



The Success of Communication Goals among Indonesian Learners of Japanese through Communication Strategies

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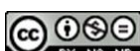
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ABSTRACT

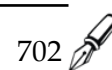
The use of communication strategies (CS) is crucial when speakers encounter linguistic difficulties in conveying their ideas or intentions to their interlocutors. This study serves as a pilot investigation that lays the foundation for designing instructional approaches to communication strategies. The novelty of this research lies in its focus on integrating CS-based instruction into Japanese conversation teaching for Indonesian learners, an area that has not been previously explored. The types of communication strategies were classified based on the degree of communicative success observed in conversations involving Indonesian learners of Japanese at the basic and intermediate levels. The study employed a cross-case study method, allowing for a systematic comparison between learners at different proficiency levels. Data were collected from one basic-level and one intermediate-level learner, each engaging in a free-topic conversation with a native Japanese speaker for approximately one hour. The findings indicate that the most frequently used communication strategy at the basic level was literal translation, whereas at the intermediate level, the use of fillers was most common. This study represents an initial step toward the development of pedagogical approaches for teaching Japanese communication strategies.



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INTRODUCTION

Language is a crucial element in communication. The goal of communication is collaborative – that is, to construct shared meaning rather than merely exchange information. The purpose of interaction is to organize mutual understanding (Micklos, 2023; Furuta, 2023; Adlington et al., 2024). Therefore, communication can be considered successful when both the speaker and the interlocutor reach an agreement, meaning that both parties understand what is being discussed. However, this process can become difficult when a person is required to express ideas or intentions in a foreign language. In such contexts, communicative competence is essential (Dörnyei, 2001; Zhou et al., 2024; Sarwari, 2024). One critical component of communicative competence is strategic competence. As defined by Richards and Rodgers (2022), strategic competence refers to the ability to use communication strategies to overcome gaps in language ability, particularly when facing limitations in vocabulary, grammar, or fluency. Similarly, Dawit (2020) stated that strategic competence involves the use of verbal and non-verbal communication strategies to overcome communication breakdowns and convey meaning effectively. Based on these perspectives, it can be concluded that the use of communication strategies is essential in achieving communicative goals when language proficiency is limited.



This leads to the research question: To what extent is communication successful after communication strategies are employed by the speaker? This question forms the basis of the present study. Specifically, the study aims to examine the degree of communicative success achieved through the use of various communication strategies by Indonesian learners of Japanese at both basic and intermediate proficiency levels.

This research is particularly significant given the increasing number of Indonesians traveling to Japan for work or education. According to official data from the Immigration Services Agency of Japan (2025), as of December 2024, a total of 199,824 Indonesian nationals were residing in Japan, making Indonesia the seventh-largest foreign nationality group in the country. This growing population highlights the high demand for effective communication in the Japanese language. Due to the varying levels of Japanese language proficiency among Indonesians in Japan, the ability to employ communication strategies becomes increasingly important. In light of this, the researcher argues that there is a need to provide instruction on the appropriate use of communication strategies to ensure communicative goals are effectively achieved. Therefore, the purpose of this study is to serve as an initial step toward developing appropriate instructional materials on communication strategies for Japanese language learning among Indonesian learners. This study provides a foundation for assessing the extent to which these communication strategies contribute to the successful achievement of communication goals.

Communication strategies are defined as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular goal" (Faerch & Kasper, 1983). Over time, various scholars have proposed differing views on the concept. In the specific context of language use, communication strategies have been conceptualized from two major perspectives. First, from a psycholinguistic viewpoint—emphasizing internal cognitive processes of the language user, problem-solving strategies, and gap-filling behaviors—this tradition continues to receive attention in recent work (Mifka-Profozic, 2023; Yu, 2022; Chou, 2024). Second, from an interactional viewpoint—emphasizing the negotiation of meaning, interlocutor co-construction, and collaborative repair in interaction—this perspective remains current in studies of peer interaction and task-based contexts (Li, 2025; Kirst et al., 2023). This research adopts the interactional view of communication strategies, as it highlights the importance of two-way interaction in achieving communication goals.

