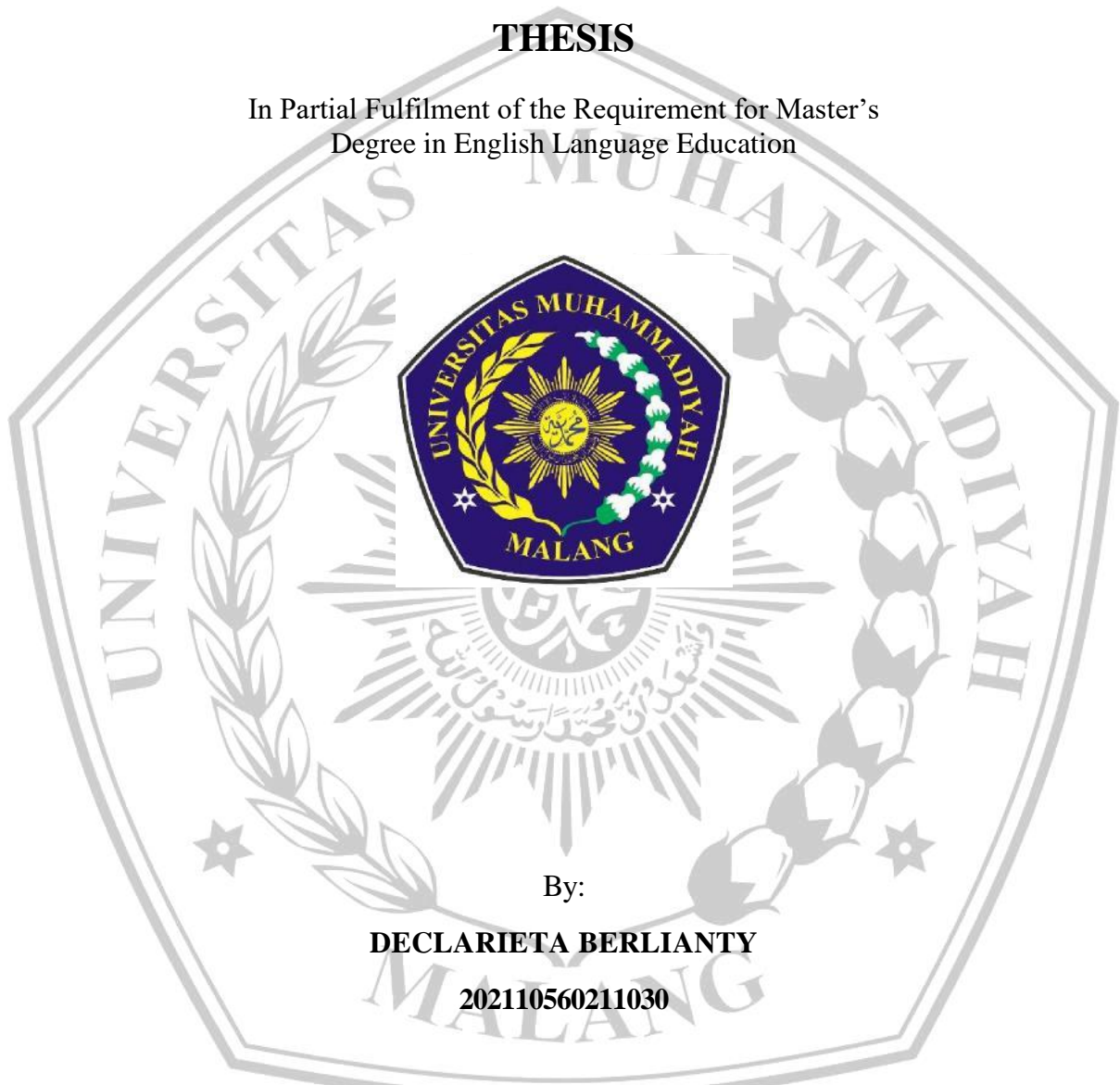


**CROSS-CULTURAL COMMUNICATION USING DIGITAL  
TECHNOLOGY: “DOES IT CHANGE THE CULTURE?”**

**THESIS**

In Partial Fulfilment of the Requirement for Master’s  
Degree in English Language Education



By:

**DECLARIETA BERLIANTY**

**202110560211030**

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
THE DIRECTORATE OF GRADUATE PROGRAM  
UNIVERSITAS MUHAMMADIYAH MALANG

2024

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Accepted on  
Wednesday, 11<sup>th</sup>  
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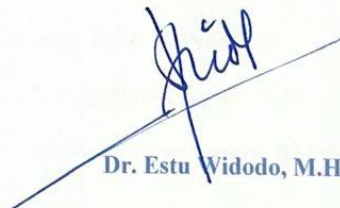
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# THESIS

Written by:

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**202110560211030**

Defended in front of the examiners  
on **Wednesday, 11<sup>th</sup> December 2024** and  
it was decided that it fulfilled the requirements to get  
the master's degree in English Language Education  
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## LETTER OF STATEMENT

### LETTER OF STATEMENT

I, the undersigned:

Name : **DECLARIETA BERLIANTY**

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Study Program : Masters in English Education

Hereby, declare that :

1. The thesis entitled: **CROSS-CULTURAL COMMUNICATION USING DIGITAL TECHNOLOGY: "DOES IT CHANGE THE CULTURE?"** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIAISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 11<sup>th</sup> December 2024

The Writer,



**DECLARIETA BERLIANTY**

## ACKNOWLEDGEMENTS

The researcher would like to express her gratitude to God the Almighty for the blessing, love, opportunity, health, and mercy to complete this post-graduate systematic literature review entitled “CROSS-CULTURAL COMMUNICATION USING DIGITAL TECHNOLOGY: DOES IT CHANGE THE CULTURE?”

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# CROSS-CULTURAL COMMUNICATION USING DIGITAL TECHNOLOGY: “Does it Change the Culture?”

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## ABSTRACT

This study aims to review various studies of cross-cultural communication in the digitalization era. This review only specifically discussed (1) cross-cultural communication (cross-culture learning) and (2) Digital Technologies in 4.0. The researcher synthesized more than 20 journals or articles from 2019-2024 discussing the digitalization of cross-cultural communication, including: (a) The importance of cross-cultural communication in the digital era, (b) The digitalization of cross-culture communication in a language learning context, (c) The positive impact of technology in cross-cultural communication, and (d) The negative impact of technology in cross-culture communication. Most journals or articles used in this study are quantitative, qualitative, and mixed-method studies to find the results through interviews, experiments, and observations. This study has two research problems, there are discussing about the importance of using technology in cross-cultural communication and how technology can influence the process of communication within time and whether it affects the authenticity of the culture that involves in the process. The results contain some points regarding the use of technologies in language learning that are related to cross-cultural communication, such as (1) culture patterns, (2) technology transformation, and (3) the authenticity of the culture was not changed but the process did so it creates a transformation. The research suggests more information about cross-cultural learning in general contexts, using various technologies and tools to support communication and maintain cultural content.

