

**LEXICO-GRAMMAR ANALYSIS IN ENGLISH AS A LINGUA
FRANCA INTERACTION ON KARBIDA FC YOUTUBE
CHANNEL**

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**DEPARTMENT OF ENGLISH LITERATURE
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2026**

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FRANCA INTERACTION ON KARBIDA FC YOUTUBE
CHANNEL**

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
In Partial Fulfilment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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2026**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Lexico-Grammar Analysis in English as A Lingua Franca Interaction on Karbida FC YouTube Channel**” is my original work. I do not include any materials that is previously written or published by another person, except those cited as references and written in bibliography. Hereby, if there is any objection or claim, I am the only person responsible for that.

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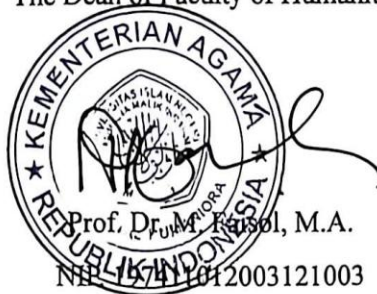


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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

"For indeed, with hardship comes ease. Indeed, with hardship comes ease"

(QS. Al-Insyirah [94]: 5–6)

"When life gives you a lemon, bite it like a man." – Kepingan Supernova p. 134.

DEDICATION

With gratitude, this thesis is respectfully dedicated to those giving me dramatic pressure and endless support in my every single step of life—my parents. Their undying fire has been a source of marvellous strength in my academic journey. The affection, trust, and sacrifice they have instilled have been the main impetus for me to move forward, face various terrible challenges, and make me a person I am today.

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The writer also wants to express his infinite gratitude to the two people who were willing to sacrifice their lives for him, his parents, Sauki and Waliyatullah. Thanks to the affection and various life lessons they gave, the writer was able to survive to complete his dependents. Not to forget, the author also thanked his brother and sister, Melly and Qonita, who always encouraged, prayed, and entertained the writer in between his free time. Furthermore, the author also

thanks friends and anyone who is willing to provide emotional support and has accompanied the author in every process he goes through.

Finally, thank you to the author himself for choosing not to give up and continuing to fight all the challenges he faces, especially during the work on his thesis. Thank you for choosing not to run away from responsibility, even though the process is not easy. This is an achievement that is very worthy of celebration and remember that hard work, perseverance, and consistency will always pay off.

Malang, 18 May 2026

The Researcher

A handwritten signature in blue ink, consisting of a large, stylized 'F' followed by a series of loops and a horizontal stroke at the end.

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ABSTRACT

Syauqi, Fahmi Afif Isnaeni (2026). *Lexico-Grammar Analysis in English as a Lingua Franca Interaction on Karbida FC YouTube Channel*. Undergraduate Thesis (skripsi). Department of English Literature, Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Lina Hnifiyah, M.Pd.

Keywords: English as a Lingua Franca, Lexico-Grammar, Karbida FC.

This study aims to examine how lexico-grammar strategies appear in ELF interaction on the Karbida FC YouTube channel. This study uses a qualitative approach with the theory of Analyzing English as a Lingua Franca by Cogo and Dewey (2012) as the basis of the analysis. Data were taken from four ELF interaction videos that resulted in 13 pieces of data analyzed. The results showed that, out of the 13 data, 2 showed variation in article use, 2 showed excessive prepositions, 4 showed simplified sentence structure, and 5 showed verbs of high semantic generality. This is reflected in how the speakers use their English skills and creativity in communicating to build mutual understanding. This study concludes that lexico-grammar is not just a communication strategy but also a means of facilitating and maintaining smooth communication in ELF interactions. These findings are expected to enrich sociolinguistics and multilingual communication research in informal digital contexts. The findings are limited to an analysis of lexico-grammar strategies conducted on a single channel in a non-formal entertainment context. The results of this research may be different if it is applied to other interactions, situations, and digital platforms. The researcher suggests that research related to lexico-grammar strategies in ELF interactions be expanded in terms of interaction types, contexts, digital platforms, study duration, and data quantity.

مستخلص البحث

شيوقي، فهمي عفيف الإسني (2026). تحليل النحر المعجمي باللغة الإنجليزية كتفاعل مشترك على قناة كاربيدا إف سي على يوتيوب. أطروحة. قسم الأدب الإنجليزي، كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية، مالانغ. المشرفة: الدكتورة لينيا حنيفة، دكتورة في الشرطة.

الكلمات المفتاحية: إنجليزية كلغة مشتركة، لغة نحوية، كاربيدا إف سي.