The teaching of communication strategies has also generated both support and criticism among scholars. On the one hand, recent empirical studies indicate that explicit instruction of communication strategies can significantly enhance learners' oral and interactional performance (Soori & Zamani, 2024; Dag-Akbas, 2024). On the other hand, some research emphasizes that such strategies may emerge more naturally through exposure and usage of the target language rather than explicit teaching (Michno & Schmitt, 2025; Huang, 2022). This perspective suggests that frequent and meaningful interaction in the second language environment facilitates the development of communicative ability. However, in practical classroom settings, teachers hold differing beliefs about the extent to which the target language should be used. Some teachers tend to believe that a second language can only be effectively learned through exclusive use of that language, while others argue that such exclusive use is nearly impossible due to the lack of ideal learning conditions in the classroom (Dassanayake, 2021). Additionally, in the Japanese English for Foreign Language context, studies show that learners' perceptions of communication strategy training can vary significantly according to proficiency level and that such training may be more effective when integrated into interactive tasks rather than isolated drills (Nishimura, 2024). However, achieving genuine fluency in a foreign language requires a substantial amount of time and sustained practice. In contrast, today's globalized world is rapidly evolving, and language should not be a barrier to employment or participation in society (Chan, 2019; Hodges, 2023; Tushar & Sooraksa, 2023). Therefore, learning also needs to take into account students' self-confidence and responsibility in facing the challenges posed by increasingly rapid technological developments (Gushmanida et al., 2025). To address this

challenge, the present researcher argues that it is necessary to teach communication strategies in the classroom. (Chou 2024; Gao et al., 2024), though not all strategies should be taught indiscriminately. Instead, there is a need to classify which strategies are most appropriate and beneficial for learners at various proficiency levels, from basic to advanced. To enable this classification, the current study aims to determine the level of communicative success associated with different communication strategies, thereby providing a foundation for selecting which strategies should be taught at each level of Japanese language learning.

Various taxonomies have been proposed to classify communication strategies. Faerch and Kasper (1983), for example, divide communication strategies into two main categories: reduction strategies and achievement strategies. Tarone (as cited in Phisutthangkoon, 2024) proposes three broad categories: avoidance, paraphrase, and conscious transfer. Dörnyei (2001) provides a more specific and comprehensive classification by grouping communication strategies into four main categories, each containing multiple subtypes. First, reduction strategies include message abandonment, topic avoidance, and message replacement. Second, achievement strategies consist of circumlocution, approximation, the use of all-purpose words, word coinage, the use of non-linguistic means, literal translation, foreignizing, and code-switching. Third, stalling or time-gaining strategies involve the use of fillers and other hesitation devices, as well as repetition. Fourth, interactional strategies include appealing for help, asking for repetition, asking for clarification, asking for confirmation, expressing non-understanding, and using interpretive summaries.

This research adopts Dörnyei's (2001) taxonomy because it is considered the most detailed and comprehensive framework for analyzing communication strategy use. It is applied to examine the level of communicative success among Indonesian learners of Japanese at both basic and intermediate proficiency levels. However, two specific strategies from Dörnyei's taxonomy are excluded from this study. The first is topic avoidance, which is categorized as a reduction strategy. This strategy is used to avoid deeper engagement in conversation, often due to linguistic limitations. Because the present research aims to evaluate the success of communication, topic avoidance is excluded, as it directly reflects communicative failure rather than success. The second strategy excluded from analysis is the use of non-linguistic means, such as gestures or visual cues. This strategy does not involve linguistic elements, making it unsuitable for analysis within the linguistic focus of this study. Evaluating its effectiveness would require a separate research framework outside the current scope of language-based communication strategy studies.

Most research on communication strategies in foreign language learning has focused on learners at the intermediate level and has predominantly examined communication strategies in the context of English language use (Nakatani, 2005; Jalleh et al., 2021; Azizi et al., 2022; Cirit-Işıklıgil, 2022; Yamazaki, 2023). Additionally, prior studies on the instruction of communication strategies have primarily aimed to evaluate their effectiveness in improving learners' speaking proficiency. The findings from these studies have demonstrated that the use of communication strategies can enhance second language speaking ability (Nakatani, 2005; Rahman & Isroyana, 2021; Hayashi, 2022; Dag-Akbas, 2024).

