not occur is by listening carefully and asking again what the Singapore Polytechnic student's words mean.

This method is also the same as that used by other LeX students to avoid misunderstandings. As based on the results of interviews with Informant B, as follows:

“Mungkin lebih banyak-banyak berinteraksi dan latihan terus menerus lama-lama paham dengan aksennya lebih sering meningkatkan frekuensi komunikasi dengan mereka karena butuh berinteraksi.”

"Maybe more interactions and continuous practice gradually understand the accent more often to increase the frequency of communication with them because they need to interact."

Based on the results of the interviews above, it can be concluded that by increasing the frequency of interacting and continuing to practice with students from the Singapore Polytechnic, it will be easier for them to understand the dialects of them in a more informal language.

B. Discussion

In the discussion section, the researcher answers the entire problem formulation by connecting the theory that the researcher uses with reference to general sociolinguistic theory and theories from dialect, gender, and context.

The Learning Express (LeX) program organized by the Universitas Muhammadiyah Makassar collaborates with the Singapore Polytechnic in terms of intercultural student exchanges. The language used in interacting between students is English. Student Affairs Binus (2019) Learning Express (stylized as LeX) Program is an Overseas Social Innovation Project initiated by Singapore Polytechnic, Singapore, where students complete the project within 2 weeks. Students use the Design Thinking methodology to innovate alongside prototyping solutions to real-life problems.

Students Learning Express (Lex) get a positive impact during the program and also help to know the influence of language and dialect, gender, context, get motivated, and limit difficulties in mastering vocabulary.

a. Analyzing Students' Sociolinguistic Competence in Communicating and Interacting through Intercultural Exchange in the Learning Express (LeX) Program at Universitas Muhammadiyah Makassar

1. Dialect

Based on the data found and analyzed by researchers that v variants of language in a language known as a dialect is a form of language study. In-room studies scope of applied linguistics as a form of reflection on usage language as a means of individual and group communication. The dialect problems spread throughout all existing languages English is no exception. Next, the dialect is studied in detail by the field of linguistics called dialectology concentrate the discussion on language variants the. According to Mulatsih (2016: 23) dialect is used to differentiate between one region and another. This is why dialects are often referred to as language variations.

Dialect as part of applied language studies dig into the depths of the dialect from all sides have seen the dialect as one of the fields of linguistics that needs to be studied as a means to find the main factors that cause the differences within a language family. Difference in terms of geographical location, social, and also time. By Because Dialectology is closely related to fields science others like sociolinguistics, history, linguistics comparative, geographic and others and so on.

When compared with the results of research conducted by Valantino Ateng Pamolango (2012) who studied dialectology in the geography of saluan dialects.

The research results show that in terms of in terms of the distribution of phonological and lexical elements of the Saluan language by using the

dialectometric method, it appears that generally the differences are contained in the Saluan language is still a speech difference.

The theory that supports this research is a number of concepts thoughts put forward by Guiter (1973), Kurath (1972), and Weinreich (1954). In its application, researchers will not rely on just one theory because According to researchers, various theories can be combined as long as the theories are combined it does not deviate from the purpose of that research.

Guiter's (1973) view of its application is primarily directive analysis map on the determination of a group as one dialect compared to that or a dialect can be categorized as a separate language.

Kurath's (1972) view of its application guides deep map analysis withdrawal of isoglosses as a cartographic tool that concludes (reduces) that a number of identical data so that observation points (settlements) studied can be separated into groups of language use.

View Weinreich (1954) expressed the concept of diasystem, that differences exist among speakers of languages that may be witnessed in a phonological system, its morphology, syntax and lexicon do not hinder understanding because of the core together (common core) (Moeliono, 1985). This view is primarily directing dialect analysis in terms of phonological diasystems.

2. Gender

Gender differences are a reality that cannot be avoided, and everyone views them or gives different perceptions. A distinguishing aspect of language that does not always exist in language is gender. We can see the fact that the style

of speech and the characteristics of speech choices are strongly influenced by gender.

