

**THE DIFFICULTIES OF CONTEXTUAL COMMUNICATION
FACED BY THE UNIVERSITY LEADERS OF NON-
ENGLISH BACKGROUND AT MUHAMMADIYAH
UNIVERSITY OF MAKASSAR**

**(Descriptive Research at the University Leader of Non English Background
At Muhammadiyah University of Makassar)**



A THESIS

*Submitted to the faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the degree of
education in English Education Department*

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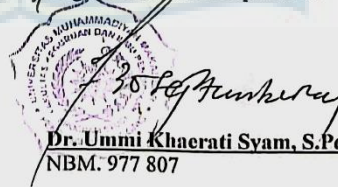
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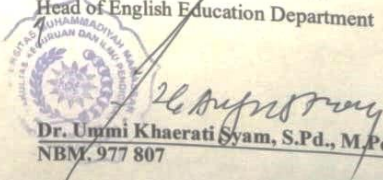
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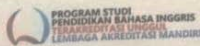
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27/5/24	1-5	- Penulisan Citation - Objective of the research	<i>[Signature]</i>
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10 April 2019	IV-V	Research result from interview	f.
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10 May 2019	IV	Revise the chart s.	f.
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MOTTO

Science is courage.

DEDICATION

In The Name Of Allah, I Dedicate This Thesis To:

*My Beloved Parents, My Mum Johariah Who Was Very Patient In Educating Me.
In Every Prayer, I Only Direct My Prayers To My Dearest Mother. My Father
Kamaruddin, Thank You For All The Best Advice. Your Prayers For Me Are The
Best Gift In My Life.*

*My Beloved Brothers Akbar (Uba), Agung (Putra), My Beloved Sister Angel
(Enjel).*

All My Best Friends

You Are My Greatest Gift

Thank You For Being My Support System.



ABSTRACT

Muhammad Alif Mandar, 2024 *The Difficulties Of Contextual Communication Faced By The University Leaders Of Non-English Background At Muhammadiyah University Of Makassar* English Education Department, University of Muhammadiyah Makassar. Under the thesis of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Farisha Andi Baso and Ismail Sangkala.

This research aims to find out how the difficulties of Muhammadiyah University Leaders with non-English backgrounds in contextual communication with foreign institutions. This research is a descriptive qualitative research conducted on 6 leaders of Muhammadiyah University of Makassar. This research with an interview process. interviews were conducted to find out the views and difficulties of university leaders in contextual communication.

The results showed that Muhammadiyah Makassar University leaders with non-English backgrounds experienced difficulties in communicating due to lack of mastery of English and cultural differences resulting in intercultural miscommunication. In addition, Muhammadiyah University of Makassar leaders with non-English backgrounds provide views that there is a need for a common vision, English language improvement activities for leaders and providing sufficient facilities to overcome communication difficulties with foreign institutions.

Keywords: *Difficulties, English, Leadership*

ABSTRAK

Muhammad Alif Mandar, 2024 *Kesulitan Komunikasi Kontekstual Yang Dihadapi Oleh Pimpinan Universitas Yang Berlatar Belakang Non-Bahasa Inggris Di Universitas Muhammadiyah Makassar* Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Makassar. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Farisha Andi Baso dan Ismail Sangkala.

Penelitian ini bertujuan untuk mengetahui bagaimana kesulitan Pimpinan Universitas Muhammadiyah yang berlatar belakang non-Inggris dalam komunikasi kontekstual dengan lembaga asing. Penelitian ini merupakan penelitian kualitatif deskriptif yang dilakukan terhadap 6 pimpinan Universitas Muhammadiyah Makassar. Penelitian ini dilakukan dengan proses wawancara. Wawancara dilakukan untuk mengetahui pandangan dan kesulitan pimpinan universitas dalam komunikasi kontekstual.

Hasil penelitian menunjukkan bahwa pimpinan Universitas Muhammadiyah Makassar yang berlatar belakang non-Inggris mengalami kesulitan dalam berkomunikasi karena kurangnya penguasaan bahasa Inggris dan perbedaan budaya yang mengakibatkan terjadinya miskomunikasi antar budaya. Selain itu, pimpinan Universitas Muhammadiyah Makassar yang berlatar belakang non-Inggris memberikan pandangan bahwa perlunya kesamaan visi, kegiatan peningkatan bahasa Inggris bagi para pimpinan dan penyediaan fasilitas yang memadai untuk mengatasi kesulitan komunikasi dengan lembaga asing.

Kata kunci: Kesulitan, Bahasa Inggris, Kepemimpinan

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you for always providing motivation during my time as a student at UNISMUH Unismuh

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Billahi Fi Sabillil Haq Fastabiqu! Khaerat

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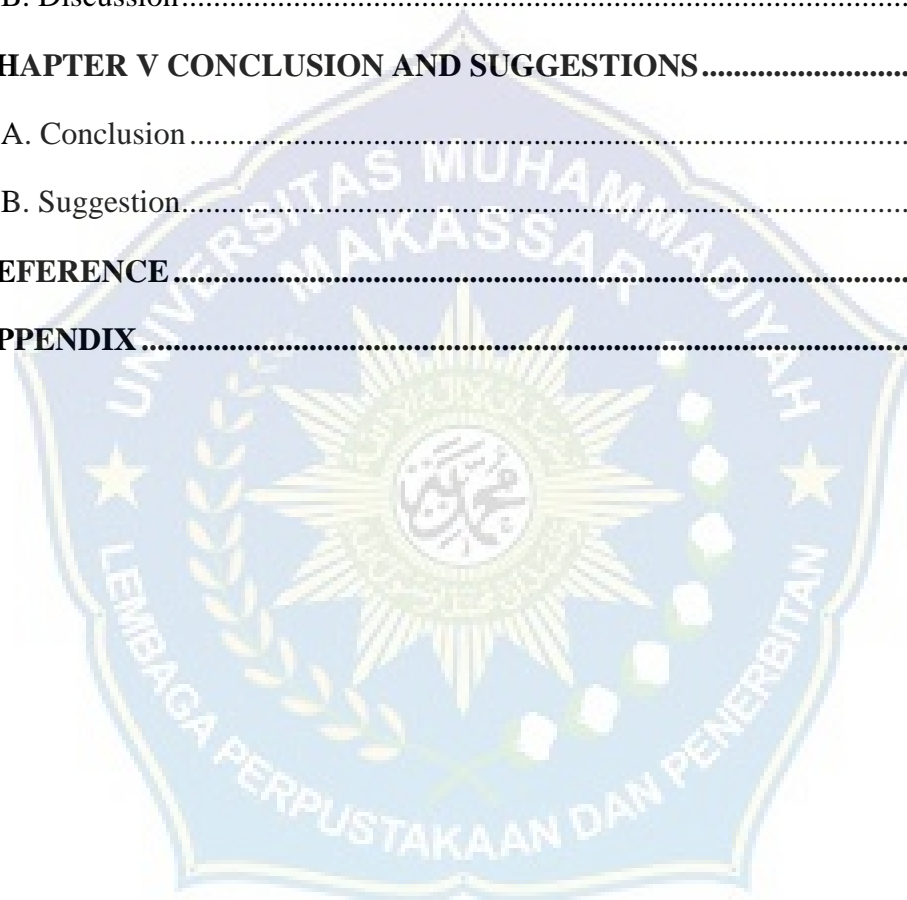
The Researcher


Muhammad Alif Mandar

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CHAPTER I

INTRODUCTION

A. Background

In everyday life, humans are always required to build relationships with each other. Humans as an existence are the embodiment of beings who are required to always fulfill their needs (Littlejohn & Foss, 2009). This need is a demand for the reality of a competitive world. To realize this existence, humans try to adapt to social reality so as not to fall into incompetence. So humans are required to fulfill all of that. There are several aspects that can create existence, one of which is communication and language. Communication becomes a tool to achieve common goals, with its function in the perspective of conveying messages in the form of language or other forms, so that a common perception arises. Communicating effectively and efficiently will be able to achieve goals in a timely manner and deploy the right resources (Kustiawan, 2019).

Communication is simply defined as interaction between two or more people with the aim of exchanging information, which requires the skills of each individual to master it (Rohmah, 2021). Not only mastering how to create interesting content, but also creating the context for information that is conveyed correctly and precisely as expected. Current advances in information and communication technology force everyone to compete to master various types of applications to make it easier to communicate with other people, even to convey their arguments and opinions to the public for various purposes. The purpose of

sharing information with other people is sometimes to get a negative or positive response from the recipient. Therefore, apart from good skills by the information giver, good information recipient skills are also needed. The skills of the recipient of information in absorbing and responding to the information received must be in accordance with the informant's perception to avoid misunderstandings. Effective communication will tend to make it easier for other people to be motivated which in turn tends to increase their morale, enthusiasm, productivity, satisfaction and performance. In fact, another impact that arises from good and effective communication is that a person will feel happy, increase loyalty and mental health, generate respect and trust (Palangka & Tengah, 2017). Properly implemented communication, integrated into every stage of the crisis and response, can help reduce the fear of suffering and death. Being able to communicate effectively is the most important part of every leader's job (Setyanto et al., 2020)

As we know, communication is a prerequisite for human life. Life will appear empty or no life at all if there is no communication (Rohmah, 2021). Communication means interaction between humans. The importance of communication for humans cannot be denied and it is also the case for an organization. With the existence of a good organization an organization can run smoothly and vice versa, lack or absence of organizational communication can become obstacles or jammed and messy. Talking about communication is of course related to something. leaders who in this case are given power prerogatives and responsibilities on a large or small scale according to their portion.

Communication activities in an organization aim to establish mutual understanding and equalize experiences among members of the organization. With good communication, an organization can run smoothly. On the other hand, with a lack or absence of communication, an organization can fall apart (Julianto & Agnanditiya, 2021).

In the current Era of the Industrial Revolution, several aspects are needed to adapt to the process of changing times which is allegedly very fast and rapid. Individuals and organizations are expected to follow the fast current. We are required to continue to innovate, build creativity, and collaborate with all other social creatures. As social creatures, of course we will use communication as one of the most important things in today's developments (Kustiawan, 2019). The development of Age Transformation requires us to be able to master several skills and the main bridge to answer this challenge is English Language Proficiency. As we know English is an international language, of course English takes a central role in connecting every individual, organisation and community in this world. English becomes a double-edged knife because when we do not have English proficiency, we are left behind from the progress of the world but, understanding English by not how to actualise it properly is also a mistake and one of the reasons this research was conducted. From an organizational perspective, especially the Muhammadiyah organization as you know, Muhammadiyah identifies itself as an Islamic movement and preaches amar ma'ruf nahi munkar, based on Islam, and sourced from the Koran and the Sunnah of the Prophet. Since the founding of Muhammadiyah which was initiated by KH Ahmad Dahlan in 1912,

Muhammadiyah has succeeded in continuing to spread its wings until now, Muhammadiyah has even built many Charitable Businesses in the form of schools which are expected to be able to humanize people in Indonesia, into schools. . starting from elementary, middle to tertiary levels. Then, one of the Muhammadiyah Charities is the Muhammadiyah University of Makassar or Unismuh Makassar. Unismuh Makassar, which is a prestigious university in Eastern Indonesia, is expected to continue to develop and keep up with the times. Unismuh Makassar, which is an institution, must continue to be able to survive in these tight times. However, the progress of a university is of course seen from the progress of the university leadership. Currently, in an era that is no longer limited by time and space, we are given the convenience of opening relationships and communicating in the form of collaboration. to advance the Institution. Of course, this activity requires good, comfortable and precise communication skills. However, it is not an easy job that requires several aspects to be able to communicate according to the context or goals of our cooperation. This study intends to look at the difficulties of the leadership of Muhammadiyah University of Makassar in communicating contextually with international institutions or universities outside Indonesia, especially in accordance with the goals and vision of the current Chancellor of Unismuh, namely trying to advance unismuh and the competitiveness of foreign students. Today, we all know that we are no longer limited by time and space. However, there is one thing that is very important as a fundamental aspect in connecting us with institutions, whether universities, companies or foreign institutions, namely language and communication. Today

progress must be relevant to the progress of educational institutions. Unismuh Makassar must immediately take part in the human resource development process. The scale of the movement must be changed, from a regional scale to a national scale, it must be changed to an international scale. Starting in 2009, during the leadership of Minister Bambang Sudibyo, he began targeting higher education programs in Indonesia to achieve World Class University (WCU). Bambang hopes that at that time PTN/PTS will start moving towards WCU so that this nation can compete with the international market which is so free and open while still prioritizing the quality of human resources. However, there are several criteria that must be met, one of which is foreign cooperation. English is one of the main supporting factors in improving institutions because apart from being an international language, English is a means of communication that must be mastered, at least speaking contextually with foreigners or institutions. foreign. Then, if you look at the position of Unismuh Makassar at the regional level, it has indeed become one of the leading campuses, even one of the best in Eastern Indonesia, but speaking at the national level, especially internationally, Unismuh Makassar is very far away. from the very top because from any aspect, both natural resources and human resources still need sustainable development. To overcome this problem, a very good first step to take is to develop English throughout the Unismuh Makassar academic community.

Therefore, students as people who are considered educated must be able to produce innovations to advance the country, especially the agency where they work (Unismuh Makassar). In this regard, this research aims to produce

innovations that are able to answer the challenges of the times in the world of language and communication, especially English which is an international language and capable of communicating contextually.

B. Research Questions

By considering the research background, the research problem is formulated in the following research question. ‘What are the Contextual Communication Difficulties Faced by University Leaders with Non-English Backgrounds at Universitas Muhammadiyah Makassar when collaborating with foreign institutions?’

C. Objective of The Research

The purpose of this research is to determine the contextual communication difficulties faced by the university leaders of non-English speaking background at University Muhammadiyah Makassar.