**Keywords:** Cross-cultural communication, Digital Era, Technology, Language Learning.



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## ABSTRAK

Penelitian ini bertujuan untuk mengulas berbagai kajian komunikasi lintas budaya di era digitalisasi. Ulasan ini hanya membahas secara khusus (1) komunikasi lintas budaya (cross-culture learning) dan (2) Teknologi Digital di 4.0. Peneliti mensintesis lebih dari 20 jurnal atau artikel pada tahun 2019-2024 yang membahas tentang digitalisasi komunikasi lintas budaya, antara lain: (a) Pentingnya komunikasi lintas budaya di era digital, (b) Digitalisasi komunikasi lintas budaya di era digital konteks pembelajaran bahasa, (c) Dampak positif teknologi dalam komunikasi lintas budaya, dan (d) Dampak negatif teknologi dalam komunikasi lintas budaya. Kebanyakan jurnal atau artikel yang digunakan dalam penelitian ini merupakan penelitian kuantitatif, kualitatif, dan metode campuran untuk mengetahui hasilnya melalui wawancara, eksperimen, dan observasi. Penelitian ini mempunyai dua permasalahan penelitian, yaitu membahas tentang pentingnya penggunaan teknologi dalam komunikasi lintas budaya dan bagaimana teknologi dapat mempengaruhi proses komunikasi dalam jangka waktu tertentu serta apakah mempengaruhi keaslian budaya yang terlibat dalam proses tersebut. Hasil penelitian memuat beberapa poin mengenai pemanfaatan teknologi dalam pembelajaran bahasa yang berkaitan dengan komunikasi lintas budaya, seperti (1) pola budaya, (2) transformasi teknologi, dan (3) keaslian budaya tidak berubah melainkan proses melakukannya sehingga menciptakan transformasi. Penelitian ini menyarankan lebih banyak informasi tentang pembelajaran lintas budaya dalam konteks umum, menggunakan berbagai teknologi dan alat untuk mendukung komunikasi dan menjaga konten budaya.

**Kata Kunci:** Komunikasi Lintas Budaya, Era Digital, Teknologi, Pembelajaran Bahasa.

## INTRODUCTION

The first chapter discusses the introduction of the thesis. This chapter divides into six main parts. The first part is the background of the study, the researcher discussed the reason for choosing the topic. The second part is the statement of the problem, the researcher stated the problem that happened related to the title and topic. The purpose of the study is the third part of this chapter and the purpose of the study is the aim of this thesis. The fifth part is scope and limitation, there will be a limitation part that the researcher can be discussed. The definition of key terms will be the last part of this chapter.

### 1.1 Background of Study

In this world, people come from different cultural backgrounds. With continuous globalization, people from various backgrounds and cultures need to communicate effectively with each other, especially in diverse workforces and environments. Cross-cultural communication is significant since it involves understanding the culture and language and emotional and social skills such as empathy, humanity, and the understanding to manage anxiety and certainty. Ji & Yap (2016) Highlighted that culture constructs how people show to the environment, understand others, remember and gain information, and create a judgment. People need to learn about other cultures to help them build good communication with each other in society. Cross-cultural communication focuses on gaining a good response when individuals from different upbringings communicate rather than just delivering a message.

Communication has become the essential need for the human to create a connection between one to another. The important reason behind learning communication is because every regulatory action and movement includes some form of direct and indirect communication (Lunenburg, 2010). Direct communication is the way of communication that the message directly expresses through the word they used and commonly used in low-context culture (Joyce, 2012) while indirect communication is express the message not

only from the words used but by non-verbal behaviour and commonly used in a high-context culture.

There are many types of communication (Gamble, 2013), the type of communication can be distinguished based on the number of individuals who participated. For example, interpersonal communication. Interpersonal communication can be defined as the exchange of information process between a person or few people, interact and give feedback from one to another (Merta, 2019). Therefore, the idea of interpersonal communication is basically how individuals communicate in society.

Since the role of the cross-cultural communication is filling the needs on building the relationship with people from varied background due to many purposes, gaining cross-cultural understanding is essential since any company that has a varied workforce, participate in a global company (Menaka, 2018) also for foreign student and exchange participant in the global organization. Every people can have access easily to communicate with each other without having a real time process or direct communication. Therefore, people can use technology to do their communication to connect with each other nowadays.

The world transformation makes technology enable and enhance cross-cultural dialogue and understanding. Technology has a significant role in today's digital era. Almost every activity has been done with technology. Advancements in technology, including the internet, mobile devices, and social media, have made it possible for individuals worldwide to communicate and connect in once unimaginable ways (Panchal, 2023). Moreover, it also encourages individuals to learn about and understand cultures they might have never encountered or known about. So, every day, the world becomes interconnected very quickly. The individuals familiar with the rapid development of digitalization are usually millennials and Generation Z. Both millennials and Generation Z are versatile, have a digital education, and are receptive to new opportunities and initiatives both domestically and internationally (Lifintsev, Denys & Wellbrock, 2019).

Cross-cultural communication refers to the exchange of information and ideas between individuals from different cultural backgrounds, with an emphasis on understanding, interpretation, and adaptation. In a world that is increasingly globalized, effective communication across cultures has become more essential than ever, especially in business, education, diplomacy, and other sectors.

With the rapid development and widespread use of digital technology, the dynamics of cross-cultural communication have undergone a significant transformation. Digital technology, including the internet, mobile devices, social media platforms, and other communication tools, has greatly expanded the ways in which people from different cultures can interact with each other. This shift has both positive and negative implications for communication practices across cultures.

### **1.2 Statement of Problems**

In this study, the research problems are:

1. Why does technology is significant in cross-cultural communication?
2. What is the impact of technology on cross-cultural communication? Does it change the culture?

### **1.3 Purpose of Study**

1. To elaborate the role of technology in conducting the cross-cultural communication.
2. To mark out how digital technology influences intercultural understanding, conflict, and peacebuilding. Moreover, the design and development of digital tools and platforms that accommodate diverse cultural needs.

### **1.4 Significance of Study**

### **a. Theoretical Significance**

The final result of this study is expected to be real given positive contribution especially for those who are getting involved in the implementation of teaching and learning in English (ELT). For instance, this study can provide a real example in the cross-cultural understanding course which can be used as lessons and provide new insights to the students.

### **b. Practical Significance**

The result of the study will be useful to inform and enlarge several ways to use the technology in conducting the cross-cultural communication in the teaching and learning process and minimize the invisible barrier that might be happened during the process.

## **1.5 Scope and Limitation**

The study is focuses on the importance of the usage of technology and the impact of using the technology to the cross-cultural communication process in English language teaching (ELT) and appears only in the first-year university level student.

## **1.6 Definition of Key Term**

### **a. Cross-Cultural Communication**

Cross-cultural communication can be defined as a process of communication include an understanding of how individuals from different culture convey and observe the world around them (Menaka, 2018).