However, this research does not aim to examine the effectiveness of communication strategy instruction. Instead, it seeks to analyze the level of communicative success resulting from the use of individual communication strategies. Based on this analysis, the study will then classify communication strategies progressively, identifying which strategies are most appropriate to teach at different proficiency levels—from basic to advanced—as a basis for future research.

RESEARCH METHOD

This research adopts a qualitative approach, utilizing a cross-case study design to systematically analyze and compare multiple cases (Maldonado, 2016; Sibbald et al., 2020; Truong et al., 2022). The research process of this study is illustrated in the following flowchart.

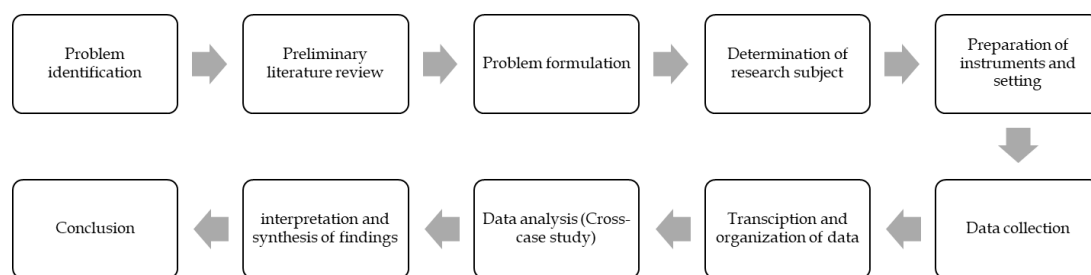


Figure 1. Research Flowchart

The research subjects consisted of two Indonesian learners of Japanese: one at the basic level and one at the intermediate level. Both participants were residing in Japan at the time of data collection, which took place on July 10, 2024. The data consisted of spoken conversations conducted in Japanese by each learner. Each learner engaged in a one-hour conversation with a native Japanese speaker of a similar age, who was also a university student. Two native Japanese speakers assisted in the data collection process. The basic-level conversation partner was referred to as MS, and the intermediate-level partner as RK. Both native speakers were students majoring in Asian Studies with a specialization in the Indonesian language. MS had basic proficiency in Indonesian, while RK possessed intermediate-level proficiency. Although both native speakers were capable of speaking Indonesian, they were instructed to conduct the conversation entirely in Japanese. This decision was made to allow for the natural use of communication strategies such as code-switching, especially when the interlocutor understood the speaker's first language, Indonesian.

The conversations were conducted without pre-agreed topics, and neither pair had met before the conversation. This was intended to create a spontaneous and authentic interaction, encouraging the learners to rely on their natural Japanese abilities. At the time of data collection, both learners had been in Japan for approximately two months. The first participant, identified as TN, was an Indonesian second-year university student majoring in Japanese language education. TN was 19 years old during the data collection and was participating in a six-month short-course program at a university in Japan. TN had only begun studying Japanese at university and had attempted the Japanese Language Proficiency Test (JLPT) at Level N4 but had not yet passed. The second participant, AS, was also a second-year university student in the same academic field. AS was 20 years old at the time of data collection and was participating in a one-year university exchange program in Japan. AS had previously visited Japan for two weeks during junior high school as part of a school exchange program. Before entering university, AS had studied Japanese independently and had obtained a JLPT Level N2 certificate.

Both participants met the standard criteria for defining basic and intermediate proficiency levels in Japanese, and their age range was relatively similar. The conversation data were audio-recorded with the participants' consent and subsequently transcribed into written dialogue for analysis. The transcribed data were analyzed using Dörnyei's classification of communication strategies. Each strategy employed in the conversation was identified and evaluated for its level of communicative success. Communicative success was assessed using two criteria: (1) both interlocutors—the speaker and the listener—demonstrated mutual understanding of the topic being discussed, and (2) neither the speaker nor the listener changed the topic when communication breakdowns occurred. If at least one of these two conditions was met, the communication was considered successful by the fundamental goal of communication.

