

The Influence of Language Typology, Proficiency Level and Gender on the Use of Communication Strategies in Third Language Acquisition

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Abstract

This study aims to describe the forms of communication strategies used by BIPA learners in the acquisition of Indonesian as L-3 in terms of variables of proficiency level, typological language, and gender differences. The subjects in this study used 12 BIPA program students at Universitas Negeri Surabaya who came from Southeast Asia; South Korea, Japan, Malaysia, the Philippines, and China. The results of this study found that proficiency level, typological language, and gender affect the selection of communication strategies. The use of communication strategies is most diverse in female language learners, which was found 459 times in using various forms of communication strategies. Communication strategies in acquiring Indonesian as a L-3 are strongly influenced by both internal (proficiency level and gender) and external (language typology) factors. The diversity of strategies used, particularly by female learners, indicates that social and linguistic factors contribute to shaping intercultural communication patterns in the context of BIPA learning. This study shows that BIPA learners' communication strategies are influenced by proficiency level, language typology, and gender. Practical implications: BIPA teaching needs to be tailored to the linguistic background and abilities of the learners. Teaching materials should be designed in stages to encourage the use of more complex communication strategies. Furthermore, BIPA teachers need to be trained to be sensitive to differences in language background and communication styles, including gender-based approaches. These findings can also inform curriculum development, teacher training, and pedagogical interventions for cross-cultural learners.

Keywords: *Communication Strategy, Third Language Acquisition, Typological Language, Proficiency Level, Gender.*

Introduction

According to Ghout-khenoune (2012) the main goal in foreign language (FL) acquisition or learning is to be able to communicate effectively. Although it is observed that for most language learners, the communication process is sometimes complicated and problematic, hence the need for communication strategies. The term communication strategy was coined by Selinker (1972); it refers to the approach that a language learner uses strategies for communication with native speakers. To facilitate communication, language learners need to find efficient ways to be able to convey their ideas. Communication strategies are essential in helping foreign language learners in second or third language acquisition to communicate well when they are faced with language production problems due to lack of linguistic knowledge (Rababah, 2001).

In third language acquisition, the oral communication of foreign language learners seems to be more necessary than just reading and writing. This is due to linguistic globalization as a growing trend in the modern world, most people in the world speak more than one language, the interaction between languages plays an important role in daily life. In a narrow sense, communication can be understood as a procedure where a message is transmitted to an individual who receives it, followed by the sender putting the message into code, and the receiver interpreting it. Issues in communication

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arise when what is meant differs from what is understood (Williams and Kemper, 2004). When such issues arise in the context of acquiring a third language (L-3), learners utilize communication strategies to bridge the divide between their intended messages and their language skills.

Indonesian Language Acquisition as a Third Language as One of the Problems Faced by Foreign Language Learners

It has been observed that language learners in the acquisition of Indonesian as a third language, generally referred to as Indonesian for Foreign Speakers (BIPA), often face various communication problems when their language lacks the necessary resources. The position of Indonesian for foreign learners is as a third language so that its acquisition is carried out after mastering the first and second languages. According to Hammarberg (1992) the notion of third language (L-3) is related to the notions of first (L-1) and second (L-2) languages. The language acquired after the first language (or mother tongue, in the case of infant bilingualism) is usually called the second language; one can acquire one or more L-2s. So the term B-3 refers to the language being learned, and L-2 to any other language the person acquired after L-1.

Typologically, foreign language learners, especially BIPA, use communication strategies to get around their limitations in L-3 Indonesian. The communication strategies used are also heavily influenced by their first language which is typologically very far from Indonesian, often this strategy overrides linguistic rules. Basically, the acquisition of L-3 is inseparable from the typological influence of L-1 and L-2. In addition, the level of familiarity in L-3 Indonesian also affects the use of communication strategies. Korean L-3 learners of Indonesian with a high level of proficiency tend to reduce the communication strategies of language transfer and reduction, but Japanese learners with a low level of proficiency often use transfer strategies from their first language (such as translation, switching to using the first language, using gestures/mime), the second strategy of *approximation* (i.e. creating new words or explaining with similes), or can use reduction strategies (i.e. stop explaining and switch to another issue or avoid topics that are not mastered). From the description, the realm of this research is the use of communication strategies in the acquisition of Indonesian as L-3 associated with learner variables such as language typology, gender and proficiency level.

Research on relevant communication strategies has also been conducted by Yakut & Bada, (2021). The purpose of the study was to investigate the effect of L-2 English influence on the use of communication strategies in Turkish speakers. It was concluded that the influence of B-2 English has a significant effect on the use of communication strategies of Turkish English speakers.

Further relevant research was conducted by Cirit-Işıkılıgil et al., (2023). The research explored how English as a foreign language (EFL) learners communicate in learning in *video conferences*, virtual worlds, and face-to-face environments. The research involved 30 senior students from Turkey who are studying EFL at the undergraduate level. The results indicated that the students employed a range of communication strategy. Nevertheless, the degree to which they used these strategies varied based on the setting, with the most frequent use occurring in video conferences and the least in virtual worlds. In addition, 10 new types of communication strategies have been discovered.

The specific objectives of this research are to describe

- 1) What are the communication strategies used by BIPA learners in the acquisition of Indonesian as a L-3.
- 2) Do language typology, proficiency level and gender of BIPA learners influence the selection and number of communication strategies used in the acquisition of Indonesian as L-3?

Although, research on communication strategies has been widely conducted and centered on the identification, classification, and factors that can affect the use of communication strategies such as learning ability, learning opportunities, and learning motivation. However, research on communication strategies in Indonesian language acquisition among ASIAN learners has not been widely researched. This is to gain insight into how ASIAN language learners overcome their linguistic difficulties and what sources of knowledge they use when using communication strategies in the acquisition of Indonesian as a L-3.

Literature Review

This literature review presents theoretical explanations and key findings related to communication strategies in third language (L3) acquisition, particularly in the context of learning Indonesian for Foreign Speakers (BIPA). The literature presented provides a comprehensive overview of the definition of communication strategies, the influence of language typology, proficiency level, and gender differences on strategy selection, as well as the methodological contributions of previous studies.