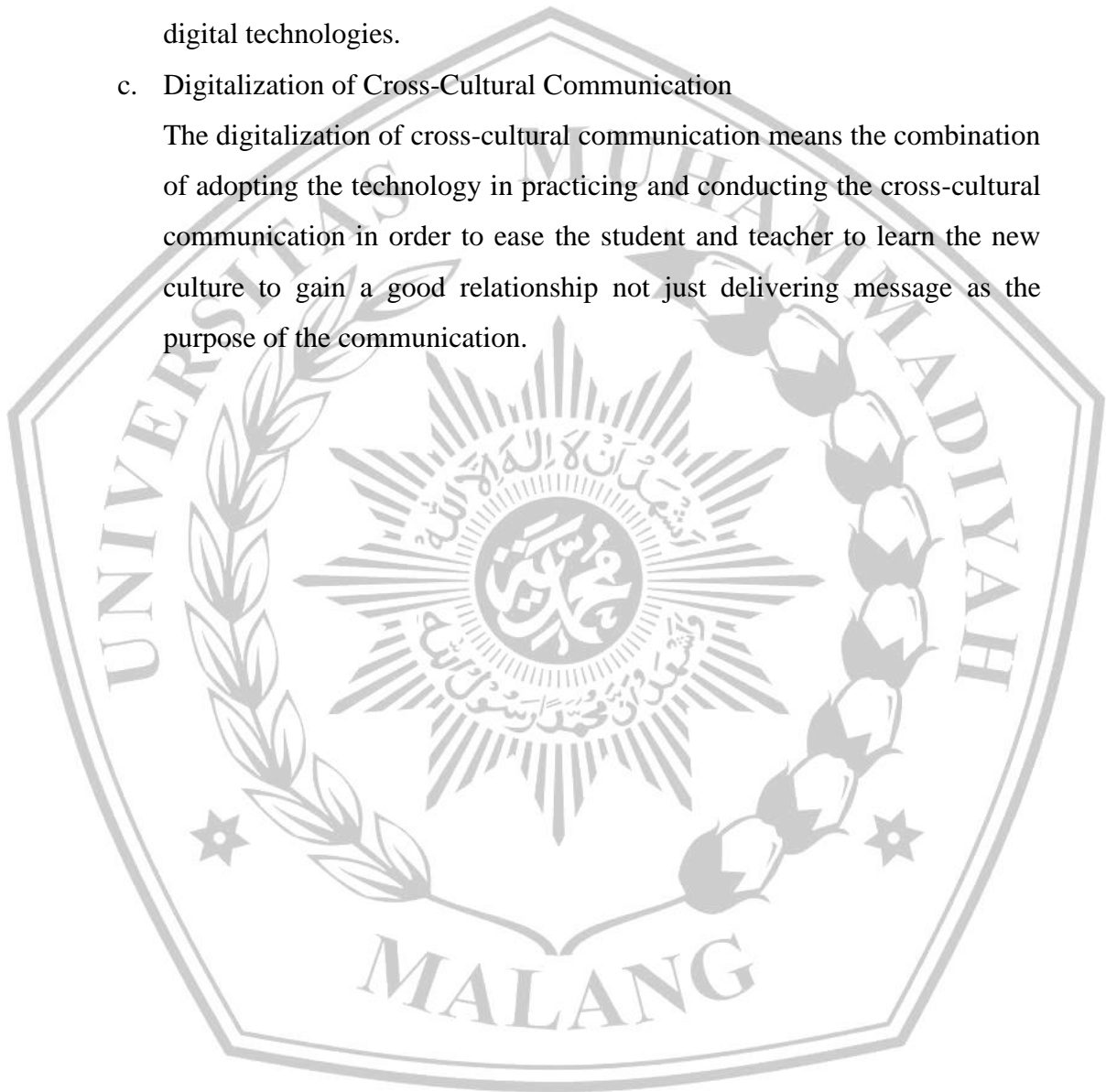
### **b. Digitalization**

Digitalization is the adoption of technology (Kreiss, 2016). It refers to the process of converting information, tasks, and processes into digital formats, and integrating digital technologies into various aspects of life, business,

and society. It involves the use of digital tools, systems, and platforms to improve or transform traditional methods of doing things, enabling greater efficiency, connectivity, and access to information. Digitalization is not just about the adoption of digital tools, but also about the transformation of business models, organizational structures, and society through the use of digital technologies.

c. Digitalization of Cross-Cultural Communication

The digitalization of cross-cultural communication means the combination of adopting the technology in practicing and conducting the cross-cultural communication in order to ease the student and teacher to learn the new culture to gain a good relationship not just delivering message as the purpose of the communication.



## **REVIEW OF RELATED LITERATURE REVIEW**

In this chapter, the researcher will conduct the results of the writer's search on theories or related research studies in the same field. Thus, this chapter provides the readers the theories that can help to comprehend the study.

### **2.1 Communication**

Communication can be defined as the action of transferring information, idea, and general knowledge from one person to another (Keyton, 2011). From the definition, it shows that communication is the most crucial way that people usually do to perform in their daily lives. The human need to communicate with another human to create a connection, relationship as a social being.

Communication is a process that everyone does in daily life. Communication is a connection to humanity (Gamble, 2013). In this concept, communication helps humans to build a link, organize the relationship to fulfill the social needs, understand differences, and perceive personal goals.

The highlight point while doing the process of communication is it is crucial to answer view questions that are related to 5W+1H. The reaction of these questions will ease to development of communication ability (Sukirmiyadi, 2016). This thing will help the individual improve their critical thinking while doing the process of communication.

### **2.2 Type of Communication**

Communication also has various types or levels while the process appears. There are various communications (Rzetpecka, 2017):

1. **Intrapersonal Communication**

The process of conveying the information, for example, attention, idea, understanding, memorizing and learning, giving definition and potential effects on education, attitude, and self-identity.

2. **Interpersonal Communication**

The continuing and ever-changing process happens when someone communicates with another person (Gamble, 2013).

3. Intragroup

This is a group of communication and model of interaction were formed. It is usually corporate and to coincide in a group of family or a tribe.

4. Intergroup

The process of communication that happened in a large group. For example communication between local communities, many kinds of associations, and unions.

5. Institutional or Organization

This kind of communication is occurred in intuition or education but required a formalized form, control and authority are clearly elaborated and also the role of the communicator is explicitly defined.

6. Mass

Mass communication is the highest level of communication. It is the widest communication network since the largest amount of people are involved.

## 2.3 Cross-Cultural Communication

### a. Culture

Culture creates how human beings attend to the surroundings, recognize others, memorize and enroll ideas, and make a judgment (Ji & Yap, 2016). Culture is like an upbringing from people since they are young. It means different culture also different the way of everything that present in one individual.

In specific, the field-dependent affective manner is combined with tight social structure and inactive agricultural ecological settings, in as much as the field-dependent affective manner is to combine with loose social



structure and movable ecological settings (Ji & Yap, 2016). Thus, culture can influence someone's representation when they blend in or adapt to their environment.

In other words, culture refers to the shared beliefs, values, customs, behaviors, traditions, and artifacts that characterize a group or society. It encompasses the ways in which people within a particular group interact with each other and with their environment, as well as the patterns of life that are passed down from one generation to the next. Culture shapes how individuals view the world, make decisions, and relate to others.



## **RESEARCH METHODOLOGY**

In this chapter, the researcher will discuss five important parts in conducting the research, such as research design, subject, instrument, data collection, and data analysis. These elements will be the essential part for the researcher to represent the research.

### **3.1 Research Design**

Research design is a crucial subject that is fundamental to scientific, social, and scientific research studies, technology, and various other areas (Abutabenjeh, 2018). The researcher used systematic literature review as the method for this study. A Systematic Literature Review (SLR) is a methodical and comprehensive process of collecting, analysing, and synthesizing existing research on a particular topic or research question. The goal of an SLR is to provide an objective and transparent summary of the evidence available on a given subject, following a structured and reproducible methodology. Unlike traditional literature reviews, which may be more narrative and subjective, a systematic review aims to minimize bias and offer a more rigorous and scientifically grounded overview.

### **3.2 Research Subject**

The research subject in this study is the first year of university level student. The researcher would like to find the usage of the technology in conducting the cross-cultural communication in ELT.

### **3.3. Instrument of Study**

The researcher used PRISMA. This review followed the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) as outlined by Moher (2009) for conducting a systematic literature review. A systematic literature review is a scientific method for addressing a research question, involving specific steps and procedures to generate reliable findings and reduce the risk of bias (Lame, 2019).