RESULTS AND DISCUSSION

Result

Success Rate of Communication Strategy use at the Basic Level and Intermediate Level

Based on the data collected in this study, which focused on the level of success in the use of communication strategies, the findings indicated that not all types of communication strategies were utilized in the participants' conversations. This suggests that learners at both proficiency levels may rely on specific strategies rather than employing the full range of available options. In addition, a comparison between the basic and intermediate levels revealed noticeable differences in the success rates of strategy use. Overall, the results provide insights into how learners manage communication and are presented in detail as follows.

Table 1. Success rate at the basic level

Communication Strategies	Frequency	Basic level			Result
		Success (S)	Failed (F)	Successful percentage	
Reduction Strategies					
Message abandonment	26	26	0	100%	S > F
Achievement Strategies					
Literal translation	38	17	21	44,8%	F > S
Foreignizing	6	6	0		S > F
Code Switching ^a	I: 18, E: 23	41	0	100%	S > F
Picture/application translator	8	8	0	100%	S > F
Stalling or time-gaining strategies					
Use of Fillers and other hesitation devices	9	9	0	100%	S > F
Repetition	18	17	1	94,4%	S > F
Interactional Strategies					
Appeal for help	12	12	0	100%	S > F
Asking for repetition	4	4	0	100%	S > F
Asking for clarification	7	7	0	100%	S > F
Expressing non-understanding	6	6	0	100%	S > F

^aNote: code switching I: Indonesian language, E: English

As shown in Table 1, the Indonesian learner of Japanese at the basic level employed a total of 11 communication strategies, including message abandonment, literal translation, foreignizing, code switching, picture/application translation, use of fillers and other hesitation devices, repetition, appeal for help, asking for repetition, asking for clarification, and expressing non-understanding. Ten of these strategies were used with a high degree of success, whereas only one demonstrated a lower success rate. Meanwhile, the success rates of communication strategy use at the intermediate level are presented in Table 2.

Table 2. Success rate at the intermediate level

Communication Strategies	Frequency	Intermediate level			Result
		Success	Failed	Successful percentage	
Reduction Strategies					
Message abandonment	2	2	0	100%	S > F
Achievement Strategies					
Circumlocution	2	2	0	100%	S > F
Approximation	1	1	0	100%	S > F
Word Coinage	1	1	0	100%	S > F
Literal translation	4	1	3	25%	F > S

Communication Strategies	Frequency	Success	Intermediate level		Result
			Failed	Successful percentage	
Foreignizing ^a	Eng: 11 Ind: 2	12	1	92,3%	S > F
Picture/Google Translate	5	5	0	100%	S > F
Stalling or time-gaining strategies					
Use of Fillers and other hesitation devices	15	15	0	100%	S > F
Interactional Strategies					
Asking for repetition	4	4	0	100%	S > F
Asking for clarification	4	4	0	100%	S > F
Asking for confirmation	4	4	0	100%	S > F

^aNote: Foreignizing, Eng: English, Ind: Indonesia

Based on Table 2 above, it can be observed that the number of communication strategy types employed by the intermediate-level learner is the same as that of the basic-level learner, with a total of 11 strategies, namely message abandonment, circumlocution, approximation, word coinage, literal translation, foreignizing, picture/application translation, use of fillers and other hesitation devices, asking for repetition, asking for clarification, and asking for confirmation. However, despite the identical total number, there are some differences in the types of communication strategies used between the basic and intermediate levels. For clarity, the following presents a comparison highlighting the differences in the communication strategies employed at the basic and intermediate levels.