Communication Strategies in Second and Third Language Acquisition

The concept of communication strategies was first introduced by Selinker (1972) in this research on interlanguage, which highlighted the efforts of language learners to overcome their limitations by using certain strategies in interaction. Communication strategies refer to the methods used by foreign language learners when they face difficulties in conveying messages due to limited linguistic competence. Dörnyei and Scott (1997) developed a taxonomy that includes various types of communication strategies, including achievement strategies and reduction strategies, such as the use of multipurpose words, fillers, lexical substitutions, and code switching.

In the context of third language (L3) acquisition, communication strategies become more complex because learners not only interact with the target language, but also bring influences from the first language (L1) and second language (L2). Hammarberg (1992) explains that a third language is a language learned after L1 and L2, and L3 acquisition cannot be separated from the influence of the two previous languages, both in terms of structure and psychological aspects.

The Influence of Language Typology on Communication Strategies

Language typology refers to the structural, lexical, and phonological proximity between the language being studied by students and the target language. Rossi (2006) suggests that typology can be seen from the genetic, geographical, and formal relationships between different languages. This study shows that Indonesian for Foreign Speakers (BIPA) learners from distant language typologies (such as Korea, Japan, and China) more frequently use compensatory communication strategies, such as the use of multipurpose words and lexical ambiguity, compared to learners from closer typologies (such as Malaysia and the Philippines), who tend to use strategies such as insertion or repair with mastery. This finding is in line with research conducted by Yakut and Bada (2021) and Cirit-Işıkllgil et al. (2023), which indicates that linguistic background influences the form and level of communication strategy use by foreign language learners.

Proficiency Level and Variety of Communication Strategies

Language proficiency level is an important factor in choosing communication strategies. Previous research (Abunawas, 2012; Jidong, 2011) shows that students with high proficiency levels tend to use achievement strategies such as error correction and lexical substitution, while students with low proficiency more often use avoidance strategies, such as fillers or speech confusion. Uztosun and Erten (2014) also noted that more advanced students can maintain interaction continuity by using strategies for negotiating meaning and managing turn-taking.

However, not all studies show consistent results. Alawi (2016) actually found that students at the basic level used a wider variety of communication strategies than students at the intermediate and advanced levels. This suggests that the role of proficiency level in communication strategies is dynamic and contextual.

Gender Differences in Communication Strategy Use

Gender also influences the choice of communication strategies. Research by Benenson et al. (2009) shows that females tend to use more varied and intensive communication strategies than males. In the context of BIPA, this finding is supported by research showing that female students use 459 different communication strategies across 19 types, a figure higher than that of male students. Fishman (1983) stated that females are more likely to maintain communication continuity and demonstrate active engagement in conversations.

Other research also shows that females are generally more socially interactive (Ehrman and Oxford, 1989; Green and Oxford, 1995) and use language learning strategies more frequently than males (Politzer, 1983; Teh et al., 2009). However, Wharton (2000) suggests that contextual and cultural factors can also influence the distribution of strategies between genders.

Methodological Contributions of Previous Research

Many research has been conducted on communication strategies, but most of it focuses on second language (L2) acquisition and strategy use in English as a Foreign Language (EFL) contexts. This study expands this scope by examining how East and Southeast Asian learners use communication strategies in the process of third language (L2) acquisition. The methodological approach applied, namely a taxonomic analysis of communication strategies according to Dörnyei and Scott (1997) and a modification by Cirit-Işıkllgil et al. (2023), helps in mapping strategy forms based on linguistic and social variables, while also opening up opportunities to explore intercultural communication in L2 classrooms.

Methods

This research deals with the phenomenon of communication strategies in the acquisition of Indonesian as a third language. This research is a descriptive research using qualitative approach. The research subjects were 12 students of BIPA program at Surabaya State University who came from ASIA; South Korea, Japan, Malaysia, Philippines, and China. The twelve research subjects were divided based on gender, proficiency level and language typology. Based on gender, it is divided into 6 female subjects and 6 male subjects. Furthermore, based on the level of proficiency is divided into 4 criteria associated with gender, namely with a high level of proficiency female from South Korea and Malaysia as many as 3, low level of proficiency female from South Korea and China as many as 3, high level of proficiency male from South Korea and the Philippines as many as 2, and low level of proficiency male from China and Japan as many as 4. Based on typological language is divided into 4 criteria, namely with typological L-1 and L-2 far with L-3 of female gender from South Korea, Japan and China as many as 4 subjects, typological L-1 close to L-3 of female gender from Malaysia and the Philippines as many as 2 subjects, typological L-1 and L-2 far with L-3 of male gender from South Korea, Japan and China as many as 4 subjects, typological L-1 close to L-3 of male gender from Malaysia as many as 2 subjects,

Table.1 Participants

Variable			N
Gender	Female	6	12
	Male	6	
Proficiency Level	High (Female)	3	12
	Low (Female)	3	
	High (Male)	2	
	Low (Male)	4	
Typological Language	Away (Female)	4	12
	Close (Female)	2	
	Away (Male)	4	
	Close (Male)	2	

The data in this study are verbal forms produced by BIPA learners when acquiring Indonesian. Data collection uses recording and note-taking. The verbal data will then be transcribed using Jefferson's transcription (1979). Then the data will be analyzed to identify the types of communication strategies using the theory of communication strategies from a psycholinguistic view. Dörnyei & Scott, (1997) which is adopted by Cirit-Işıkllgil et al., (2023) These strategies are Use of all purpose words, Unfilled pauses, Umiming and erring, Filler, Self-repetition, Error repair, Appropriacy repair, Different repair, Stuttering, Nonverbal strategy markers, Stuttering strategy, Lexical retrieval/word search strategy, Unasked-for help strategy, Insertion, Lexical substitution, Managing the turns, Phonological code-switching, Recap of previous turns, Use of synonyms, and Lexical wavering. Furthermore, to determine the effect of language typology, proficiency level by gender in the use of communication strategies in third language acquisition, the total number for each strategy across the corpus was calculated. Furthermore, in the descriptive statistics, we present the frequency and percentage of each communication strategy in tabular form.