### 3.4 Data Collection

To find most current sources, only research articles from the past five years were included, these specific characteristics and criteria are included:

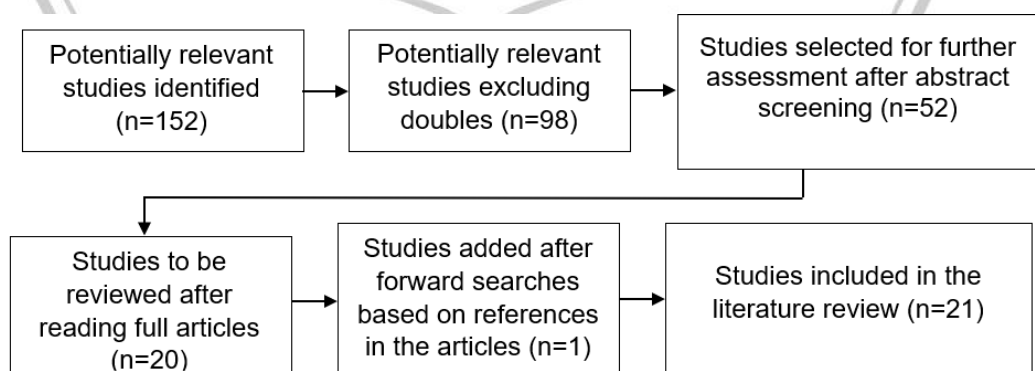
1. Following some terms such as cross-culture communication, technology implementation, and technology impact (positive and negative)
2. Keywords search on Google, Google Scholar, and online library databases.
3. Published between 2020 - 2024
4. Written in the English
5. Focused specifically on cross-cultural communication (cross-cultural learning), technology (Digital 4.0, digital learning), and language learning.

Some aspects are not included on this study:

1. Not written in languages other than English
2. Studies focusing on cross-cultural communication theories unrelated to technology, education, or language learning.
3. Studies focus on other language learning theories, except the digitalization in cross-culture communication.

### 3.5 Data Analysis

The PRISMA method was used to select the articles, with the process outlined below:



Using the PRISMA method and conducting searches on Google Scholar and educational websites, a total of (n=152) studies were identified based on the search terms and characteristics. These studies should have been included in the second search. In the second step, the number of relevant studies decreased to (n=98). After a more detailed assessment of the title and abstract content in the third step, the final list included (n=52) articles, with some were kept and others were rejected. After reviewing and scanning the articles, (n=20) were included in the literature review list. Additionally, (n=21) articles were added to the list after incorporating (n=1) more article based on references. Therefore, the scope for this study is the student in university level and limited only in teaching and learning field.



## RESULTS AND DISCUSSIONS

### 4.1 Results

The results contain some points regarding the use of technologies in language learning that are related to cross-cultural communication, such as culture patterns, technology transformation, and the more positive impact on the education context, especially in language learning.

#### 4.1.1 Language Learning across Cultures in Digital Transformation

Cross-Cultural Communication is significant since it involves understanding the culture and language and emotional and social skills such as empathy, humanity, and the understanding to manage anxiety and certainty. Ji & Yap (2016) highlighted that culture constructs how people show to the environment, understand others, remember and gain information, and create a judgment. People need to learn about other cultures to help them build good communication with each other in society. Cross-cultural Communication focuses on gaining a good response when individuals from different upbringings communicate rather than just delivering a message (Burroughs & Muzuva, 2019; Shadiev et al., 2021)

The issues of Cross-Cultural Communication have been argued about for decades. All agreed that exchanging communication and information in cultural learning is to help each other people's understanding. Cultural awareness and behavior are the primary keys to communication across cultures, and they still exist and create challenges in language implementation (Shadiev & Huang, 2020). Students with different languages will also find it challenging to understand the culture. A study by Suryani et al. (2020) mentioned that the English language taught by Indonesian teachers might have a balancing culture between the English and native culture. Teaching language to students with different cultures might be submerged with the local culture to show better understanding for the students.

Hofstede's (1984) theory mentions the six dimensions of cultural differences. Hofstede is a framework used to understand the differences in culture across countries. Cultural differences show the extent of two cultures that had goals to share values (Kapasia et al., 2020).

**Table 1: Hofstede's Cultural Dimension**

Hofstede's Dimension	Description
Power distance	The degree of inequality among individuals that a culture considers normal.
Individualism	The degree to which people in a culture prefer <del>acting independently rather than as part of a group</del>
Masculinity	The level of which values like assertiveness, achievement, success, and competitiveness are given more importance than values like quality of life, warm
Uncertainty avoidance	The level of discomfort people in a culture feel with uncertainty and unclear situations.
Long-term orientation	The level of which people in a culture value practical virtues focused on future benefits, such as saving,
Indulgence	The degree to which a culture permits free expression of basic human desires for enjoyment and fun.

The interlink between the language of communication and culture is very significant. All people must communicate based on their culture and beliefs. Therefore, the skill of cross-cultural communication becomes the issue to avoid misunderstanding. Cross-cultural Communication has become a significant role in all aspects of the world in this digital era, especially in business, economics, and education (Owusu et al., 2023; Utyumova EA, 2020). Students from different cultures are required to have good communication skills to be able to communicate with other cultures during the learning process. In the globalization community, meeting new students from different cultures is shared for educational purposes (Chen et al., 2021). He also mentioned that many people need to interpret Cross-Cultural Communication in general better.

Culture means viewing social behavior not only from the language but also from life and behavior and adapting to people's communication as part of daily life. The world evaluation also changes the cultural implementation in all human aspects. In the educational paradigm, the recent technological leap has drastically impacted shifting culture and technology theories (Peredrienko et al., 2020). Direct communication is delivered verbally and non-verbally; meanwhile, cross-culture communication can be accessed remotely with some technologies (Hadi Nugroho et al., 2023; Wilson et al., 2020).

In the principle of communication, the adaptability and favourable of students' conditions must be created to create effective communication in language learning, although with different cultures (Leleka, 2023). The existence of technology makes learning more accessible than the traditional learning method. By learning language and teaching with technology and intercultural adaptation, we can reach the developmental framework of cross-cultural communication (Hoa, 2020). To successfully learn languages and cultures, the teacher must be aware of students' needs and technology classroom adaptation (Kim, 2020).

A Study by Kim (2020) that discussed "learning language and learning culture" resulted in some points:

- (1) Utilizing Cultural-Historical activities in the target language effectively combines language and culture, helping to educate the whole students
- (2) His conceptualization of language pedagogy, which is accessible to students, includes key concepts such as communication, culture, innovation, and activities.
- (3) New technologies introduce dynamic changes to student communication. More importantly, students are not restricted by the evolving cultural influences as long as the teacher provides engaging and up-to-date teaching methods (Pishghadam et al., 2023).

These days, many studies focus on cross-cultural technology adaptation in the context of education (Fischer et al., 2020; Huang et al., 2021). A survey by Fan et al. (2022) explained that the cross-cultural experience in language learning had weakened because of the online distance in some contexts. The results showed that application and technology implementation are the answers to the adverse outcomes in the learning process. The experience of using Zoom as a videoconferencing tool in online and offline teaching classes gave new insight into limiting and shifting traditional methods to modern methods in the classroom. Although the interlink of technology transition is sometimes different from cultural considerations, people use a lot of technology, and the outcome is different in their daily lives (Thakurta et al., 2020).

They were adapting technology, which resulted in the teachers depending on the adaptation method used during the learning process and increased cultural values (Huang et al., 2021). The influence of cultural values implemented during the learning process can strengthen the implication of technologies (Fischer et al., 2020). A method of Informal Digital Learning of English (IDLE) is primarily for cultural students who are learning a language. A study by Lee & Sylvén (2021) found that this method can benefit students from different cultures regarding communication. The process found to equalize cultural diversity used the right technologies. The study showed that students from other countries communicated more effectively using technology.