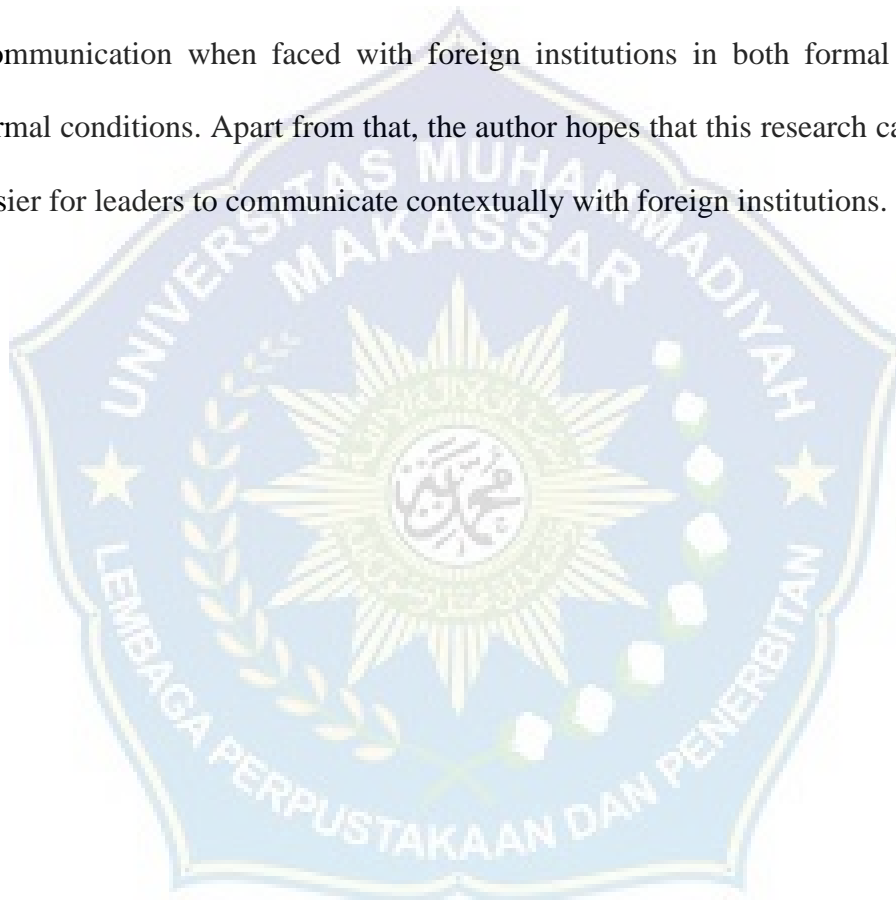
D. Significance of The Research

It is hoped that the findings of this research can provide both theoretical and practical contributions. The findings of this research can reveal the extent of intercultural communication or contextual communication difficulties experienced by the leadership of Muhammadiyah University of Makassar at Muhammadiyah University of Makassar. Apart from that, leaders will be able to more easily understand all forms of contextual communication in English with foreign institutions. Likewise, the findings of this research can increase the awareness of

University Leaders to be more open and move forward towards internationalization starting with English.

E. Scope of The Research

This study focuses on the difficulties experienced by faculty/study program campus leaders at Muhammadiyah University of Makassar in Contextual Communication when faced with foreign institutions in both formal and non-formal conditions. Apart from that, the author hopes that this research can make it easier for leaders to communicate contextually with foreign institutions.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The research needs to include a review of previous research to avoid replication. Several studies have been conducted to determine difficulties in contextual communication. Here, researchers explain communication difficulties, especially how to communicate in context.

Based on research conducted by Communication Science Students, Faculty of Social and Political Sciences Hasanuddin University ,(Lampung et al., 2015) .The results of this study indicate The objectives of this study are: (1) To categorise the pattern of cross-cultural communication patterns carried out by international students with local students in communicating on campus; (2) To categorise the factors that support and hinder foreign students and local students in communicating on campus. factors that support and inhibit foreign students and local students in communicating on campus. local students in communicating on campus. This research was conducted at Hasanuddin University.This type of research is descriptive research using qualitative approach.The results of this study show that at first, cultural differences, especially cultural differences, especially language, are a challenge for both foreign students and local students in communicating so that cross-cultural communication patterns that occur between foreign

students and local students in communicating on campus are very tortuous and have difficulties. But over time, the interaction between the two gradually improved. In addition, the social need as humans to interact and communicate is a supporting factor that encourages both of them to always be involved in conversation. conversation.

Meanwhile, research was conducted by Ati, et al (2018), students at the Faculty of Economics, Gunadarma University, in an article entitled "Needs and Contextual Factors for Web-Based CSR Communication in Mining Companies in Indonesia". The results of this research indicate that web-based CSR communication is based on management's need for dialogue with various stakeholders, internal and external to the company. The aim of this research is to determine management's views on the need for web-based CSR communication. Interviews were conducted with key persons from 3 leading mining companies in Indonesia which have official websites and have implemented CSR programs. Management needs are then assessed using the Media Wealth Theory framework. The interview results show that there are factors that management considers when disclosing CSR information on the web. Management's need for critical or non-critical web-based CSR communications influences the level of appropriate web feature usage. Communication needs that are considered critical will lead to extensive or moderate use of web features and conversely, if management considers web-

based communication needs to be unimportant then the use of web features is limited.

Meanwhile, Isthifa, one of the lecturers at the Indonesian Language and Literature Education Study Program, STKIP Bina Bangsa Getsempena, from this research shows and discusses, Advertising is a communication process that aims to persuade people to take actions that are beneficial to advertisers. Advertisements are usually delivered in the form of media, such as television, radio, or in poster form. This research raises the issues, (1) what cigarette advertising texts have contextual meaning, (2) what meanings are contained in cigarette advertising texts, (3) how advertising impressions influence society. Research: (1) find cigarette advertising texts that have contextual meaning, (2) explain the meaning contained in cigarette advertising texts, (3) describe the influence of cigarette advertising shows on society. The approach taken refers more to contextual meaning in semantics according to Firth. According to this view, every utterance must be examined in the context of the situation. The method used is descriptive qualitative which contains a concise presentation. Through this research, things were found with problem formulation, first, based on 20 cigarette advertising data obtained, all of which had contextual meaning. Second, the contextual meaning contained in cigarette advertising text is basically the same, namely introducing the product and influencing the audience to consume it. Third, cigarette advertisements on television have no effect on cigarette consumers

to stop or consume them. The unique language of cigarette advertising in each slogan provides a special attraction for cigarette users or consumers, so that it seems like they are competing to smoke it, from young to old, both men and women. If this is allowed, this nation's generation will become the next generation of cigarettes. Therefore, there needs to be an appeal from the government about the dangers of smoking or awareness by every individual.

Furthermore, the research was carried out by Herlina, a student at the Faculty of Education, Jakarta State University. This research discusses and produces, Developing a model of English language teaching materials based on a contextual approach. Learning English in elementary schools is mastering and increasing the number and enrichment of vocabulary to support the mastery of four English language skills, namely speaking, listening, reading and writing. This research uses mixed methods, research and development of teaching materials in research, adapted from the Borg and Gall model and the Dick, Carey and Carey model. The four stages in this research are (1) research and information gathering stage, (2) draft development stage, (3) product testing and revision stage, (4) finalization and dissemination stage. The results of research and development were obtained on a model of English language teaching materials for class V. Through a series of stages of teaching material development, an English language teaching material product for class V elementary school was obtained based on a contextual approach that meets the characteristics of good teaching materials and can be used by class V students in throughout Indonesia.

B. Some Pertinent Ideas

1. Concept of Communication

a. Definition of Communication

Communication is an important aspect in human life, because humans as social creatures cannot be separated from interactions with each other. Communication activities that are formed in human life are the result of social relationships that begin with conversation or interaction (Prahastiwi Utari et al., n.d.). Thus, communication is closely related to human life, both individual and group. On the other hand, regarding communication there are also several different views published in the Buya Hamka Communication journal. Communication is an activity that cannot be separated from human life. So, to see clearly the concept of communication, we have to see it from two perspectives, namely a general perspective and a paradigmatic perspective (Rohmah, 2021).

General Perspective, humans will essentially always be involved in communication activities. Communication can occur as a natural law which contains logical consequences of social relations. In the reality of society, humans always interact and relate. Based on the explanation above, social interaction emerges. Then, social interaction can occur because of the interactions between individuals who meet. The division of general perspectives also has two review perspectives, namely etymologically and terminologically (Mailani et al., 2022).

Referring to the etymological meaning, communication comes from the word "communis" which means "same" or is interpreted as "making the same". Broadly speaking, communication can be interpreted as conveying information to other people to equate meaning, messages, ways of thinking and perceptions. Another definition states "communication is the process of exchanging information between individuals through behavior or actions" (Purwanto 2011) in the form of interaction with other people in the form of casual conversation, persuading, teaching and negotiating" (Nurjaman & Umam, 2012). Therefore, communication is definitively defined as the process of interaction or exchange of information to others through verbal and nonverbal behavior and behavior with an informative purpose. , persuasive, guiding or negotiating. In. Referring to the etymological meaning, communication will take place if there is a common meaning about something that wants to be communicated. So, whether or not communication between humans occurs depends on how much the person understands the statement conveyed by the interlocutor (Mailani et al., 2022).

Furthermore, Terminologically, communication means a process of conveying statements by one person to another person. This understanding leads us to the conclusion that communication can occur when several people are involved, and then someone says something to another person. (Rohmah, 2021)

Meanwhile, the next perspective is Paradigmatic. Paradigmatically, communication contains various kinds of goals. Therefore, communication can be done in various ways, such as verbally, in writing, face to face, via radio, television, newspapers, films, and even letters, perhaps in the modern era, such as via social media. It is clear that communication in the paradigmatic sense is universal and has a purpose. Based on this Paradigmatic Understanding, the following are the limitations or definitions of communication. "Communication is the process of messaging by someone to another person to inform or change attitudes, opinions or behavior, either directly orally or directly through the media." (Littlejohn & Foss, 2009), Communication is a system (for example telephone or telegram) for conveying information and orders. From several opinions, it can be concluded that communication is a process of conveying information, whether in the form of messages, symbols, ideas or notions carried out by the communicator or sender of the message to the communicant or recipient of the message.

Understanding the communication described above, there are several elements that are prerequisites for communication to occur. The elements of communication according to (Widjaja 2019), are as follows:

1. Source

The basic sources used to convey a message, which are used to strengthen the message itself. Sources can be people, institutions, books and the like.

2. Liaison

Communicators can be individuals who speak or write, groups of people, organizational communications such as radio, newspapers and so on. In conveying a message, sometimes the communicator can become the communicant and so on.

3. Convey

Communicants or recipient messages can be classified into three types, namely personal, group and mass.

4. Message

The message is the totality of what is conveyed by the communicator. The message must have a core message as a command in an effort to change the attitudes and behavior of the communicant.

5. Channels

Communication channels always convey messages that can be received through the five senses or using media.

6. Results

Effect is the end result of communication, namely people's attitudes and behavior, whether or not they are in line with what we want. So, if other people's attitudes and behavior are in accordance with our wishes, it means that communication can be said to be successful and vice versa.

From the communication elements above, it can be concluded that in process communication there are elements or aspects that support the communication process which of course involves sources, communicators, communicants, messages, channels and results.

Communication, as many people know, is often misunderstood. Naturally, in this life, humans sometimes make mistakes in understanding speech, although the first movements and cries when they are born are signs of communication. By understanding these signs, people must be able to understand the direction of the individual's conversation so that there are no misunderstandings which of course could have been avoided with good communication. Many individuals do not understand communication patterns causing difficulties in obtaining information. On the other hand, relationships between one individual and another can be done by communicating. With communication, humans will also be able to interact intelligently with each other, because if we look at human activities today, everyone communicates with each other to express their desires and hopes, such as the buying and selling process, teaching activities, politics, and the presentation of scientific problems. by communicating otherwise. This will actually result in conflict between fellow members, therefore in organizational communication between the leadership of the organization and its members must run according to portions, meaning that without communication humans will fall to a low level. Relationships between one individual and other members of an organization can be carried out by means of communication. Communication is the basis for

the process of social interaction because without communication human life will not develop well. Organizations consist of a number of people; it involves interdependence; dependency requires coordination; Coordination requires communication. However, with communication, humans can also express their desires so that communication can be achieved if there is a common ground for balanced communication, therefore the importance of communication for social life, cultural life, education and politics has been recognized by scholars since Aristotle who lived hundreds of years BC (Mailani et al., 2022).

Communication, there are several elements that cannot be separated from the black and white display, namely the communicator/sender/, communicant/receiver/ and channel/media. Again broadly, the elements of communication consist of "goals, exchange, information containing ideas and opinions, using personal and impersonal channels, using symbols or signals and achieving organizational goals or objectives" (Purwanto, 2011). After some of the explanations above, all of them are scientific explanations about what communication is and what communication tasks actually are. However, communication, which in fact is an intermediary for conveying one's thoughts and ideas to other people, of course has obstacles and obstacles that can trigger misunderstandings. Communication inhibiting factors are categorized in several ways, including "problems in developing messages, problems in conveying messages and problems in interpreting messages"(Purwanto et al., 2020). Barriers that exist in communication must be known and realized by each individual in order to increase the effectiveness of their communication.

The more a person knowing the content of the message conveyed, the better the reception of the other contents of the message. However, when the message conveyed is not as expected or does not achieve a good goal, then individuals need to improve their communication with various conditions, namely perception (predicting whether the message can be delivered or not), accuracy (the communicator expresses the content of the message), the message is in accordance with the communicant's frame of mind), credibility (the communicator's belief in the content of the message can be justified), control (the communicator can control the communicant's reactions or responses), and harmony (the communicator maintains good relations with communicants so that communication runs smoothly and goals are achieved)(Palangka & Tengah, 2017).

Based (Laswell's 2019) definition, five elements of communication can be derived which depend on each other. That is:

1. Source which is also called sender, encoder, communicator, speaker and organizer.
2. Message, namely what the source communicates to the recipient.
3. Channels or media, namely tools or vehicles used by sources to convey their messages to their communicants.
4. Receiver, often also called destination, communicant, decoder or audience.
5. Effect, namely what happens to the recipient after receiving the message.

Furthermore, the communication pattern is an interaction process that equates communication with a cause and effect process or reaction action that takes turns in direction. Communication as interaction as interaction is seen as slightly more dynamic than communication as one-way action. An element that can be added to this concept is feedback, namely what the message recipient conveys to the message source, which is also used by the message source as an indication regarding the effectiveness of the previously delivered message (Suriati et al., 2022)

Communication is a process that changes something from being owned by one person (one person's monopoly) to being owned by two or more people. The general definition of communication is a process of establishing delivery, reception and processing that occurs within a person and/or between two or more with a specific purpose. This definition provides several basic meanings, namely that communication is a process of forming, delivering, receiving and processing messages. The factors that influence communication are:

1. Cultural background. The interpretation of a message will be formed from a person's thinking pattern through their habits, so that the more similar the cultural background between the communicator and the communicant is, the more effective the communicator will be.
2. Group or group ties. The values held by a group greatly influence how the message is perceived.
3. Hope. Expectations influence message reception so that people can receive messages as expected.

4. Education. The higher the level of education, the more complex the point of view in responding to the content of the message conveyed.
5. Situation. Human behavior is influenced by the environment/situation.

Communication is a very important human activity. Not only in organizational life, but in human life in general. Communication is essential in our lives. We all interact with fellow humans by communicating. Communication can be done in simple to complex ways and technology has now drastically changed the way humans communicate (Nurhayati et al., 2022)

Communication is not limited to spoken words, but rather forms of interaction, smiles, nods of the head, which confirm the heart, body posture, expressions of interest, attitudes and the same feelings. Acceptance of the same understanding is the key to communication. Without recipients of something with the same understanding, what happens is dialogue between one person. Based on the description above, communication plays an important role in human life, because humans themselves are known as social creatures. Every time humans in this world communicate, be it verbal communication or non-verbal communication (Suriati et al., 2022).

b. Difficulties In The Communication

As We Know, Communication Is A Major Medium In Life That Connects One Another, In Another Perspective Communication Is A Major Bridge In Life. However, The World Has Uniqueness In Each Region And Its Own Characteristics That Result In The Way To Communicate Has Its Own Way. The Uniqueness And Differences In Ways Of Communicating Are What

Cause Obstacles Or Difficulties In Communicating. Difficulties In The Communication Process In The Implementation Of Both Verbal And Nonverbal Communication, Not All Messages Can Often Be Received And Understood Properly. This Is Due To The Presence Of Communication Barriers Between The Sender And Receiver Of The Message (Siti Rohmah, 2021).

