



## **Accommodation Communication in Communication Culture Students Year Teaching 2021/2022 Pondok Al-Muayyad Islamic Boarding School in Surakarta**

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**ABSTRACT:** Occupy a new place need accommodation communication. Accommodation communication is a method individuals adapt behavioral communication with individual another. Every year Cottage Al- Muayyad Islamic Boarding School in Surakarta received Students new. Studies this review about how accommodation communication Students Year Teaching 2021/2022 Pondok Al- Muayyad Islamic Boarding School, Surakarta. Study this with descriptive qualitative in form studies case use Interview for collect data. Engaging two mercy informant with differentiate type gender , level school , age and origin different areas. Then , ccommodation communication that takes place between Students new studied with Accommodation Communication Theory (CAT) developed by Howard Giles. Accommodation Students is convergence and divergence. Stratgy communication used \_ are approximation strategy and interpretability strategy. The motive used is an affective motive accommodation cooperative.

**Keywords:** Accommodation Communication, Adaptation Communication Culture , Students, Al-Muayyad Islamic Boarding School, Surakarta

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## **INTRODUCTION**

Discontinuity communication will hinder the adjustment process a individual to environment new. Like what happened at Pondok Al- Muayyad Islamic Boarding School in Surakarta happened existence obstacle communication. Researcher To do interviews and observations that took place in Pondok Al- Muayyad Islamic Boarding School before to do research that shows that existence results existence obstacle communication. Barriers communication the that is existence a number of students who want move from cottage boarding school because feel no comfortable, happen each other quip between Students because existence incompatibility individual so that Becomes a problems in boarding schools, difficulties others feel Students Outside Java is misunderstanding language Java used in the cottage boarding school so that no fluent in communicate. Obstacle communication could seen of the accommodation process communication.

Accommodation communication is a process by which actors mutual communication \_ interact arrange communication them. They could choose adopt code or accent method talk certain , reduce or add speed talk them , or choose for see or avoid view from opponent talk ( Gudykunst , 2005:137). So, the accommodation process is a process that is chosen by the individual for adapt self with opponent talk so that could relieve a contradiction between communicating individual. According to Giles accommodation is a process that refers to the way people interact that adapts to behavior communication they for reduce or increase difference social and communicative (Giles, 2016: 37). Giles also said that accommodation communication explain how and why our adapt behavior communication our with the behavior of others (Littlejohn & Foss, 2017: 401).

In the process of accommodation communication there is two type of accommodation strategy communication that is convergence and divergence . Convergence is a strategy where individual adapt with behavior communicative one each other in share Thing such as verbal and nonverbal language . Speed talk , pause and length speech , smile , gaze and so on (Giles, et.al. 2007: 7). And divergence is results showing \_ that existence protrusion mutually exclusive individuals communicate one \_ or both of them want to more highlight difference verbally and non-verbally (Giles, et.al. 2007: 8). According to Dragojevic , Gasiorek , and Giles (2016: 35) there are five ways of accommodation strategy namely :

- a) Approximation strategy, when people interact center attention them on language and productive communication \_ with couple them . They could using a strategic approach this , which involves adjustment their verbal and nonverbal behavior with opponent talk called \_ convergence or avoid from opponent talk those called \_ divergence .
- b) Interpretability strategy, when interacting individual \_ focus on ability partner for understand what is said , like reduce kind of vocabulary them , simplify syntax , or Becomes more clear again for increase clarity and understanding .
- c) Discourse management strategy, when speaker focus on needs conversation macro ( no by deep ) couple them , they could use this strategy . This strategy

arrange turn speak and choose topics the conversation that became interest and attention together .

- d) Interpersonal control strategy, when speaker focus on relationship role in a interaction , they using interpersonal control strategies, such as use status or their relative roles . This strategy used for state a power or position .
- e) Emotional expression strategy, when someone worrying other people 's feelings , like convey certainty and comfort . Usually this strategy used on behavior show communication \_ support , empathy , and inclusion .