Some views that gender influences the form of language. Women are more conscientious and in tune with the norms in Sociolinguistics and they are more open. Men are more difficult to adjust than women in speak. Women's speech is full of gossip, often subtracted or added, unreasonable/illogical, inaccurate or due to educational factors, and style often. The things mentioned above, according to Sociolinguistics experts are very affect language selection.

If it is associated with the results of research conducted by Umi Hijriyah (2018) who studied language and gender. The results of the research show that language and gender are related to how gender influences the way we use language and the use of other languages.

The theory that supports this research is the politeness theory. This theory suggests that participants in interactions usually 'avoid dealing with threatening actions' that undermine the social position of the interlocutor. Various alternative definitions of politeness in speech have been proposed. Lakoff (1973) argues that people being polite aims to reduce friction in personal interactions. Thus, the use of politeness may reflect power relations between speakers. Gumpersz (2008) argues that politeness does not merely reflect, but also helps to produce social relations, stating that it is 'fundamental in producing social order and preparing the conditions for human cooperation'.

3. Context

Sociolinguistics always pays attention to the context of language use in the form of meaning, language change, and language acquisition. The speech component which is considered as a social context that is heavily influenced by the form of discourse spoken by someone in a speech scene by Hymes in Poedjosoedarmo (1989: 4) is called the "Speech Component".

Good command of the language in communication not only because of the influence of linguistic mastery but also influenced by understanding of language according to context, so that an understanding of culture is needed speaker. Interaction is a basic nature owned by every human being in society, and language becomes one the most important means for the occurrence of a that interaction. Ko communication between community members, especially those with language differences, will become smoothly in that society there has been a process of language learning, whether done formally or informal.

When LeX students communicate with Singapore Polytechnic students, they combine formal and informal language. They just adjust the situation when they communicate and with whom they communicate. As long as it does not contain and offend the culture of each speaker. However, what they most often use is informal language to communicate and interact as long as it does not contain SARA.

If it is associated with the results of research conducted by Moon & Selviani (2019) which examines sociolinguistics in diglossia. The results of the study show that the use of language depends on the speech partner. Indonesian is

dominantly used for formal situations. Meanwhile, the Manggarai language is for informal situations. From the results of the data analysis it was also found that the form of diglossa practiced by students was a situation of multiple degrees of differentiation and function of language, as well as the situation in a multilingual society, where there are two languages which are distinguished one as a high language (formal) and the other as a low language (informal).

The theory that supports this research is the theory of language politeness by Chaer (2010: 31) suggests that politeness in an utterance has three rules that must be obeyed, such as: formality, similarity, and indecisiveness. The rule of formality means that there should be no element of coercion in the utterance. The similarity rule means that there is equality between the speaker and the interlocutor, and the rule of indecisiveness means that the interlocutor has the choice to respond to the speech that has been conveyed.

b. Student barriers when communicating and interacting in intercultural exchanges in the Universitas Muhammadiyah Makassar Learning Express (LeX) program

1. Dialect

The interaction between community members and use language, so it's clear that language is a part of society. The organization is an agent of socialization where humans carry out social communication and interaction, the individuals involved in it certainly come from different backgrounds different cultural background. With that difference in cultural background, of course skills in understanding intercultural communication are needed.

There are language and cultural differences between LeX students at Universitas Muhammadiyah Makassar and Singapore Polytechnic students experiencing difficulties. The difficulties experienced by LeX students were the different English dialects of Singapore Polytechnic students because Singapore has various ethnicities. Therefore, the dialect used by Polytechnic students adapts to their respective tribes. So, for example, Singapore Polytechnic students who come from India, follow the Indian dialect. A similar thing happens if Singapore Polytechnic students come from Chinese.

LeX students at Universitas Muhammadiyah Makassar overcome this by listening carefully to what the Singapore Polytechnic students are saying and asking questions if they still don't know what the message is to be conveyed so that there are no misunderstandings. LeX students at the University of Muhammadiyah Makassar continue to increase the frequency of communication with Singapore Polytechnic students so they can continue to interact.

2. Gender

Gender differences are a reality that cannot be avoided, and everyone views them or gives different perceptions. We can see the fact that the style of speech and the characteristics of speech choices are strongly influenced by gender. The difference between men and women is not only about problems the language/structure, but also the things that accompany the speech. For example motion limbs and facial expressions. These two things must exist in society, but differs from community group to community group different between women and men.

