

Cross-Cultural Communication Challenges among English Department Interns of Universitas Muhammadiyah Sidenreng Rappang in Taiwanese Hotels

Jumriana, Syahrir L., Isumarni, Sam Hermansyah

¹²³⁴English Education, Universitas Muhammadiyah Sidenreng Rappang

Email: naajumria@gmail.com (corresponding author)

ARTICLE INFO ABSTRACT

Keywords: cross-cultural communication, communication challenges, adaptation strategies, internship, Taiwanese hotels

©2026 Jumriana

: This is an open-access article distributed under the terms of the Creative Commons Attribution

[4.0 International License](https://creativecommons.org/licenses/by/4.0/).



This study investigated the cross-cultural communication challenges experienced by English Department interns of Universitas Muhammadiyah Sidenreng Rappang during their internship programs in Taiwanese hotels and the strategies they employed to overcome those challenges. A descriptive qualitative design was used. Data were collected through in-depth interviews with five English Department students who had completed or were undertaking internships in Taiwanese hotels, supported by documentation. Data were analyzed thematically with the assistance of NVivo software through the processes of data reduction, data display, and conclusion drawing. The findings revealed three major challenges: (1) language barriers and misunderstandings (limited Mandarin proficiency, unfamiliar vocabulary, different accents, and fast-paced instructions); (2) differences in communication styles between Indonesian (polite, indirect, harmony-oriented) and Taiwanese (direct, firm, task-oriented) cultures, which often led to misinterpretation of supervisors' feedback as harshness; and (3) difficulties in adapting to Taiwanese workplace culture characterized by strict punctuality, discipline, hierarchical structure, detailed SOPs, and a fast work rhythm. To overcome these challenges, the interns applied several strategies, including asking for clarification or repetition, using simple English and gestures, utilizing translation applications, learning basic Mandarin vocabulary, observing coworkers' communication patterns, and gradually adjusting their behavior to local workplace norms. The study concludes that cross-cultural communication challenges form an essential part of international internship experiences. The effectiveness of adaptation depends on students' intercultural communicative competence, language preparation, and continuous cultural adjustment. The findings highlight the need for stronger pre-departure orientation programs focusing on cross-cultural communication and workplace readiness.

INTRODUCTION

The rapid development of globalization has opened wider opportunities for university students to participate in international internship programs, particularly in the hospitality sector that demands strong communication skills and cultural adaptability. Students from the English Department of Universitas Muhammadiyah Sidenreng Rappang are among those who benefit from these opportunities through internship placements in Taiwanese hotels. Such international experiences provide significant advantages, including the improvement of English proficiency, deeper understanding of international work ethics, and the expansion of cultural awareness. At the same time, these programs also present various challenges, especially in the area of cross-cultural communication. The hotel work environment in Taiwan is highly multicultural. Indonesian interns interact daily with supervisors, coworkers, and hotel guests who come from diverse cultural, linguistic, and behavioral backgrounds. One of the primary barriers they encounter is the language difference. Local staff commonly use Mandarin or Taiwanese dialects, while Indonesian students are more familiar with Indonesian and English. These linguistic differences frequently lead to misunderstandings in receiving work instructions, difficulties in comprehending supervisors' directives, and limitations in building effective interpersonal interactions.

In addition to language, differences in cultural values and communication styles greatly influence the flow of interaction. Taiwanese culture is known for its more direct, fast-paced, and efficiency-oriented communication style, especially in high-tempo work environments such as hotels. On the other hand, Indonesian students tend to use a polite, indirect, and harmony-oriented communication style. These contrasting styles often result in misinterpretations of professional attitudes, ways of delivering criticism, and ways of receiving instructions. Supervisors may perceive interns as less responsive, while interns may feel pressured by communication styles they consider too firm or strict. Communication challenges also arise from nonverbal aspects, such as eye contact, facial expressions, tone of voice, and certain gestures. Each culture interprets nonverbal communication differently, so the contrast between Indonesian and Taiwanese cultural interpretations may cause misunderstanding. Additionally, interns may experience culture shock, particularly during the initial weeks of placement. This stage is characterized by confusion, difficulty adapting, awkwardness, and psychological stress when facing a work environment that differs significantly from their home culture.