The overview of Digital 4.0 and the pandemic in the last two years gave people different perspectives on the use of technology in general, not only in education contexts. In cross-cultural learning, technology can be used as (1) the media for communication and (2) creating communication content or cultural artifacts (Wang et al., 2021). Meanwhile, Shatunova et al. (2021) emphasize that educational technology, without maximizing cultural adaptation, can be replaced by the newest automation to help students.

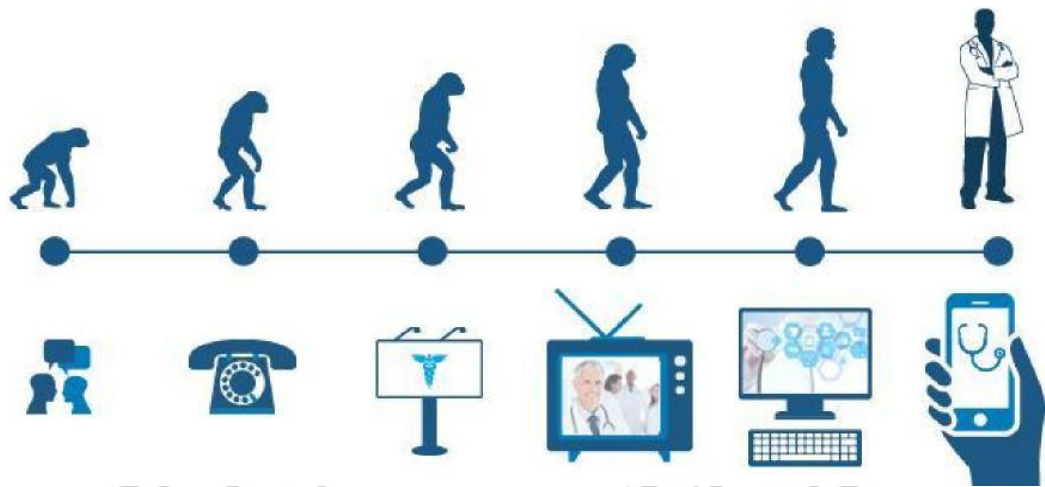


Therefore, adaptable technologies can bring some advantages and challenges for both the teacher and the students. It concludes that the use of language and culture might change, but the implementation of technologies in the communication process must grow in this digital era. The importance of technologies brings benefits and is needed in the cross-cultural contexts.

#### **4.1.2 The Impact of Technologies Transformation**

Social networking is increasingly popular today. Many users connect and interact with their family and friends worldwide. Social networking is applied in various fields, like business, politics, social economics, and education. It is proven that social networking plays a vital role in creating online communication through applications and websites. (Hilal et al., 2022) explained that there were more than 830 million people in this world, for estimation, who used other social networking applications and websites in 2022. Palupi & Raharjo (2020) explained that social networking has had high demand recently because of the lockdown phenomenon, which makes teachers and educators look for another way to create effective learning in the classroom. Online learning was the most likely choice at that time.

The previous discussion mentioned that interaction and communication in different locations need technology to access (Shadiev & Huang, 2020). The technology has been used for many years, but the implementation in this era is more complex and diverse. Humans evaluate technology in cross-culture communication and learning to make their activities more accessible and efficient and enhance life expectancy (Woessner et al., 2021). The crucial technologies are used to create better awareness and understanding for students and teachers in the learning process (Ratheeswari, 2018). The evolution of technology used in communication can be described as **Picture 1**:



**Picture 1. The Technology Evolution ([www.wonderbreadcaribbean.net](http://www.wonderbreadcaribbean.net)).**

The picture above describes how humans spread information through talking and letters during industrial development. Alexander Graham Bell mastered these new ideas of electronics to achieve more straightforward information in a short time. The long-term function of the telephone makes phenomenal changes in cultural communication. Until now, the development of technologies has been growing very effectively (Woessner et al., 2021).

The popularity of technology in changing education contexts significantly moves past routine skills to complex and high-level capabilities of tasks. This conceptualization creates a positive or negative impact (Burbules et al., 2020). The new technologies can make such a positive impact on communication contexts as (1) the increasing sources for better information that can be accessed online (Lee & Sylvén, 2021), (2) various expressions and interactions in social media, (3) efficiency (Lazzeretti, 2022), and (4) long-term development.

In the language learning-teaching process, the most prominent skill is maintaining good communication in some languages, especially in English learning. It is about how a good structure indicates that explicit messages are

delivered. Some English learning and teaching teachers emphasize how they can use oral, verbal, and nonverbal communication. The teachers would like to reach practical communication aims. Fakundo Selman & Jaedun (2020) mentioned that students with excellent and effective communication would like to understand people's contexts quickly, provide explicit opinions and communication, be well-informed, and perform their oral and written communication (verbal and non-verbal). To conclude, communication skills are critical in this 21<sup>st</sup>-century skill.

A study by Alakrash & Razak, (2021), "Technology-Based Language Learning: Investigation of Digital Technology and Digital Literacy," discussed how digital technology in this era creates flexible chances and adaptable capabilities for changing the education industry. Flexibility during communication can emphasize quality. Learning effectiveness is one of the most significant positive impacts of using technology for communication or language learning. Communication and technology behavior, especially in different cultures, benefit students.

Besides, education in digital 4.0 forces student and society to create innovations. The creativity and benefits used to innovate other people. Therefore, innovative skills have become significantly important in the digital era (Peredrienko et al., 2020). Indeed, the topics of artificial intelligence (AI), machine learning, robots, the Internet of Things (IoT), and automation have been extensively discussed by (Bonfield et al., 2020) as key components of the Fourth Industrial Revolution (Industry 4.0). The changes in some of the technologies and innovations in the communication era can ideally help humans in their daily lives but also become a challenge for their long-term process.

In contrast, the negative side does exist, technology has benefitted human beings. A study by Vanderloo et al. (2020) explained that negative attitudes sometimes come with technology, such as (1) Exhausted.

However, the use of technology can maximize people's online social connection. The overuse of it might create exhaustion and discomfort (Bailenson, 2020), (2) Screenshot for students. The high level of screen time can make students easily forget and be distracted by other things (Vanderloo et al., 2020). (3) Plagiarism. Artificial Intelligence (AI) has grown well in digital 4.0. The negative attitude of educators recognizes plagiarism. Artificial Intelligence (AI) has proved to be a technological change in this tech industry. Artificial Intelligence (AI) has been used in business, economics, health, and education (Khalil & Er, 2023). With the increasing use of artificial intelligence (AI), it isn't easy to know the students' or educators' originality. To prevent this, some institutions and universities created anti-plagiarism sites and developed them to decrease plagiarism in academic contexts (Abbasi et al., 2021). The most used Artificial Intelligence (AI) in educational contexts are ChatGPT chatbot and Talkpal for communication.

#### **4.2 Discussions**

In this part, the researcher elaborated the discussion based on the research findings in the study.

Lifintsev, Denys & Wellbrock (2019) stated the result of the study proved that the cross-cultural communication is crucial in the digital ages. It showed that 90.4% participants agreed to the statement "Cross-cultural communication is an essential skill in globalized world." It is becoming crucial since the simpler the way in having the cross-cultural communication with the certain communities, it can increase the opportunities to enhance the cross-cultural communication process by creating a simple way in overcoming the language barrier in the communication process. Moreover, it stated that the digitalization of cross-cultural communication can be a 'helper' in tackling the language barrier for the respondents who came from the various country. The digitalized way can provide the people from another country to delivering the message in communication easily.