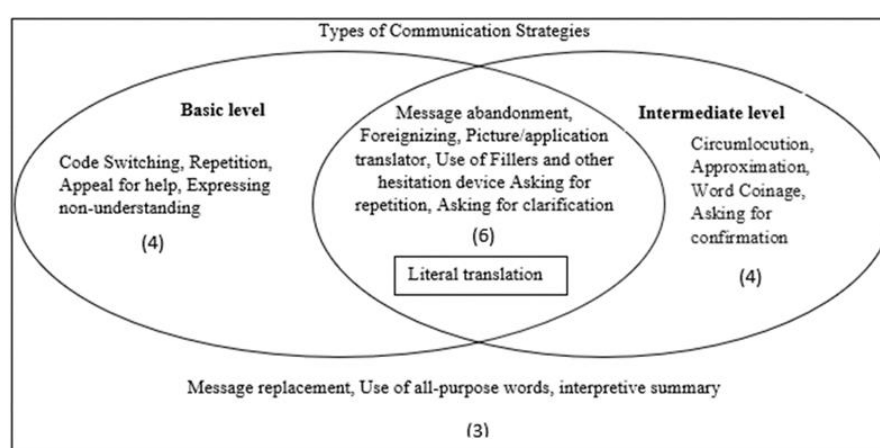


Figure 2. Comparison of communication strategy use between basic and intermediate level

Based on Figure 1, a comparison can be made regarding the types of communication strategies employed at the basic and intermediate levels. As shown in the figure, six types of communication strategies were found to have high levels of success across both levels: message abandonment, foreignizing, picture/application translator, use of fillers and other hesitation devices, asking for repetition, and asking for clarification. One strategy, literal translation, was also used by learners at both levels, but it demonstrated a low success rate. Additionally, three types of communication strategies—message replacement, use of all-purpose words, and interpretive summary—were not used at either level. The findings also reveal that four

strategies were uniquely employed at the basic level (code switching, repetition, appeal for help, and expressing non-understanding), while another four were specific to the intermediate level (circumlocution, approximation, word coinage, and asking for confirmation).

In total, learners at both proficiency levels each utilized 11 distinct types of communication strategies during their Japanese-language conversations. Based on these observations, it can be inferred that the three unused strategies may be less suitable for instruction at either the basic or intermediate level. It may be hypothesized that these strategies would be more appropriate for advanced learners; however, further research is needed to verify this assumption.

Discussion

Communication Strategy Use at the Basic Level

The most frequently used communication strategy was literal translation (as shown in Table 1), with a total of 38 instances. Literal translation refers to strategies that involve direct lexical translation from the learner's first language into the target foreign language (Dörnyei, 2001; Rabab'ah, 2008; Richards and Schmidt, 2013; Widyastuti, 2021; Liu, 2021). This strategy is often employed due to the strong influence of first language interference, in this case, Indonesian, leading to sentence constructions being directly and wholly translated into Japanese. Interestingly, the success rate of the literal translation is less than 50%. The number of unsuccessful instances was higher than the successful ones. An example of this can be seen in the following conversation:

TN: でも私は、専攻は日本語。でも私は、日本語はちょっと分かりました。

But my major is Japanese. However, I only understand a little Japanese.

MS: 最初から、ちょっと分かった？

Did you understand a little from the beginning?

TN: ちょっと分かりました。私は、日本語勉強は大学。

I understood a little. I study Japanese at university.

MS: 大学？

University?

TN: 大学。これは。私は、日本語はちょっとだけ分かりました。

University. But I only understood a little Japanese.

MS: 大学に行ったときも、ちょっとは日本語、分かった？上手だった？

When you entered university, did you understand Japanese a little? Were you good at it?

TN: ちょっと。

Just a little.

MS: すごい。

Amazing.

In the above conversation, TN repeatedly uses the phrase “ちょっと分かりました.” This phrase is a direct translation of the Indonesian sentence meaning “I only understand a little Japanese.” However, in Japanese usage, “ちょっと分かりました” actually means “I have already come to understand Japanese,” which carries a different nuance from the Indonesian version. By saying “ちょっと分かりました,” TN unintentionally suggests a relatively higher level of Japanese proficiency than intended. Consequently, MS praises TN with the utterance “すごい,” which translates as “amazing” or “great,” interpreting that TN, despite starting to learn Japanese only at university, already speaks it well. TN's intended message was to express limited

proficiency. This misunderstanding leads to the conclusion that the communication in this instance was unsuccessful.

