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Crosslinguistic Lexical Recognition: How Filipino Learners Comprehend Indonesian Vocabulary Through Form-Meaning Similarity

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A B S T R A C T

This study examined crosslinguistic aspects based on lexical similarities to support Indonesian vocabulary comprehension among BIPA learners in the Philippines. Through the lens of cognitive linguistics, particularly cognates and semantic domain theory, this research investigates how Tagalog speakers identify linguistic forms and meanings when reading Indonesian texts. Using a mixed-methods approach, the data in this study were analyzed in depth. By employing action research, the data were obtained naturally, reflecting the real situations that occurred during the learning process. This approach involved several data collection protocols, such as reading tests, translation tasks, and vocabulary-sorting activities with ten beginner-level Filipino BIPA learners (BIPA 1). The results show that Filipino BIPA learners could recognize Indonesian vocabulary items in the given texts without a dictionary. The analysis revealed three main categories successfully recognized: (1) true cognates such as *lima*, *rabu*, and *anak;* (2) false cognates such as *makan*, rumah, and teman, which created potential interference; and (3) English loanwords such as novel, spesial, and klasik.. Furthermore, the semantic domains most commonly recognized by learners were numerals and nouns, while the least recognized domain was complex verbal vocabulary (verbs with affixation). These findings confirm that the linguistic relationship between Indonesian-Tagalog and English loanwords have positive impact on learners' lexical recognition ability, but it also requires appropriate pedagogical strategies to address negative interference. The implications of this study highlight the importance of developing BIPA teaching materials based on cognate awareness to maximize positive transfer while minimizing errors in language comprehension.
Keywords: BIPA; cognitive linguistics; crosslinguistic influence; semantic; word recognition

Pengenalan Leksikal Lintas Bahasa: Bagaimana Pembelajar Bahasa Filipina Memahami Kosakata Bahasa Indonesia Melalui Persamaan Bentuk dan Makna

Studi ini dilakukan untuk mengkaji aspek lintas bahasa berdasarkan kesamaan leksikal dalam mendukung penguasaan kosakata bahasa Indonesia pada pembelajar BIPA di Filipina. Dengan menggunakan perspektif linguistik kognitif, khususnya teori kognat dan domain semantik. Penelitian ini menyelidiki bagaimana penutur Tagalog mengidentifikasi bentuk dan makna bahasa ketika membaca teks bahasa Indonesia. Melalui metode bauran, data dalam penelitian ini dianalisis secara mendalam. Dengan penggunaan penelitian tindakan kelas, data diperoleh secara alami sehingga mencerminkan situasi nyata yang terjadi selama proses pembelajaran di kelas. Pendekatan ini melibatkan beberapa protokol pengumpulan data, seperti tes membaca, tugas penerjemahan, dan aktivitas pengelompokan kosakata yang diberikan kepada sepuluh pemelajar BIPA tingkat pemula (BIPA 1) di Filipina. Hasil penelitian ini menunjukkan bahwa pembelajar BIPA asal Filipina mampu mengenali kosakata bahasa Indonesia dari teks yang diberikan tanpa bantuan kamus. Analisis data mengungkapkan tiga kategori kosakata yang berhasil direkognisi: (1) kognat sejati seperti *lima***,** *rabu*, dan *anak*; (2) kognat semu seperti *makan***,** *rumah***,** dan *teman***,** yang berpotensi menimbulkan interferensi; dan (3) serapan bahasa Inggris seperti *novel***,** *spesial***,** dan *klasik***.** Selain itu, domain semantis yang paling sering dikenali oleh pembelajar adalah numeralia dan nomina, sedangkan domain yang paling jarang dikenali adalah kosakata verbal kompleks (verba berafiks). Temuan ini menegaskan bahwa hubungan kekerabatan bahasa antara Indonesia dan Tagalog serta kosakata serapan dari bahasa Inggris berdampak positif terhadap kemampuan penguasaan leksikal pemelajar. Strategi pedagogis yang tepat dibutuhkan untuk mengatasi interferensi negatif. Implikasi penelitian ini menyoroti pentingnya pengembangan bahan ajar BIPA yang berbasis pada kesadaran kognat agar dapat memaksimalkan transfer positif sekaligus meminimalkan kesalahan dalam pemahaman bahasa.
Kata Kunci: BIPA; linguistik kognitif; pengaruh lintas bahasa; pengenalan kata; semantik

