

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Communication**

Communication is the process of conveying meaning through the use of symbols, both verbal and nonverbal. For example, a thumbs-up gesture is generally understood as a form of approval or positive judgment. (Milyane et al., 2022). From the example, communication is understood as a process of exchanging messages that aims to create a common meaning between the sender and receiver of the message (Dewi & Dora, 2022). This process requires proper understanding so the information conveyed does not cause misunderstanding. In addition, communication is also dynamic because it involves mutual interaction between the two parties communicating (Nurlela et al., 2024). The success of communication depends on the extent to which the message can be accurately understood by the recipient.

For successful communication, there are several key elements that must be understood, namely the communicator (sender), message, channel, communicant (receiver), feedback, and noise (Permana, 2022). Understanding these elements of communication is important because errors in any one component can lead to miscommunication, especially in work environments that demand accurate information. In addition to being useful in the workplace, communication is also used as a digital medium, such as instant messaging applications, email, and online communication platforms (Olifia et al., 2024).

Both offline and online communication are continuous in that communication happens constantly in social and organizational interactions. The context, such as the situation, culture, and organizational environment, also influences how messages are conveyed and interpreted (Suhendri et al., 2025). In a professional context, differences in educational background, organizational culture, and work experience can influence individuals' perceptions and how they interpret the messages they receive. The communication process depends not only on the

message conveyed, but also on how the recipient understands and interprets it (Bara, 2010). Therefore, understanding the context of communication is key to avoiding misunderstandings and building effective interactions.

### **2.1.1 Communicative Competence**

Communicative competence is an individual's ability to communicate effectively and appropriately according to the context of the situation (Mamis et al., 2025). Communicative competence is not limited to the ability to speak fluently, but also includes an understanding of social norms, ethics in communication, empathy for the conversation partner, and the ability to adjust messages according to the characteristics of the audience. This competence requires individuals to be able to understand the communication situation comprehensively so that the message conveyed can be received appropriately and effectively. Communicative competence consists of several main elements, namely knowledge, skills, and motivation (Faisal, 2025). Knowledge relates to an individual's understanding of the applicable rules, norms, and principles of communication. Skills refer to the ability to convey and receive messages effectively, while motivation reflects an individual's drive to actively engage in the interaction process. These three elements are interrelated and play an important role in determining the effectiveness of a communication. In addition, communicative competence plays an important role in supporting the adaptation process of students during their internship.

Communicative competence supports college students' adaptation process during internships (Muryati et al., 2026). Effective communication skills help college students understand work instructions, adapt to organizational culture, and build professional relationships with superiors and colleagues. The communicative adaptation process also requires the ability to adjust language use according to the context and work environment (Muryati et al., 2026). This shows that communicative competence is a crucial factor in students' successful adaptation in the workplace, especially when facing differences in culture and work systems. According to Himawan (2025), good interpersonal communication helps individuals understand work instructions and manage professional relationships effectively. Conversely, low

communication competence can lead to misunderstandings, lack of confidence, and obstacles in teamwork.

## **2.2 Workplace**

The workplace includes physical and non-physical aspects such as organizational structure and work culture (Tamboto & Sugiarto, 2025). The workplace does not only refer to physical locations such as offices, companies, or industries, but also includes systems, organizational structures, work culture, and patterns of interaction between employees. Every work environment has rules and norms that individuals in the organization need to understand (Budiono et al., 2024). These rules and values influence how a person interacts, performs tasks, and adapts to the prevailing system.

According to Rahman (2025), the work environment is characterized by organizational structure, SOP implementation, and performance targets that affect employee work effectiveness. This structure serves to ensure that each individual understands their role and responsibilities in supporting the organization's goals. Workplace culture and leadership style influence interactions in the work environment (Nurhawani & Supardam, 2024). These dynamics often pose a challenge for new individuals who are not yet familiar with professional work systems. The concept of a professional workplace is closely related to students' experiences during their internships, because the work environment affects their perceptions, comfort, and well-being in carrying out their tasks.