Moreover, in answering the question, ‘does the digitalized cross-cultural communication change the culture?’ is absolutely does change the culture, it proves by the changes of the cross-cultural communication from traditional into modern way like nowadays technology, the transformation of the technology that influence people to communicate within people from varied background and upbringings. It does change the culture by the increased of connectivity, it showed from the digital application that people used to connect with their friends, colleagues, family and relatives. The cultural exchange also easily applied in the social groups. Fostering the technology in the cross-cultural communication creates a blending tradition, language, and norms as well which can create a hybridity or mixed of cultures.

Also, it offers the cultural preservations by having a digital museum, digital artefacts, and digital documents that can access in certain communities that can be effective for the students and educators in learning the new language, culture, and norms without losing the authenticity of the culture itself. The educators and student also can revitalize the culture heritage in the globalized world. So, in the other words, this way can ensure that the culture can pass down to the younger generations especially and for other people who has a high interest learning the new culture with experiencing the modern used of the technology at the same time.

## CONCLUSION AND SUGGESTIONS

In this section, the researcher draws conclusions and some suggestions due to accomplish the research based on the result and discussion of the research. The conclusion was specified based on the findings of the research. The suggestions that were reflected in the research were intended to the student and the next researcher who wants to conduct similar research about cross-cultural communication.

### 5.1 Conclusion

To sum up this systematic literature journal, the researcher concludes that the digitalization transforms a huge change in cross-cultural communication. It does change the cross-cultural communication way to be happened as part of the daily life of human beings around the world, but it doesn't change the purpose and essential things of the culture itself. Having a digitalized cross-cultural communication creates an easier and effective way for individuals to interpret their messages to one another who comes from different cultural background as their upbringings. Therefore, this systematic literature review proves that digitalization of cross-cultural communication change and creates a revolution for humans in delivering messages without changing the essential of the culture itself.

Thus, the researcher found there is a gap in this systematic literature review, the researcher recommends for the future researcher that has the same topic with the study to take the scope in local area in Indonesia so that it will be helpful for the teacher and learners especially in university level to achieve an effective Cross-Cultural Communication by using technology.

### 5.2 Suggestions

In this part, the researcher expects that the research can be a reference to get more information and knowledge about cross-cultural communication using digital technology, the cultural barriers that happened in cross-cultural communication, and the way in overcoming the cultural barriers in cross-

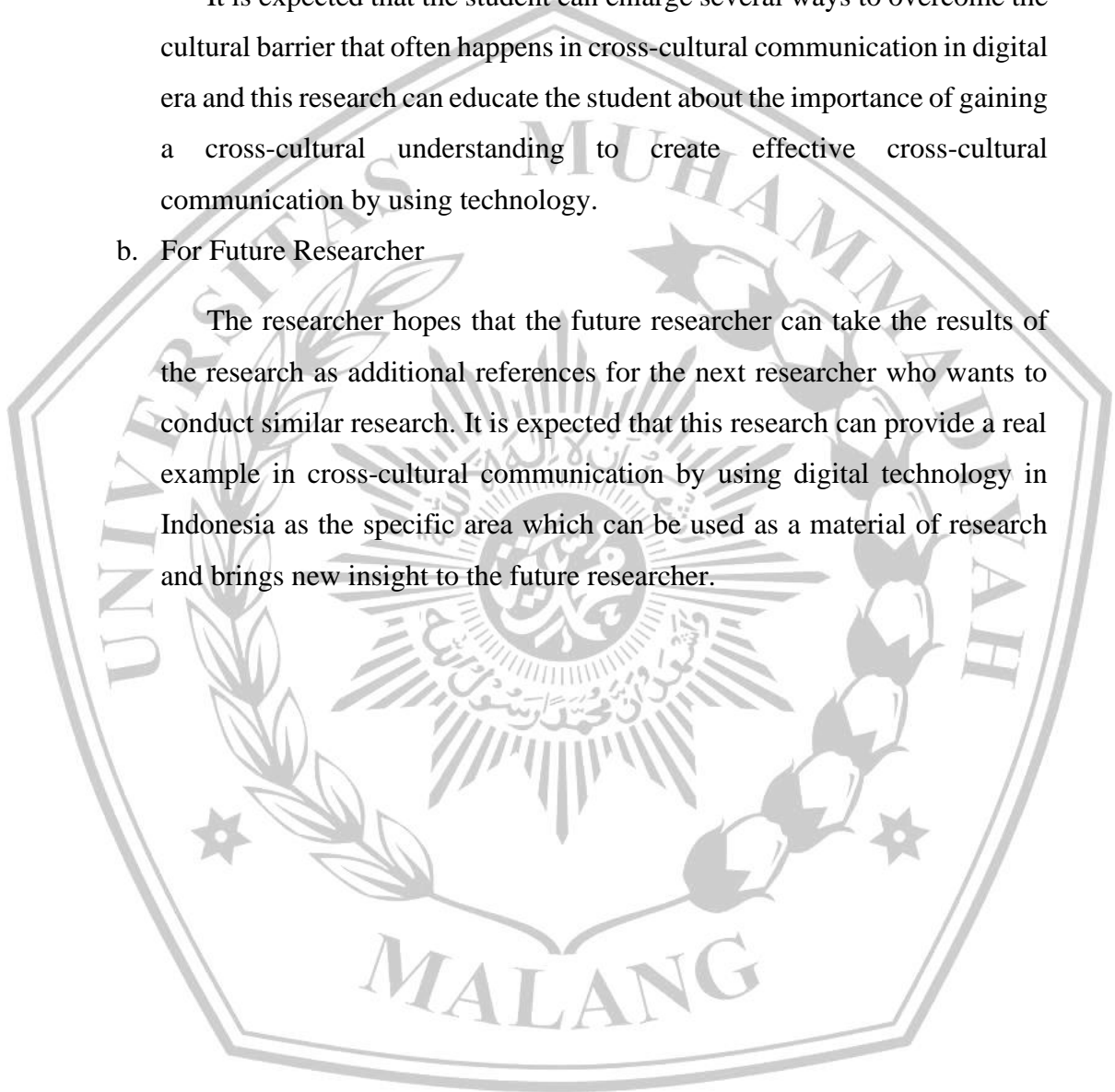
cultural communication to achieve an advantageous cross-cultural communication. These suggestions were intended to the student and the future researcher. The following suggestions were presented:

a. For Student

It is expected that the student can enlarge several ways to overcome the cultural barrier that often happens in cross-cultural communication in digital era and this research can educate the student about the importance of gaining a cross-cultural understanding to create effective cross-cultural communication by using technology.

b. For Future Researcher

The researcher hopes that the future researcher can take the results of the research as additional references for the next researcher who wants to conduct similar research. It is expected that this research can provide a real example in cross-cultural communication by using digital technology in Indonesia as the specific area which can be used as a material of research and brings new insight to the future researcher.