تهدف هذه الدراسة إلى دراسة كيفية ظهور استراتيجيات القواعد المعجمية في تداخل ELF على قناة كاربيدا إف سي على يوتيوب. تستخدم هذه الدراسة نهجا نوعيا مع نظرية تحليل اللغة الإنجليزية كلغة مشتركة لكوجو وديوي (2012) كأساس للتحليل. تم أخذ البيانات من أربعة فيديوهات تفاعل مع ELF أسفرت عن تحليل 13 قطعة بيانات. أظهرت النتائج أنه من بين جميع البيانات الـ 13، أظهرت بيانتان تباين في استخدام المقالات، وبيانتان أظهرتا حرف جر مفرط، وأظهرت 4 بيانات بنية جمل مبسطة، و5 بيانات أظهرت أفعالا ذات عمومية دلالية عالية. ينعكس ذلك في كيفية استخدام المتحدثين لمهاراتهم وإبداعهم في اللغة الإنجليزية في التواصل لبناء تفاهم متبادل. تستنتج هذه الدراسة أن قواعد المعجم ليست مجرد استراتيجية تواصل، بل هي أيضا وسيلة للمساعدة والحفاظ على التواصل السلس في تفاعلات ELF. من المتوقع أن تثري هذه النتائج دراسة علم اللغة الاجتماعي والتواصل متعدد اللغات في السياقات الرقمية غير الرسمية. تقتصر هذه النتائج على تحليل استراتيجيات القواعد المعجمية التي تجرى على قناة واحدة فقط في سياق الترفيه غير الرسمي. قد تختلف نتائج هذه الدراسة إذا طبقت على التفاعلات والظروف والمنصات الرقمية الأخرى. يقترح الباحث توسيع الأبحاث المماثلة المتعلقة باستراتيجيات القواعد المعجمية حول تفاعلات ELF من حيث التفاعل، والسياق، ونوع المنصة الرقمية، ومدة البحث، وكمية البيانات.

ABSTRAK

Syauqi, Fahmi Afif Isnaeni (2026). *Lexico-Grammar Analysis in English as a Lingua Franca Interaction on Karbida FC YouTube Channel*. Skripsi. Departemen Sastra Inggris, Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Lina Hanifiyah, M.Pd.

Kata kunci: Bahasa Inggris sebagai Lingua Franca, Lexico-Grammar, Karbida FC.

Penelitian ini bertujuan untuk mengkaji bagaimana strategi lexico-grammar muncul dalam interaksi ELF di saluran YouTube Karbida FC. Penelitian ini menggunakan pendekatan kualitatif dengan teori *Analyzing English as a Lingua Franca* karya Cogo and Dewey (2012) sebagai landasan analisis. Data diambil dari empat video interaksi ELF yang menghasilkan 13 potongan data yang dianalisis. Hasil menunjukkan bahwa dari keseluruhan 13 data, 2 data menunjukkan *variation of article use*, 2 data menunjukkan *excessive preposition*, 4 data menunjukkan *simplified sentence structure*, dan 5 data menunjukkan *verbs of high semantic generality*. Hal ini tercermin melalui Bagaimana para penutur menggunakan kemampuan bahasa Inggris mereka dan kreatifitasnya dalam berkomunikasi untuk membangun keterpahaman bersama. Penelitian ini menyimpulkan bahwa lexico-grammar bukanlah sekedar strategi komunikasi, melainkan juga sarana untuk membantu dan mempertahankan kelancaran komunikasi dalam interaksi ELF. Temuan ini diharapkan dapat memperkaya studi sosiolinguistik dan komunikasi multibahasa dalam konteks digital informal. Temuan ini terbatas pada analisis lexico-grammar strategies yang dilakukan pada hanya satu saluran dengan konteks hiburan non-formal saja. Hasil dari penelitian ini mungkin saja akan berbeda jika diterapkan pada interaksi, situasi, dan platform digital lainnya. Peneliti menyarankan agar penelitian serupa terkait lexico-grammar strategies pada interaksi ELF diperluas baik dalam aspek interaksi, konteks, jenis platform digital, durasi penelitian, maupun kuantitas datanya.

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CHAPTER I

INTRODUCTION

A. Background of the Study

When individuals from different linguistic backgrounds interact directly, English is often used as an intermediary language, which is no longer the standard form we learn in school among native speakers. In these interactions, which are often exemplified or practiced on platforms such as YouTube, English becomes what experts refer to as English as a Lingua franca (ELF), where even those who do not use English as their first language adjust their speech to be understood, rather than maintaining perfect grammar (Vettorel, 2014). The fact is that vocabulary and grammar errors in ELF, especially in real-time conversations, are often considered fatal mistakes because they do not conform to native-speaker norms. This is unlike what Cogo and Dewey (2012) noted, that ELF speakers find meaning through a process of negotiation, teamwork, and continuous modification of what they say. Also, most studies on ELF are conducted in structured academic or institutional contexts, which do not reflect the nuances of real-life entertainment-based or non-academic instant communication.