Results

Communication strategies used by BIPA students at Universitas Negeri Surabaya in acquiring Indonesian as a L-3

Based on the researcher's interviews and observations, it can be determined that when engaging in discussions or communication, students consistently employ various strategies to convey their thoughts. They utilize these approaches. In response to the challenges they frequently encounter while interacting or discussing topics that may be complex or unfamiliar to them. From the findings of the interviews and observations, it is evident that students utilize twelve different communication strategies to articulate their ideas verbally; use of all purpose words, Unfilled pauses, Umiming and erring, filler, Self-repetition, error repair, appropriacy repair, different repair, Nonverbal strategy markers, stuttering strategy, Lexical retrieval/word search strategy, unasked-for help strategy, insertion, lexical substitution, managing the turns, phonological code-switching, recap of previous turns, use of synonyms, and lexical wavering. The following table shows the use of communication strategies by foreign learners in the acquisition of Indonesian as L-3.

Table.2 Use of Communication Strategies

No	Types of Communication Strategies	Frequency	Percentage
1.	Use of all purpose words	96	6.8%
2.	Unfilled pauses	64	4.5%
3.	Umiming and erring	25	1.7%
4.	Filler	118	8.4%
5.	Self-repetition	85	6.1%
6.	Error repair	104	7.4%
7.	Appropriacy repair	45	3.2%
8.	Different repair	46	3.2%
9.	Nonverbal strategy markers	60	4.3%
10.	Stuttering strategy	107	7.6%
11.	Lexical retrieval/word search strategy	83	5.9%
12.	Unasked-for help strategy	59	4.2%
13.	Insertion	50	3.5%
14.	Lexical substitution	69	4.9%
15.	Managing the turns	92	6.5%
16.	Phonological code-switching	131	9.3%
17.	Recap of previous turns	41	2.9%
18.	Use of synonyms	37	2.6%
19.	Lexical wavering	82	5.8%
	TOTAL	1.394	100%

The researcher has found one thousand three hundred and ninety-four (1394) strategy uses from twelve (12) foreign learners in the acquisition of Indonesian as L-3. The learners used all strategies in the group discussion and even students could use more than one communication strategy. The communication strategy with the most presentation is *phonological code-switching* strategy as much as 9.3% from the variable of foreign learners with typological L-1 far and L-1 near, female and male learners, and learners with high and low level of immersion. Meanwhile, the least used communication

strategy is umming and erring with a percentage of 1.7%. The following is a description of the use of 19 communication strategies by foreign learners while acquiring Indonesian as L-3.

a. Use of all purpose words

All-purpose word use involves utilizing terms or expressions that carry broad meanings instead of precise words to express statements. In communication situations, all-purpose word use is a strategy when the speaker extends common, empty lexical items to contexts where specific words do not exist. It is used to temporarily fill in the gaps when the speaker is thinking about what to say next.

Data 1

P: "Oke. Apa makanan kesukaanmu?"

("Okay. What's your favorite food?")

S: "Aku suka makan sup iga, karena ingat korea, ya **seperti itu..**"

("I like to eat rib soup, because it reminds me of Korea, it's like that.")

When the learner was asked about his favorite food while living in Surabaya, he answered using the versatile word "seperti itu..(like that)...". This is because the learner wants to use another word, namely Korean food like "galbi" but he has difficulty remembering the name of the food, so the learner to fill the void of the conversation uses versatile words.

b. Unfilled pauses

The use of this strategy in conversation is to mark unfilled pauses in a conversation but remain silent while thinking about continuing the next conversation. This strategy tends to be used by learners when faced with the communication problem of confusion to respond to the interlocutor's conversation. All variables in this study used the unfilled pauses strategy.

c. Umming and erring

This strategy acts as a delay tactic aimed at buying time for formulating the right words to express a message, as shown in the example conversation that follows.

Data 2

M: "eh malam itu di swalayan ehh, seperti ada satpam,, eh apa itu?"

("eh that night at the supermarket ehh, like there was a security guard,, eh what was it?")

The learner tries to explain to his friends the incident at the supermarket by adding umming such as eeh to buy time while remembering the word to be said, but due to the limited resources L-3 becomes ambiguous and has an error.

d. Filler

The purpose of using fillers or pauses in conversation is to occupy gaps and allow time for thought, which helps to keep lines of communication active and ensure dialogue continues during challenging moments. Phrases like "let's see," "uhm," "ee," "uh," and others serve as such fillers. The students in this study frequently used these fillers when they required additional time to decide on their responses to maintain that communication flow. The researcher observed that students employed fillers on multiple occasions. To illustrate this approach more clearly, an example analysis is provided below:

Data 3

M: "saya akan membuat..ummm. ini..umm.."

("I will make this..ummm..umm..")

e. Self-repetition

Self-repetition serves as a communication tactic that a speaker employs to identify and amend mistakes or unclear parts in their dialogue or speech. During communication, it is common for individuals to make linguistic errors, misunderstand sentences, or express unintended statements. In such instances, self-repetition involves reiterating a word or phrase right after it has been articulated. This form of repetition is one of the strategies utilized to

address communication breakdowns caused by the speaker's limited language skills or while they are pondering the next word.

Data 4

A: "... bumbu rawon warna hitam ... berwarna hitam.."

("...black color rawon seasoning...black color..")

When the learner wants to convey the message in Indonesian that rawon seasoning is black, then he repeats the same phrase but suffers from the *ber* affix on the word black. Realizing the mistake he made, the learner then did self-repetition by repeating the grammatically incorrect word.

f. Error repair

This strategy is used to make self-initiated corrections of unintentional errors in one's own speech. Error repair involves correcting unintentional errors in accessing words (lexical error repair), reworking the grammatical structure of the utterance (grammatical error repair) and revised phonological coding mechanisms (phonological error repair).

Data 5

C: "saya bili,, eh beli makanan itu melalui grab"

"I bili,, uh bought the food through grab"

The Korean learner attempted to correct the phonological error in the word *bili* after the learner realized the error and then immediately corrected it into the word "*beli* (buy)". This strategy occurs when a person in communication realizes or identifies an error or difficulty in the message conveyed and they actively try to correct or clarify the message so that the message conveyed becomes clearer and more precise.

g. Appropriacy repair

Conformity repair is used when the speaker decides to produce the originally intended content but in a modified way for reasons of inaccuracy, ambiguity, incoherence, and/or pragmatic incongruity.

Data 6

A: "dikantin banyak menjual makanan, eeh snack dan beberapa minuman?"

("The cafeteria sells a lot of food, eeh snacks and some drinks?")