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INTRODUCTION

Cross-linguistics, or linguistic transfer, refers to the incorporation of linguistic elements from one language into another, and is now commonly used as a label for research on second language acquisition (Castle et al., 2026). This process involves various linguistic levels, from phonology to sentence structure, and is influenced by crosslinguistic similarity in the form of structural (Mirjam, 2024), phonological, lexical, and syntactic resemblances. In the context of teaching Indonesian as a Foreign Language (BIPA), crosslinguistic similarity is of considerable importance because learners come from diverse linguistic backgrounds such as Malay, Tagalog, and Javanese, which belong to the Austronesian family, as well as Mandarin, Arabic, and European languages, which belong to entirely different families. In the Philippines, one institution offering BIPA is the Polytechnic University of the Philippines, which provides a BIPA Level 2 program; since Filipinos are generally bilingual (English and Tagalog) and Indonesian contains many English loanwords as well as linguistic similarities with Tagalog, linguistic transfer constitutes a crucial factor that cannot be overlooked (Bañón & Martin, 2021; Mazin & Ismael, 2025). Consequently, research on the patterns of Indonesian lexical recognition demonstrated by Filipino BIPA learners, taking crosslinguistic similarity into account, is both relevant and urgently needed.

The theoretical framework employed encompasses several theories of cross-linguistic transfer. Markedness theory (MacWhinney & Gao, 2025) highlights the structural relationships between L1 and L2 that learners are able to identify, in which prior knowledge of complex linguistic concepts and language experience exerts a positive influence on the acquisition of a new language. The Perceptual Assimilation Model (PAM) explains how learners perceive the sounds of a foreign language through the classification of categories based on similarity (Yang & Chen, 2026), in line with Georgiou's (2025) view that language acquisition is determined by psycho-perceptual factors rather than neurophysiological maturity, and that the phonetic system of the L1 strongly influences L2 ability. At the lexical-semantic level, the framework draws on the componential structure of the lexicon (Afoian et al., 2025) and Alshehri's (2022) stages of semantic transfer, comprising the Lexical Association Stage, the L1 Lemma Mediation Stage (Hybrid-Entry Stage), and the Integration Stage. In addition, Cummins' Linguistic Threshold Hypothesis (1979) and the concept of cognates (Nieves et al., 2025) are employed to explain how similarities in form and meaning across languages facilitate lexical recognition and meaning inference.

The proposed solution is to exploit crosslinguistic similarity strategically in BIPA vocabulary instruction, particularly through the introduction of cognates and loanwords as bridges to comprehension. Learners are encouraged to recognize and utilize lexical similarities—whether at the morphological, orthographic, or semantic level (Gilquin, 2024)—as a vocabulary acquisition strategy, since awareness of such similarities enhances learning success and word retention. The interlingual semantization strategy, namely the use of L1 as a resource for understanding target-language vocabulary (Xiang & Nam, 2025), is also supported, particularly at the initial stage of learning, while learners are gradually guided toward the integration stage so that reliance on L1 diminishes (Cheng, 2023). Accordingly, the solution consists of a systematic, well-sequenced (graded and prioritized), cross-linguistically informed design for vocabulary instruction.

The novelty of this solution becomes apparent when compared with ten relevant studies. Eronen et al. (2026) assert that linguistic transfer does not occur automatically if the language features being learned are not relevant to the learner; He and Lv (2025) question what factors trigger foreign language acquisition and whether L1 always expands with new vocabulary. Hossain (2024) emphasizes the positive influence of prior knowledge of complex linguistic concepts, whereas Ma et al. (2018) focus on sound perception and psycho-perceptual factors. Meanwhile, Newport (2020), through the LTH, is limited to children and is considered insufficient to explain transfer phenomena in adults. These studies generally address transfer at the phonological, structural, or perceptual level

separately, and have not specifically linked crosslinguistic similarity to the patterns of Indonesian lexical recognition demonstrated by Filipino BIPA learners.