## THEORETICAL REVIEW

### *Communication Motive*

When we communicate our adapt with fellow ongoing speaker \_ by no conscious and automatic . However there was a time when we do it by conscious and intentional . CAT proposes two motives for adapt communication , namely (Dragojevic , Gasiorek , and Giles, 2016: 41-43):

- 1) Affective Motives (Maintenance Identity), Related with Manage Problem Identity.

This motif explain that CAT is based on assumptions that communication no only convey information referential but also social and relational information. This thing assumed with theory social identity , that draft self consist from component identity personal that is characteristics special and social identity, namely membership social groups , and that people want to create and maintain identity positive personal and social. In the affective motive shared again Becomes Some of the motives are :

- a. Cooperative accommodation (including convergence) which is motivated by desire for agreement social and opponent speak , as means for by positive strengthen identity personal and or social alone. Accommodation cooperative this follow paradigm similarity interest. CAT thinks that speaker could increase favorite personal and social and get agreement other people 's social with Becomes more similar by communicative with those called \_ converge .

- b. Non-cooperative accommodation (including divergence and maintenance) motivated by desire for emphasize peculiarity from opponent talk , aim for differentiate self from relevant wild groups and \_ positive strengthen identity personal and social alone.

- 2) Cognitive (Organizational) Motives

Related with understanding and efficiency communicative is also motivated by desire for arrange understanding and improve efficiency communicative. Motivated like that, speaker could determine needs and characteristics communicative opponent talk them , and adjust method talk them to be more could understood and predictable ( convergent ). Convergent with linguistics can increase effectiveness communicative and associated with improvement predictability, so that could reduce uncertainty, interpersonal anxiety and increased each other understand. Opponent from convergent is the

divergence that shows that knowledge and behavior certain possible no shown between behavior interaction, with destination prevent misunderstanding. In the process of accommodation communication is also known term accommodation too much Jane Zuengler say that existence accommodation excessive that is related terms with people who though intend do good will but considered condescending. Accommodation excessive cause effect bad at communication process so that could cause miscommunication (Turner, West, 2010: 477 ). Accommodation excessive occur in three Thing namely (Turner, West, 2010: 478-479):.

a) Sensory Over Accommodation

Occur when communicator too adapt with other people who are considered have limitations in a number of thing ( in Thing language or physical ).

b) Dependency Over Accommodation

Accommodation going on when speaker put listener in more status low and role listener made depending on the speaker . Listeners also believe that speaker control conversation for show more status high .

c) Intergroup Over Accommodation

Engaging group speaker \_ listener to in group certain , treat everyone as \_ individual .

Accommodation excessive cause listener feel they not enough in communicate. There are implications are you serious for accommodation excessive , including lost motivation for mastery language more continued, evasion and shaping negative attitude towards speakers and society . Accommodation is barrier for destination effective communication . \_

*Communication Intercultural*

Accommodation process communication inside cottage boarding school no miss from communication intercultural. Communication intercultural is communication stare advance between two people from different culture then thing the could describe our communicate with who , come from Where are you from, what religion, occupation? what, and others (Mulyana, 2019: 37). Communication intercultural this is what researchers see as one of the influencing how accommodation communication student. For example just in study this will seen how a Students in face other individuals in maintain patterns communication or habits brought \_ from area origin done. During interact in boarding schools. Then how if a Students imitated style talk by individual other. From things the Students will seen is occur accommodation convergence , divergence , or accommodation excessive.

From exposure above , then study this containing about accommodation communication Students Cottage Al- Muayyad Islamic Boarding School Surakarta in the 2021/2022 school. Cottage boarding school this every year accept 250 students who come from various areas in Indonesia. Election object study this because , they has experience life During one years in the neighborhood cottage boarding school . That thing seen suitable by researcher because study this use approach studies case . Reason election studies case

because by John W. Best in Hardani , et al . state that studies case is all that means in development a case To use knowing cyclical life ( individual , family , group , institution ) social something community ) ( Hardani , et al . 2020: 63).