The context of the conversation situation above is that the learner wants to tell his friend that there are various kinds of food and drinks in the canteen. The learner tries to correct the information that the canteen not only sells food but also snacks and drinks. It is used to add more accurate information.

h. Different repair

Differential refinement consists of analyzing data that contrasts with what the communicator is creating. This is when the speaker opts to introduce fresh details during the conceptualization phase. To put it differently, this method of self-enhancement entails altering the material of the pre-verbal message.

Data 7

S: "ini ada sungai [um]emm ceritanya tentang sura dan buaya"

("there is a river [um]umm the story is about sura and crocodile")

In this context, the learner tries to start the narration by describing the first scene I saw in the video where there is a river, then the learner thinks this will confuse the interlocutor, therefore the learner decides to clarify first that the story is actually about sura and crocodile.

i. Nonverbal strategy markers

In this strategy, a verbal marking phrase is used before or after a strategy to signal that the word or structure does not carry its intended meaning perfectly in the L-2/L-3 code. Japanese learners with B-1 and B-2 variables far often use nonverbal strategy markers when speaking with native Indonesian speakers. This can be seen in the following data

Data 8

M: "I don't know in the language, but in Japan it's called Okonomiyaki." (Pointing to the Indonesian specialty "martabak")

Learners with typological variables L-1/L-2 away from Indonesian L3 often use strategies on the literal translation marker type. The strategy is carried out due to the lack of resources in L-3, thus activating L-1/L-2.

j. Stuttering strategy

A stuttering strategy is repeating one or more sounds or the first syllable of the word until it is pronounced correctly. It is not pronouncing one sound or one syllable incorrectly to be correct. In the stuttering strategy, learners from various variables often use this strategy because they are less fluent in producing when they acquire L-3.

Data 9

L: "apa nama ini? Be-blank-blank-kon blankkon?" (pemelajar asal China memakai blankkon di kepala sambil menyebutkan nama benda yang digunakannya)

("what's the name of this? Be-blank-blank-kon blankkon?" (Chinese learner wearing a blankkon on his head while saying the name of the object he is using).

Blankkon is a brown men's head covering or headband in the tradition of Javanese traditional dress. The Chinese learner had a little trouble when saying the word "blankkon" so he used stuttering strategy, there were no mistakes when trying to say the word but the learner tried to say syllables until the word was pronounced perfectly.

k. Lexical retrieval/word search strategy

A common non-linguistic means is to describe the whole concept using non-verbal cues or to enhance spoken strategies with visual aids like acting, pointing, gestures, drawings, and more. The example below clearly demonstrates how the student relied on non-verbal strategies to express what he intended to communicate.

Data 10

P: "Sungai disini.." (Sambil menunjuk gambar di papan tulis)

("The river here..." (pointing to the picture on the blackboard)

The student demonstrates her use of non-verbal strategy by indicating the description of the river displayed on the board. This was done to help the audience grasp the term "Here," which needed clarification by directing attention to a specific location that represented what the student intended. This approach stems from insufficient understanding of the target language.

l. Unasked-for help strategy

This strategy is employed by the listener when the talker struggles to convey their thoughts in L-3, even if the talker does not request assistance directly or indirectly. Occasionally, without realizing it, when the talker pauses or talks at a reduced pace, the listener seizes the chance to offer support to the talker.

Data 11

M: "sulit untuk dihapus. Saya..umm" (sambil mengangkat tangan tanda jika ingin menyerah)

("It's hard to delete. I..umm" (holding up her hand as if to give up)

R: "give up"

M: "give up.. yah saya mau bilang itu."

("give up... well I would say that.")

In the context of the conversation above, the Japanese learner helps erase the blackboard, because it is too dirty and difficult to clean, he tries to tell his interlocutor if the job is too difficult. The interlocutor who is a native Indonesian speaker tries to help when the Japanese learner uses the filler "umm..." indicating that he is still thinking about finding the word/phrase to be spoken. But when the

interlocutor said the word "give up" together with the Japanese learner. It shows that the Japanese learner actually did not ask for help from the beginning of the conversation and used the umm filler to give themselves time to pick up the word "give up".

m. Insertion

When using insertion strategies, speakers individuals pause their conversation to provide extra details that arise in their thoughts at that time regarding the topic, helping to clarify their point or assist the audience's comprehension, and then they resume from the point where they paused. Speakers can add this extra information either during a sentence or in between sentences.

Data 12

P : "Materi hari ini mengenai legenda Surabaya.. (berhenti sebentar dan melihat catatan kertas).. ee Pada hari ini saya menyampaikan materi tentang legenda terkenal di Surabaya"

("Today's material is about the legends of Surabaya... (pauses and looks at the paper notes) ... ee Today I delivered material about famous legends in Surabaya")

The context above shows that the learner uses insertion strategy to add additional information to his speech. The strategy he uses is by looking at his notes on the material that is being delivered. In this case, the material is the legend of Surabaya. Before looking at his notes, he paused and could not continue his presentation. After looking at his notes, he could continue his presentation.

n. Lexical substitution

When using the lexical substitution strategy, the speaker may face challenges with the term they are expressing or opt for a better-suited alternative. They pause in their speech and proceed with a term or synonym they feel more comfortable using linguistically.

Data 13

S: "saya sudah banyak makan, umm..maaf sudah kenyang"

("I've eaten a lot, umm..sorry I'm full")

The Korean learner said the word "have eaten a lot" when offered food by his friend. Although the word "have eaten a lot" is appropriate to the context of the sentence, the learner prefers to continue with another word that fits the context, namely "full".

o. Managing the turns

This strategy is used to create an effective flow of conversation, speakers use turn management strategies to give their interlocutors a chance to finish their unfinished turns that have been interrupted before.

Data 14

P: "why are you late?"

D: "There was a lot of traffic on the road"

P: "What app did you use"

D: "I took a grab"

P: "ooh, use gojek lah"

D: "okay, is this the application?"...

P: "yes, it's cheaper!"

D: "good"

In the conversation, the Chinese learner tries to use the turn management strategy to the interlocutor. The Chinese learner encourages the interlocutor to complete his utterance by saying "well, is this the app?" and the interlocutor completes his utterance by giving additional information "yes, it's cheaper!". This strategy proved to be effective in facilitating communication to run smoothly.

p. Phonological code-switching

Phonological code-switching strategies when an individual communicates in L-2 while incorporating a specific L-2 term into their sentence but pronouncing it in a way that aligns with L-1 or L-3. This strategy can be characterized as a phonological adaptation of the code-switching strategy.