On the lexical-semantic side, Xu et al. (2024) demonstrate the limitations of contextualized input for adult L2 learners, which hinder the derivation of lexical meaning, and Luan et al. (2024) formulate three stages of semantic transfer, showing that many learners remain at the hybrid-entry stage. Zeng et al. (2025) highlight the importance of accurate vocabulary comprehension and the role of L1 translation at the initial stage. Kivisaari et al. (2023) identify similarities in semantic features, explicitness, and gradability, while Otwinowska et al. (2025) distinguish L2–L3 cognates from L1–L2–L3 cognates and demonstrate the advantage of cognates over non-cognates. Astuti and Antika (2026) underscore the role of morphology and semantics in the Indonesian language, and Maharani et al. (2026) identified recurring error patterns among BIPA learners in China resulting from Mandarin interference and insufficient exposure to authentic language. However, no study has specifically mapped the categories of lexical similarity successfully recognized by Filipino BIPA learners and linked them to vocabulary teaching strategies.

The novelty of the solution lies in the integration of cross-linguistic transfer theories (markedness, PAM, semantic transfer, and cognate theory) into the design of contextualized BIPA vocabulary instruction for Filipino learners. Unlike approaches that emphasize interference merely as a source of errors, this solution positions cross-linguistic similarity—particularly cognates, English loanwords, and Indonesian–Tagalog similarities—as a pedagogical asset to be optimized. The solution also offers a mapping of categories of lexical similarity (morphological, orthographic, semantic) successfully recognized by learners as a basis for developing representative, well-sequenced, and prioritized instructional materials, thereby supporting learners' receptive and productive processes more effectively.

This study aims to investigate the patterns of Indonesian lexical recognition demonstrated by Filipino BIPA learners, taking into account the influence of crosslinguistic similarity; to examine the various categories of lexical similarity successfully recognized; and to explore how these findings can be utilized to develop more effective vocabulary teaching strategies within BIPA programs in the Philippines. The benefits are to provide new insights into the importance of cross-linguistic factors in the teaching of Indonesian to foreign learners, to serve as a foundation for designing instructional materials that facilitate learners' understanding of the characteristics of the Indonesian language—from pronunciation and meaning to contextual usage—and to support receptive and productive learning processes through representative materials organized according to principles of gradation and prioritization.

METHODS

This study adopts an action research design, a type of research that integrates teaching and investigation. This approach allows researchers to gather data more accurately as classroom activities unfold in the BIPA setting. The design consists of four stages: (1) planning, (2) implementing actions, (3) observing, and (4) reflecting (Esparza, 2022). During the planning stage, the researcher prepares the learning materials and instructional tools for use in class. In the action stage, the researcher introduces an intervention by providing learners with a stimulus in the form of a text. While the lesson is taking place, the researcher simultaneously observes how the students communicate in Indonesian. In the final stage, the researcher and the learners review and evaluate the learning outcomes as part of the reflection process. The method applied in this study is adapted from Lee and Lee (2021), who examined how his students learn English as a second language. In this study, the learning context focuses on Indonesian as learned by BIPA students in the Philippines.

This research also used Mazzaggio and Stateva`s (2024) to portray the linguistic transfer realization from the data. Data were collected through observation and participant testing. Participants received a recount text themed *Ulang Tahun* (Birthday), which they were asked to read and annotate

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by marking any vocabulary they understood. Afterwards, a follow-up check is conducted to evaluate how well they recognized the vocabulary found in the text. Moreover, the data were classified according to the cognate categories proposed by Otwinowska et al. (2025). Cognates are words that share similarities in the learner's second and third languages. In this study, the data were compared to see how far the learners are able to understand Indonesian words through the similarity between the Indonesian language and Tagalog and English as their L1-L2.

The data in this study consist of a collection of words that learners were able to recognize from a recount text. The learners involved in the research are ten university students—both male and female—from the Philippines. All participants are second-year students in the English, Foreign Language, and Linguistics Department. Essentially, they are bilingual speakers who use two languages in their daily lives: Tagalog as their L1 and English as their L2. The participants' bilingual background is an important factor in this study because it provides two possible sources of linguistic transfer (Yeh et al., 2026): Tagalog, which is an Austronesian language related to Indonesian, and English, which contributes many loanwords found in Indonesian.