Given the complexity of the challenges faced by the students, this study is essential to identify and analyze the forms of cross-cultural communication obstacles experienced during their internships in Taiwanese hotels. The research is expected to provide a comprehensive description of the experiences of Universitas Muhammadiyah Sidenreng Rappang students, the factors influencing communication effectiveness, and the adaptation strategies they use to cope with cultural differences. The findings may also serve as valuable input for the university in enhancing the curriculum, strengthening pre-internship orientation programs, and better preparing students for international work environments. By gaining a deeper understanding of cross-cultural communication challenges, educational institutions can better prepare graduates who are competitive in the global era and capable of adapting to multicultural work settings. Moreover, this study carries practical significance for the hospitality industry, as effective cross-cultural communication is crucial for delivering high-quality service to guests from various countries. Therefore, the research is highly relevant as an effort to strengthen the quality of international internship programs and improve students' competence in navigating global work environments.

Cross-cultural communication refers to the process of exchanging meanings between individuals from different cultural backgrounds. Communication effectiveness is influenced by differences in values, norms, language, and interaction styles. In the context of hotel internships, these differences become more pronounced because of the fast-paced nature of service work and the hierarchical structure commonly found in Taiwanese hospitality settings. Understanding how Indonesian interns navigate these differences is crucial for developing more effective preparation programs. Accordingly, this study addresses two main research questions: (1) What cross-cultural communication challenges do English Department interns of Universitas Muhammadiyah Sidenreng Rappang experience during their internship in Taiwanese hotels? and (2) What strategies do they employ to overcome these challenges? By examining these questions in depth, the research seeks to contribute both theoretical insight into intercultural communication in internship contexts and practical guidance for universities and the hospitality industry.

LITERATURE REVIEW

Perception and communication in intercultural contexts are shaped by the way individuals organize and interpret information from their environment. In educational and professional settings, perception strongly influences attitudes toward cultural differences and subsequent behavior. Differences in knowledge, experience, and cultural viewpoint cause people to interpret the same communicative acts differently. Understanding this process is crucial because perception acts as a primary determinant of how interns respond to supervisors, coworkers, and workplace norms during international internships. Cross-cultural communication refers to the process of exchanging meanings between individuals from different cultural backgrounds (Gudykunst, 2003). Its effectiveness depends on shared understanding of values, norms, language, and interaction styles. When participants lack common cultural frames of reference, misunderstandings easily arise. In the hospitality industry, where service speed and accuracy are essential, even minor misinterpretations of verbal or nonverbal cues can affect task performance and interpersonal relationships.

Language barriers remain one of the most significant obstacles in intercultural workplaces. Limited proficiency in the host language, unfamiliar specialized vocabulary, differences in accent and pronunciation, and rapid speech rates frequently hinder comprehension of instructions. Barna (1994) identified language as a major stumbling block in intercultural communication. For Indonesian interns in Taiwanese hotels, the dominance of Mandarin alongside English creates additional complexity, especially when industry-specific terms related to housekeeping or guest service are involved. Intercultural Communicative Competence (ICC) is a multidimensional construct that includes cognitive, affective, and behavioral components (Byram, 1997). Cognitively, individuals need cultural awareness and knowledge of how norms influence communication. Affectively, ICC requires openness, empathy, curiosity, and tolerance of ambiguity. Behaviorally, it involves the ability to adjust speech styles and use appropriate verbal and nonverbal strategies. Students with limited prior experience in multicultural environments often lack sufficient ICC, which intensifies the communication challenges they face during internships.

Hofstede's Cultural Dimensions Theory (2001) provides a systematic framework for analyzing differences between Indonesian and Taiwanese workplace cultures. Taiwan generally shows relatively high Power Distance, Uncertainty Avoidance, and Long-Term Orientation, along with a more restrained emotional style in professional settings. These characteristics result in

hierarchical structures, strict adherence to standard operating procedures, direct and task-oriented communication, and expectations of continuous improvement and self-discipline. Although Indonesia also ranks high in Power Distance and collectivism, Indonesian interpersonal communication tends to be more polite, indirect, and harmony-oriented, creating potential for mutual misinterpretation. Culture shock and the process of cross-cultural adaptation further explain the psychological difficulties experienced by interns. Oberg (1960) described culture shock as a response characterized by confusion, frustration, anxiety, and homesickness when individuals encounter unfamiliar cultural environments. Kim's (2001) Cross-Cultural Adaptation Theory views adaptation as a dynamic process involving stress, adjustment, and growth. Interns typically move through stages of initial excitement, crisis, gradual adjustment, and eventual functional adaptation. Successful adaptation depends on reducing anxiety and uncertainty while acquiring new behavioral repertoires suited to the host culture (Gudykunst, 2005).