Interns not only adapt to the system and job demands, but also to the working environment that shapes their professional experience (Tan et al., 2023). Perceptions of workplace well-being can affect students' motivation, engagement, and performance during the internship program. The transition from college to the world of work requires adjustments to responsibilities, pressures, and more complex patterns of professional interaction (Andreas et al., 2025). These differences can pose unique challenges for students who must balance academic and work demands, making the adaptation process an important aspect of maintaining their well-being and performance. A lack of understanding of workplace characteristics can cause difficulties in the adaptation process.

### **2.2.1 Workplace Adaptation**

Workplace adaptation can be understood as the process of individuals adjusting to a new work environment, which includes understanding the organizational culture, work systems, professional values, and social interaction patterns that apply within it (Novianti et al., 2024). The ability to adapt helps individuals adjust their behavior, communication, and work style to align with organizational norms and demands. This adaptation includes the ability to understand formal and informal rules, adjust behavior to company expectations, and build harmonious working relationships. The workplace adaptation process takes place gradually and involves several phases of adjustment (Niati, 2023). Individuals generally begin with a stage of familiarization with the work environment, followed by a process of observing the prevailing systems, culture, and interaction patterns. According to Paramayudha et al. (2025), the success of adaptation is influenced by interrelated internal and external factors. The success of adaptation is influenced by internal factors such as self-confidence and communication skills, as well as external factors such as support from coworkers and the organizational environment.

Novita et al. (2026) explain that students need to develop adaptive strategies to deal with the differences between the academic world and the working world. These strategies include strict time management, responsibility demands, and more formal communication standards. Marshela (2025) states that failure in the adaptation process can lead to stress and decreased work performance. Therefore, adaptability is an important aspect in supporting the success of internships. In the context of this study, workplace adaptation is one of the main focuses because effective communication plays a key role in helping students adjust and survive in a new work environment.

## 2.3 Book

Books are written media used to convey information, knowledge, ideas, and practical guidance to readers in a systematic manner (Bangsawan, 2023). As a source of information, the organized structure of books helps readers understand the content more effectively. Books can be in print or digital form, and both still function as a means of documenting knowledge that can be accessed repeatedly. Books are often used as the main reference because the material is compiled based on systematic scientific studies and supported by relevant practical experience (Widiyastuti et al., 2023).

In addition to being a source of reference, books serve as a medium for independent learning that allows readers to learn independently (Syafei, 2025). Through the systematic arrangement of material, starting from basic concepts to advanced discussions, books help readers independently build understanding in a gradual and structured manner. Examples and case studies help clarify the concepts in learning books (Arisyanto et al., 2025, p. 38). Effective books are usually equipped with examples, illustrations, or case studies that support conceptual understanding. Thus, books not only convey theory, but also help readers relate the material to real-life situations.

Books can be developed by considering the competencies to be achieved, including 21st-century skills, so that their content and presentation approach are relevant to modern learning demands (Azhar et al., 2024). An attractive structure, language, and presentation determine the effectiveness of books as learning media (Pardomuan et al., 2023). Books designed with the needs of the target audience in mind will be easier to understand and apply. Therefore, in this study, the development of books as learning media is an important foundation in compiling a guidebook that can help college students understand and apply communication skills practically during their internships.

Read et al. (2025) explains that books can be categorized based on their function and target audience. In the world of education, there are textbooks, teaching books, reference books, and learning modules (Azhar et al., 2024). Textbooks are designed to follow specific curricula and learning outcomes.

Teaching books have a similar function, but are often tailored to the needs of specific teachers or institutions. Meanwhile, reference books are used as additional sources of reference to deepen understanding of a particular topic. McGrath (2025) explains that the structure, language, and depth of the material in a book are tailored to its purpose. Academic books generally use formal, theory-based language, while popular books tend to use simpler language so that they are easily understood by the general public. Darmuki et al. (2022) emphasize that book compilation must begin with an analysis of reader needs so that it is in line with learning objectives. Thus, understanding the types of books such as guidebooks is an important basis for determining the form and approach to book compilation that is appropriate for the educational and professional context.

### **2.3.1 Guidebook**

A guidebook is a type of nonfiction book designed to provide practical guidance to readers in dealing with specific situations or needs (Barus et al., 2022, p. 81). Unlike theoretical books, guidebooks emphasize steps, procedures, strategies, and tips that can be directly applied in real life (DePoy, 2024). The content of a guidebook is generally organized systematically, concisely, and in an easy-to-understand manner so that readers can obtain solutions effectively. Therefore, guidebooks are often used as supporting media in developing skills and improving understanding of a particular field.