Some Of The Inhibiting Factors In The Communication Process Are:

1. Problems in developing messages due to doubts about the content of the message, unfamiliarity with the situation or with the person who will receive it. In addition, there may also be emotional conflicts, or expressing ideas or ideas.
2. Media problems as a tool in the process of delivering messages.
3. Problems in receiving messages can be detected such as competition between vision and hearing/sound, uncomfortable atmosphere, distracting lights, unfocused concentration.
4. Problems in interpreting messages are influenced by differences in background, interpretation of meaning, differences in emotional reactions and so on. emotional reactions and so on.

c. Definiton Intercultural Communication

Intercultural communication is one of the most talked about issues in the international language learning community and one of the most common

difficulties and barriers to communication. Communication that crosses cultural barriers is often meant by the term “intercultural communication.” It occurs when two or more individuals interact and communicate with one another from diverse cultural backgrounds. Intercultural communication happens when individuals share information at various levels of awareness from various cultural backgrounds, or, to put it another way, the negotiation of ordinary meaning in interactions between individuals from various cultural backgrounds (Safi et al., 2022).

Essentially, communication is a social activity. Humans have developed various communication techniques to participate in social interactions. A good cross-cultural communication process starts with goodwill on both sides. Even though there is goodwill from both parties, but sometimes there is also a negative reaction that can trigger cross-cultural communication barriers. Negative reactions can arise because there is a valuation that is based on a foreign culture. Therefore, it is crucial to know how to manage barriers in cross-cultural communication. At its most basic, intercultural communication is a transactional, symbolic process involving the giving of meaning between people from different cultures.

Culture is a process that is symbolic, continuous, comprehensive, and advanced. Culture is a symbolic process because the symbolic nature of culture allows it to be easily passed on from one individual to another and from one generation to the next. In other words, culture is a self-generating phenomenon, encompassing the lives of individuals and can

therefore explain all human behaviour. explains all human behaviour. When the development of culture has reached this point, new cultural elements will emerge regardless of human desires. regardless of human desires.

Culture manifests itself in language patterns and forms of activity and behaviour that serve as models. forms of activity and behaviour that serve as models for self-adjustment and communication styles. adjustment and communication styles that enable people to live in a society in a particular geographical environment at a particular level of technical development and at a particular time. Culture is also the properties of material objects that play an important role in everyday life.

People who enter a new environment may face encounter many different things such as dress, weather, food, language, people, schools and values. But it turns out that culture does not only include the way people dress or the the language used, but culture also includes ethics, values, concepts of of justice, behaviour, male-female relationships, concepts of hygiene, learning styles, lifestyles, motivation to work, and learning style, lifestyle, work motivation, habits and so on.

In individual or group interactions, encounters with Indonesian culture are an everyday occurrence. with Indonesian culture is a must and is a routine that cannot be avoided, so communication and interaction are routine that cannot be avoided because it is the demand of the times, so communication and interaction must occur. must occur. Both communication that is done

directly (face-to-face) and face-to-face) or communication that uses media as a channel.

The interaction process in cross-cultural communication is largely influenced by cultural differences, people from different cultures will people from different cultures will interact differently, but cultural differences should not be used as an obstacle to the interaction process in cross-cultural communication. cultural differences should not be used as an obstacle to the interaction process in different cultures. Interaction and communication must go hand in hand each other.

The reality of life shows that we are not only relate to people who come from one culture only, but also with people who come from other cultures. Especially in a modern society like today, we will always be dealing with people who are culturally different from us. In cross-cultural communication as in the communication process, we try to maximise the outcome of the interaction. try to maximise the outcome of the interaction. We try to get maximum benefit from minimum cost.

In cross-cultural communication, people tend to interact with others who they expect to give positive results, and if they get positive results, the process of positive results, and if they get positive results then the communication process will continue to be enhanced, and when in the process of communication process will continue to be improved, and when in the process of the communication process is felt to get negative results then the perpetrators of the communication actors begin to withdraw and reduce

the communication process. Communication process. The barriers that occur may be due to the attitude of not understanding each other between one individual and another individual who is culturally different. Whereas the conditions for interaction in culturally different societies must of course be mutual understanding or exchange of information or meaning between one another.

Admittedly or not differences in cultural backgrounds make We are very rigid in the process of interacting and communicating. At The principles of communication are known as initial interaction and intercultural differences. When making initial interactions with other people, it is necessary to have a communication pattern so that it can create effective communication. This is necessary in order to positive feedback, communication patterns can run and be built when the people involved communication patterns can run and build when the people involved in the communication process can understand the meaning of the message conveyed. communication process can understand the meaning of the message conveyed. Because the initial interaction that is not good can also be caused by discomfort as a result of existing differences.(Lampung et al., 2015).

Then, in detail, intercultural communication certainly has its own characteristics so that it is said that someone is doing the intercultural communication process. According to Gudykunst (1983), the intercultural communication process has several characteristics, namely:

1. **Communication and language** Communication systems, verbal and non-verbal, are one element that distinguishes one group from another. There are about 15 or more main languages and each of them has dialects, accents, jargon and other varieties. Not to mention body language gestures that may be universal but have different meanings locally or culturally.
2. **Clothing and appearance** Includes clothing, jewelry and grooming. This clothing will be a characteristic that indicates which region a person comes from. Or the characteristics of the painting on the face and body of Papuans or Indians who are there when going to war indicate courage.
3. **Food and eating habits.** This characteristic concerns the selection, presentation, and way of eating. The prohibition of a Muslim to consume pork does not apply to the Chinese. Sundanese people seem to like to eat without a spoon (hands only) will look impolite to those westerners.
4. **Time and time consciousness** This concerns people's view of time. Some people are punctual and others relativize time. There are people who don't care about hours or minutes but only mark the time with sunrise or sunset.
5. **Rewards and Recognition** A way to observe a culture is to pay attention to the ways and methods of giving praise for good and brave deeds, long service or other forms of task completion.
6. **Relationships** Culture also regulates human relationships and organizational relationships based on age, gender, status, kinship, wealth, power, and discretion.

7. Values and Norms Based on its value system, a culture determines the norms of behavior for its people. These rules can range from work ethic or pleasure to absolute obedience or permissiveness for children; from a wife's rigid submission to her husband to a woman's total freedom.
8. Sense of Self and Space The sense of self that one has about oneself can be expressed differently by different cultures. Some cultures are very structured and formal, while others are more flexible and informal. Some cultures are very closed and define one's place exactly, while others are more open and fluid.
9. Mental processes and learning Some cultures emphasize aspects of brain development over others and so one can observe marked differences in the way people think and learn.
10. Beliefs and attitudes All cultures seem to have a concern for the supernatural which is evident in their religions and religious practices or beliefs.

d. Intercultural Communication Difficulties

Communication Barriers In Intercultural Communication Have A Shape Like An Iceberg Immersed In Water. Where The Existing Communication Barriers Are Divided Into Above Waterline And Below Waterline. Factors Of Intercultural Communication Barriers That Are Below Waterline Are Factors That Shape A Person's Behavior Or Attitude, This Kind Of Barrier Is Quite Difficult To See Or Notice. These Types Of Barriers Are Perceptions (Stereotypes), Business Philosophy (Norms), Stereotypes

(Business Philosophy), Rules (Rules), Networks (Networks), Values (Values), And Subcultures Group, (Gudykunst, 1983). According To Gudykunst (1983) There Are 9 (Nine) Types Of Intercultural Communication Barriers That Are Above Waterline. This Kind Of Communication Barrier Is Easier To See Because Many Of These Barriers Are Physical(Siti Rohmah, 2021), Namely:

1. Physical. This Kind Of Communication Barrier Comes From Time Barriers, The Environment, Personal Needs, And Also Physical Media.
2. Cultural. These Barriers Come From Different Ethnicities, Religions, And Also Social Differences That Exist Between One Culture And Another.
3. Perceptual. This Type Of Barrier Arises Because Each Person Has A Different Perception Of Something, So That To Interpret Something Each Culture Will Have Different Thoughts.
4. Motivational. This Kind Of Barrier Is Related To The Level Of Motivation Of The Listener, Meaning Whether The Listener Who Receives The Message Wants To Receive The Message Or Whether The Listener Is Lazy And Has No Motivation So That Communication Can Be An Obstacle.
5. Experiential. Experiential Is A Type Of Barrier That Occurs Because Each Individual Does Not Have The Same Life Experience So That Each Individual Has Different Perceptions And Concepts In Seeing Things.

6. Emotional. This Relates To The Emotions Or Personal Feelings Of The Listener. If The Listener's Emotions Are Bad, The Communication Barriers That Occur Will Be Even Greater And Difficult To Get Through.
7. Language (Linguistic). The Following Communication Barriers Occur When The Sender And Receiver Use Different Languages Or Use Words That Are Not Understood By The Recipient Of The Message.
8. Nonverbal. Nonverbal Barriers Are Communication Barriers That Are Not In The Form Of Words But Can Become Communication Barriers. An Example Is The Angry Face Made By The Receiver When The Sender Communicates. The Angry Face Made Can Be A Communication Barrier Because It Is Possible That The Sender Of The Message Will Feel Not Optimal Or Afraid To Send A Message To The Recipient Of The Message.
9. Competition. This Kind Of Barrier Arises When The Recipient Of The Message Is Doing Other Activities While Listening. An Example Is Receiving A Cell Phone While Driving, Because Doing 2 (Two) Activities At Once, The Recipient Of The Message Will Not Listen To The Message Conveyed Through His Cell Phone Optimally.

e. The Relationship Communication and University Leadership

Communication is a necessity of human life. By communicating, humans will be able to relate to each other, so that human life will be meaningful. On the other hand, there are a number of human needs that can

only be met through communication with other people. The more people carry out communication activities with one another, the more information they obtain and the greater their chances of success in their lives (Rahmadini, 2018). Moreover, in the world of higher education, especially university leaders, need to present more specific communication activities.

Communication is not limited only to the interests of humans and other humans when interacting or relationships between the two. However, communication also occurs within an institution/organization and never escapes communication to realize the TUPOKSI (Main Duties and Functions) of the organization/institution in particular.

Effective communication is very necessary for an institution consisting of leaders and subordinates. Problems like this are often carried out by a handful of leaders in an organization, namely the leadership of the Muhammadiyah University of Makassar, in carrying out their main duties and functions as a higher education institution. formed by the Muhammadiyah Association (*komunikasi pimpinan*, n.d.). A university has the name university because it has adequate facilities and infrastructure so that a student can develop their potential. Supporting infrastructure will make an institution or educational institution have a good name or image in front of all public views. An indicator of a good institution is that it has a regulatory system that can be implemented by members, teaching staff who are experienced enough in their respective fields, facilities and infrastructure that support student

activities. MoU with companies or other higher education to open up more opportunities for student exchange.

There are several Leadership Communication Theories, before entering the discussion of leadership communication, we first discuss Organizational Communication, Organizational Communication Organizational communication is the process of sending and receiving various organizational messages in organizations, both those that occur in formal groups and informal groups in organizations (Mukhlison, 2017). The definition of organizational communication is as follows: "Organizational communication is the process of creating and exchanging messages in a network of interdependent relationships to overcome environmental uncertainty." In this definition, it can be seen that organizational communication is the process of creating and exchanging messages in a network of interdependent relationships to overcome an uncertain or ever-changing environment. Organizational communication can be defined as the performance and interpretation of messages between communication units that are part of a particular organization (Hidayat, 2013).

Organizational communication is the process of creating meaning through interactions that create, maintain, and change organizations (Syariah & Ilmu, n.d.). Organizational structure tends to influence communication, so that communication from subordinates to leaders is very different from communication between others. In an organization the leader is the liaison. An effective leader generally has effective communication skills, so that he

can more or less stimulate the participation of the people he leads. He must also be skilled at communicating both verbally and non-verbally. Good verbal communication can be done by using friendly, polite and gentle speech. Nonverbal communication can be done by communicating abstract concepts such as truth, justice, ethics and religion non-verbally, for example using body language.

f. Dimensions of Communication Context

The communication context consists of 3 (three) dimensions, namely:

1. **Spatial Dimension.** Whatever the form, it greatly influences the success of the message or communication. For example, how to sit in class. Students in classes who sit in a circle are able to communicate better than students in classes who sit in rows to the back.
2. **Social-Psychological Dimensions.** It is a system of status relationships between those involved in communication. Usually it is a role or game that people play. For example, the role of students and lecturers in a group of people in a lecture room. Another context is the cultural rules of society in an area that are used in communication. For example, the culture around Mount Merapi makes it difficult for people to move. Apart from that, there are also feelings of friendship or hostility, formal or informal relationships, and in serious or joking situations.
3. **Temporal Dimension.** Communication requires time context. Usually, time dimensions include: hour, day, week, month, morning, afternoon,

evening and night. The time dimension is usually historical, and the historical context greatly influences the communication process. The message conveyed a century ago is not necessarily the same as the message conveyed today (Mukhlison, 2017).

Based on the context or level of analysis, communication theory can generally be divided into four contexts or levels according to (Littlejohn & Foss, 2009) as follows:

a) Intrapersonal Communication

Intrapersonal Communication is a communication process that occurs within a person through the nervous system and senses. Intrapersonal communication theory generally discusses the process of understanding, remembering, and interpreting symbols captured through the five senses.

b) Interpersonal communication

Interpersonal communication or interpersonal communication is communication between individuals and is personal, whether it occurs directly (without intermediaries) or indirectly (through the media). Activities such as face-to-face conversations, telephone conversations, personal correspondence are examples of interpersonal communication. Interpersonal communication theories generally focus their observations on the form and nature of relationships, discourse, interactions, and characteristics of communicators.

c) Group Communication

Group communication (group communication) focuses on discussing interactions between people in small groups. Group communication also involves interpersonal communication. Group communication theory discusses, among other things, group dynamics, efficiency and effectiveness in conveying information in a group, patterns and forms of information, and decision making.

d) Organizational Communication

Organizational communication refers to the patterns and forms of communication that occur within organizational contexts and networks. Organizational communication involves formal and informal forms of communication, as well as interpersonal forms of communication and group communication. Discussion of communication theory organizations includes, among other things, organizational structure and function, human relations, communication and organizational processes, and organizational culture.

e) Mass communication

Mass Communication is communication through mass media aimed at a large number of audiences. The mass communication process involves aspects of intrapersonal communication, interpersonal communication, group communication and organizational communication. Mass communication theory generally focuses on matters relating to media structure, the relationship between media and society,

the relationship between media and audiences, cultural aspects of mass communication, and the impact or results of mass communication on individuals.

Ideally, perfect communication will occur if the sender's thoughts or ideas are received and understood by the recipient exactly as imagined by the sender (Rahmadini, 2018).