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## Appendices

Title and Sources	Methods	Research Question/Purpose	Discussion	Conclusion
<b>Strategic Review Of Digital Technology Transformation Towards the Era of Digital Culture</b> (Hadi Nugroho et al., 2023)	Descriptive Qualitative Research	This research aims to prepare a strategic review in the context of digital technology transformation towards the era of digital culture.	Several benefits from the digital transformation in the digital culture: 1. Increase productivity 2. Competitive industry. 4. Analysis. Fast, accurate, precise, and professional decision-making.	Everyone must undergo a digital cultural transformation to adapt and align themselves with technological advances.
<b>Development of Information Culture of Future Teachers in the Conditions of Digitalization of Education</b> (Utyumova EA, 2020)	terminological analysis, comparative analysis, synthesis, questioning, systematization and generalization.	The aim of the research is to determine the most effective organizational forms, training methods, tools, and software for developing various aspects of the information culture in future preschool and primary education teachers.	Digital technologies are used in lesson preparation and practice to enhance interaction among all participants in the educational process. Today, generating, processing, and transmitting information would be impossible without the tools provided by new information technologies. The integration of different technologies, activity types, and the use of artificial intelligence in professional work, along with continuous professional self-education, require individuals to acquire new skills and competencies.	Information culture is increasingly becoming a crucial part of overall culture. In this regard, the development of a modern education system cannot occur without a strong foundation in information culture, as education plays a key role in transmitting societal cultural values.

<p><b>L2 Chinese language teachers' cross-cultural adaptation in teaching online courses using videoconferencing tools in a foreign country during the COVID-19 pandemic: a case study.</b>(Fan et al., 2022)</p>	<p>Case Study. Daily classes observation before and after Covid-19.</p>	<p>Pros and cons of teaching language in cross culture adaptation.</p>	<p>The results suggest that reserved personality and inadequate cultural contact are factors of accultured difficulties for L2 Chinese language teachers when working in the US.</p>	<p>Teacher training institution is needed more to adapt teacher's better perspectives.</p>
<p><b>New Language Learning Environment: Employers' - Learners' Expectations and the Role of Teacher 4.0</b> (Peredrienko et al., 2020)</p>	<p>Mixed method Research</p>	<p>Exploring the role of teachers in a new language-learning environment and finding a new approach to education for a "Teacher 4.0" that aligns with technology-driven societal changes and the employers' expectations.</p>	<p>The findings highlight that the most in-demand skills for new learners are digital literacy and critical thinking. These skills, along with problem-solving, are highly valued by employers, who are key stakeholders in education. Furthermore, these competencies form a core skill set sought by the professional market. Based on the data, the teacher's role in developing these skills is outlined, and the educational environment for foreign language teaching is presented.</p>	<p>Two important factors currently shaping education are access to information and the rate of change. Today's learners view digital information sources, such as networks, mobile devices, and various applications, as essential tools for accessing the data they need, while also emphasizing the importance of communication culture.</p>

<p><b>Learning Language, Learning Culture: Teaching Language to the Whole Student</b> (Kim, 2020)</p>	<p>Systematical Literature Review</p>	<p>This article presents a concept of language pedagogy that involves the entire student. Rather than teaching language as just a set of grammar rules and vocabulary, we should view language as an integral part of many aspects of life and engage the individuals.</p>	<p>When teaching language, it is important to help students participate in different ways of life. This goes beyond simply imparting subject knowledge or ensuring basic well-being. Language learning can immerse students in the perspectives of others, promoting empathy and understanding across social and political divides. However, this is only possible if our research and teaching practices are grounded in a comprehensive understanding of language and culture.</p>	<p>This target of language learning conceptualization must have similar with the language culture to adapt the better language understanding for students.</p>
<p><b>Exploring the influence of technological support, cultural constructs, and social networks on online cross-cultural learning</b> (Shadieiev &amp; Huang, 2020)</p>	<p>Mixed research Method (Questionnaires and interviews)</p>	<p>The goal was to implement an online cross-cultural learning activity, supported by speech-enabled language translation technology on a social networking platform, with participants from 13 different nationalities.</p>	<p>The findings revealed that Group I outperformed Group II in both procedural and declarative knowledge. However, Group II showed stronger social network characteristics, such as having more connections and a higher average network degree compared to Group I. In terms of cultural constructs, the results related to power distance, individualism, and uncertainty avoidance contradicted previous research.</p>	<p>In conclusion, no significant relationship was found between cultural constructs and cross-cultural learning.</p>
<p><b>Education in the Context of Digitalization and Culture: Evolution of</b></p>	<p>Systematic Literature review</p>	<p>This article examines studies on teachers' experiences in engaging with digital environments</p>	<p>The study found that while there are many opportunities, applications, and automated digital environments available globally, none can function</p>	<p>The paper emphasizes the need to create adequate conditions and opportunities for</p>

<p><b>the Teacher's Role, Pre-pandemic Overview</b> (Shatunova et al., 2021)</p>		<p>and reviews various digital learning systems, tools, and environments.</p>	<p>effectively without the involvement of a supervisor or teacher. Furthermore, despite the variety of digital learning tools, challenges remain in their use by teachers due to a lack of sufficient digital competence or because some teachers hold negative views about this new approach to education.</p>	<p>teachers to obtain the required digital competence and to explore the culture of digital technology in education and learning environments to succeed in the subsequent integration of digital technology into the field of education. for teachers to develop the necessary digital skills and to understand the culture of digital technology in education, which is essential for the successful integration of digital technology in educational settings.</p>
<p><b>The English Language Teaching In The Conditions Of The World Globalization And Society</b></p>	<p>Systematical Literature review</p>	<p>To analyse the main trends of English teaching in the conditions of the intercultural communication, to characterize the features</p>	<p>World globalization processes are changing the educational paradigm and require the new approaches to the foreign language teaching which demand the detailed rethinking and improvement. The learning process must</p>	<p>New technologies provide the new opportunities. A huge amount of the resources and materials in different languages is available for the</p>

<p><b>Digitalization</b>(Leleka, 2023)</p>		<p>of the process of the educational digitalization.</p>	<p>meet the conditions of the society at a certain stage of its development.</p>	<p>immediate use.</p>
<p><b>Integrating Culture into Teaching EFL in General Education: A Context of Vietnam</b> (Hoa, 2020)</p>	<p>Mixed Method Research</p>	<p>This action research study aims to assess the feasibility of implementing an intercultural language learning and teaching model (IcLLT) in teaching English as a Foreign Language (EFL). This study was conducted in general education in Vietnam, based on teachers' and students' responses to two trial lessons.</p>	<p>Observations and student evaluation sheets revealed that the intercultural language activities in IcLLT lessons successfully engaged students by helping them activate prior knowledge, compare cultures, discuss cultural issues, and participate in intercultural communication. However, students were less able to reflect on their intercultural perspectives during oral interactions compared to their written work.</p>	<p>It can be concluded that IcLLT is recommended as a supplementary approach to incorporating culture into EFL teaching, aimed at developing students' intercultural communicative competence which is considered as a critical part of the new educational reform in general education in Vietnam.</p>
<p><b>Review of Research on Technology-Supported Cross-Cultural Learning</b> (Shadiev et al., 2021)</p>	<p>Systematical Review of Journals/Articles from 2014-2020</p>	<p>The research aims to know what are the technology that supported the cross cultural learning.</p>	<p>The reviewed studies could be categorized in terms of the curricula focus into (a) cross-cultural learning, (b) linguistic skills, and (c) pre-service teacher training. We also found that the most frequently used technologies to support cross-cultural learning were Skype, e-mail, and blogs.</p>	<p>Based on our results, we suggest that educators and researchers use various technological tools for supporting communication and content creation during cross-cultural learning.</p>