Communication challenges in internship settings are multidimensional. They encompass language barriers, differences in verbal and nonverbal communication styles, unfamiliar workplace norms such as punctuality and hierarchy, and psychological factors including stress and reduced confidence. Taiwanese supervisors' firm and direct feedback may be perceived by Indonesian interns as harshness, while interns' relational style may be interpreted as lack of initiative. Nonverbal cues such as facial expressions, tone of voice, and gestures carry different meanings across cultures, further increasing the risk of misunderstanding. Previous studies have examined intercultural challenges among international students and workers, yet relatively few qualitative investigations have focused specifically on Indonesian English-major students undertaking hotel internships in Taiwan. Most existing research employs surveys or mixed methods with larger samples, providing statistical insights but limited depth regarding lived experiences. By concentrating on a single institutional group and emphasizing both challenges and coping strategies through in-depth interviews, the present study aims to offer a more contextual and experiential analysis of the real obstacles and adaptation processes that occur in daily internship life.

METHOD

This study adopted a descriptive qualitative design. The purpose was to provide an in-depth description of the cross-cultural communication challenges experienced by English Department interns of Universitas Muhammadiyah Sidenreng Rappang during their internship programs in Taiwanese hotels, as well as the strategies they used to overcome those challenges. Qualitative inquiry was selected because it allows exploration of subjective meanings, personal experiences, and workplace dynamics that cannot be fully captured through numerical measurement alone. The design enabled the researchers to assess perceptions of communication barriers while enriching findings with contextual insights into actual internship practices. Participants were selected through purposive sampling based on criteria indicating direct experience with the research focus. The sample consisted of five English Department students who had participated in or were currently participating in internship programs at hotels in Taiwan. These informants were chosen because they actively communicated with Taiwanese supervisors, coworkers, and guests and were willing to provide honest information about both communication difficulties and adaptation strategies. To maintain confidentiality, the participants were identified as Informant 1 through Informant 5. Their placements included housekeeping and concierge positions at several hotels, including Hotel Hoya Resort Kaohsiung, Kiwi Share Hotel, Pacific Business Hotel, and Taipei Marriott

Hotel. Sample size was guided by the principle of data saturation: once information from the five informants became consistent and repetitive, with no significant new variations emerging, data collection was concluded.

Data were obtained primarily through semi-structured in-depth interviews, supported by relevant documentation. Source triangulation was applied by relating interview accounts to documentary evidence such as standard operating procedures, work schedules, and hotel communication guidelines. Interview questions addressed language barriers, differences in communication styles, workplace culture adaptation, misunderstandings, and strategies used to overcome difficulties. Interviews were conducted face-to-face or online, audio-recorded with informed consent, and transcribed verbatim. The semi-structured format allowed flexibility so that informants could elaborate narratively and emergent data could surface. The interview guide was developed based on theories of cross-cultural communication, language barriers, culture shock, and intercultural adaptation (Gudykunst, 2003, 2005; Hofstede, 2001; Oberg, 1960; Kim, 2001; Byram, 1997). Questions were designed to explore not only observable communication problems but also the psychological processes of anxiety and uncertainty management that influence interns' interactions. Documentation analysis provided additional contextual verification of professional norms, hierarchical expectations, and communication protocols within the hotel environments.

Interview transcripts and supporting documents were analyzed thematically with the assistance of NVivo software. Analysis followed the interactive processes of data reduction, data display, and conclusion drawing and verification (Miles, Huberman, & Saldaña, 2014). During data reduction, transcripts were selected, focused, and organized around themes related to language barriers, communication style differences, workplace adaptation, and coping strategies. Coding generated initial nodes that were later grouped into broader categories and developed into the main themes of the study. NVivo's coding, query, and visualization tools facilitated systematic comparison across informants and supported the identification of recurring patterns. Conclusions were continually verified through triangulation of interview findings and documentary evidence until a high degree of confidence was achieved. The use of NVivo enhanced the transparency and rigor of the thematic analysis by enabling efficient organization of large volumes of qualitative data and clear tracking of the coding process from raw statements to final themes. This analytical approach ensured that the findings accurately reflected the lived experiences of the interns while remaining grounded in established theoretical frameworks of intercultural communication and adaptation.