2. The Importance of English in the Era of Globalisation

a. English As The International Language

Language is a medium of human will, which gives rise to expression and makes cooperation in society. The communication tool used by humans is language. Then, language can also be interpreted as an arbitrary sound symbol system, where arbitrary is arbitrary, according to the will, according to the wishes etc. Language is an important instrument in social and even international life. Once connected to normal human life in which always bound by the values and status of language. A person's needs can be realised with language, which is one of the functions of language, because human expression can be channelled also through language. expression can also be channelled through language(Dia et al., 2023). The most effective function of language is as a means of conveying ideas, thoughts, intentions and goals to the audience. Language is also one of the elements of culture. culture. As one of the manifestations of culture, the important role of language is very visible in human life. Appears in human life. Any culture uses language as the element in people's lives(Dia et al., 2023).

Mastery of English has become very important in the era of globalisation. As international language used widely in business, communication and industry, According to Chrystal (1995) summarizes the development of human language, then the development of language by the country of Great Britain to arrive at the development of English into world English used for science, business, and general use as a “high status” language. the ability to speak English provides a significant competitive advantage in a variety of fields. English provides a significant competitive advantage in a variety of fields. In this context, Information Technology (IT) has opened up new opportunities in English language learning by expanding access to learning resources, improving by expanding access to learning resources, enhancing interactivity, and facilitating collaboration between people around the world. In addition, IT enables communication and collaboration between individuals around the world. Through email, online forums or distance learning platforms, people can interact with native English speakers or others who are learning English. They can practise speaking and writing in English practically and authentically. By communicating with native speakers, we can improve their listening and speaking comprehension skills, while collaborating with others enriches the learning experience with different perspectives and cultures. different cultures.

Even in this era, English is commonplace in this era of globalisation. In addition to the open access to information, the Era of Disruption is also a challenge for all humanity and English is the main bridge to face that

challenge.. However, there are still some weaknesses of Indonesian human resources, especially the awareness that English can increase career opportunities, employment and opportunities to advance. Then, the implementation of the free market at this time provides opportunities as well as challenges for Indonesian human resources to be able to compete and survive in this fast-paced era. In order for domestic professionals to be able to compete with foreign workers, Indonesian human resources are the key to hope to win the global competition. Domestic professionals must also be able to compete with foreign workers. According to Knoch, U. (2016), with the increasing globalization and internationalization of education, a common base of language competence is essential to encourage successful communication and learning among students and Workers.

If we look at this phenomenon from a positive perspective, it means that we must be ready to accept it, whether we like it or not and it becomes a necessity that English is very vital in life in Era 4.0. In fact, language plays an important role in human life because language is a means of human communication in everyday life. Every country has its own language but one of the languages that is often used in business communication is English because English is the first international language used to communicate in various aspects of life; English is the first international language used to communicate in various aspects of life. used to communicate in various aspects of life; education, economics, politics, culture in the international scope. As a universal language, English has become the language used in the

world of technology, education, politics, and culture. in the world of technology, education, politics, business, and so on.(Bahasa, 2023)

b. The New Era of Higher Education Indonesia

Indonesia is a developing country with increasingly strong economic growth and is predicted to become the seventh economic power in the world by 2030 and the top four world economic powers by 2050(Suharsono, 2021). This prediction will come true if it is supported by developments in science and technology so that Indonesia can produce innovations and products that are competitive at the international trade level (Bappenas, 2019). For this reason, Indonesia needs to develop an international standard educational environment with a globally competitive higher education system so that it is able to produce advanced human resources and science and technology. While the next generation has the provisions that are ready from the previous generation to continue the life of the nation and state and bring benefits to the Indonesian people, the current government program in building superior human resources can be said to have not been successful. . Thus, the higher education system in Indonesia must currently be transformed into a world class university in order to produce human resources that are internationally competitive as a consequence of the country's limitations in sending human resources to study and study abroad.

In the third week of May 2022, Unesco organised the third World Higher Education Conference in the city of Barcelona, Italy.The conference, which was attended by 1500 participants, produced a 2030 higher education

roadmap. This roadmap is an agreement between the participants on how to transform higher education in the midst of a disruptive era due to the Covid 19 pandemic and the challenges that arise due to the increasing digitalisation of the teaching and learning process. These two challenges have resulted in a roadmap that can serve as a guideline for universities around the world in managing and sustaining their survival amidst increasingly complex challenges.(Bambang , 2023)

This roadmap invites universities around the world to make changes in mindsets and behaviours by emphasising cooperation over competition, emphasising diversity over uniformity, a more flexible (open) teaching and learning system that is not rigid as a traditional learning process and more open through partnerships with world campuses. There are fourth roadmaps that must be travelled by all universities, including Indonesia, which were discussed at the international meeting of all universities in Barcelona. To achieve the 2030 roadmap targets above, it is necessary for Universities to be able to make the following as the main principles. *First*, Universities are required to start emphasising the diversity of students and lecturers. The more diverse the origins of students and lecturers, the easier it is for universities to achieve the goals of the roadmap above. *Secondly*, Universities should not only prioritise academic freedom but also public responsibility. Academic freedom is necessary because universities are places to research and produce and disseminate knowledge. It is extremely difficult to foster a culture of critical thinking without academic freedom. Freedom here is part of the

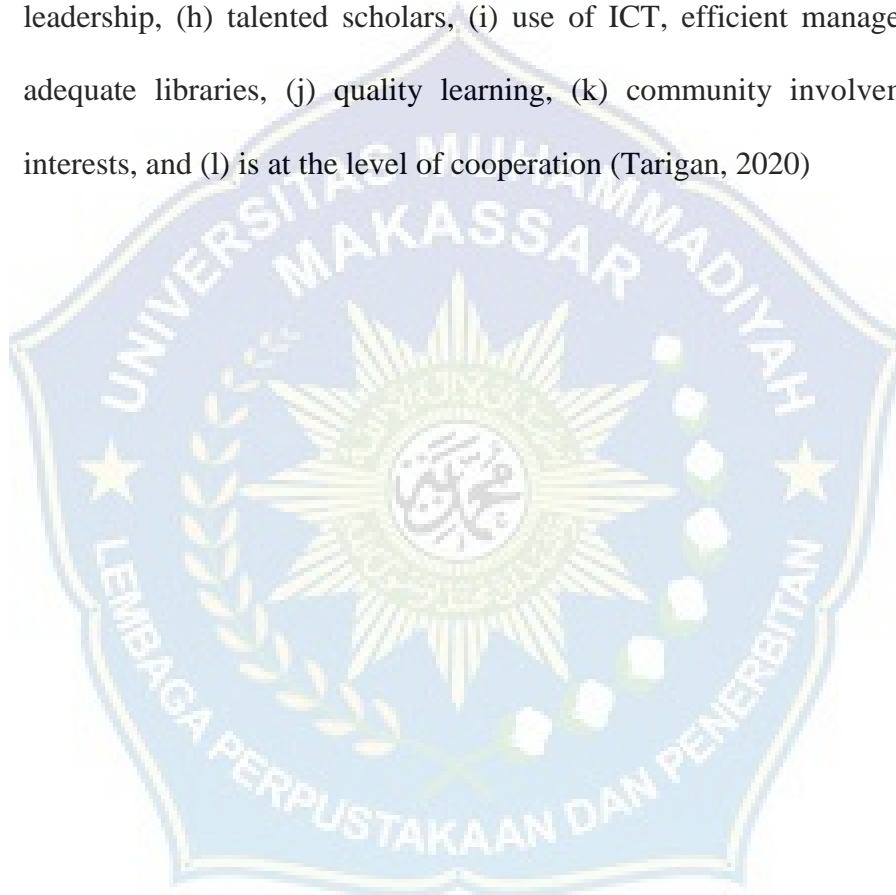
activities of lecturers and students to write and publish their academic works without any interference from outside the campus which is protected by law. *Third*, preparing students to have critical and creative thinking to support efforts to unlock the potential of science. Critical thinking is the ability of students to recognise or develop arguments, use evidence to strengthen arguments, draw conclusions, and solve problems. Meanwhile, creative thinking is applying ideas to a particular context, seeing problems in a new perspective, looking for connections between one idea and another, including looking for new possibilities (Bambang, 2023). *Fourth*, today's universities are more required to prioritise cooperation to achieve excellence rather than just pursuing the best rankings. Cooperation to achieve excellence is expected to ultimately produce many benefits for the wider community. Currently, the majority of universities are trying to achieve excellence based on the criteria for ranking universities as determined by national and international accreditation bodies. However, in the future, universities are not only expected to fulfil national and international standards, but also to realise excellence in the perspective of creating as many positive benefits as possible for the community.

c. Muhammadiyah University Of Makassar Goes To World Class University

Along with Global Development, Unismuh Makassar must be aware of its role in the arena of human resource development, Unismuh's role is not only in the Regional arena but must crawl towards the National and

Global/World Era (World Class) as has become a world demand and has even been proclaimed since 2009 by the Ministry of Education and Culture, quoted from the journal "Strengthening UNY Institutions Towards WCU", that universities need to immediately achieve international accreditation so that World Class University (WCU) is achieved (Tarigan, 2020). Starting in 2009, the then Minister of National Education, Bambang Sudibyo, began targeting higher education programs in Indonesia to achieve WCU. The vision to expand to the international arena is in line with the aspirations of the current leadership of Muhammadiyah University of Makassar, which is clear in the vision of the leadership of the Chancellor of Unismuh Makassar, Prof. Ambo Asse, M.Ag wants to build Unismuh into a World Class University. For this reason, strengthening with an international flavor must become a real commitment and must consistently carry out the internationalization process. Not to mention, the vision of developing the University towards internationalization must face several obstacles. The challenge of rapid world transformation is also something that is like a "double-edged sword" where we are grateful for technological progress but must be wary of a rapidly changing world. So, with the current global conditions, universities must act quickly to advance human resource development for the sustainability of the nation's generation. World Class University certainly has several aspects that are mandatory assessments or requirements are met in order to achieve a WCU degree.

There are several criteria that must be met to become a World Class University, namely: (a) excellence in research, (b) a very attractive atmosphere of academic intellectual freedom, (c) administrative independence, (d) adequate facilities and funding, (e) diversity , (f) internationalization of students, foreign experts and lecturers, (g) democratic leadership, (h) talented scholars, (i) use of ICT, efficient management and adequate libraries, (j) quality learning, (k) community involvement with interests, and (l) is at the level of cooperation (Tarigan, 2020)



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative research method were used for this research. The research is qualitative and descriptive in nature. (Syariah & Ilmu, n.d.) contends that the qualitative approach is a strategy for producing descriptive information. Although quantitative methods are more commonly employed to highlight how frequently a topic arises in transcripts or how extensive a specific style of activity is, (Dymon, 2018) argue that "Qualitative research focuses on words rather than statistics." Therefore, the focus of qualitative research is not on mathematical discourse but on a linguistic description of the facts. This research was used to determine the difficulties of the leadership of Muhammadiyah University of Makassar in contextual communication in bilateral activities with foreign institutions. It is a systematic, subjective approach to describing and giving meaning to life experiences.

B. Research Subject

The subjects of this research are 6 leaders of Universitas Muhammadiyah Makassar who have and will communicate with foreign institutions or bilateral meetings.

C. Research Instrument

The interview guide is a research instrument. In general, interview guides can be divided into three stages: interview preparation, interview process, and evaluation. The research interview consists of ten questions about various issues

related to the research case. The research instrument used in this analysis is semi-structured interviews, which are very important for the exchange of information between researchers and informants. This needs to be done in order to collect data from special observations related to the thesis. Based on this research, researchers will interview six figures who have been involved in contextual communication processes in bilateral meetings with foreign institutions. This instrument is related to the type of data that researchers need.

D. Data Collection Procedures

The data collection technique in this research will be carried out by interviews. The method that will be used in this research is a persuasive method because researchers and respondents must know in detail what difficulties they are experiencing. Researchers will use English and Indonesian to interview participants so that the interview runs better. Participants will then have the opportunity to express their thoughts without being constrained by language barriers. Additionally, the transcription will be translated into English after conducting the interview.

E. Data Analysis Technique

After the data was collected, the researcher analysed the data. There are several steps to analyse the data, namely:

1. Data Transcribing

Transcribing, often known as transcription, is the process of converting speech into text. The researcher then made notes based on what the Leader said during the interview.

2. Data Reduction

Namely selecting relevant data, then the data is simplified, then classified based on its substance, the data obtained must be factual and write objective notes.

- a) Selecting relevant data that has been collected from interviews
- b) Coding the data to make it easier for researchers to classify data.
- c) Making objective notes and classify the data that has been collected from the results of observations and interviews .
- d) Analyzing six subjects with different results. The results of the first informant are adjusted to the results of the last informant

3. Data Display

Data Display is creating detailed and extensive descriptions of the participants, the environment, and the phenomenon under investigation in order to portray the rich complexity of the research. This step's objective is to build a narrative image of the scene and the events that occur there so that you can comprehend the setting of the research. Data Display is where qualitative researchers present more data with a focus on words or actions that occur in certain contexts. This study focuses on what the difficulties of Campus Leader based non English background. After the data was reduce, the next step is to display the data. The presentation of this data can be done in the form of chart by used Nvivo Software. The data was structure so that it was easy to understand.

4. Data Conclusion

The last stage is drawing conclusions from the data that has been collected. The conclusions from the findings are expected to be new findings that can be used as a theoretical basis for further research. The results obtained make the previously unclear data and will become clear after the research is carried out.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher presents the research findings. This research is about contextual communication difficulties Faced by The Leaders University of Non English Background at Muhammadiyah University of Makassar. This finding is related to the research question which wants to know the difficulties of university leaders in communicating contextually when or when communicating with foreign institutions or campuses. These findings present research conducted with depth interview data.

1. Non-English Background University Leaders' Difficulties In Contextual Communication

a. Leader's Interviews

For the research question, an interview of university leaders was conducted to find out the difficulties experienced by leaders in contextual communication with collaboration or cooperation activities with foreign institutions. An in-depth interview sheet with 10 questions was administered.. The interview helped to achieve a deeper understanding of data about leaders' overall difficulties in communication with overseas institutions. The researcher took six University leaders consisting of Four Faculty Leaders & Two Study Programme Leaders to participate in the interviews. The results are presented in this section.

The findings of this study reveal that the main difficulty faced by university leaders is the mastery or proficiency of English. Based on the results of this study, the university leaders argued that the difficulty in collaborating and cooperating lies in communication difficulties and most of the communication tools used by foreign institutions are English. The interview data from the six interviewees were compiled in the form of transcripts and then imported into NVivo 14 software. The use of the Word Frequency Query feature helped the researcher display the frequency of interesting and informative words. Based on the search results with this feature, the set of most frequently occurring words in the data is shown in Figure 1. The word 'English' dominated the conversation about the difficulties experienced by the interviewees with a frequency of 2.56%.



Figure 1. the most frequently occurring word from the data

Furthermore, the Text Search Query feature is applied to understand the meaning of the words in the word cloud above. In this

study, the researcher wanted to understand the use of the word ‘English’ as one of the dominant words and a keyword in this study. Search results are then presented in the form of a word tree.