Data 15

L: "ini gambar nahga" (sambil mempresentasikan gambar naga di depan kelas)

"This is a picture of a nahga" (while presenting a picture of a dragon in front of the class).

The learner said the word "dragon" in Indonesian with Korean pronunciation. The word also exists in Korean, "naga" can be interpreted as coming out. Therefore, Indonesian words whose writing is almost similar to Korean will be spoken in B-1 rather than B-3 Indonesian.

q. Recap of previous turns

The recap of the previous round is used to summarize what has been said about the subject that has been discussed up to that point. Dörnyei and Kormos' (1998) classification includes a strategy known as interpretative summarization, which involves "a prolonged rephrasing of what the other person has communicated to confirm if the listener has grasped the meaning accurately" (p. 375). Nevertheless, unlike a recap, the previous turn strategy is not a response to issues in communication; it is simply employed to aid the flow of conversation.

Data 16

P: "setelah ke Bromo kemarin saya pergi ke dokter setelah itu saya istirahat"

("After going to Bromo yesterday I went to the doctor after that I rested")

S: "Maksudnya kamu sakit setelah liburan dari Bromo?"

("You mean you got sick after your vacation from Bromo?")

In the context of this research, learners use this strategy to summarize what their interlocutors say. Learners use this strategy if they do not understand the topic and they want to clarify what they heard by saying "you mean?" or "So, what you mean is?". The example below shows an interpretive summary used by students:

r. Use of synonyms

Speakers use this strategy to emphasize the word they are using by repeating its synonym right after it. This strategy does not stem from communication problems but is used to improve communication and give emphasis to the message.

Data 17

D: "Dia lari sangat cepat sekali.. dia lari sangat kencang" (sambil melihat pemelajar asal Madagaskar)

("He runs very fast... he runs very fast" (looking at the Madagascan learner)

The Chinese learner said the phrase "very fast" when he saw his friend running but immediately corrected the word with "very fast". Although the word "fast" is in accordance with the context of the sentence spoken, the learner prefers to continue with another word that fits the context, namely "fast" even though the word has the same meaning which is in a short time can cover a considerable distance.

s. Lexical wavering

This strategy is used by speakers when experiencing lexical indecision due to lack of resources in the target language L-2/L-3 or accidentally picking up another word, the lexical indecision strategy causes speakers to experience indecision between the improperly articulated word and the original target word until they can find the target word.

Data 18

M: "obat ini mengandung multibitamin-pitamin..umm multivitamin" (mempresentasikan kandungan dalam obat yang komposisinya terdapat multivitamin)

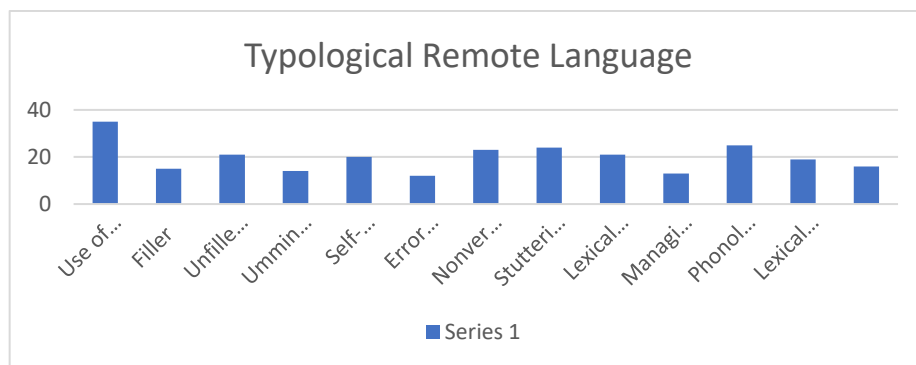
("this medicine contains multibitamins..umm multivitamins" (presenting the ingredients in a medicine that contains multivitamins).

The Japanese learner hesitated to say the word multivitamin into "multibitamin", after the interview the learner remembered the word multibiotic, so when saying the word "multivitamin" it became "multibitamin" but after finding the right target word quickly the Japanese learner said "multivitamin". This shows that the lexical wavering strategy is used because of the lack of resources in L-3.

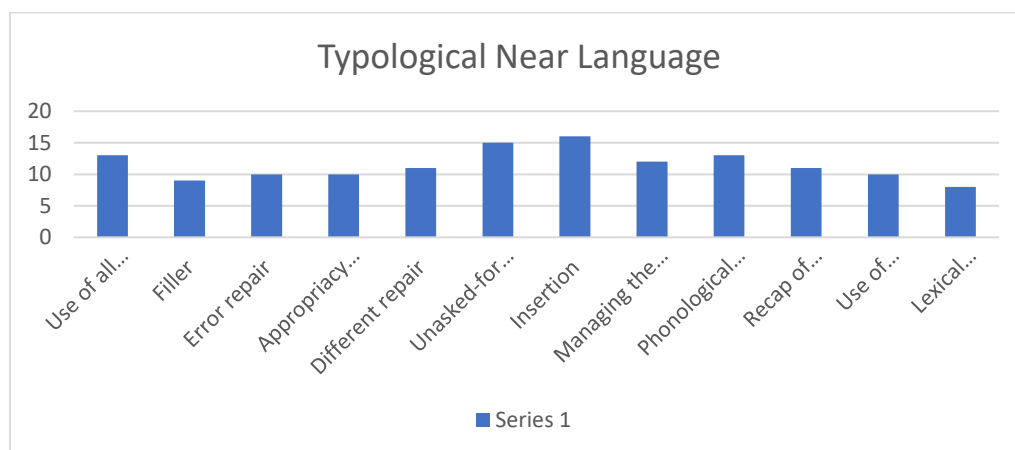
Discussion

Typological Influence of Language in the use of communication strategies in BIPA students of Universitas Negeri Surabaya in the acquisition of Indonesian as a L-3.