Study previously on CAT entitled Communication Accommodation Strategy in Indonesian Language Learning Process. Study this researching communication between teachers and high school students . Object from study this is three high schools in Jakarta. Goal is describe domination use of accommodation strategies use of accommodation strategies communication in learning in class and describing reason or influencing factors \_ use of accommodation strategies communication between teacher and student in Indonesian language learning . Use method qualitative descriptive data that relies on data from results interview , notes observation , and recording audiovisual . Research results show that three strategies , namely , management discourse , emotional expression , and interpretability dominate use of accommodation strategies communication between teachers and students ( Prayoga , Palupi : 341).

Study this discuss how accommodation communication Students Cottage Al- Muayyad Islamic Boarding School in interact with the people in the cottage boarding school that incidentally come from many circle with background different cultures. Study this researching students who go to school level school medium first , school medium above , and the living Aliyah madrasa together in one hostel. Researcher will see what strategies and motives only used by students in face the difference that is inside cottage boarding school so that could is known is interviewed students including in accommodation convergent or divergent. That thing important researched because the accommodation process communication will determine how in the end life a students who interact with Students other . Good interaction with environment will make Students feel at home live in the hut boarding school so that destination look for knowledge will achieved . However , if the accommodation process no smooth , then Students will not enough or even no comfortable in look for science . So that hinder the search process knowledge at the cottage boarding school .

## **METHODOLOGY**

Based on destination research , type study this use study descriptive qualitative . According to Mayer and Greenwood (1983) research descriptive qualitative refers to identification distinguishing trait \_ characteristics group people , objects , or event . Type study descriptive involves the process of conceptualizing and generating formation scheme classification ( Zellatifanny , 2018: 85). Approach studies study this is studies case , that is possible method \_ researcher for researching data \_ close in context certain . In most case , method studies case choose a small geographic area or amount very limited individual as subject research . Studies case , in essence actually , explore and com study case as method study investigate phenomenon life real contemporary through analysis contextual detail from amount incident or conditions , and relationships them (Zainal, 2007: 1). For pick up sample , researcher using simple random sampling , namely with use lottery / lottery , whose names placed in something

containers , and containers the shaken . name of the winner taken with no way \_ contains bias. The advantage is member sample easy and fast is obtained , while weakness is sometimes no get complete data from population ( Hardani , et al ., 2020: 362).

## **RESULTS**

Research results state that Students Cottage Al- Muayyad Islamic Boarding School Surakarta for 2021/2022 is conducting the accommodation process communication with domination convergence and divergence . Shown convergence with dominated result respondent. To do adaptation with environment through increase intensity communication with inhabitant cottage boarding school. The divergence shown in students who become respondent permanent use accent and language area origin in moments certain and there are also students who always use accent and language the area for maintain pattern habits do them. Communication strategy used is the approximation strategy shown with results answer interacting respondents center attention to language used in undergo life in the environment cottage boarding school that came from various regions in Indonesia which later when they interact and communicate if no understand with language used they use Indonesian and the second strategy is the interpretability strategy, namely when individual ability focused interactions partner for understand what to say in case in the hut. Al- Muayyad Islamic Boarding School Students always ask explanation again to opponent talk so that capable understand it means more from that, students also ask for translate to in Indonesian. The motive used in accommodation communication is an affective motive accommodation cooperative. Affective motive is management identity based on assumptions that communication convey information social and relational then accommodation cooperative is motivated desire for agreement social and opponent talk as means for by positive Thing this showed from existence results that students who come from area Outside Java learn Javanese and the area it comes from from Java permanent use language Java will but they want to help her friend for understand language Java with translate to Indonesian. That thing done by students so that they could interact with environment cottage boarding school .

## **DISCUSSIONS**

Cottage boarding school this located at Jalan KH Samanhudi No. 64, Laweyan , Surakarta, Central Java , Indonesia which has Javanese culture . Cottage Al- Muayyad Islamic Boarding School in Surakarta every year year accept 250 students new . New student just occupy cottage boarding school this is the end must adapt with new situation . Though Cottage Al- Muayyad Islamic Boarding School has facilitate orientation students to each other know , will but the accommodation process communication with the process of communication and adaptation will Keep going in progress Keep going During Students the live in the neighborhood boarding school. Based on Interview with A student named Hasan Khortum Wijaya (HKW) comes from from Semarang level school medium first to feel difficulty for communicate and adapt with environment boarding school.