Subsequently, based on Table 1, it can be seen that almost all communication strategies used achieved 100% success. Only the literal translation strategy showed some failure, while the repetition strategy demonstrated a high success rate of 94.4%. Interestingly, the code-switching strategy was used not only to switch from Indonesian but also to switch into English when encountering difficulties in speaking Japanese. Indonesian was used because both TN and MS could understand it. Similarly, English, which they also mastered, was used even more frequently than Indonesian. The use of code-switching can be seen in the following conversation. Example:

TN: でも日本の料理は、すし。すしは、こっちは何？
 mentah ? *mentah*、わかりますか。Raw?
 But Japanese food, sushi. What is sushi here? Raw?
 Raw, you know? Raw?
MS: 生？
 Raw?
TN: うん。 *mentah*、生、すし。でもインドネシアは、生
 ない。
 Yes. Raw. Sushi. In Indonesia, there is no raw food.

The context of this conversation is when TN wants to explain that Indonesia does not have raw food like sushi in Japan. Because TN did not know the Japanese word for “raw,” he first replaced it with the Indonesian word “*mentah*” to help MS understand. However, TN then switched to English by using “*raw*,” as it seemed that MS still did not understand. By using English, MS was able to comprehend TN’s intended meaning, and the conversation was able to proceed. This example illustrates how, naturally in conversation, both interlocutors strive to understand each other’s meaning, and thus the use of code-switching becomes necessary to achieve communicative success. What is noteworthy is that to reach mutual understanding – meaning both parties comprehend what is intended – Indonesian learners of Japanese at the basic level and native Japanese speakers who also understand Indonesian at a basic level had to abandon Japanese and eventually use English, which is currently the universal language, to accomplish their communication goal.

Furthermore, Table 1 reveals a new finding of a communication strategy not included in Dörnyei’s classification, namely the use of images or application translators. In today’s technological era, most people possess gadgets or smartphones that can be utilized during communication. The quickest solution when encountering communicative breakdowns is to use smartphone features with internet assistance. With internet access, interlocutors can, for example, search for images of the words they wish to convey if the words are nouns. Additionally, translation applications can be used not only for individual words but also for sentences, offering relatively high accuracy.

In the conversation between TN and MS, Google Translate was used when communication difficulties arose, as illustrated in the following exchange:

TN: ああ、雨は、日本語は、あのう。えー、こっち、こっち。
 こっち。OK。でもインドネシアは、えー、バンドン、
 こっち。こっち。かならずしも (google translate).
 Ee, rain, mmm... what is it, try here here look. Ok. This,
 but in Indonesia, Bandung is this (shows google
 translate).
MS: 天気予報が正しくない？

The weather forecast is not accurate?
TN: はい。
Yes.
MS: 正しくないんだ。
Oh, so it is not accurate.

The context of this conversation is that MS is planning to visit Indonesia and is asking about the weather there. TN intended to explain that weather forecasts in Indonesia are not accurate. However, due to limited Japanese proficiency, TN used the Google Translate application, which ultimately helped MS understand TN's intended meaning. The use of translation applications becomes the most suitable option for basic-level learners when facing significant linguistic obstacles.

Communication Strategy Use at the Intermediate Level

The frequency of communication strategy use was relatively low in conversations (as shown in Table 2). This suggests that the learner has reached an intermediate-to-advanced level of proficiency. This is consistent with the fact that the learner passed the JLPT N2 level, which corresponds to an upper-intermediate to advanced proficiency level. These findings support the notion that the higher one's language proficiency, the fewer communication strategies are employed (Hisayama, 1996; Yang et al., 2022; Habók et al., 2022; Karacan, 2023). Moreover, nearly all of the communication strategies used were successful. Only two strategies—literal translation and foreignizing—did not achieve a 100% success rate. The foreignizing strategy still had a success rate above 90%, indicating high effectiveness. However, the literal translation strategy showed the same pattern as observed in the basic-level data, with a notably low success rate. As seen in Table 2, the success rate was only 25%. Similar to the basic level, this may be attributed to interference from the Indonesian language, where direct lexical equivalents do not necessarily match the appropriate expressions in Japanese. The following conversation provides an example:

RK: まじで？ N大学、500円は絶対するんだよ。500円以上、大体。高くない？ 高いよね。
Seriously? At N University, it's always at least 500 yen.
Usually over 500 yen. Isn't that expensive? It is, right?
AS: 町やからな。
Maybe because it's in the city.
RK: 町？
City?
AS: 町にあるから。多分。
Because it's in the city. Maybe.
RK: 安い？
Cheap?
AS: 多分、高い。
Maybe expensive.
RK: 高いのか。
So it is expensive.