Typology is a frequently cited element that plays a significant role in learning a third language. Rossi (2006) explains that typology can be viewed in a broad or narrower sense, since it includes three types of connections: genetic connections, geographical connections, and formal connections. Language typology also affects the use of communication strategies. This happens to the research subjects, namely foreign learners from Korea and China who are typologically L-1 and L-2 distant with Indonesian language often use the strategy of Use of all purpose words 35 times. Foreign learners with distant language typology have difficulty determining the meaning structure of the word to be spoken. So they often say *make, do, as well as, using words like thingies, what-do-you-call-it*. These are used to fill in the temporary gaps while the speaker thinks about what to say next. The following chart represents the frequency of types of communication strategies often used by students with distant language typology with Indonesian in L-3 acquisition.



Language learners with a typological level of language close to Indonesian used few communication strategies. Malaysian learners with L-1 close to Indonesian more actively used the *insertion* form of communication strategy 16 times. These learners often add information in the form of context or words that are easily understood by the interlocutor. This is because Malaysian learners have L-1 Malay and L-3 Indonesian which are one Austronesian language family. Malaysian learners find it easier to learn Indonesian because the language structure is almost the same. Meanwhile, Filipino learners with L-1 close to L-3 Indonesian are more active in using *Appropriacy repair* 10 times. It is used when the speaker chooses to convey the initial message but alters it for reasons such as inexactness, uncertainty, lack of clarity, or pragmatic incongruity. Similar to Malay, Tagalog (Philippines) is also an Austronesian language. Some words from Tagalog that have the same word and meaning as Indonesian are *child, sky, right, expensive*. It can be concluded that language learners with typological L-1 near minimally use communication strategies because their L-1 is cognate with Indonesian L-3.



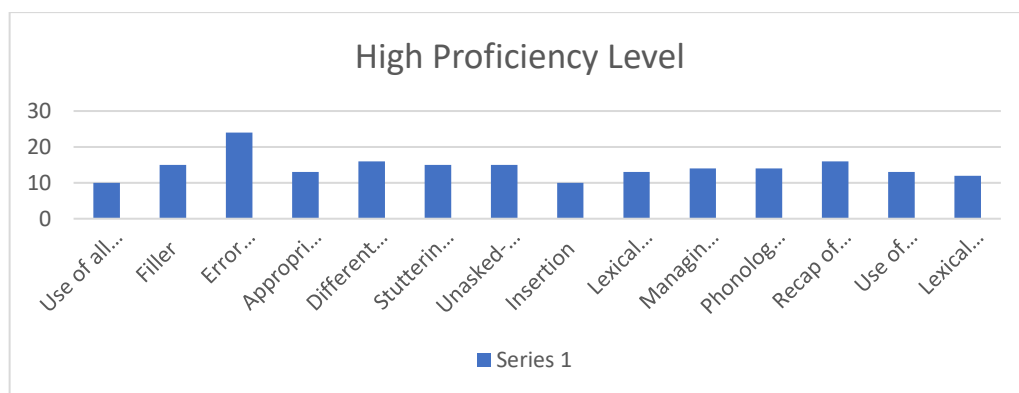
In conclusion, the typological influence of language on language learners affects the choice of communication strategies used. Students with distant language typology tend to use more diverse communication strategies than students with close L-1 typology. To get a better understanding, a list of the types of communication strategies used by students with distant and near language typologies can be seen in the following table.

Table 3: Use of Communication Strategy Types in Far and Near Language Typologies

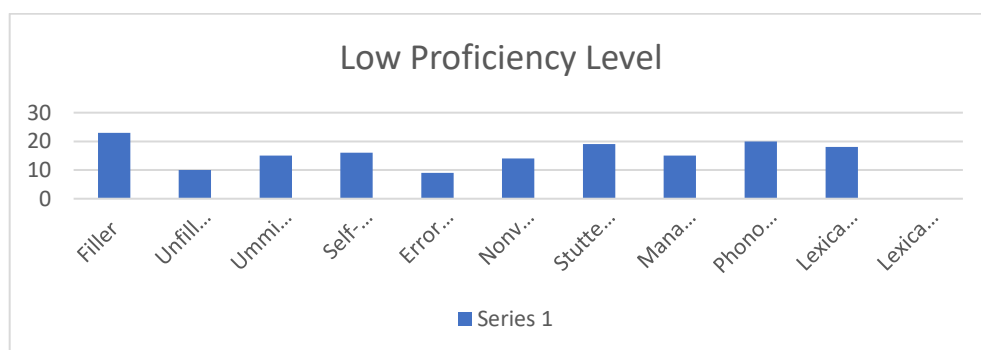
No.	Types of Communication Strategies	Deep	Near
1.	Use of all purpose words	√	√
2.	Filler	√	√
3.	Unfilled pauses	√	-
4.	Umming and erring	√	-
5.	Self-repetition	√	-
6.	Error repair	√	√
7.	Nonverbal strategy markers	√	-
8.	Appropriacy repair	-	√
9.	Different repair	-	√
10.	Stuttering strategy	√	-
11.	Unasked-for help strategy	-	√
12.	Insertion	-	√
13.	Lexical substitution	√	-
14.	Managing the turns	√	√
15.	Phonological code-switching	√	√
16.	Recap of previous turns	-	√
17.	Use of synonyms	-	√
18.	Lexical wavering	√	-
19.	Lexical retrieval/word search strategy	√	√

The influence of proficiency level in the use of communication strategies on BIPA students at Universitas Negeri Surabaya in the acquisition of Indonesian as L-3.

Communication strategy is one of the important components in foreign language learning because it can help students to express ideas in speaking. At high proficiency levels, students tend to be more active in using various types of communication strategies. This is done to expand lexical items in Indonesian language acquisition, another thing is also due to the lack of vocabulary knowledge in the target language. In accordance with these findings, students with high proficiency levels use fourteen (14) types of twenty (20) types of communication strategies. The fourteen types are use of all purpose words, filler, error repair, appropriacy repair, different repair, stuttering strategy, unasked-for help strategy, insertion, lexical substitution, managing the turns, phonological code-switching, recap of previous turns, use of synonyms, and lexical wavering. Of the several types of strategies that are most often used are error repair. The error repair strategy is used by high proficiency level students in discussions to make corrections on their own initiative for unintentional errors in their own speech. It is done to help the correct pronunciation of the target language vocabulary. The following chart shows the frequency of types of communication strategies often used by high proficiency level students in the acquisition of Indonesian as L-3.