RESULT

Based on interviews with five English Department interns and supporting documentation, the study identified several cross-cultural communication challenges experienced during their internship in Taiwanese hotels. These challenges were closely related to language use, differences in communication styles, workplace culture, and the process of adaptation. The findings also revealed various strategies that the interns employed to manage and overcome the difficulties they faced. Language barriers emerged as one of the most prominent challenges. Participants reported limited proficiency in Mandarin, which was commonly used by local supervisors and coworkers. Unfamiliar vocabulary, especially terms related to hotel operations and service procedures, frequently caused confusion. Differences in accent and pronunciation further complicated understanding, and supervisors who spoke quickly made it even more difficult for interns to grasp instructions accurately. Although English was useful in certain

interactions with foreign guests or some staff members, Mandarin remained dominant in daily workplace communication.

Differences in communication styles also created significant obstacles. Taiwanese supervisors tended to give instructions and feedback in a direct, firm, and concise manner. At the beginning of the internship, several interns interpreted this directness as anger or harshness. In contrast, Indonesian interns were more accustomed to polite, indirect, and harmony-oriented communication. This mismatch sometimes led supervisors to perceive the interns as unclear, hesitant, or lacking initiative, while the interns themselves felt pressured or misunderstood.

Workplace culture presented another major area of difficulty. Taiwanese hotels emphasized strict punctuality, high discipline, detailed standard operating procedures, hierarchical respect, and a fast work rhythm. Participants stated that they initially struggled to adjust to these expectations. The pressure to perform tasks quickly and accurately, combined with limited language ability, often produced stress and reduced self-confidence during the early weeks of the program.

Culture shock symptoms were commonly reported in the initial phase of the internship. Interns experienced confusion, awkwardness, anxiety, and emotional discomfort when facing unfamiliar professional norms and communication patterns. Over time, however, most participants gradually adapted as they became more familiar with the work environment and developed better strategies for interaction. In response to these challenges, the interns applied several practical strategies. When they did not understand information, they asked supervisors or coworkers for clarification or repetition. They also used simple English, gestures, and demonstrations to convey meaning more clearly. Translation applications proved helpful for checking vocabulary and understanding instructions, while deliberate efforts to learn basic Mandarin terms improved their daily communication.

Observation played an important role in the adaptation process. Participants carefully watched how local staff communicated with one another and with supervisors, then tried to adjust their own behavior accordingly. Gradual behavioral adaptation, such as becoming more punctual, following SOPs more carefully, and responding more directly, helped them reduce misunderstandings and improve their professional performance. Overall, the findings indicate that cross-cultural communication challenges were an inevitable part of the internship experience. At the same time, the strategies employed by the interns enabled them to manage difficulties effectively and to develop greater intercultural competence over the course of the program.

DISCUSSION

The findings of this study confirm that language barriers remain a central obstacle in cross-cultural workplace communication. Limited Mandarin proficiency, unfamiliar vocabulary, accent differences, and fast speech rates created frequent misunderstandings, consistent with Barna's (1994) identification of language as a major stumbling block. Although the interns possessed English skills, the dominance of Mandarin in daily hotel operations reduced the practical usefulness of English and increased uncertainty in task performance. Differences in communication styles further complicated interactions. The contrast between Taiwanese direct and firm communication and Indonesian polite and indirect styles often led to mutual misinterpretation. Supervisors' concise feedback was sometimes perceived as harsh, while

interns' relational approach was occasionally viewed as lack of clarity or initiative. These patterns align with Hofstede's (2001) cultural dimensions, particularly Power Distance and the distinction between more task-oriented and more relationship-oriented communication preferences.

The challenges related to workplace culture highlight the importance of understanding hierarchical structures, punctuality, discipline, and strict adherence to standard operating procedures. Taiwanese hotel environments demand high levels of professionalism and efficiency, which initially created pressure and anxiety for the interns. This finding supports previous observations that cultural differences in uncertainty avoidance and long-term orientation influence expectations regarding performance and self-discipline. Culture shock experienced in the early weeks of the internship is consistent with Oberg's (1960) theory and Kim's (2001) model of cross-cultural adaptation. The interns moved from initial confusion and stress toward gradual adjustment as they gained familiarity with local norms. The psychological discomfort they reported underscores the affective dimension of intercultural communicative competence (Byram, 1997), in which openness, empathy, and tolerance of ambiguity play crucial roles.