In the context of education and professional terms, guidebooks serve as tools that help individuals understand new situations and adapt to specific demands. (Febrianty, & Ichdan, 2024). Therefore, the preparation of a guidebook needs to consider the needs of the target readers, the use of communicative language, and the presentation of applicable material. A clear structure and focus on real issues are important characteristics for a guidebook to provide maximum benefit (Nirwana, 2023). Thus, the guidebook serves not only as a source of information but also as a practical learning tool that supports the development of readers' competencies.

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## **2.4 Internship**

An internship is a work-based learning program that provides students with the opportunity to be directly involved in the professional world in accordance with their field of study (Saweho et al., 2025). Through internships, students not only gain practical experience, but also understand the work system, organizational culture, and professional responsibilities that apply in the workplace (Zidan et al., 2025). This program serves as a bridge between the theory learned in an academic environment and real-world practice in the industry.

Thus, internships are an important part of the process of developing students' competencies before they fully enter the workforce. Apart to being a means of developing technical skills (hard skills), internships also play a role in improving non-technical skills (soft skills) such as communication, teamwork, time management, and adaptability (Rati et al., 2024). Students who participate in internship programs are faced with the challenges of a dynamic work environment, requiring them to be able to adapt quickly. The success of an internship is not only measured by the ability to complete tasks, but also by the ability to build professional relationships and demonstrate a positive work attitude (Musdira & Hading, 2025). Therefore, internships play a strategic role in preparing students to become competent individuals who are ready to face the demands of the world of work.

## **2.5 Previous Studies**

There are three previous studies or references that are most relevant to the development of the internship guidebook “Survive Through Communication.” One of the references used in this study is “The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions” by Baird and Mollen (2023). The book explains that students who undertake internships, practicums, or field placements require a guide that provides both theoretical knowledge and practical skills to enable them to navigate each stage of their work experience effectively. The guide is designed to help students understand professional responsibilities, adapt to the workplace environment, and develop the necessary skills during the internship process. The similarity with the present study lies in the objective of providing a guidebook for interns that functions as a practical learning resource to assist them in adapting to the workplace environment (Baird & Mollen, 2023).

Another relevant study is “Promoting Student Readiness for Work-Life through Internships: Challenges and Support” by Tan et al. (2023), which examined how internship programs can enhance students' readiness for the workplace. The study shows that internship experiences play a significant role in helping students develop work readiness, adaptability, and active engagement

within real workplace environments. However, the research also found that many students still face various challenges during their internships, such as difficulties adapting to new workplace environments, understanding workplace practices, and developing the professional competencies required. Therefore, support from both workplaces and educational institutions is essential to help students overcome these challenges and strengthen their transition to the world of work.

Furthermore, Tan et al. (2023) discussed how internship programs provide opportunities for students to develop professional skills, understand workplace culture, and adapt to job demands in real professional settings. Nevertheless, the findings indicate that students frequently encounter several obstacles during their internships, including difficulties adjusting to new work environments, a lack of confidence in communicating with colleagues or supervisors, and limited experience in handling professional situations. Consequently, the study emphasizes the importance of learning support and guidance that can help students prepare themselves and develop the skills required throughout the internship process.

Based on the previous studies discussed, it can be concluded that internships play a crucial role in preparing students for the professional world by helping them develop practical skills, workplace adaptability, and professional communication abilities. The studies consistently emphasize that students often encounter various challenges during internships, such as difficulties adapting to new work environments, understanding workplace expectations, and communicating effectively with colleagues and supervisors. Therefore, guidance and structured learning resources are essential to support students throughout the internship process. In line with these findings, the development of the internship guidebook “Survive Through Communication” becomes highly important as it provides practical guidance that can help students better prepare for workplace communication, adapt more confidently to professional environments, and navigate their internship experiences more effectively. Consequently, this guidebook is expected to serve as a valuable learning resource that bridges the gap between academic preparation and real-world professional practice.