In this interaction, RK and AS were discussing the price of food at university cafeterias. RK is a student at N University, while AS is enrolled in a program at University A. RK was surprised to learn that the food at University A's cafeteria was cheaper than at N University's cafeteria. AS responded with the phrase "町やからな," intending to convey that N University is located in an urban area, which may explain the higher prices. However, RK was confused by

the term "町" and asked for clarification. AS translates "町" directly, meaning "city" in Indonesian. While AS intended to explain that N University is situated in an urban area, the more appropriate Japanese term for this context would have been "都会," which specifically refers to a metropolitan or urban area. In contrast, "町" typically refers to a small town, which may have led to RK's confusion and caused the topic of conversation to shift. This example illustrates that, regardless of whether the learner is at the basic or intermediate level, interference from the native language and limited semantic knowledge can hinder effective communication. As a result, the literal translation strategy tends to yield a low success rate across proficiency levels.

Furthermore, as shown in Table 2, the foreignizing strategy employed by the learner involved two languages, namely English and Indonesian. The foreignizing strategy refers to the adaptation of the learner's first language pronunciation to the target foreign language, adjusted phonologically or morphologically to fit the target language (Dörnyei & Scott, 1997; Al-ahbaby, 2024). Interestingly, in contrast to the original definition, the pronunciation adapted into Japanese was not only based on the learner's native language (Indonesian) but also English. Nevertheless, this can still be categorized as a foreignizing strategy because the learner's initial language acquisition is rooted in their L1. In this context, English functions as a second language (L2), while Japanese is acquired as a third language (L3). This supports the notion that prior linguistic knowledge—both from the first language (L1) and second language (L2)—influences the learner's processing of a third language (L3) (Jensen et al., 2021; Abbas et al., 2021; Otwinowska, 2023). An example of the foreignizing strategy used in conversation is as follows:

- RK: 大丈夫。K-POP とも聞かない？
It's okay. Do you also listen to K-POP?
AS: たまに聞く。
I sometimes do.
RK: あんまり知らないよね。
You don't really know it, right?
AS: あんまり知らないけど、いい曲あったらプレイリストに追加してるから。
I don't really know, but if there's a good song, I add it to my playlist.
RK: 何、追加したの？
What did you add?
AS: いろいろ。混ぜてるけど、洋楽とか。
Various things. It's mixed, including Western songs.

The context of this conversation is RK asking whether AS listens to K-POP music. AS responds that while they are not particularly familiar with K-POP, they occasionally listen to it and add good songs to their playlist on their smartphone. In this instance, AS used the term "プレイリスト," pronounced in Japanese katakana, which originates from the English word playlist. This term is also commonly used in Indonesian with the same meaning—a list of songs. The use of the foreignizing strategy here helped facilitate smooth communication, indicating that the communicative goal was successfully achieved.

CONCLUSION

The frequency of communication strategy use among Indonesian learners of Japanese at the basic level was higher than at the intermediate level, although the success rates of most strategies were similar. A notable exception was literal translation, which showed a low success rate, indicating the need for broader language knowledge to minimize first-language

interference. These findings highlight the importance of extensive target-language speaking practice and are relevant to learners of other foreign languages.

This study is limited by a small sample size and a specific learning context, which may restrict generalizability. Nevertheless, the results have pedagogical implications, as foreign language teachers can prioritize certain communication strategies according to proficiency levels to enhance interactional effectiveness. It is recommended that learners engage in intensive speaking practice while foreign language teachers provide targeted exercises focusing on the strategies that are most challenging.

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