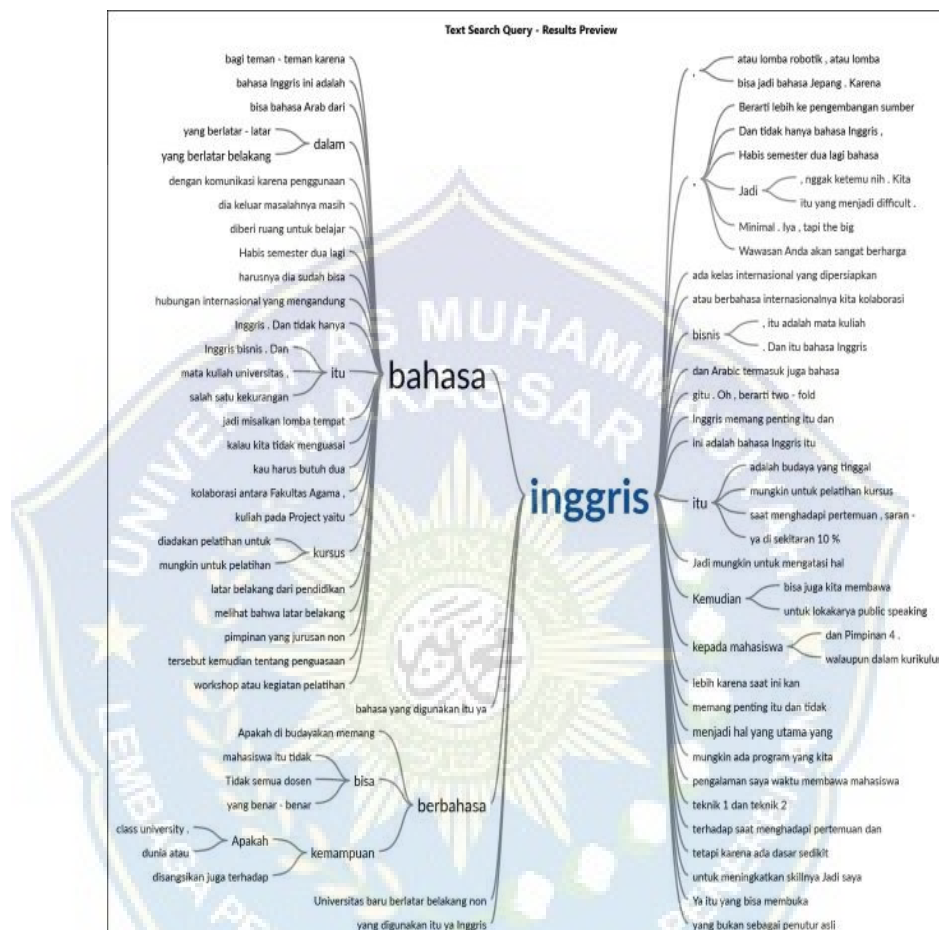


Figure 2. Word Tree Of English Word Usage

Through word tree feature exploration, it was found that the difficulty experienced by university leaders was English language proficiency. According to them, it makes a leader quite difficult especially in communication that includes collaboration with international campuses.

In addition to visualisation purposes, word clouds and word trees are also very useful in labelling or coding, which is then made in the form

of theme categories on the NVivo 14 nodes menu. Themes are concepts related to the focus and research questions. The themes identified from the statements of the five participants are shown in Figure 3. It can be seen from Figure 3 that all participants agreed that based on their experience, English language skills become a difficulty when faced with contextual communication with foreign universities. This research is in line with research conducted by (Safi et al., 2022). Language differences are the ones that generate the most issues among all of these cultures, particularly in the educational setting. One is sure to encounter multiple opportunities for misunderstanding because of significant linguistic and cultural barriers. Anyone working somewhere with a radically different cultural history may attest to this.

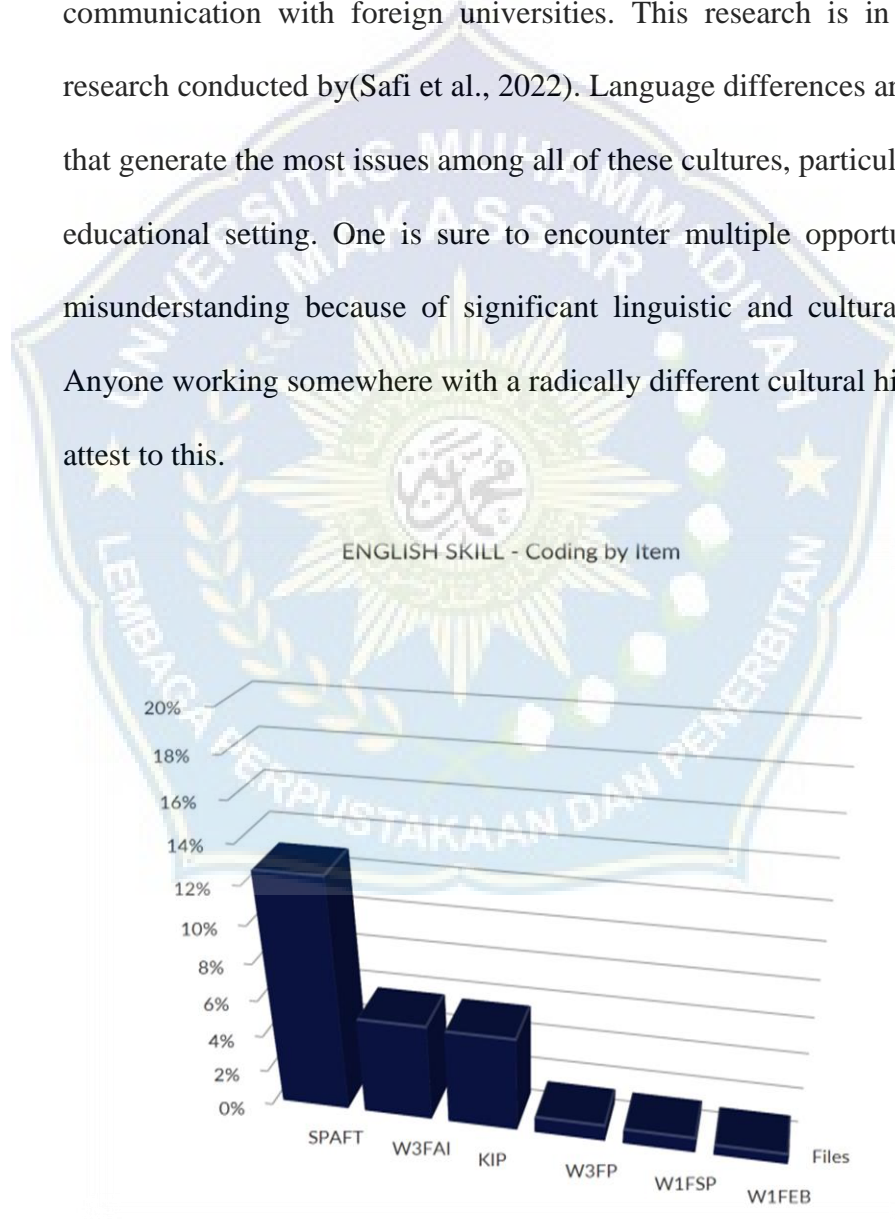


Figure 3. Theme Coding Results ‘English Skill’ All Participants

Then, from the in-depth interview data, it was also found that there are factors that influence these difficulties. Of course, there must be a causality that causes this English language difficulty to occur. This is in accordance with the statement SPAFT *“that according to my experience, there has never been a forum for university leaders to improve their English skills in preparation for campus internationalisation”*.

From the SPAFT statement, said that in accordance with his Empirical journey that the difficulty of communicating English is due to the absence of a forum, activities, workshops etc., carried out by the University to prepare the relevant Faculty / Study Program Leaders for preparation for Internationalisation or Building Networks of cooperation with Overseas Campuses.

Then, in this study of communication difficulties, it was found that another factor causing communication difficulties of university leaders was cultural differences. Cultural differences result in intercultural communication. Intercultural communication can produce two factors, namely effective communication and miscommunication.

It can be seen from the data visualisation displayed using NVivo 14 software through the theme category feature on the NVivo 14 nodes menu. The data presentation can be seen in Figure 4.

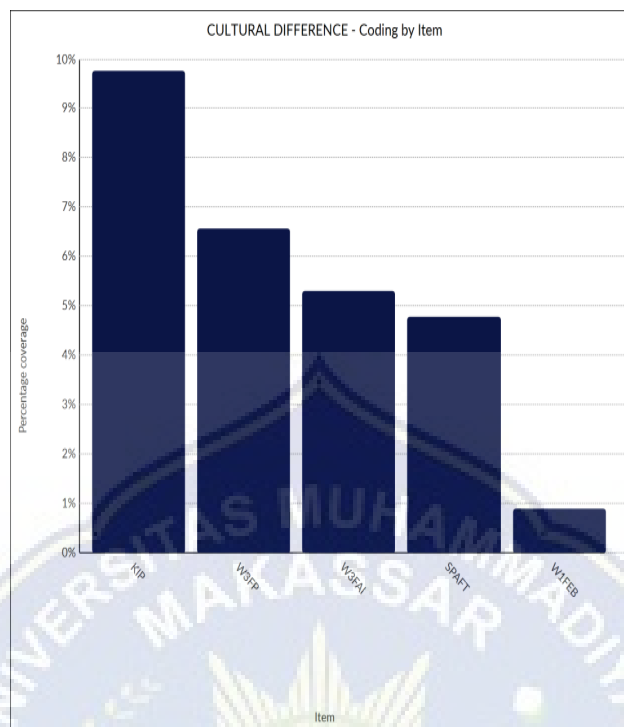


Figure 4. Theme Coding Results ‘Cultural Differences’ All Participants

The data above explains that all participants experienced communication difficulties due to cultural differences. This can lead to miscommunication when we do not prepare ourselves in learning the culture of individuals or organisations that will become collaboration or cooperation partners. This finding is in line with research conducted by (Nurani, n.d.) who stated that with different cultures With different cultures, there are barriers to communication because of language and perception differences.

Then, from the results of the KIP *“interview data ‘that in addition to English language skills, it is also necessary to pay attention to cultural differences, because as I experienced when collaborating with one of the*

universities in Brunei Darussalam, it turns out that their work habits are different from our work culture. Therefore, the result of this meeting became bad and there was no agreement because the difference in work culture was also a difficulty and I admit it was purely my personal mistake”

Moreover, from KIP's interview statement above, he stated that cultural differences and work habits have been the main difficulties in communicating with foreign institutions. This difference in work culture certainly had an impact on intercultural communication and the result of the meeting was a negative outcome because there was disappointment in it caused by work habits.

B. Discussion

Based on interviews with university leaders, it can be described that what they do when communicating with foreign campuses is quite difficult due to the lack of English language skills and cultural differences that exist.

Based on interviews that researchers have conducted with university leaders, it can be described that what they do when communicating with foreign campuses has difficulties communication In accordance with the theory of Zaenal Mukarom in his book “Communication Theory Theory”(Siti Rohmah, 2021) explains that there are four aspects that are the reason we have difficulty in communicating:

1. Problems in developing messages due to the emergence of doubts about the content of the message, unfamiliarity with the existing

situation or with the person who will receive. In addition, there may also be conflicts of emotion, or expressing ideas or ideas.

2. Media problems as a tool in the process of delivering messages.
3. Problems in receiving messages can be detected such as competition between vision and hearing/sound, uncomfortable atmosphere, distracting lights, unfocused concentration.
4. Problems in interpreting messages are influenced by differences in background, interpretation of meaning, differences in emotional reactions and so on.

Furthermore, difficulties due to English language skills are also an aspect that results in the emergence of barriers or difficulties in communication experienced by campus leaders. English language skills are considered to be the main bridge in facing the times and adaptation in the era of disruption. According to Crystal (1995), summarizing the development of human language, then the development of language by the country of Great Britain to the development of English into world English which is used for science, business, and general use as a “high status” in language. Most people in the world recognize English as a global language. Then Bryson (2009) states that more than 300 million people in the world speak English and the rest, it seems, look to try it. That means, in the modern era English is a must skill that must be owned by every world community. Especially for public figures and leaders of higher education institutions.

Meanwhile, cultural differences are also an obstacle or difficulty in communicating experienced by Unismuh Makassar leaders, especially non-

English backgrounds. Communication difficulties caused by cultural differences are in line with the theory put forward by Gudykunst (1983) that these obstacles come from different ethnic, religious, and also social differences that exist between one culture and another. then reinforced by Hart's theory in (Lauer, 1993: 384) shows how aspects of culture change over time according to two patterns he calls “cultural acceleration” and “logistical agitation”. In cultural acceleration, man's ability to control his environment has increased to a great extent and the rate of acceleration itself is accelerated. This means that cultural differences will continue to be a difficulty as time goes by and cultural difficulties, especially intercultural communication, must be well studied and have their own strategies. Therefore, the difference in cultural background must be one aspect that must be considered by the leadership of Universitas Muhammadiyah Makassar when conducting contextual communication with foreign institutions.

Based on the views of university leaders in dealing with contextual communication difficulties faced by university leaders with non-English backgrounds. That there needs to be a common vision regarding the direction of internationalization. For example, there is a need for activities, platforms and improvement of English language skills for leaders from non-English backgrounds. The leaders believe that having a common vision and having room to improve English language skills will increase the enthusiasm and English language skills of the leaders. Moreover, the necessity of the times in the era of globalization disruption is that English is the main key.

Apart from that, intercultural communication difficulties also need special attention. The view of the University Leaders who participated in this research is that there is a need for supporting facilities that help the relevant Leaders when they want to start Collaboration and cooperation with Overseas Campuses. For example, training is given before collaborating, translation facilities or human resources who are experts in English skills and sufficient cultural knowledge. Because, it is important to know the background of the person you are talking to before starting communication. What cultural background, habits, religion, food and tendencies does an institution or individual have? This is a particular concern because if there is miscommunication between cultures it can create a negative image between the institutions.

Lastly, the most important thing is our mindset about how important English is, because as academics and then as academics, of course leaders must be aware of the challenges of the era and what instruments need to be prepared to face the industrial revolution and one of the important instruments is mastery of English.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After all the data is accurately analyzed based on the results of the study, the researcher can write several conclusions, the researcher concludes that the Contextual Communication Difficulties experienced by Muhammadiyah Makassar University Leaders with non-English backgrounds is a phenomenon that must be evaluated for the good and progress of Muhammadiyah Makassar University. That is, this is a process of progress towards excellence. Furthermore, considering that Unismuh's current goal is to become an international campus in accordance with the Vision and Mission of the Rector of Unismuh Makassar, it is fitting that Internationalization activities and opening as wide as possible communication and international networks. Of course, the answer and the main key to all of this has been included in this thesis, namely Mastery of English Language Skills as the main bridge to World Class University.

Of course, getting to WCU is a long road and a process that is not easy, it needs qualified human resources, adequate facility support, strong competitiveness, and the most important thing is the desire to move forward which must be accompanied by commitment and consistency. the difficulty of communication difficulties in this thesis is a scientific reality that must be evaluated immediately for the achievement of Unismuh in World Class University.

B. Suggestion

Based on the findings here the researcher would like to offer the following Suggestion:

1. For the Leader's

For non-English background leaders, of course, there needs to be a movement to develop English language skills. as the findings of this research show that English is indeed a real difficulty experienced by University leaders.