The strategies used by the interns demonstrate practical applications of anxiety and uncertainty management (Gudykunst, 2005). Asking for clarification, requesting repetition, using simple language and gestures, and employing translation applications all served to reduce uncertainty and improve mutual understanding. These behavioral adjustments reflect the development of intercultural communicative competence through real-world experience. Observation of coworkers' communication patterns and gradual behavioral adaptation further illustrate the dynamic nature of cross-cultural learning. By carefully noticing local interaction styles and adjusting their own responses, the interns actively constructed more effective ways of participating in the workplace. This process supports Kim's (2001) view of adaptation as an ongoing cycle of stress, adjustment, and growth.

The coexistence of challenges and successful coping strategies indicates that international internships function as important sites for the development of intercultural competence. Difficulties in language, communication style, and workplace culture do not necessarily prevent learning; rather, they provide the conditions under which students can develop practical skills for multicultural professional environments. In conclusion, the results emphasize that the effectiveness of cross-cultural communication in internship settings depends on both individual strategies and institutional preparation. Universities need to strengthen pre-departure training that addresses language readiness, cultural awareness, and workplace expectations. At the same time, interns themselves must remain proactive in seeking clarification, observing local practices, and continuously adapting their communication behavior.

CONCLUSION

This study investigated the cross-cultural communication challenges experienced by English Department interns of Universitas Muhammadiyah Sidenreng Rappang during their internship programs in Taiwanese hotels. The findings revealed three main challenges: language barriers and misunderstandings caused by limited Mandarin proficiency, unfamiliar vocabulary, different accents, and fast-paced instructions; differences in communication styles between the more direct and firm Taiwanese approach and the polite, indirect Indonesian style; and difficulties in adapting to a workplace culture that emphasizes strict punctuality, discipline,

hierarchical structure, detailed standard operating procedures, and a fast work rhythm. These challenges often led to initial stress, culture shock, and reduced confidence, particularly in the early stages of the internship.

Despite these difficulties, the interns successfully employed various strategies to overcome communication problems. They asked for clarification and repetition when they did not understand information, used simple English together with gestures and demonstrations, utilized translation applications, learned basic Mandarin vocabulary, carefully observed coworkers' communication patterns, and gradually adjusted their behavior to local workplace norms. Through these efforts, the interns were able to reduce misunderstandings, improve task performance, and develop greater intercultural communicative competence over time.

The study concludes that cross-cultural communication challenges are an essential part of international internship experiences, yet they can be managed effectively through proactive adaptation strategies. The results highlight the importance of cross-cultural communication competence, adequate language preparation, and cultural readiness for students before participating in overseas internship programs. Universities are therefore advised to strengthen pre-departure orientation that includes practical training in intercultural communication, basic Mandarin for hospitality contexts, and workplace adaptation skills. Future research may expand the number of participants, include the perspectives of Taiwanese supervisors, or employ mixed-methods approaches to examine the relationship between intercultural competence and internship performance more comprehensively.

References

- Aratusa, Z. C., Suriaman, A., Darmawan, D., & Marhum, M. (2022). Students' perceptions on the use of Mobile-Assisted Language Learning (MALL) in learning pronunciation. **International Journal of Current Science Research and Review*, 5*(7), 2652–2660.
- Asrifan, A., Nursyam, N., Hermansyah, S., & Syahrir, L. (2025). Echoes of change: Reshaping educational environments through institutional culture. In **Creating Positive and Inclusive Change in Educational Environments** (pp. 227–258).
- Byram, M. (1997). **Teaching and assessing intercultural communicative competence**. Multilingual Matters.
- Gudykunst, W. B. (2003). **Cross-cultural and intercultural communication**. SAGE Publications.
- Gudykunst, W. B. (2005). **Theorizing about intercultural communication**. SAGE Publications.
- Handayani, F., Hermansyah, S., & Rahim, T. R. (2026). The integration of artificial intelligence in English language teaching: Opportunities and challenges. **Macca: Journal of Linguistic Applied Research*, 3*(April), 644.
- Hermansyah, S., Syahrir, L., & Aisa, S. (2025). Analyzing of the use ELSA Speak application with a video tutorial approach among Generation Z students. **Macca: Journal of Linguistic Applied Research*, 2*(2).
- Hermansyah, S., Syahrir, L., & Sadapotto, A. (2025). The use of English slang in learning English by Generation Z student in TikTok social media: Sociolinguistic approach. **Macca: Journal of Linguistic Applied Research*, 2*(2).
- Hermansyah, S., Usman, M., & Syamsu, T. (2026). Developing digital learning media for teaching public speaking to improve English skills of junior high school students. **International Journal of Special Education*, 41*(16s), 502–509.