The main instrument used in this study was a reconstructed text titled *"Ulang Tahun Temanku"* designed to suit beginner to intermediate BIPA learners. The text consists of four paragraphs with a total of 155 words and narrates the experience of attending a birthday party for a friend named Adinda. The text includes the following lexical features: (1) Cognates with Tagalog (e.g., *lima*, *mata*, *anak*); (2) Loanwords from English (e.g., *foto, spesial*, *novel*); (3) Basic Indonesian vocabulary; and (4) Simple sentence structures using *S–P–O* patterns and time expressions (adverbs of time). The text was intentionally crafted with a lexical composition that includes Austronesian cognates (such as *lima*, *anak*, *kakak*, *adik*, *saya*, *kami*, *dua*, *teman*), English loanwords (*foto*, *spesial*, *novel*, *klasik, kopi*), time-related words (*kemarin*, *Sabtu*, *siang*, *sore*, *pukul*), kinship terms (*teman*, *keluarga*, *kakak*, *adik*, *anak tunggal*), common greetings (*terima kasih*, *sampai jumpa*), as well as vocabulary referring to actions (verbs) and descriptive qualities (adjectives). It also contains food-related vocabulary such as *nasi tumpeng*, *sate*, and *es kopi* to provide cultural context.

This text was purposefully designed to offer rich contextual cues while containing a substantial number of cognates and loanwords (Bratlie et al., 2025) that Filipino learners can recognize even without formal instruction. Data collection was carried out through a sequence of steps in which participants were first given the narrative text without any dictionaries or reference tools. They then read the text and marked any vocabulary they believed they understood, without needing to translate or explain the meanings—only to identify familiar words. After this stage, the researcher verified their selections through a short quiz to ensure that the marked vocabulary was genuinely recognized. All identified words from each participant were then documented and compiled for subsequent analysis.

The collected data were analyzed using a mixed-method approach, combining quantitative and qualitative techniques. The analysis was carried out in several stages: (1) data quantification, counting the number of words recognized by each participant; (2) lexical categorization, classifying the recognized vocabulary based on cross-linguistic similarity sources, which are: (a) true cognates between Indonesian and Tagalog; (b) false cognates; (c) loanwords from English; and (d) words recognized through semantic domains; (3) pattern analysis, identifying common recognition patterns across participants; and (4) theoretical interpretation, relating the findings to theoretical frameworks on linguistic transfer and lexical recognition.

RESULTS AND DISCUSSION

Result

Based on the data presented, the analysis reveals significant variation in the number of words recognized by participants. On average, participants recognized approximately 18.6 words each, indicating a moderate level of contribution overall. However, this average masks considerable

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disparity among individual participants. Among all of the ten participants, the highest score found is 32 words recognition from the whole given text. In contrast, the fewest one can only recognize 6 words. The range between these extremes is substantial at 26 words, highlighting the inconsistency in participation levels or recommendation patterns among the group. This wide spread suggests that while some participants were highly engaged and prolific in their task, others contributed far less, which may warrant further investigation into the factors influencing these differing levels of participation, such as individual interpretation of the task, time constraints, or varying degrees of familiarity with the subject matter. A more detailed explanation can be seen in the following description.

Analysis Based on cognate categories

The research categorizes vocabulary based on the mechanisms of lexical recognition used by participants to understand cross-linguistic word similarities. The data is divided into three primary categories that reveal distinct patterns of linguistic cognition.

Table 1. Word Recognition Based on the True Cognates

No.	Indonesian words	Cognates in Tagalog	Recognition Frequency	Procentage
1	lima	lima	10/10	100%
2	anak	anak	8/10	80%
3	aku	ako	8/10	80%
4	kami	kami	8/10	80%
5	dua	dalawa	7/10	70%

The category in Table 1 of true cognates is found in numerals (*dua, lima*) and in nouns referring to kinship terms (*anak*). In addition, there are also cognates in the form of personal pronouns (*aku, kami*). The analysis shows that true cognates can be perfectly recognized by participants, with recognition accuracy reaching 70–100%. The second category consists of a set of vocabulary items with morphological characteristics that differ between the two languages, in this context, between Indonesian and Tagalog. The following are several vocabulary items that were successfully recognized by the participants.