"I've been" answered with a high tone with friends, that's where I'm from must more be careful in talk because I afraid answered in a high tone. Besides that, I once misunderstanding with another friend because I call name friend I Keep going thought I call friend's father's name I'm the other one, that's where my friend is I angry." Besides In addition, there is also Athallah Fabian Erlanda Wibowo (AFW) from South Sulawesi, level school medium first say once get constraint in communicate with friend. "In the past I if talk slowly because I afraid with friends. Besides that I'm easy too offended if there is friend who talks rather hard." (Interview with AFW). Different with AFW, Favian Hamam (FHH) santri level school medium on origin Sukoharjo, Central Java, says that he no once experience misunderstanding at the beginning in the pesantren.

"So far this is Alhamdulillah, I no once experience misunderstanding when speak with friend I because of course still same language and terms at home same here." (Interview with FHH). As for Interview with the banner of Dwi Atmojo (PDA) from Papua, level school medium on say, "I'm here" difficult for communicate especially here \_ use java \_ so no understand what was said." Smooth accommodation process \_ felt by Muhammad Faza Adnan Rieziq (MFAR) at the original Madrasah Aliyah level Tegal, Central Java he say that, "I'm here" have constraint language, because language I daily if at home his accent Why?" Student Muhammad Dzakwan Rarif Ghautsi (MDRG) Madrasah Aliyah level from Bandar Lampung, Lampung said: he experience difficulty in language. He MDRG said, "I get constraint language and me fight alone for adapt with environment because same very no have acquaintances here."

Next results Interview with Elsa Nur Azizah (ENZ) from Jayapura, Madrasah Aliyah level said that During communicate with Public boarding school he no once experience misunderstanding. Hal the same with Nihayatul Husna (NH) from Salatiga, Madrasah Aliyah level for communicate in boarding school no experience difficulty. However, sometimes occur debate with friend because case small only and trouble the could solved with discuss. Experience communication ever \_ traversed by Wafa Adzka Surendra (WAS) from Natuna, Riau Islands, level school medium on said, "Never" communication I with friend no fluent because once experience incident that doesn't pleasant that is someone commented \_ I that pretentious familiar even though I want to know friend it."

Table 1. Results Interview with Informant

NO	Respondent Name	Regional Origin	Tier School	Type Sex	Communication at Islamic Boarding School	
					Fluent	Not Fluent
1	Hasan Khortum Wijaya (HKW)	Semarang, Central Java	School Intermediate First	M		V
2	Favian Hammam Fadhlurrohman (FHF)	Sukoharjo, Central Java	School Upper Intermediate	M	V	
3	Muhammad Faza Adnan Rieziq (MFAD)	Tegal, Central Java	senior High School	M		V
4	Athallah Fabian Erlanda Wibowo (AFEW)	Maros, South Sulawesi	School Intermediate First	M		V
5	Panji Dwi Atmojo (PDA)	Merauke, Papua	School Upper Intermediate	M		V
6	Muhammad Dzakwan Rarif Ghautsi (MDRG)	Bandar Lampung, Lampung	senior High School	M		V
7	Elsa Nur Azizah (ENA)	Jayapura	Madrasah Aliyah	F	V	
8	Alzahra Wariska (AW)	Tanjung Pandan, Bangka Belitung	School Upper Intermediate	F	V	
9	Wafa Adzka Surendra (WAS)	Natuna, Riau Islands	School Intermediate First	F		V
10	Almas Afifatul (AA)	Mount Pati, Semarang	School Upper Intermediate	F		V
11	Nihayatul Husna (NH)	Salatiga	senior High School	F		V
12	Five Pearls (MP)	Kecandran , Salatiga	School Intermediate First	F	V	

Interview data show that existence non-fluency communication with environment boarding school depends from ability individual Students that . Not all students who come from from Java experience convenience communication with environment boarding school and not all students who come from from area Outside Java experience difficulty communication . Then from difference type sex more many girl who feels convenience in communicate than Students men. From interview on so could seen What is the accommodation strategy ?

communication Students Cottage Al- Muayyad Islamic Boarding School in the neighborhood cottage Pesantren Approximation strategy , namely people who interact more pay attention to language and communication with couple them . This strategy involve adjustment verbal and non-verbal behavior between communicating individual. More carry on again from interview data above , then researcher To do Interview second for collect data on motives and include convergence, divergence, or excessive accommodation conducted by 12 students.