- Hofstede, G. (2001). **Culture's consequences: Comparing values, behaviors, institutions and organizations across nations** (2nd ed.). SAGE Publications.
- Jum'uatullaila, A. J., Buhari, S. L., & Hermansyah, S. (2025). The influences of using Quizizz in student's English learning outcomes. **INTERACTION: Jurnal Pendidikan Bahasa*, 12*(1), 1030–1040.
- Kartini, Buhari, Nurhikmah, Syahrir L., & Hermansyah, S. (2026). The perception of English learning at SMAN 1 Sidrap on students' English-speaking confidence. **INTERACTION: Jurnal Pendidikan Bahasa*, 13*(2).
- Kencana, N., Diana, E., Revolina, E., & Hermansyah, S. (2025). The digital dilemma: Opportunities and threats for ELT students in the evolving classroom. **Language and Education Journal*, 10*(2), 290–313.
- Kim, Y. Y. (2001). **Becoming intercultural: An integrative theory of communication and cross-cultural adaptation**. SAGE Publications.
- M U, Sari H, Hermansyah S, Maming K, Kahar A, Hasan, Elfahmi FK (2025), "Understanding Indonesian students' reading knowledge in digital literacy within socio-cultural of rural middle schools". *International Journal of Information and Learning Technology*, Vol. 42 No. 5 pp. 432–448, doi: <https://doi.org/10.1108/IJILT-12-2023-0239>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). **Qualitative data analysis: A methods sourcebook** (3rd ed.). SAGE Publications.
- Ningsih, S. K., Suherdi, D., & Purnawarman, P. (2022). Secondary school teachers' perceptions of mobile technology adoption in English as a Foreign Language learning: Trends and practices. **International Journal of Education and Practice*, 10*(2), 160–170.
- Nuraini, et al. (2020). Mobile-Assisted Language Learning (MALL): Students' perceptions and challenges regarding mobile learning in English. **Journal of English Language Teaching**.
- Oberg, K. (1960). Cultural shock: Adjustment to new cultural environments. **Practical Anthropology*, 7*, 177–182.
- Putri, Y. M. D., Buhari, Isumarni, Syahrir L., & Hermansyah, S. (2026). The relation between students' frequently in watching English content in social media and students' vocabulary mastery. **INTERACTION: Jurnal Pendidikan Bahasa*, 13*(1), 878–886.
- Rosiva, S. S., Kuswandi, D., & Soepriyanto, Y. (2022). Readiness toward M-Learning implementation during the pandemic: Secondary high school teachers and students' perception. **Jurnal Teknologi Pendidikan*, 15*(2), 128–136.
- Sam Hermansyah, Usman M., Syamsu T. (2026). Developing Digital Learning Media for Teaching Public Speaking to Improve English Skills of Junior High School Students. *International Journal of Special Education*, 41(16s), 502–509. Retrieved from <https://www.internationalsped.com/index.php/ijse/article/view/5027>
- Sari, H., Hermansyah, S., Maming, K., Kahar, A., & Elfahmi, F. K. (2025). Understanding Indonesian students' reading knowledge in digital literacy within socio-cultural of rural middle schools. **International Journal of Information and Learning Technology*, 42*(5), 432–448.
- Tahir, N. H., Sadapotto, A., Syahrir, L., & Hermansyah, S. (2025). Lecturers' strategies for overcoming the digital divide in online learning of English language teaching (ELT). **INTERACTION: Jurnal Pendidikan Bahasa*, 12*(3), 626–635.

- Usman, M., Sari, H., Hermansyah, S., Maming, K., Kahar, A., & Elfahmi, F. K. (2025). Understanding Indonesian students' reading knowledge in digital literacy within socio-cultural of rural middle schools. **International Journal of Information and Learning Technology*, 42*(5), 432–448.
- Wahyuddin, N. R., Yanti, N. E., Arnas, R., & Hermansyah, S. (2025). Utilization of artificial intelligence in EFL learning from a digital literacy perspective. **IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature**.
- Zheng, Y., et al. (2023). Digital multitasking and its impact on foreign language learning. **Computers & Education*, 194*, 104–115.