Then, there is a need for in-depth knowledge of cultural understanding to avoid intercultural miscommunication. because, based on this research, intercultural communication is also one of the main difficulties in collaboration with foreign institutions.

Furthermore, based on the findings of researchers in the study, it is necessary to provide facilities to university leaders to facilitate the communication process of cooperation with foreign institutions. These facilities can be in the form of translators, workshops, public speaking training and activities to improve English language skills.

Finally, the findings of this research are social facts that occur in Unismuh Makassar and for this reason, there needs to be a real will in the internationalization of Unismuh Makassar. In addition, consistency and unity of vision is the main way towards achieving World Class University.

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A P P E N D I X



APPENDIX I INSTRUMENT

Interview with The Leaders Muhammadiyah University of Makassar

1. Seeing the current, reality of Globalization and Digitalization Transformation requires us to continue moving forward. Unismuh has become one of the superior campuses in Indonesia. Unismuh's challenge in the future is how to prepare Unismuh to enter the World Class University. According to you, as a University Leader, who is very crucial in determining Unismuh's future direction, what kind of abilities must be prepared first to enter a world class University ? Is English language ability the main thing to support this ? In your Experience, what specific aspects of contextual communication within the university have you found most challenging due to your non native English Background ? (follow up : could you elaborate on specific situations where these challenges arose ?

Melihat realitas Globalisasi dan Transformasi Digitalisasi saat ini menuntut kita untuk terus bergerak maju. Unismuh menjadi salah satu kampus unggulan di Indonesia. Tantangan Unismuh ke depan adalah bagaimana mempersiapkan Unismuh memasuki World Class University. Menurut Anda, sebagai Pimpinan Universitas yang sangat menentukan arah masa depan Unismuh, kemampuan apa saja yang harus dipersiapkan terlebih dahulu untuk masuk Universitas berkelas dunia ? Apakah kemampuan berbahasa Inggris menjadi hal utama yang menunjang hal tersebut ? Berdasarkan pengalaman Anda, aspek komunikasi kontekstual apa di universitas yang menurut Anda paling menantang karena latar belakang bahasa Inggris Anda

yang bukan penutur asli? (tindak lanjut: bisakah Anda menguraikan situasi spesifik di mana tantangan ini muncul?)

2. Regarding collaboration with foreign institutions or foreign campuses. Have you ever attended meetings with foreign institutions ? Can you explain what conditions occurred at the meeting ?

Mengenai kerjasama dengan institusi luar negeri atau kampus luar negeri. Pernahkah Anda menghadiri pertemuan dengan lembaga asing ? Bisa dijelaskan kondisi apa saja yang terjadi pada pertemuan tersebut ?

3. Providing constructive feedback is an important leadership skill. How do you ensure your feedback is clear, direct, and culturally sensitive ? (Follow-up: Can you share an example a situation where you encountered challenges in delivering feedback due to language or cultural differences ?)

Memberikan umpan balik yang membangun adalah keterampilan kepemimpinan yang penting. Bagaimana Anda memastikan masukan Anda jelas, langsung, dan sensitif terhadap budaya ? (Tindak lanjut: Dapatkah Anda memberikan contoh situasi di mana Anda menghadapi tantangan dalam menyampaikan umpan balik karena bahasa atau perbedaan budaya ?

4. Meetings and presentations can be fast-paced and involve a great deal of back-and-forth discussion. What strategies do you employ to ensure you are actively participating and contributing effectively in these settings ? (Follow-up: Do you find any specific communication methods, such as written agendas or pre-meeting briefings, particularly helpful in these situations?)

Rapat dan presentasi bisa berlangsung cepat dan melibatkan banyak diskusi bolak-balik. Strategi apa yang Anda terapkan untuk memastikan Anda berpartisipasi aktif dan berkontribusi secara efektif dalam situasi ini ? (Tindak lanjut: Apakah menurut Anda metode komunikasi tertentu, seperti agenda tertulis atau pengarahan sebelum pertemuan, sangat membantu dalam situasi ini?)

5. Do you have any mentors or colleagues who come from a similar background? In what ways have they helped you navigate communication challenges ? (Follow-up: Is there a network or support group for non-native English speaking leaders at the university ?)

Apakah Anda memiliki mentor atau kolega yang memiliki latar belakang serupa? Dalam hal apa mereka telah membantu Anda mengatasi tantangan komunikasi? (Tindak lanjut: Apakah ada jaringan atau kelompok dukungan bagi para pemimpin yang bukan penutur asli bahasa Inggris di universitas ?)

6. What resources or support systems have you found most beneficial in improving your communication skills within the university ? (Follow up: Are there any specific programs or workshops you would recommend to other non-native English speaking leaders ?)

Sumber daya atau sistem pendukung apa yang menurut Anda paling bermanfaat dalam meningkatkan keterampilan komunikasi Anda di universitas ? (Tindak lanjut: Apakah ada program atau lokakarya khusus yang Anda rekomendasikan kepada para pemimpin yang bukan penutur asli bahasa Inggris ?)

7. Intercultural communication can be complex. How do you ensure your message is understood clearly, considering potential cultural differences in communication styles (directness, humor, etc.) ? (Follow-up: Have you encountered misunderstandings arising from cultural communication styles ? How did you address them ?

Komunikasi antarbudaya bisa jadi rumit. Bagaimana Anda memastikan pesan Anda dipahami dengan jelas, dengan mempertimbangkan potensi perbedaan budaya dalam gaya komunikasi (keterusterangan, humor, dll.) ? (Tindak lanjut: Pernahkah Anda menemukan kesalahpahaman yang timbul dari gaya komunikasi budaya? Bagaimana Anda mengatasinya ?)

8. Can you share an example of a time when your non-native English background proved to be advantage in your communication with the university community ?

Bisakah Anda berbagi contoh ketika latar belakang bahasa Inggris Anda yang bukan penutur asli terbukti bermanfaat dalam komunikasi Anda dengan komunitas universitas ?

9. In your opinion, how could the university better support leaders from non-English backgrounds when it comes to communication within the institution ?

Menurut pendapat Anda, bagaimana universitas dapat mendukung para pemimpin yang berlatar belakang non-Inggris dengan lebih baik dalam hal komunikasi di dalam institusi ?

10. Based on your experience, what advice would you give to new university leaders from a non-English background? when facing meetings with foreign institutions like what you experienced ?

Berdasarkan pengalaman Anda, saran apa yang akan Anda berikan kepada pimpinan universitas baru yang berlatar belakang non-Inggris ? saat menghadapi pertemuan dengan institusi luar negeri seperti yang anda alami?



APPENDIX II

INTERVIEW TRANSCRIPTION

Leader's Interview

Question	<p>1. Seeing the current, reality of Globalization and Digitalization Transformation requires us to continue moving forward. Unismuh has become one of the superior campuses in Indonesia. Unismuh's challenge in the future is how to prepare Unismuh to enter the World Class University. According to you, as a University Leader, who is very crucial in determining Unismuh's future direction, what kind of abilities must be prepared first to enter a world class University ? Is English language ability the main thing to support this ? In your Experience, what specific aspects of contextual communication within the university have you found most challenging due to your non native English Background ? (follow up : could you elaborate on specific situations where these challenges arose ?</p>					
Responses	SPAFT	KIP	W1FSP	W1FEB	W3FAI	W3FP
	<p>Firstly, the abilities that are prepared to enter a world-class university, maybe we go back to the chess Dharma for</p>	<p>The first thing to consider is the availability of human resources in mastering international languages and the</p>	<p>The experience so far, the challenge is, I think there should be a movement, a common view, between the field</p>	<p>There are many parts. The first part is scientific. of course, the way to internationalisa</p>	<p>Firstly, in today's world of globalisation, the most important thing is language. master the world</p>	<p>so capacity building and resource improvement skills are indeed lacking in English language</p>

	<p>the university, then there is no doubt about the ability to speak English.</p>	<p>second is how these human resources can adjust to international situations. The ability to master international languages is not enough without the ability to adjust to international situations.</p>	<p>of collaboration at the university level and at the faculty level. It's not that it hasn't been there all this time, but I see there is a miscoordination. If there is a representation of LPB-KUI at the faculty, or we can coordinate directly, and we also have the resources, according to the qualifications needed, I think it will facilitate cooperation.</p>	<p>tion is English language proficiency.</p>	<p>then you have to need two languages English and Arabic including also the English is important to master because people cannot communicate with anyone. educational institutions who want to work in the same workplace if we do not master the language English</p>	<p>lecturers.</p>
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Question	2. Regarding collaboration with foreign institutions or foreign campuses. Have you ever attended meetings with foreign institutions? Can you explain what conditions occurred at the meeting?					
Responses	SPAFT	KIP	W1FSP	W1FEB	W3FAI	W3FP
	we have carried out activities in the architecture study programme, conducting sum seminars during the pandemic, conducting guest lectures which we shorten with cultums, several times from the Malaysian University of Technology, then there are those from Canada and several other	I've also done collaborations once or twice actually because one time there was a friend from abroad who entrusted me to write together, a collaboration with Brunei Darussalam.	Yes, I have experienced meetings with several campuses such as UTM Malaysia and several bilingual class students at Fisip Unismuh Makassar.	Of course, I have because I did my masters in Malaysia so I had a few channels to collaborate with my mates there.	my experience when I took students for international service-learning in the Philippines and Malaysia	I had an experience or exchange student who did an internship for about 2 months in Thailand. Thailand so I as a supervisor accompanied and Alhamdulillah the activity was until completion

	universities in Malaysia, then we have carried out workshop activities, which were attended by prof Ismail from UTM.					
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Question	3. Providing constructive feedback is an important leadership skill. How do you ensure your feedback is clear, direct, and culturally sensitive? (Follow-up: Can you share an example a situation where you encountered challenges in delivering feedback due to language or cultural differences?)					
Responses	SPAFT	KIP	W1FSP	W1FEB	W3FAI	W3FP
	Culture is also one of the obstacles for us in architecture because the quality we have cannot be said to be adequate for internationalization.	Culture is also one of the obstacles for me in communicating with institutions or individuals. So, I was once invited to write a journal for one of the universities in Brunei, then the discussion progressed to a serious stage in working together, but, because the culture in Indonesia likes to postpone work, I always felt that at the end it could be discussed or wanted to apologize.	So, we were lucky when we met with the Malaysian University of Technology because they mostly spoke Malay and English so communication difficulties were not too much of an obstacle because of the almost the same cultural similarities.	Although I am quite proficient in English. This happens because of several aspects of culture, character and paradigm differences. One thing to be grateful for is that language skills make these difficult difficulties easier.	So, when we get there, of course, there will be an adaptation process. Firstly, we were a bit hesitant and awkward when communicating with them because we thought and felt that our English skills were not good enough or at the expert level.	So, when I am a supervisor, when we communicate with individuals or students or lecturers in Thailand, we often experience miscommunication because the points I convey are not something they can understand

Question	4. Meetings and presentations can be fast-paced and involve a great deal of back-and-forth discussion. What strategies do you employ to ensure you are actively participating and contributing effectively in these settings? (Follow-up: Do you find any specific communication methods, such as written agendas or pre-meeting briefings, particularly helpful in these situations?)					
Responses	SPAFT	KIP	W1FSP	W1FEB	W3FAI	W3FP
	When we met with them, we had prepared in advance what we wanted to convey because we felt we had deficiencies in English. Because, in my experience when attending an event with the Malaysian Technological University, I was the moderator in an online meeting and I had prepared the things I wanted to convey	Culture is also one of the obstacles for me in communicating with institutions or individuals. So, I was once invited to write a journal for one of the universities in Brunei, then the discussion progressed to a serious stage in working together, but, because the culture in Indonesia likes to postpone work, I always felt that at the end it could be discussed or wanted to apologize.	So, we were lucky when we met with the Malaysian University of Technology because they mostly spoke Malay and English so communication difficulties were not too much of an obstacle because of the almost the same cultural similarities.	Although I am quite proficient in English. This happens because of several aspects of culture, character and paradigm differences. One thing to grateful for is that language skills make these difficult difficulties easier.	So, when we get there, of course, there will be an adaptation process. Firstly, we were a bit hesitant and awkward when communicating with them because we thought and felt that our English skills were not good enough at the expert level.	So, when I am a supervisor, when we communicate with individuals or students or lecturers in Thailand, we often experience miscommunication because the points I convey are not something they can understand

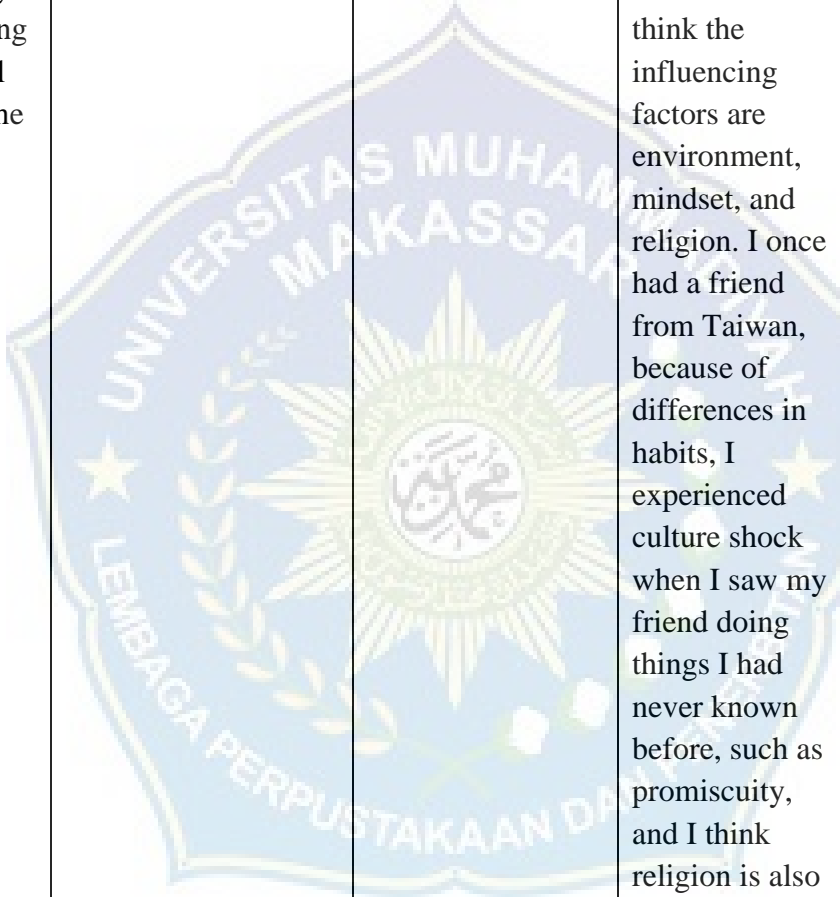
Question	5. Do you have any mentors or colleagues who come from a similar background? In what ways have they helped you navigate communication challenges? (Follow-up: Is there a network or support group for non-native English speaking leaders at the university?)					
Responses	SPAFT	KIP	W1FSP	W1FEB	W3FAI	W3FP
	So, the Head of the Architecture Study Program does have good English language skills compared to several study program leaders at the Faculty of Engineering, so in English and International Affairs he always involves the head of the study program. As far	Of course there must be, because this Faculty of Social and Political Sciences has bilingual classes. So, we usually discuss and are given input that Bruneian people tend to be soft. Then I think there needs to be a special community to improve English language skills for university leaders. At least in each	So far, what I know is that things like this are managed by LPBKUI which specifically handles it and has adequate human resources for this, especially in English and international affairs.	: I don't have a specific mentor and most economics faculties are exploring collaboration, whether it's guest lectures or workshops with my master's friends while in Malaysia. Because, there	I don't have a specific mentor and most economics faculties are exploring collaboration, whether it's guest lectures or workshops with my master's friends while in Malaysia. Because, there are several of my friends who	: I don't have a specific mentor and we always coordinate with LPBKUI in our internationalization network.