<p><b>Technology-Based Language Learning: Investigation of Digital Technology and Digital Literacy</b></p> <p>(Alakrash &amp; Razak, 2021)</p>	<p>Quantitative research was conducted using two questionnaires, distributed to 150 students and 40 teachers.</p>	<p>This study aims to investigate the use of digital technology and the level of digital literacy in teaching and learning English.</p>	<p>The findings reveal that students the most frequently used digital technology for learning vocabulary and the least for reading skills, while teachers used it the most for general teaching practices and the least for reading skills. Participants demonstrated high levels of digital literacy. The results supported the null hypotheses regarding the lack of significant differences in the use of digital technology for language teaching.</p>	<p>For the successful diffusion of technology into the English language curriculum, a shift from the traditional TEFL approach to a technology-based English learning model is necessary.</p>
<p><b>English Teaching In Social And Cultural Contexts: Language Teachers As Cultural Managers</b> (Suryani et al., 2020)</p>	<p>Literature Review. Teacher's experience-based reflection.</p>	<p>This study aimed to explore our own experiences at schools and higher education levels, in managing culture in our EFL practices: which cultural elements should be sustained, how, why and what the challenges were.</p> <p>This study aimed to examine experiences in managing culture within</p>	<p>EFL teachers are not just language instructors but also educators of local culture. The following discussion explores the various roles of EFL teachers in local cultural education. The teacher should approach local culture in their role as an EFL educator in the following ways: (1) as vision creators, (2) as local cultural mediators, (3) as multicultural educators, and (4) as role models.</p>	<p>This cultural management role was influenced by organizational factors, technology, the learners' adaptation process, and the teachers' own cultural awareness and understanding.</p>

		EFL practices at school and higher education levels: identifying which cultural elements should be preserved, how and why, and what challenges were faced.		
<b>Transformation or evolution?- Education 4.0, teaching and learning in the digital age</b> (Bonfield et al., 2020)	Literature Review with four case study implementation	What does Education 4.0 mean; how will the curriculum and pedagogical frameworks respond; what part do technologies such as AI have to play in learning; and to what extent will 'smart' campuses deliver improvements in the educational experience	Education 4.0 is closely connected to the concepts and technologies of Industry 4.0, indicating that the integration of physical and digital systems could be transformative.	Technologies such as enterprise-scale AI, digital identity, immersivedigital reality, and IoT are also showing strong evidence of the influence of Digital Technologies 4.0.
<b>The role of Informal Digital Learning of English in Korean and Swedish EFL learners'</b>	Comparative Study between students in two countries (Korean and Swedish EFL	To what degree do Korean and Swedish secondary students differ in their levels of IDLE experience, namely	The results of hierarchical regression analyses reveal that the frequency of IDLE (the total amount of IDLE activities) predicts L2 WTC for both groups, while receptive IDLE activity	The results suggest that receptive and productive IDLE activities can uniquely enhance the L2

<p><b>communication behaviour</b> (Lee &amp; Sylvén, 2021)</p>	<p>learner)</p>	<p>frequency of IDLE, receptive IDLE activity and productive IDLE activity? Among frequency of IDLE, receptive IDLE activity and productive IDLE activity, which variables are significant predictors of Korean and Swedish students' L2 WTC?</p>	<p>(consuming English content) and productive IDLE activity (producing English content) are predictors only for Korean students' L2 WTC. The findings indicate that both Korean and Swedish students are more likely to initiate English communication when participating in IDLE activities.</p>	<p>communication behaviors of Korean EFL learners, who study English in a linguistically and culturally homogeneous environment.</p>
<p><b>Digital Transformation: An Overview of the Current State of the Art of Research</b> (Kraus et al., 2021)</p>	<p>Literature Review</p>	<p>Viewed from this perspective, the systematic literature review highlights key research areas of digital transformation, which emphasizes the technology as the primary driver for these changes.</p>	<p>This paper categorizes the literature on digital business transformation into three clusters based on its technological, business, and societal impacts. Identified research gaps in DT are suggested as future research directions that could offer valuable insights for government and private sectors. It aims to do the better adaption to the disruptive changes in business caused by this phenomenon and to help minimize its adverse effects on society and the environment.</p>	
<p><b>Understanding technology transition: a cross-cultural</b></p>	<p>A web-based survey instrument in mixed method research.</p>	<p>The cross-cultural understanding between</p>	<p>The development of information technology have led to the emergence of new technologies replacing older ones. Using survey responses from two regions, we validate the model and show</p>	<p>Ongoing progress in information technology continues to drive the replacement for those</p>

<p><b>study on the transition from PCs to tablet computers</b> (Thakurta et al., 2020)</p>			<p>the country-specific factors that influence individuals' intentions to switch from traditional computing devices to tablet computers.</p>	<p>already existing.</p>
<p><b>A cross-cultural study on the influence of cultural values and teacher beliefs on university teachers' information and communications technology acceptance</b> (Huang et al., 2021)</p>	<p>425 Chinese Teachers and 385 Spanish teachers (Mixed method research)</p>	<p>This study examined how cultural values and teacher beliefs influence Chinese and Spanish university teachers' acceptance of ICTs by combining Hofstede's cultural values theory with technology acceptance theories.</p>	<p>Results confirmed the validity of the model in both samples and the effects of cultural values on the adoption of ICTs, and significant differences were observed between the two samples.</p>	<p>We predicted that the effect of constructivist teaching beliefs on technology acceptance would be similar to the effect of the compatibility with the preferred work style proposed</p>

<p><b>Enabling cross-cultural student voice during COVID-19: A collective autoethnography</b> (Wilson et al., 2020)</p>	<p>This research offers a constructed account developed adopting a students as partners philosophy.</p>	<p>How is the student learning experience being affected by the COVID-19 pandemic?</p>	<p>Our findings suggest that students generally feel disconnected from their learning experience. They recognized the importance of personal agency, with self-awareness and accountability playing a key role. Students also noted that changes to the learning environment had made it harder to form social connections. Additionally, there are opportunities to adjust our teaching practices to better support collective learning during COVID-19</p>	<p>The autoethnographies reveal a significant relationship between students' learning paths, potential learning experiences, and the changed social dynamics. This research approach provides a deeper understanding of students' learning journeys.</p>
<p><b>Rethinking an reinventing learning, education and collaboration in the digital age from creating technologies to transforming cultures</b> (Fischer et al., 2020)</p>	<p>Qualitative Research</p>	<p>This paper outlines key examples of shifts from present practices to those anticipated in the future, addressing</p>	<p>This paper presents an overview of a conceptual framework that outlines current educational practices, their challenges, and promising alternatives. The framework emphasizes multi-dimensional learning and positions lifelong learning as a valuable future alternative to traditional school-focused education. The future of our ways of living, thinking, creating, working, learning, and collaborating isn't</p>	<p>The central argument of this paper is that while new technologies are essential, they are not enough. There is a need to transform cultures by fostering the co-evolution of new perspectives on learning and teaching, innovative media, and new types of learning organizations.</p>

			something to be “discovered” but rather something to be invented and designed.	
<b>What is the role of culture facing the digital revolution challenge? Some reflections for a research agenda</b> (Lazzeretti, 2022)	Narrative approach research	In this paper, there are two main questions: (1) What role does culture play in the face of the digital revolution? and (2) What opportunities and challenges arise for the preservation and promotion of culture and creativity?	Insights from reflections and an in-depth analysis of the AI and data science literature have prompted a review of models for culture-drive economic development. Digital inequality and recognition are particularly relevant to this discussion. The changes brought by digitalization have deepened divides not only between the Global North and South but also within industrialized nations.	We suggest a new research agenda focused on preserving and enriching culture. It aims to harness the opportunities and address the challenges presented by the digital revolution.