Whereas in students with low proficiency levels, the most used strategy type is *filler*. The students used this strategy by pausing or mumbling and trying to think about the statement they were going to talk about. They use this strategy to help them when they forget and try to remember the material to be expressed in the discussion. In addition, students with low proficiency level used eleven (11) of the twenty (20) types of communication strategies. The twelve types consisted of unfilled pauses, umming and erring, fillers, self-repetition, error repair (minimal), nonverbal strategy markers, stuttering strategy, lexical retrieval/word search strategy, managing the turns, phonological code-switching, and lexical wavering. The following chart represents the frequency of types of communication strategies that are often used by low proficiency level students in the acquisition of Indonesian as L-3



More specifically, the types of strategies used differently by high and low proficiency students are use of all purpose words, appropriacy repair, different repair, unasked-for help strategy, insertion, recap of previous turns, lexical substitution, use of synonyms. These types of strategies are used by high ability students, but not by low ability students. Furthermore, there are six (6) types of communication strategies used similarly by high and low ability students, namely filler, error repair, stuttering strategy, managing the turns, phonological code-switching, and lexical wavering. In addition, the other sub-types

were used differently. In summary, high proficiency students used more types of communication strategies than low proficiency students.

Previous research similar to this research conducted by Abunawas (2012) stated that advanced students are more proficient than intermediate and low-level students, so they tend to use more achievement strategies while intermediate and low-level students tend to use more reduction strategies. This is also supported by Jidong (2011), concluded that higher proficiency groups used negotiating meaning, social and emotional interaction, and maintaining fluency more frequently than those with lower proficiency. In fact, students with higher abilities were able to effectively apply communication strategies more often to keep the interaction going and ensure the conversation flowed smoothly. Other research Uztosun & Erten (2014) also supports the statement, namely the fact that it was found that more proficient learners used more communication strategies than low-level learners.

However, there are conflicting findings by Alawi (2016) presents opposing results that indicate the basic level learners employ a greater variety of communication strategies compared to those at the intermediate and advanced levels. Learners with higher proficiency and skills are inclined to utilize "approximation" and "speaking" more frequently than other strategies. In contrast, learners with lower abilities tend to favor avoidance strategies, such as avoiding messages and topics, as well as relying on first language strategies like literal translation and code-switching. Both the basic and intermediate groups were more likely to "ask for assistance" and "create new words" compared to the advanced group. In summary, the study shows that learners' proficiency level can affect the number and use of communication strategies. This assumption is in line with Kaivanpanah (2020) who argued that the influence of proficiency in the use of communication strategies highlights that language proficiency does not affect the frequency of communication strategy selection.

In conclusion to this finding, the level of proficiency among students affects the selection of communication strategies they utilize. Those who possess higher proficiency levels usually indicate that they employ a wider range of communication strategies compared to their peers with lower proficiency levels. To clarify this further, the upcoming table displays the various types of communication strategies adopted by students with both high and low proficiency.

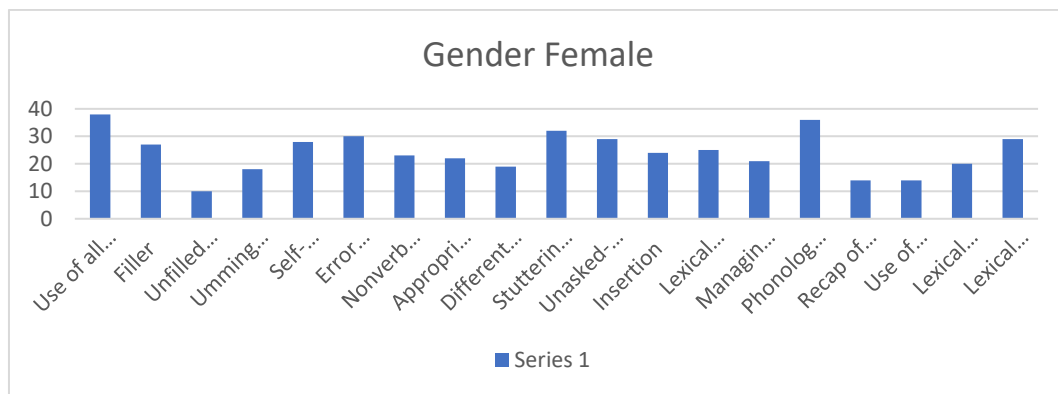
Table 4: Use of Communication Strategy Types at High and Low Proficiency Levels

No.	Types of Communication Strategies	High	Low
1.	Use of all purpose words	√	-
2.	Filler	√	√
3.	Unfilled pauses	-	√
4.	Umiming and erring	-	√
5.	Self-repetition	-	√
6.	Error repair	√	√
7.	Nonverbal strategy markers	-	√
8.	Appropriacy repair	√	-
9.	Different repair	√	-
10.	Stuttering strategy	√	√
11.	Unasked-for help strategy	√	-
12.	Insertion	√	-
13.	Lexical substitution	√	-
14.	Managing the turns	√	√
15.	Phonological code-switching	√	√
16.	Recap of previous turns	√	-
17.	Use of synonyms	√	-
18.	Lexical wavering	√	√
19.	Lexical retrieval/word search strategy	-	√

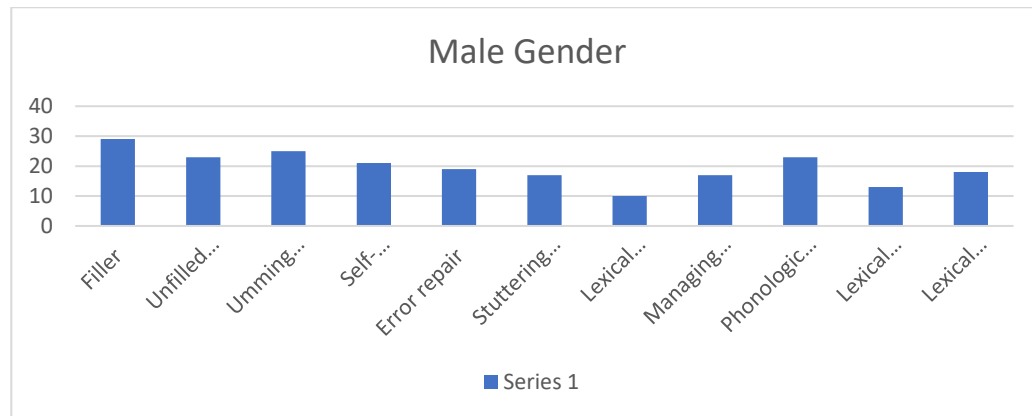
The Influence of Gender in the use of communication strategies in BIPA students of Surabaya State University in the acquisition of Indonesian as L-3