	as I know, there is no such group or community for that as of now.	faculty there is one human resource who is an expert in English who helps with internationalization matters in the faculty		are several of my friends who teach in Bahrain, Turkey, Pakistan and Thailand. In Unismuh it seems like there is no community like that.	teach in Bahrain, Turkey, Pakistan and Thailand. In Unismuh it seems like there is no community like that.	
Question	6. What resources or support systems have you found most beneficial in improving your communication skills within the university? (Follow-up: Are there any specific programs or workshops you would recommend to other non-native English speaking leaders?)					
	SPAFT	KIP	W1FSP	W1FEB	W3FAI	W3FP
Responses	I think there needs to be special training to	I think there needs to be special training to improve English	I think there needs to be facilities from the	I think there needs to be special training	I think there needs to be special training	I think there needs to be special training to improve English

	<p>improve English language skills and a workshop would be good, perhaps public speaking for leaders.</p>	<p>language skills and a workshop would be good, perhaps public speaking for leaders. Why public speaking because university leaders are the main key to conveying matters of collaboration and cooperation for the campus in the future. Then This needs to be facilitated by each faculty having human resources who are experts in English language skills.</p>	<p>University in the form of human resources who have good English skills in each faculty to support internationalization affairs in each faculty itself.</p>	<p>to improve English language skills and a workshop would be good, perhaps public speaking for leaders. Why public speaking because university leaders are the main key to conveying matters of collaboration and cooperation for the campus in the future. Then it needs</p>	<p>to improve English language skills and a workshop would be good, perhaps public speaking for leaders. Why public speaking because university leaders are the main key to conveying matters of collaboration and cooperation for the campus in the future. Then it needs to be facilitated by each faculty having human resources who</p>	<p>language skills and a workshop would be good, perhaps public speaking for leaders. Why public speaking because university leaders are the main key to conveying matters of collaboration and cooperation for the campus in the future. Then it needs to be facilitated by each faculty having human resources who are experts in English language skills. Because all this time we have always been facilitated by LPBKUI.</p>
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				<p>to be facilitated by each faculty having human resources who are experts in English language skills. Because all this time we have always been facilitated by LPBKUI. And I feel that English language skills should be a must for students and university leaders.</p>	<p>are experts in English language skills. Because all this time we have always been facilitated by LPBKUI. And I feel that English language skills should be a must for students and university leaders.</p>	
Question	7. Intercultural communication can be complex. How do you ensure your message is clearly understood, considering potential					

	cultural differences in communication styles (directness, humor, etc.)? (Follow-up: Have you encountered misunderstandings arising from cultural communication styles? How did you address them?)					
Responses	SPAFT	KIP	W1FSP	W1FEB	W3FAI	W3FP
	So, at the meeting with the Malaysian Technological University, I understood and knew enough that English was a second language in the neighboring country. Because of this, I try to balance these cultural differences by occasionally trying to use English and	So, this is indeed a major obstacle for me. Because, when I carried out the collaboration process with this campus from Brunei, I...not aligning yourself with their character and habits . In the end, their trust in me was lost because my habit in Indonesia is that I often postpone work and I think it is quite different from theirs	So, at the meeting with the Malaysian Technological University, I understood and knew enough that English was a second language in the neighboring country. Because of this, I try to balance these cultural differences by occasionally trying to use English and	So, this is indeed a major obstacle for me. Because, when our habits or culture are different, our character and way of thinking are definitely different. I often encounter miscommunication when there are	: So, this is indeed a major obstacle for me. Because, when our habits or culture are different, our character and way of thinking are definitely different. I often encounter miscommunication when there are significant cultural differences. I think the	So, apart from language differences. Religious similarities can make it easier for us to communicate. This is my experience because when I was in Thailand, one thing I realized was that they were quite respectful because they considered Indonesia to be the majority Muslim in the world and that was a + value for us at that time

	<p>Indonesian. Until now I have never encountered any misunderstandings due to cultural differences or the communication style we use.</p>		<p>Indonesian.</p>	<p>significant cultural differences. I think the influencing factors are environment, mindset, and religion. I once had a friend from Taiwan, because of differences in habits, I experienced culture shock when I saw my friend doing things I had never known before, such as promiscuity, and I think religion is also</p>	<p>influencing factors are environment, mindset, and religion. I once had a friend from Taiwan, because of differences in habits, I experienced culture shock when I saw my friend doing things I had never known before, such as promiscuity, and I think religion is also a difficulty because when you have different</p>	
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				<p>a difficulty because when you have different religions, differences in habits are bound to happen. So, my suggestion is that we have to change our mindset and learn a lot about the culture of the place we visit.</p>	<p>religions, differences in habits are bound to happen. So, my suggestion is that we have to change our mindset and learn a lot about the culture of the place we visit.</p>	
Question	<p>8. Can you share an example of a time when your non-native English background proved to be an advantage in your communication with the university community?</p>					

	SPAFT	KIP	W1FSP	W1FEB	W3FAI	W3FP
Responses	So, continuing your education to the Master's and Doctoral levels requires TOEFL test results. This is the basis for me carrying out internationalization activities and when I was a student I always studied at UKM to improve my English language skills.	So, continuing your education to the Master's and Doctoral levels requires TOEFL test results. Then, we at the Faculty of Social and Political Sciences have been directed to understand at least basic English because we have a bilingual class.	So, continuing your education to the Master's and Doctoral levels requires TOEFL test results. This is the basis for me to carry out internationalization activities	So, apart from language differences. Religious similarities can make it easier for us to communicate. This is my experience because when I was in Malaysia, one thing I realized was that they were quite respectful because they considered Indonesia to be the majority Muslim in the world and that	So, apart from language differences. Religious similarities can make it easier for us to communicate. This is my experience because when I was in Malaysia, one thing I realized was that they were quite respectful because they considered Indonesia to be the majority Muslim in the world and that was a + value	So, apart from language differences. Religious similarities can make it easier for us to communicate. This is my experience because when I was in Thailand, one thing I realized was that they were quite respectful because they considered Indonesia to be the majority Muslim in the world and that was a + value for us at that time.

				was a + value for us at that time. Moreover, in general, Indonesia and Malaysia have the same cultural background.	for us at that time. Moreover, in general, Indonesia and Malaysia have the same cultural background.	
Question	9. In your opinion, how could the university better support leaders from non-English backgrounds when it comes to communication within the institution?					
Responses	SPAFT	KIP	W1FSP	W1FEB	W3FAI	W3FP
	In my opinion, improving the quality of human resources for internationalization matters or English language	In my opinion, improving the quality of human resources for internationalization matters or English language skills is	: In my opinion, improving the quality of human resources for internationalization matters or English language	: In my opinion, improving the quality of human resources for internationaliz	: In my opinion, improving the quality of human resources for internationalizati	: In my opinion, improving the quality of human resources for internationalization matters or English language skills is very necessary. Without this

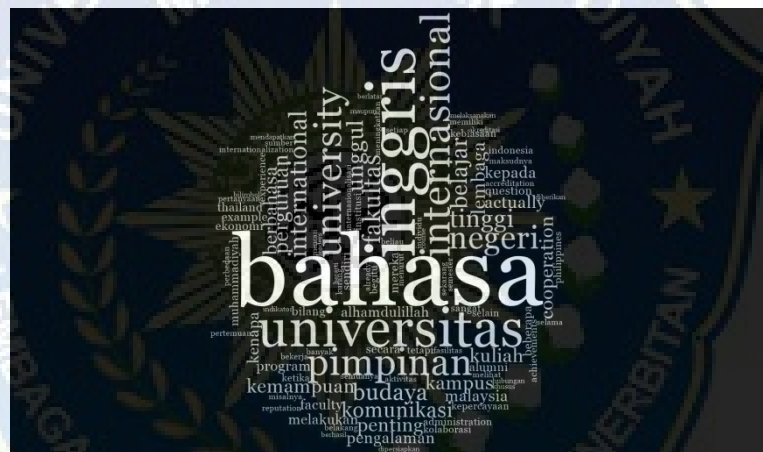
	<p>skills is very necessary. Without this rapid adaptation, we are in danger of being left behind by the flow of world transformation, so effective communication skills using English are the main thing.</p>	<p>very necessary. Without this rapid adaptation, we are in danger of being left behind by the flow of world transformation, so effective communication skills using English are the main thing. And that was based on my experience, apart from language and culture, one of the most important aspects is maintaining their trust.</p>	<p>skills is very necessary and every faculty should be given human resources who have expert level English skills to support internationalization considering that the faculty I supervise has a bilingual class. Then, the issue of World Class University must become a vision and priority for every University Leader.</p>	<p>ation matters or English language skills is very necessary. Without this rapid adaptation, we are in danger of being left behind by the flow of world transformation, so effective communication skills using English are the main thing. However, this is all a matter of mindset and my suggestion is that leaders should</p>	<p>English language skills is very necessary. Without this rapid adaptation, we are in danger of being left behind by the flow of world transformation, so effective communication skills using English are the main thing. However, this is all a matter of mindset and my suggestion is that leaders should increase collaboration, internationalizati</p>	<p>rapid adaptation, we are in danger of being left behind by the flow of world transformation, so effective communication skills using English are the main thing. And that was based on my experience, apart from language and culture, one of the most important aspects is religion.</p>
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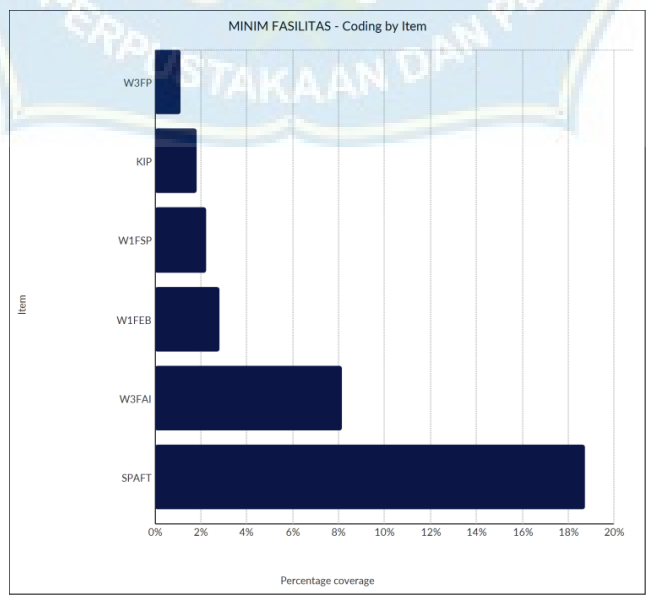
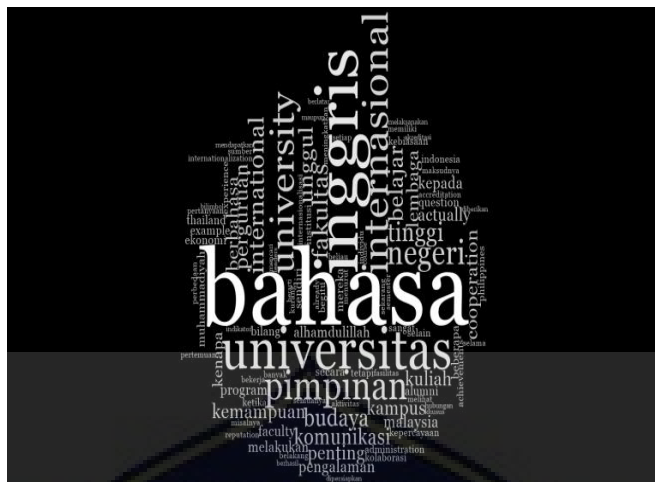
				increase collaboration, internationalization activities and other overseas networks.	on activities and other overseas networks.	
Question	10. Based on your experience, what advice would you give to new university leaders from a nonEnglish background? when facing meetings with foreign institutions like what you experienced					
Responses	SPAFT	KIP	W1FSP	W1FEB	W3FAI	W3FP
	I think English skills should be the main key in the challenge The campus in the future and the leadership must have one vision to achieve this. And there must also be	I think English skills should be the main key in the challenge The campus in the future and the leadership must have one vision to achieve this. And there must also be more human	I think English skills should be the main key in the challenge The campus in the future and the leadership must have one vision to achieve this	I think English skills should be the main key in the challenge The campus in the future and the leadership must have one vision to achieve this. And there must	I think English skills should be the main key in the challenge The campus in the future and the leadership must have one vision to achieve this. And there	I think English skills should be the main key in the challenge The campus in the future and the leadership must have one vision to achieve this. And there

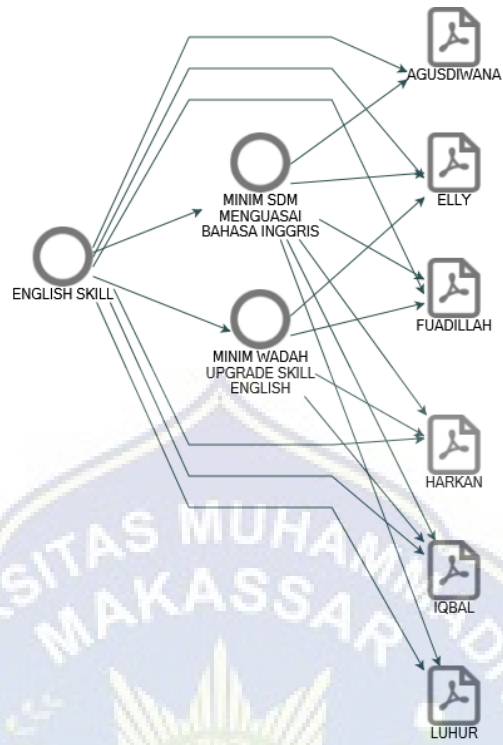
	<p>more human resources who can help, such as translators, etc.</p>	<p>resources who can help, such as translators, etc., especially given to faculties so they can focus on managing the internationalization process at Unismuh.</p>	<p>also be more human resources who can help, such as translators, etc., especially given to faculties so they can focus on managing the internationalization process at Unismuh. And facilities must be provided for cadres to leave the diaspora so that human resources can be met in the future.</p>	<p>must also be more human resources who can help, such as translators, etc., especially given to faculties so they can focus on managing the internationalization process at Unismuh. And facilities must be provided for cadres to leave the diaspora so that human resources can be met in the future.</p>	<p>translators, etc., especially given to faculties so they can focus on managing the internationalization process at Unismuh.</p>
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APPENDIX III DATA REDUCTION

In the process of processing data, of course, researchers experience some difficulties. Such as, data that is not in accordance with research questions, data that does not have continuity with the research context. Because of this, researchers must carefully select and reduce data according to what is needed and the research context. This research was processed using Nvivo 14 software which made it easier for researchers to find and adjust interview data that was relevant to the research context. Below is the data generated and then reduced by researchers by adjusting the questions and research context.