Table 2. Word Recognition Based on the False Cognates

No.	Indonesian words	Cognates in Tagalog	Recognition Frequency	Procentage
1	kakak	kuya	9/10	90%
2	adik	kapatid	10/10	100%
3	makan	kain	8/10	80%
4	rumah	bahay	5/10	50%
5	teman	kaibigan	8/10	80%
6	buku	libro	8/10	80%
7	dari	mula sa	8/10	80%

In Table 2, the word *makan* has a high recognition rate (80%) due to a tendency for contextual understanding within the text. The word appears in the sentences *"Kami makan bersama. Ada nasi tumpeng, sate, kue tart, dan es kopi."*. The appearance of vocabulary items referring to various Indonesian foods may have served as stimuli in the process of recognizing the meaning of *makan*. Preposition (*dari)* was recognized by 80% of the participants, possibly through contextual inference and its functional similarity to Tagalog prepositions. Meanwhile, the word *buku* was well recognized

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(80%) even though its Tagalog equivalent (*libro*) is different, indicating the use of recognition strategies beyond direct transfer.

Indonesian language exhibits a substantial inventory of lexical items that have undergone adaptation from English, a factor that appears to markedly facilitate learners' lexical recognition processes. The empirical evidence associated with this category attests to this facilitative influence. Despite the considerable phonological and orthographic restructuring that these loanwords undergo to conform to Indonesian grammar called *EYD (Ejaan Yang Disempurnakan)*, participants nonetheless demonstrated a robust ability to accurately identify them. Table 3 presents some findings in this category.

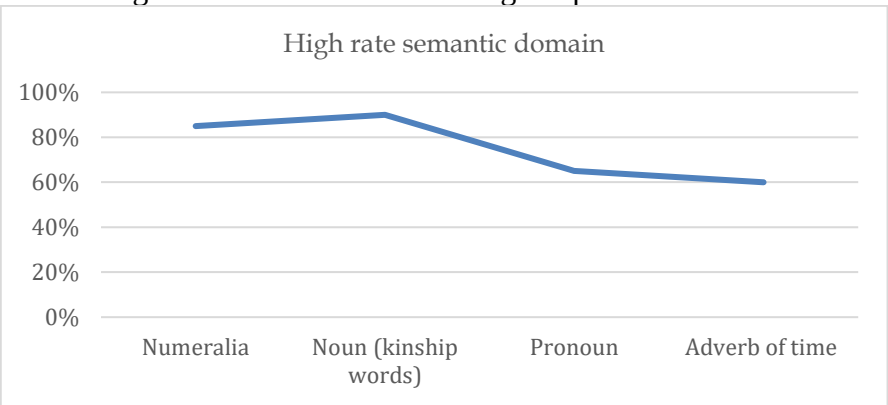
Table 3. Word Recognition Based on the English Loanwords

No.	Indonesian words	English words	Recognition Frequency	Procentage
1	foto	*photo*	6/10	60%
2	novel	*novel*	7/10	70%
3	spesial	*special*	7/10	70%
4	klasik	*classic*	6/10	60%
5	kopi	*coffee*	2/10	20%

According to these findings in this category, loanwords with minimal adaptation (*novel*, *spesial*, *klasik*) show higher recognition rates (60–70%) compared to words that undergo significant orthographic adaptation, such as *kopi* (20%). The participants' Tagalog–English bilingual ability provides a positive advantage in recognizing these lexical items.

Analysis based on semantic domain

Moreover, a more detailed analysis reveals that certain semantic domains exhibit higher levels of recognition. The finding can be seen in the following Graphic 1.