Type Gender has nothing to do with the characteristics possessed by a person, however it exists and belongs to everyone. Men are more difficult to adjust than women in speak. Women will use their feelings more as a result women are considered more sensitive. While men are considered to often use their logic as a result they are considered the most powerful.

Islamic-based LeX students at the Universitas Muhammadiyah Makassar are not used to mingling with men and are required to mingle which becomes an obstacle when communicating and interacting becomes more rigid.

3. Context

Good command of the language in communication not only because of the influence of linguistic mastery but also influenced by understanding of language according to context, so that an understanding of culture is needed speaker. the way LeX students at Universitas Muhammadiyah Makassar overcome language and cultural differences when communicating so that misunderstandings do not occur by listening carefully and asking again the meaning of the Singapore Polytechnic student's speech by using informal language with fellow students so that it is easier to understand the meaning of the message to be conveyed. LeX students at Universitas Muhammadiyah Makassar continue to increase the frequency of interacting and practicing continuously with Singapore Polytechnic students so that it will be easier for them to understand their dialects by using informal language.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the results of the study, the following research conclusions were obtained:

1. Learning Express (LeX) program organized and in collaboration with the Singapore Polytechnic can influence the sociolinguistic competence of LeX students at the Universitas Muhammadiyah Makassar in terms of their ability to communicate with dialect, gender and context. Because Singapore Polytechnic students have various ethnicities. Automatically the dialect they use is different. Gender influences the form of language in communicating between men and women. Women are more thorough and aligned with the norms in Sociolinguistics and they are more open. Men are more difficult to adjust than women in speak. They use formal and informal language but informal language is more often used to facilitate understanding.
2. The obstacles LeX students face when communicating with Singapore Polytechnic students, namely a lack of understanding of speech and different languages and dialects become obstacles for LeX students in communicating and interacting with Singapore Polytechnic students. In addition to dialect, gender differences are also an obstacle because LeX students who come from Islamic campuses are not used to mingling with the opposite sex but are required to mingle. Because of the different

dialects, they therefore use informal language with body movements to facilitate communication and interaction.

B. Suggestion

Researchers would like to provide the following suggestions based on research findings and discussion:

1. Other researchers must carry out additional research on the same object but from different angles, because students often face different issues. There is still a need for development in the collaboration between the Universitas Muhammadiyah Makassar and the Singapore Polytechnic in the Learning Express (LeX) program.
2. For students who will take part in the Learning Express (LeX) program, they learn more and understand and master language in socioculture.

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ATTACHMENT
RESEARCH INSTRUMENTS

Name :

Force :

Year participating in Student Exchange :

No.	Aspect	Question
1.	Dialect	<ol style="list-style-type: none"> 1. How did you respond the first time you interacted with your interlocutor? 2. How many kinds of language do you most often use with other speakers? What language do you use most often? 3. How do you respond to language or dialect variations in interacting with other speakers? 4. Is there dialect influence when communicating with other speakers? 5. Are there dialect influences or language variations with other speakers when interacting or communicating with other speakers? 6. Are there any language or dialect variations when communicating with other speakers while implementing the Learning Express Program (LeX)? 7. Are there any difficulties when interacting for the first time using English?
2.	Gender	<ol style="list-style-type: none"> 1. How is the difference in the use of language between men and women regarding the topic of conversation? 2. Do men and women speak differently in different groups?

		<ol style="list-style-type: none"> 3. What are the strategies used in conversations between genders? 4. Can gender differences affect language change? 5. Are there difficulties in conversation with gender differences? 6. What difficulties do you face when communicating and interacting with gender differences in a group?
3.	Context	<ol style="list-style-type: none"> 1. What formal or informal language context do you use when interacting with other speakers? 2. Are there special rules for using language with other speakers? 3. Are there any obstacles during the interaction process due to cultural differences? 4. How do you overcome cultural differences when communicating with other speakers?

Adopted and modified from Umi Hijrayah (2018) & Netti Yuniarti (2019)

ATTACHMENT
DOCUMENTATION