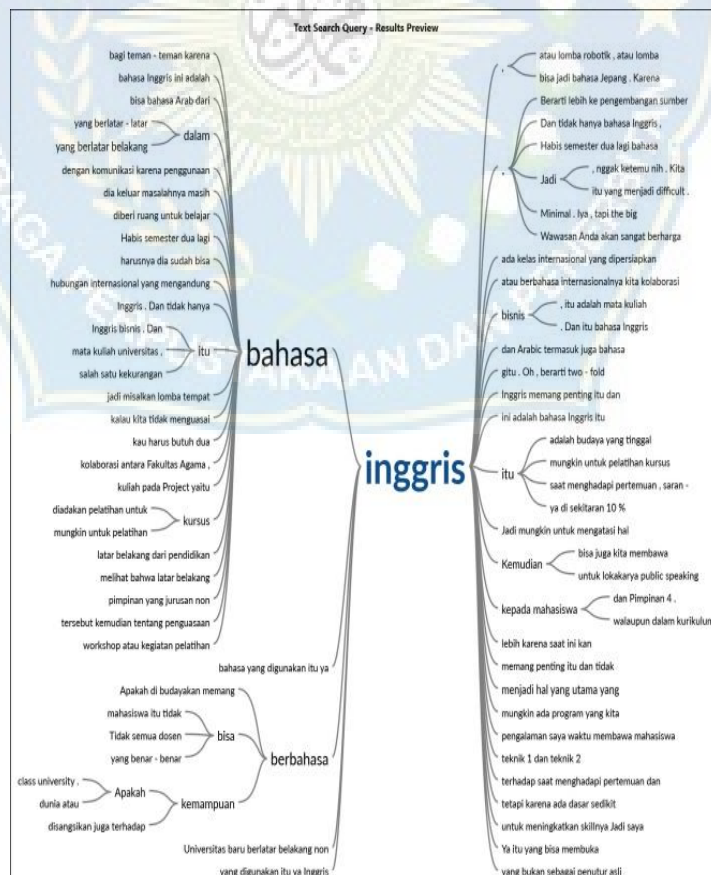




ENGLISH SKILL		MINIM...		CULTURAL DIFFERENCE		PERBEDAAN A...	
MINIM SDM Menguasai Bahasa Inggris				PERBEDAAN BUDAYA		KESULITAN KO...	
MINIM FASILITAS		KURA... PIMP...		PENGALAMAN KERJASAMA		MALAYSIA	
BEDA VISI		PENERJEMAH		INTERNASIONAL		THAILAND	
						PHILIPINA	

APPENDIX IV DATA RESULTOR DATA DISPLAY WITH NVIVO 14

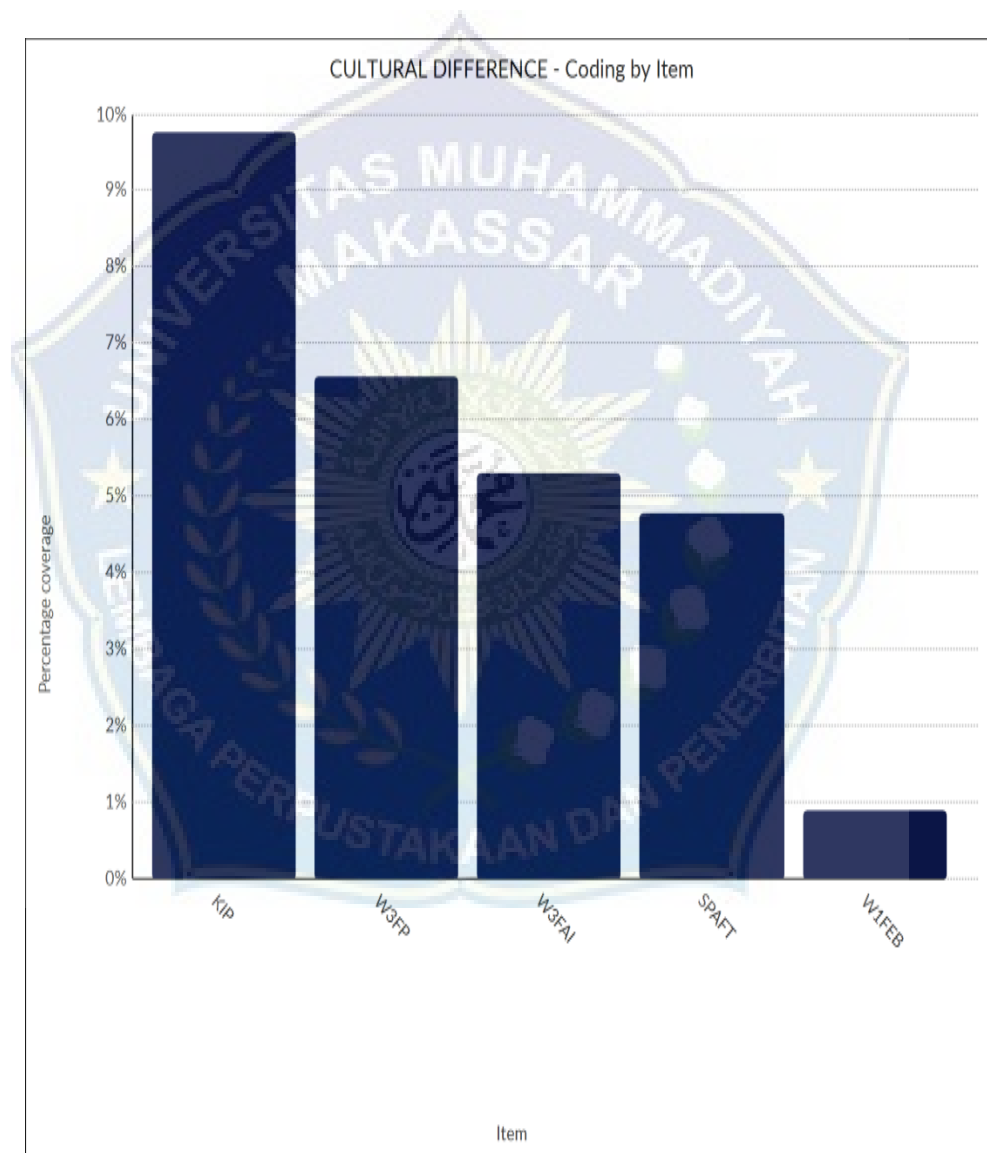
The chart above is the interview data from the six interview which was then compiled in the form of transcripts after being imported into the NVivo 14 software. The use of the Word Frequency Query feature in this application helps researchers display the frequency of interesting and informative words. Based on the results of searching with this feature, the set of words that appear most frequently in the data is shown in Figure 1. The word 'English' dominates the conversation about the difficulties experienced by the interviewees with a frequency of 2.56%. This was followed by the words 'University' and 'International' with 2.32% and 2.12% respectively and finally followed by the word 'leader' with 1.92%.



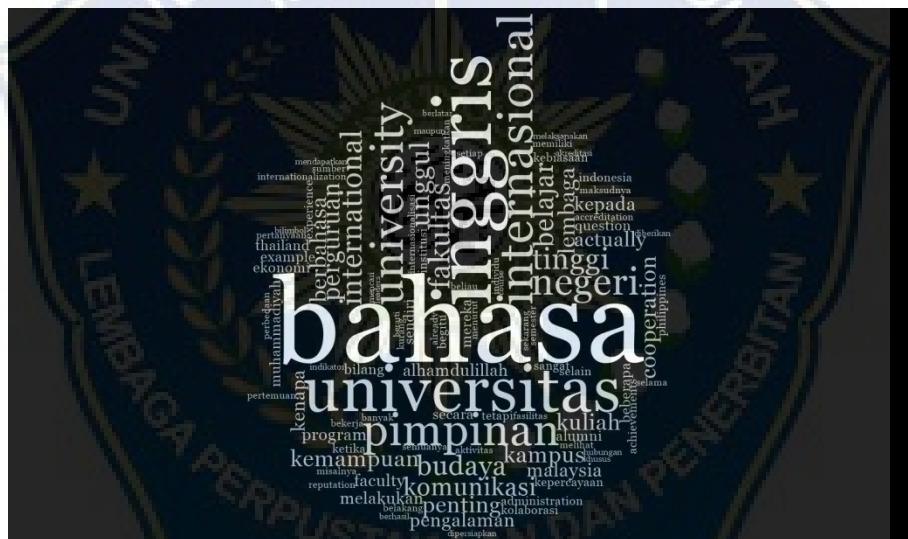
Through exploration of the word tree feature in the NVivo 14 software, it was found that the difficulty experienced by university leaders is English language skills. It can be seen from the chart above that all the transcribed results from the interviews focus on the word English. This Word Tree feature makes it easy to find the context of the interview content and really helps researchers find and answer research questions.



The chart above is the result of transcribing interviews that were entered into the Nvivo 14 software and then classified according to what themes are in accordance with the research questions. Then, the chart above is presented with the theme of communication difficulties of University Leaders due to lack of English skills.



The chart above is the result of transcribing interviews entered in Nvivo 14 software and then classified according to what themes are in accordance with the research questions, especially on the theme of cultural differences being an obstacle or difficulty in communicating. Then, the chart above is presented with the theme of communication difficulties of University Leaders due to differences in cultural backgrounds.



APPENDIX V

SURAT KETERANGAN BEBAS PLAGIAT DAN HASIL TURNITIN

 MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat Kantor: Jl. Sultan Alauddin No. 259 Makassar 90221 Telp. (0411) 866972, 881593, Fax. (0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Muhammad Aliq Mandir
Nim : 105351107218
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	3 %	5 %

Dinyatakan telah lulus cek plagiat yang dilakukan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 11 Juni 2024
Mengetahui,
Kepala UPT- Perpustakaan dan Penerbitan,


Nurulhikmah Hum, M.L.P.
NIM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.umh.ac.id
E-mail: perpustakaan@umh.ac.id

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APPENDIX VI

PERSURATAN


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 119 Telp. 0411-722121 Fax. 0411-7965308 Makassar-90221 e-mail: jptpp@umh.ac.id

Nomor : 3874/05/C.4-VIII/III/1445/2024 08 March 2024 M
 Lamp : 1 (satu) Rangkap Proposal 27 Sya'ban 1445
 Hal : Permohonan Izin Penelitian

Kepada Yth,
 Ketua Lembaga Perpustakaan dan Penerbitan
 Universitas Muhammadiyah Makassar
 di -
 Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16011/FKIP/A.4-II/III/1445/2024 tanggal 6 Maret 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **MUHAMMAD ALIF MANDAR**
 No. Stambuk : **10535 1107218**
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
 Jurusan : **Pendidikan Bahasa Inggris**
 Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Difficulties of Contextual Communication Faces by The Leader University of non English Background Muhammadiyah University of Makassar"


Yang akan dilaksanakan dari tanggal 13 Maret 2024 s/d 13 Mei 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
 Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

Ketua LP3M,

Dr. Mhd. Arief Muhsin, M.Pd.
NBM 1127761

09-24



MAJELIS DIKHEHIRANG, PP MUHAMMADIYAH
 UNIVERSITAS MUHAMMADIYAH MAKASSAR
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PRODI PENDIDIKAN BAHASA INGGRIS

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Muhammad Afta Maulana**
 NIM : **6023200243**
 Judul Penelitian : **The Difficulties of Communicative field by the Gender Unreality at non-English at Muhammadiyah**
 Tanggal Ujian Proposal : **15 Desember 2023**
 Tempat Lokasi Penelitian : **Universitas Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Fund Guru/terkait
1	23/05/2024	Interview Waberi Dikan III FSI	Dr. Endang Purwati, S.Pd, M.Pd	[Signature]
2	23-05-2024	Interview Waberi Dikan I Sospel	Eti Nibuyi, M.Pd	[Signature]
3	24/05/24-05-2024	Interview Sekeloa Asisten 1	Dr. Fendriani Situmorang, M.Pd	[Signature]
4	24/05/24-05-2024	Interview Kanopi Ilmu Penarrin-fakan	Muzakki	[Signature]
5	24/05/24-05-2024	Interview Waberi Dikan III Pertanian	Fitriani	[Signature]
6	24/05/24-05-2024	Interview Waberi Dikan I Ekonomi	Agustiana	[Signature]


MAJLIS DIKEMAHKAMATAN DAN HIMPUNAN MAJLIS
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN PENDIDIKAN
PRODI PENDIDIKAN JALAN SAMPING

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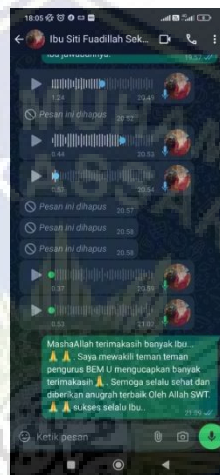
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UNIVERSITAS MUHAMMADIYAH
MAKASSAR

PROGRAM STUDI
 PENDIDIKAN JALAN SAMPING
 FAKULTAS KEGURUAN DAN PENDIDIKAN

BEYABEH GROUP
 RESEARCH AL-KHAYRUL FURMIKIN
 Mendeley

DOCUMENTATION



Interview with Campus Leader

CURRICULUM VITAE



MUHAMMAD ALIF MANDAR is a student of English Department. Department of English at the University of Muhammadiyah Makassar. He was born on 19 May 2000 in Balikpapan. He is the first child of the couple Kamaruddin and Johariah. He has two brothers and one sister. In 2006, he started primary school at SD Negeri 52 Inpres Palipi, and graduated in 2011. Then he continued his junior high school at SMP Negeri 3 Unggulan Majene and graduated in 2014. After that he continued to senior high school at SMA Negeri 2 Majene and graduated in 2017. During his education in high school, he participated in extra-school organisations Sanggar Seni, Osis, Paskibra & PMR. In 2018, He was accepted at Muhammadiyah University of Makassar as a student of English Education Study Programme, Faculty of Teacher Training and Education. During his time as a student at Universitas Muhammadiyah Makassar, he participated in the English Department Students Association (EDSA), BEM FKIP, BEM UNISMUH & IMM. In the process in English Department Students Association (EDSA) as General Chairperson and then became General Chairperson in BEM FKIP Unismuh Makassar then became Secretary General of BEM Unismuh Makassar. He was also active in the Autonomous Organisation of Muhammadiyah as a member of the Department of Pikom IMM Fkip Unismuh Makassar and then became the best participant in the Darul Arqam Madya IMM throughout Eastern Indonesia in Takalar. He is also follows MBKM (Merdeka Belajar Kampus Merdeka) Research and Research 2021 Batch 1 Alumni at Unismuh Makassar. At the end of his studies, he successfully completed his thesis in 2024 with the title *“The Difficulties Of Contextual Communication Faced By The University Leaders Of Non-English Background At Muhammadiyah University Of Makassar”*.