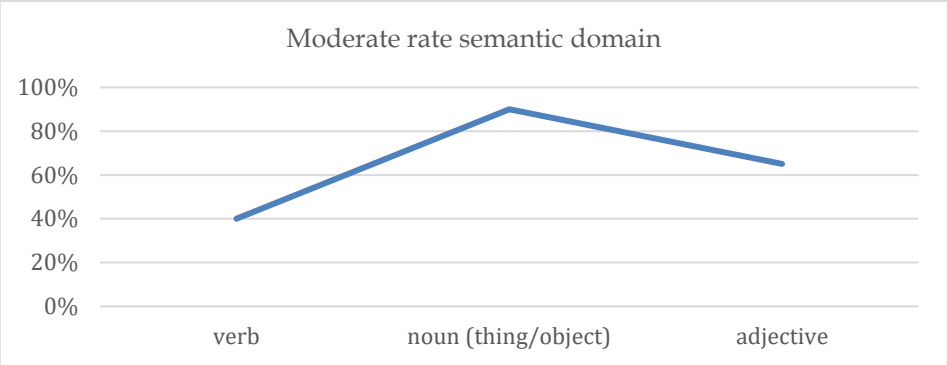


Graphic 1. High-rate Semantic Domain

Lexical items belonging to typologically stable and conceptually universal categories tend to be recognized with strong consistency. Numerals (*lima*, *dua*) and kinship terms (*anak*, *kakak*, *adik*) register the highest levels of recognition, reflecting both their cross-linguistic robustness and their salience in daily interactions. Similarly, personal pronouns (*saya*, *kami*) and frequently used social expressions (*terima kasih*, *sampai jumpa*) show elevated recognition, likely due to their pragmatic indispensability. Temporal expressions (*sabtu*, *siang*, *sore*) also fall within this high-performing group, though with slightly more variability.

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Graphic 2. Moderate rate semantic domain

Domains with more heterogeneous recognition rates include basic verbs and concrete nouns. While some verbs such as *makan* are readily recognized—often facilitated by contextual cues—others such as *datang* display minimal recognition. Concrete nouns (*buku*, *foto*, *rumah*) – which refer to things or material objects- fare moderately well, presumably because their referents are visually salient and easily conceptualized. Adjectives demonstrate wide disparities; lexemes with clearer semantic anchors (*mahal*) tend to be recognized more successfully than those with broader or less contextually grounded meanings (*bagus).*

In the low category, we do not provide any graphics since there is only one lexical domain found. The lowest recognition rates appear in morphologically complex items, particularly prefixed verbs (*membaca*, *merayakan*, *berfoto*). The reduced recognition of these forms may be attributed to differences in morphological structure between Indonesian and Tagalog, especially regarding verbal derivation and affixation patterns. These findings suggest that the participants would benefit from a more advanced and systematic understanding of Indonesian affixation processes.

Discussion

These findings confirm that the Austronesian genetic relationship between Indonesian and Tagalog provides a strong foundation for initial vocabulary acquisition. This is consistent with the statement from Saadati and Talebi (2025) that crosslinguistic aspect gives a strong potential support to the language learning process. Also, these findings correlate with the statement from Arbona and Chireac (2014) that stated the efficiency of linguistic transfer in foreign language learning for adult setting. The findings of this study align with and extend the theoretical frameworks presented in the crosslinguistic literature on relative clause acquisition and lexical processing. Drawing from Bodynek et al. (2026), who demonstrated how morphological features differentially impact comprehension across languages, this research reveals parallel mechanisms operating at the lexical level in Indonesian-Tagalog transfer. Drawing from Bodynek et al.'s discussion, we can propose a parallel mechanism in bilingual lexical access. Lexical recognition in L2 learners involves a semantic probe searching for the closest matching form in their mental lexicon.

In Filipino learners, this search operates across at least two simultaneously activated linguistic networks: Tagalog and English. Otwinowska et al. (2025) distinguish between L2–L3 cognates, which are shared between a learner's second and third languages, and L1–L2–L3 cognates, which display similarity across all languages known by the learner. This distinction is particularly relevant to Filipino BIPA learners, whose lexical processing often involves multiple linguistic resources. English-derived Indonesian words such as *foto*, *novel*, and *spesial* can be recognized through learners' English knowledge while simultaneously benefiting from phonological and semantic similarities present in Tagalog. In this sense, these items function similarly to L2–L3 cognates, providing multiple access routes to meaning.

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This dual-route access explains why English loanwords show moderate recognition rates (60-70%). Items with minimal orthographic adaptation (*novel*, *spesial*) achieve higher recognition because they maintain perceptual similarity to their English source. However, words undergoing significant phonological restructuring (*kopi* from *coffee*, 20% recognition) lose this advantage, as the adapted form no longer triggers automatic activation in the English lexical network. The integration of Jensen et al.'s (2016) Linguistic Proximity Model (LPM) with our findings on Filipino BIPA learners provides a compelling framework for understanding how crosslinguistic influence operates across different linguistic domains—from syntactic processing (Álvarez-García & González, 2023) to lexical recognition through semantic domains, as shown in this study. This finding portrays the effort of the learners to catch the word meanings from their form. This also aligns with Salig et al. (2025), who mention that language learners use their knowledge of another language to process the new language in their minds.