### *Convergence*

In part convergence namely the strategy of students in adapt with behavior communicative one each other in various Thing good verbal and nonverbal language provides results Interview as following :

#### 1) Respondent Man

HKW respondent said that he often invite her friends for talk and joke so that could knowing character individuals around so that he could adapt and adapt with the environment . Besides that , for avoid misunderstanding in communication linguistically , he will explain Back to opponent talk will but if opponent talk permanent no understand with what is HKW talking about back down with opponent talk . Then when currently communicate with opponent talk that doesn't understand HKW mean , he choose use Indonesian rather than Javanese which does not everyone can \_ understand the meaning because meaning in Javanese different in every area . When HKW doesn't understand with meaning his friend , he will ask repeat to opponent talk .

AFEW respondents for adapt and adapt behavior communication with environment boarding school that is with learn the Java language so that you can join and play with friend . He say no \_ occur misunderstanding in communicate because he originated from Sulawesi he use Indonesian so that opponent talk understand . Then for explain meaning talk , he use Indonesian with intonation talk more slowly than habit he talk . Then when he no understand meaning words from opponent talk , he will ask her friend repeat again in Indonesian . FH respondents in adapt with environment cottage boarding school he always gather with friends and share story with his friends . Whereas in communicate with individual other , he more choose for avoid interaction with the individual he deems have opportunity to misunderstand with him . If there is words opponent talk that doesn't he understand , he will ask again to friend the so that understand .

PDA respondents when adapt to the environment cottage boarding school that is he listen what to say friend then friends explain it means with Indonesian. when there error in communication for example he no understand or opponent talk that doesn't understand he will ask repeat to opponent talk or repeat his words so that understand. MDRG respondents in adapt in boarding school he will look for good friend for him . How to MDRG in avoid misunderstanding is with method be careful when speak with opponent talk will but if already occur misunderstanding so he will ask clarification with opponent talk . When communicating with other people, usually i am not understand because I more

often silent and if I no understand with opponent talk I , I ask help friends who want explain.

## 2). Female Respondent

ENA respondents when he knowing character , habit the individual in the hut boarding school he permanent enjoy the process of adaptation . Then for avoid misunderstanding in communicate , he will explain again meaning from mean . when there opponent talk that doesn't understand with his words so will he tell Keep going until understand . If he currently speak with someone and he no understand so he will ask explained until understand. NH respondents to adapt with environment boarding school he adapt with her friends only and he feel no there is difficulty for adapt . For avoid happening error in communicate he will explain again it means to opponent talk so that do n't misunderstand . Respondents AW in adapt with environment boarding school he adapt self with learn Javanese and try \_ for no said rough . For avoid error in definition communication he will explain again . And when there is the words that are not understood opponent talk so he ask explanation repeat . Then if there is words opponent talk that doesn't he understand he ask and ask translate to Indonesian if opponent talk use language Java .