Benenson et al. (2009) stated that sex differences in social behavior between genetically unrelated individuals usually infer that women are more socially oriented than men. In the study, pairwise mean comparisons showed that women used more communication strategies than men. This statement is supported by the findings in this study, that female language learners were more active in using communication strategies with a total of 459 times. Of the twenty (20) types of communication strategies from Cirit-Işıkllgil et al., (2023) 19 types were used by female language learners, namely Use of all purpose words, Filler, Unfilled pauses, Umiming and erring, Self-repetition, Error repair, Nonverbal strategy markers, Appropriacy repair, Different repair, Stuttering strategy, Unasked-for help strategy, Insertion, Lexical substitution, Managing the turns, Phonological code-switching, Recap of previous turns, Use of synonyms, Lexical wavering, Lexical retrieval/word search strategy.

Almost all studies state that women use significantly more communication strategies than men (Kaivanpanah, 2020). Evidence in sociolinguistics related to gender differences in communication can partly explain the differences in the use of communication strategies by men and women. Fishman (1983) examined male and female conversational strategies exploited to maintain power relationships. The findings show that the choice of strategies by men and women is very different. Women are more able to control the conversation than men. The findings in this study support the statement, that women used *Use of all purpose words* 38 times. Women inserted more nouns such as "something" etc. to expand lexical items where the vocabulary to be spoken was not yet found. Interestingly, women used questions almost three times more than men. They are usually followed by a response and this is enough to sustain communication for a while. Moreover, even when men and women use the same strategy of *filler*, they exploit it for different purposes. For example, a man responds to conversations such as "yeah", "umm", and "aaa" to show a lack of interest in the ongoing conversation, while a woman will use *filler* strategies to provide a response or to show that she is paying attention to what the other person is saying, that she is showing her participation, her interest in the interaction and the speaker. The following chart represents the frequency of types of communication strategies often used by female students in the acquisition of Indonesian as L-3.



While male language learners in this finding are proven to use the least communication strategies, namely 215 times. The most actively used communication strategies are Filler, Unfilled pauses, Umiming and erring, Self-repetition, Error repair, Stuttering strategy, Lexical substitution, Managing the turns, Phonological code-switching, Lexical wavering, Lexical retrieval/word search strategy. Supporting the statements of several studies that show that women use language learning strategies more often than men (Politzer, 1983; Teh et al., 2009). In addition, women are stated to be more socially interactive than men (Ehrman & Oxford, 1989; Green & Oxford, 1995). However, there are some findings revealing that men use more learning strategies than women (Wharton, 2000). This may be influenced by the context and cultural environment. The following chart represents the frequency of types of communication strategies often used by male students in the acquisition of Indonesian as L-3.



It can be concluded that in L-3 acquisition, females tend to use many strategies than males. Female language learners were found to use more communication strategies of omission, convolution, checking for understanding, using fillers, and asking for clarification, than male language learners. This shows that foreign language use is different for men and women at the same proficiency level. Therefore, it was found that males and females differ in their use of some communication strategies at the same level. To get a better understanding, a list of the types of communication strategies used by students with female and male gender can be seen in the following table.

Table 5: Use of Communication Strategy Types in Female and Male Genders

No.	Types of Communication Strategies	Women	Men
1.	Use of all purpose words	√	-
2.	Filler	√	√
3.	Unfilled pauses	√	√
4.	Umiming and erring	√	√
5.	Self-repetition	√	√
6.	Error repair	√	√
7.	Nonverbal strategy markers	√	-
8.	Appropriacy repair	√	-
9.	Different repair	√	-
10.	Stuttering strategy	√	√
11.	Unasked-for help strategy	√	-
12.	Insertion	√	-
13.	Lexical substitution	√	√
14.	Managing the turns	√	√
15.	Phonological code-switching	√	√
16.	Recap of previous turns	√	-
17.	Use of synonyms	√	-
18.	Lexical wavering	√	√
19.	Lexical retrieval/word search strategy	√	√

Conclusion

This study describes the frequency of using communication strategies at the level of proficiency, typological language, and differences in the use of CS in female and male genders. Based on the data found in the field, it can be concluded that from a total of 20 classifications of communicative strategies, there are 19 used by BIPA students in the acquisition of Indonesian as L-3. Nineteen types of communication strategies include Use of all purpose words, Filler, Unfilled pauses, Umiming and erring, Self-repetition, Error repair, Nonverbal strategy markers, Appropriacy repair, Different repair, Stuttering strategy, Unasked-for help strategy, Insertion, Lexical substitution, Managing the turns, Phonological code-switching, Recap of previous turns, Use of synonyms, Lexical wavering, Lexical retrieval/word search strategy.

The findings show that the CS most frequently used by Korean BIPA students at the high proficiency level, namely the *error repair* strategy, is used by high proficiency level students in discussions to make corrections on their own initiative for unintentional errors in their own speech. As for BIPA learners with distant language typology tend to use more diverse communication strategies than learners with close L-1 typology. Female language learners were found to use more communication strategies of use of all purpose words, convoluted, comprehension check, filler, and asking for clarification, than male language learners. It was found that the type of communication strategy that is often used by proficiency level, language typology, and gender differences is the filler strategy. It can be concluded that the variables of proficiency level, language typology, and gender difference affect the use of communication strategies. Students' proficiency level greatly influences the choice of communication strategies. this is supported by the statement of Bialystock (1997)It is supported by Bialystock's (1997) statement, stating that the proficiency level of language learners helps to predict the choice of communication strategies, especially for less proficient language learners who find some difficulties in communication. While the use of communication strategies based on gender, that women are more active in using communication strategies than men is supported by the statement of Benenson et al. (2009).

The selection of the use of complex communication strategies cannot be captured in just one study. Further research is needed to strengthen existing theories. There are a number of limitations in this study that should be taken into account in future research. Firstly, the limitation of the low proficiency level variable which is less than the high proficiency level. Future studies could examine the effect on the intermediate proficiency level. Secondly, this study did not examine the frequency of strategy use based on certain variables, such as learning motivation and age or length of L-3 learning.

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