In the context of cognitive study, cross-linguistic similarity functions as a "cognitive bridge" that facilitates lexical recognition through mechanisms such as direct transfer, simultaneous activation within bilingual semantic networks, and inferences based on form-related similarity. However, the study also identifies several potential challenges, particularly with regard to false cognates, which may trigger negative transfer if not addressed explicitly in instruction. The significant individual variation observed suggests that successful lexical recognition depends not only on objective linguistic similarity but also on learner-specific factors such as metalinguistic awareness, learning strategies, and motivational orientation. These findings are also in line with what was stated by Melinger (2026) that language similarity can be seen through three expressions, one of which is semantics.

Theoretically, this research contributes to the cross-linguistic transfer process by confirming cognate effects within an Indonesian – Tagalog context, highlighting the role of bilingualism in enabling transfer from multiple linguistic sources, and emphasizing the importance of contextual factors in shaping the degree and direction of linguistic transfer in BIPA learning, especially for learners from the Philippines. For BIPA pedagogy, this means moving beyond simplistic notions of "transfer" or "interference" toward a sophisticated understanding of multilingual processing dynamics—one that leverages linguistic proximity productively while providing explicit support for navigating the inevitable complexities of multiple grammar coordination. Moreover, the pedagogical implications underscore the need for a cognate-awareness-based approach to BIPA instruction in the Philippines. Strategies such as identifying and highlighting true cognates, proactively addressing false cognates, implementing layered vocabulary instruction, and promoting metalinguistic awareness can enhance positive transfer while reducing negative interference. By strategically leveraging linguistic relatedness, BIPA instruction in the Philippines can become more effective and efficient to the linguistic profile of Filipino learners.

CONCLUSION

This study has examined the role of cross-linguistic similarity in the lexical recognition abilities of Filipino learners of Indonesian (BIPA). Using an action research approach involving ten university students, the study found that participants were able to recognize an average of 18.6 Indonesian vocabulary items without dictionary assistance, with individual scores ranging from 6 to 32 words—a variation that reflects distinct cognitive profiles among learners. Words are recognized in three different categories such as true cognates, false cognates, and English loanwords. Besides, the highest rate of word recognized are numerals and nouns because both Indonesian and Tagalog share relatively same cognates in the type of words, while the lowest rate of recognition are the words with affixes. It suggests that the similarities of Indonesian and Tagalog help the learners to comprehend Indonesian language more effective and efficient. Loanwords from English are also helpful for learners to gain faster understanding toward the text given during the class. Several

pedagogical recommendations can be implemented by developing teaching materials that correspond to the learners' challenges—for example, providing examples of vocabulary concepts that differ genetically from those in the learners' source language. Such vocabulary can be incorporated into reading and listening activities. These receptive processes must be carefully monitored and continually evaluated by instructors so that, when learners eventually produce the target language, their pronunciation and written forms are already well-developed. The principles of graded learning and prioritization can be applied to prevent errors from becoming permanent. Within the Communicative Approach framework, learners may be introduced to vocabulary and structural concepts ranging from basic to complex forms, as reflected in the increasing amount of vocabulary used within a sentence. Overall, this study affirms that recognizing and utilizing cross-linguistic similarities is not merely a pedagogical option but a necessity for optimizing BIPA instruction in contexts where the target language and the source language share a genetic relationship. Further research employing more comprehensive and longitudinal methodologies will enrich our understanding of the complex dynamics of linguistic transfer in the acquisition of Indonesian as a foreign language (BIPA). This is necessary for formulating an instructional strategy that aligns with the difficulties encountered by BIPA learners.

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Author Contribution Statement

Keni Pradianti: developed the theoretical framework and research methodology, collected data, conducted the formal analysis and interpretation of the data, wrote the original draft, and supervised the research. **Rai Bagus Triadi:** writing, review, and editing of the manuscript.

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Conflict of Interest Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the objectivity, integrity, or interpretation of the work reported in this article.

Data Availability Statement

The data supporting the findings of this study, including the recount text, the participants' vocabulary annotations, the follow-up quiz results, and the coded word lists, are available from the corresponding author upon reasonable request. To protect participants' privacy, all data are anonymized and shared for academic purposes only.

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