Respondent WAS he adapt in the cottage boarding school with often talk, interact with Public boarding school . Besides that he is also learning Javanese so that could fluent interact with his friends . The effort in avoid happening error in communicate he always think formerly before talk . If any opponent talk that doesn't understand it means so he tell again until understand . And when something is not he understanding from words opponent talk so he ask explain with Indonesian. Respondent AA when adapt in the cottage boarding school he follow how friends operate life in boarding school as well as attempted change behavior Becomes more good . Then for avoid happening misunderstanding when communicate with individual else , he will ask meaning opponent talk until he understand . If when he speak with opponent talk that doesn't understand it means so he explain return with parable or practiced meaning from message that . And when moment he no understand words from opponent talk so he ask return explained use Indonesian so that he understand.Result from discussion question convergence with a number of question how method Students adapt , avoid misunderstanding communication with opponent talk , effort for explain message when opponent talk no understand or otherwise . Dominated with results students who become respondent say that they adapt self with mingle , communicate with intensive , changing same behavior \_ with the people around him , with learn Javanese \_ because in Pondok Al- Muayyad Islamic Boarding School located in the area of Central Java which uses the Javanese language . For avoid misunderstanding results Interview dominated with effort like ask return to opponent talk , ask translation in Indonesian and explain return what do you mean Students that .

In Thing effort resolve opponent talk that doesn't understand with what is student that and otherwise . Domination answer Students is try explain return what do you mean ask translate in Indonesian, and ask explanation repeat so that

understand and arrive with meaning current message \_ they communicate. More carry on again in comparison based on type gender , yes six Students man adapt self with environment cottage boarding school and there six Students woman adapt self with environment cottage boarding school with method always intensive communicate . Then there is six Students boy and six Students girl who asks explanation Indonesian rework and translation as the effort for avoid misunderstanding communication . There are six Students boy and six Students woman effort for resolve opponent talk that doesn't understand and when Students the no understand is ask explanation repeat and explain repeat mean . In part convergence, everyone Students show results that they To do accommodation communication convergence because all respondent Students To do adaptation in order to communicate with community in the cottage boarding school .

### *Divergence*

In part divergence is results adaptation that shows existence protrusion difference mutually exclusive individuals communicate . Difference the verbally and non-verbally:

#### 1) Respondent Man

HKW respondents in undergo life in the environment cottage boarding school sometimes he still use language original from the area . For maintain patterns behavior culture area originally , HKW often chatting with friends who come from one area because he could use method talk the same when live in the area origin . That thing still he keep it up because he comfortable with Thing that. According to HKW if there is opponent still talking \_ use dialect from area the origin Thing the is form appreciation from culture that and he feel could study from language area others. AFEW respondents when already live in the hut boarding school he seldom use language area the origin so that now he rather forget with language area origin . He no attempted for maintain pattern behavior culture I when I live here and he is also rare chatting with people because most they no understand with language area origin . In the hut boarding school , he more learn culture area Java because in the cottage boarding school many friend from \_ from Java . According to him , if there is friends who defend culture area the origin Thing the is reasonable thing \_ so he understand it. FH respondents when live in the hut boarding school he use language area the origin namely Java.

For maintain pattern behavior culture area the origin , he permanent use java will but also sometimes use Indonesian. The origin permanent use Java \_ is that is the language he uses when he live in the area the origin and already comfortable with Thing that . His opinion about individuals in the environment permanent boarding school use language area origin according to him Thing the could teach it language other. PDW respondents use Indonesian with \_ permanent maintain his accent . He seldom using the Papuan Regional Language because has used to use Indonesian. When he meet with individual who maintains behavior culture and maintain accent talk area the origin according to him Thing the is Thing new can he learn. MDRG respondents said that since home he use Indonesian in life everyday and when in boarding school he

permanent maintain Thing that . In conversation everyday at the boarding school he permanent maintain Lampung accent because he already used to use it . According to him if there is individual permanent use culture the origin in life in boarding school according to him Thing the is a uniqueness variety language .

## 2) Female Respondent

ENA respondents when he live in boarding school he still use habits at home that is he still use language area origin . He will more intensive use language area the origin with friend fellow area origin . For maintain pattern behavior culture area the origin , he use language area the origin with real friend one area with him . He permanent maintain pattern behavior the culture because he feel Thing the is habitual and comfortable with Thing that . When he interact with individual who maintains pattern behavior maintain the culture for example language or his accent according to him Thing the make it could study culture area others. NH respondents when live in boarding school he permanent use usual accent \_ used in the area origin . And he permanent maintain pattern behavior culture area the origin Thing the conducted because already used to from small . And if there is opponent defending talk \_ culture area the origin according to him Thing the is reasonable thing \_ happened and he value Thing that.

Respondent AW when live in boarding school he once use language area the origin with same friend \_ area origin . However \_ he no use language the area for interact with other individuals who do not originated from one area which means he no maintain pattern behavior culture area origin . And when there is opponent defending talk \_ culture and language origin the area according to him Thing the help him for study culture area others. WAS respondents did not use frequent language and customs \_ done at home . He no use language origin area when interact with individual other . However \_ he too sometimes permanent use language area the origin if with individual from \_ from same area \_ with him, it means he does too effort for maintain pattern communication from area origin According to him if there is individual who maintains pattern culture area the origin according to him Thing the is reasonable happen .

Respondent AA said that he permanent use the language he Use when at his house . The method for maintain pattern behavior culture the origin with still use accent the area although also combined with Javanese accent in the pesantren. He permanent use pattern behavior culture area origin because he already used to with pattern that . According to him if there is opponent the talk that defends culture area the origin for example accent language according to him Thing the is good thing and can develop culture area origin so that no is lost culture that . Interview results with question is respondent permanent To do habit pattern behavior performed when live in the area origin , answer respondent dominated with permanent To do habit that and them mention that habit the is accent and language . There are ten respondents who answered permanent use habit accent and language from area origin and two infrequent respondents \_ use accent and language from area origin . They only use accent and language area if with same individual area with him . Question how effort

they in maintain patterns behavior culture area origin dominated with answer with method permanent use accent and language area origin Students that . Then question why maintain pattern behavior culture origin area origin is because they has used to with pattern that . Question if there is other individuals maintain pattern behavior culture the area dominated by response Thing the is one \_ means for study language and culture other .

Results based on comparison type sex there is six Students girl and there three Students fixed man \_ use habit language and accent when at home . There are three Students men who don't use habit language and accent when at home . Then results from method maintain pattern habits at home there is four Students fixed man \_ maintain dialect and language and there two Students men who don't maintain accent and language . Student results woman there is four students who defend dialect and language and there two students who don't maintain the culture . Result of reason maintain pattern habits at home is because used to with the results of five students and there are one students who don't give reason because he no maintain pattern habit at home . Result of response when there is individual who maintains pattern habits at home that is , response Students with answer could study language and culture there is three Students boy and two Students female . Response Students with answer Thing the is fair , there one Students boy and there three Students female . More responses \_ is Thing the is unique there is one Students boy , answer because of that person has comfortable with Thing the there is one Students boy and one Students girl who answered Thing it in order to maintain culture so as not lost . In part divergence there is difference answer Among Students boys and students woman that is Students woman dominated with accommodation divergence and santri man have results accommodation more divergence \_ low .

#### *Accommodation Excessive*

It is an adaptation process in communication that causes effect humble opponent talk and deep effect bad at communication process so that could cause miscommunication:

##### 1) Respondent Man

HKW respondents say that he will feel irritated if there is opponent imitation talk \_ style talk area the origin because I feel ridiculed . When he get response bad from opponent talk he more choose to just shut up. AFEW respondents for avoid mockery opponent imitation talk \_ style talk he more choose use Indonesian so as not ridiculed . However \_ if already mocked he shut up course . Then if he get response bad from opponent talk , he will leave conversation that . FH respondent said if there is opponent talk copy style talk area the origin yes feel no there is problem with Thing that . If he get bad response from opponent talk he will To do clarification with opponent talk. PDA respondents have response with opponent imitation talk \_ style talk area the origin he feel no comfortable because Thing the according to him is mocking. If he get bad response \_ from opponent talk so he will leave talks because no feel comfortable. MFAR respondents said if someone imitates \_ style language he permanent feel comfortable . For him Thing the is fun thing . \_ Then if find bad

response \_ from opponent talk he will attempted make opponent talk could good talk \_ with him . MDRG respondents if there is opponent imitation talk \_ style talk area the origin he feel Thing the normal because according to him Thing the is kidding . Then when he get response bad from opponent talk he will leave conversation that .

## 2) Female Respondent

ENA respondents for him he no feel anything if someone imitates \_ style talk and if someone gave him bad response \_ to her so he will silence course . NH respondents said that he happy if there is opponent imitation talk \_ style talk area origin . When he get bad response \_ from opponent talk he will leave conversation . Respondent AW said if there is opponent imitation talk \_ style talk area good luck according to him that is funny thing . \_ And if moment communicate he get bad response \_ from opponent talk so he permanent try understand opponent talk why To do Thing that . Respondent WAS if someone imitates \_ style talk he no feel Thing the is ridicule according to him that commonplace \_ \_ occur if interact with individual from \_ from different areas . \_ And the effort it puts in when there is response bad so that make it no comfortable so he shut up only , he no To do effort nothing .

Respondent AA said if someone imitates \_ style talk area the origin according to him that mocking and he no feel comfortable with Thing that . Then if he get response bad from opponent talk moment he communicate he no To do effort whatever will but he choose for leave opponent talk . Respondent MP if someone imitates \_ style talk area the origin he will let the person . And if moment communicate he get bad response \_ so he attempted understand opponent talk . Results of ari question accommodation too much , three Students the man who said feel mocked when someone else is imitating accent language them and three Students men who feel no problem with Thing that . Result of answer Students woman is two Students girl who feels Thing the is ridicule , one Students girl who feels happy with Thing that , two Students girl who doesn't problem with Thing that , one students who perceive it funny . Then question if they get response bad from opponent talk with result , two Students man choose for leave talk , one Students man choose silence, two students who do clarification to opponent talk . Student results woman is two Students respond silence, two Students choose leave talk , two Students choose try understand words opponent talk .

### *Accommodation Motive*

Accommodation motif that dominates Students Cottage Al- Muayyad Islamic Boarding School is an affective motive that is maintenance identity . Based on this motive based on assumptions that communication convey information social and rational no only message only delivered . \_ In case this students who become respondent show that they are still use accent they so that individual opponent talk Becomes know where from \_ area them . In affective motive there is accommodation motivated cooperative \_ wish agreement social and opponent talk and get strengthen identity personal and social . Paradigm on this motif is the same interest . On the this , student interact with her friends it

means they want to Become same and understand one each other because has get approval other people 's social with more similar with friends other .

## **CONCLUSIONS AND RECOMMENDATIONS**

Accommodation communication on communication intercultural development among \_ \_ Students Cottage Al- Muayyad Islamic Boarding School Surakarta is convergence conducted with method study language Java and learn habits in the cottage \_ boarding school with method blend in with community in the pesantren . \_ And accommodation divergence that is with permanent maintain accent and language area at the time certain. Accommodation strategy that is developing among Students Cottage Al- Muayyad Islamic Boarding School are approximation strategy and interpretability strategy. Approximation strategy shown with interaction Students with opponent talk center pay attention to the language used for communicate . And the second strategy is the interpretability strategy , namely Students center attention to ability partner for understand what did the opponent say talk . The motive used is an affective motive accommodation cooperative which is a motivated motive existence desire Students in confession social environment \_ cottage boarding school with method study language Java for students who haven't could speak Java and students always want to interact with friends around him .

## **FURTHER STUDY**

For avoid happening error in communicate he will explain again it means to opponent talk so that do n't misunderstand . Respondents AW in adapt with environment boarding school he adapt self with learn Javanese and try \_ for no said rough . For avoid error in definition communication he will explain again . And when there is the words that are not understood opponent talk so he ask explanation repeat . Then if there is words opponent talk that doesn't he understand he ask and ask translate to Indonesian if opponent talk use language Java. Student results woman there is four students who defend dialect and language and there two students who don't maintain the culture . Result of reason maintain pattern habits at home is because used to with the results of five students and there are one students who don't give reason because he no maintain pattern habit at home . Result of response when there is individual who maintains pattern habits at home that is , response Students with answer could study language and culture there is three Students boy and two Students female . Response Students with answer Thing the is fair , there one Students boy and there three Students female.

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