This problem is especially noticeable in the Karbida FC YouTube channel, where Bimo Ganindra communicates with foreign visitors in free, fast and extremely improvisational chats. These interactions result in a communicative space that is highly abundant in spontaneous linguistic adaptations where speakers are guided by special strategies in order to keep their messages intelligible (Truong

and Le, 2022). The key issue is the linguistic peculiarity, or, in other words, the very problem of ELF manifested in repetition, simplified structures, unpredictable use of lexicon, and the use of formulaic sequences, which are used intuitively. These aspects are inherent and unpredictable and contrast sharply with the tendencies that are outlined in the formal ELF studies (Abdeljaoued & Labassi, 2012). Due to the naturalistic and entertainment-focused nature of the interaction, Karbida FC introduces an aspect of ELF, which is not well researched, specifically the lexicogrammatical tools used by non-native speakers to support the maintenance of meaning in the fast and multimodal digital environment.

One of the first studies demonstrating that implicature processing in ELF differs than in First Language (L1) is (Kecskes, 2021), who argues that ELF users tend to rely on simpliciture (literal meaning) because they lack the shared ground (shared knowledge) possessed by native speakers. However, this may be a weakness of the research, as the arguments are largely theoretical and conceptual, lacking empirical evidence from actual ELF contact. These findings are confirmed by Mauranen (2018), who demonstrates that ELF employs adaptive methods such as approximation and collaborative resolution to maintain communicative fluency when the language undergoes second-level language contact with different speaker communities. However, Mauranen's study is largely based on an academic corpus, so it may not fully apply to non-academic ELF scenarios such as business or informal communication. Additionally, Budzińska (2025) found that ELF communication, particularly among teenagers in short-term study courses in Malta, is heavily influenced by the multilingual environment and physical design, yet tends

to be hindered by the presence of peer groups of fellow nationals. A limitation of this study is that it is based on a small sample (only 15 students were interviewed) and a short-term program, so the results cannot be applied to long-term experiences in ELF and adult age groups. Finally, Kennedy (2017) found that the effectiveness of ELF communication depends not only on the nature of the strategies used, but also on interaction patterns (collaborative or passive) as well as how speakers take responsibility for understanding one another within the framework of structured tasks in a university setting. One limitation of Kennedy's study is that the interactions examined were not naturalistic but rather elicited (created by the researcher), so the communication strategies that emerged may differ from those occurring in spontaneous ELF dialogues in real-life settings.

In the context of globalization and the increasing use of ELF in various settings such as international education and the workplace, Taguchi & Ishihara (2018) highlight that ELF pragmatic competence relies on interaction strategies such as self-repair, mediation, and repetition to resolve misunderstandings. However, the main limitation of their synthesis is the limited scope of the research (only 27 studies up to 2017) and the lack of practical pedagogical implications, so the ELF approach is still considered unrealistic by many teachers. Meanwhile, Sifakis & Tsantila (2019) contextualize ELF within EFL teaching by proposing an ELF-aware pedagogy approach that emphasizes reconciling local and global norms. Its weakness, as they acknowledge, is that ELF cannot be taught as a standardized variety due to its fluid and hybrid nature, as well as the persistent gap between teachers' theoretical awareness and classroom implementation. Meanwhile,

Modiano (2024), in the context of the post-Brexit European Union, demonstrates that ELF users develop a European identity through features of nativization that differ from the norms of the Inner Circle. However, this research has limitations regarding the lack of strong empirical evidence on social acceptance of “European English” as well as its reliance on self-perception data and a biased voluntary sample, so claims about systematic nativization still need further testing. Overall, the three studies agree that interaction strategies and identity negotiation are central to ELF, yet each has limitations regarding generalizability, pedagogical applications, and supporting empirical evidence.

The research by Becker (2024) offers a critical contextual interpretation of the ELF perception as a threat to national language and national identity in the Swiss multilingual education system, which presents an ideological conflict between globalization processes and (neo)-nationalist traditions; but the research is also limited, as it is based on a small phenomenological sample (only three of four language regions) and a qualitative focus that cannot be generalized to the Likewise, Savova & Azarnoosh (2024) provide a helpful critique of native speaker norms by addressing how Iranian ELF learners form an ideal self of speaker role models in an imagined community. Nevertheless, the limitations of the study are that the sample is a convenience sample, and the data on language proficiency is self-reported, and no longitudinal tracking was conducted, so it is not yet clear how the preferences of speaker role models. In the meantime, Cogo & Dewey (2006), give basic empirical data about how ELF speakers, in their collaboration, construct meaning using pragmatic strategies (accommodation and lexico-grammatical

innovation) though the limitations of the study are that the corpus size (around 60,000 words) is quite small and the study is based on highly competent ELF speakers, which limits its application. Together, these three studies help to build a solid theoretical basis to examine ELF practices beyond the norms of native speakers, but due to their methodological limitations, such as small sample diversity, cross-sectional designs, and small corpus sizes, the necessity for larger-scale, longitudinal, and more representative empirical studies in different educational and geographical settings.

Maulidita's (2025) research on the use of English as a *Lingua Franca* in interactions on a similar YouTube channel, *Nihongo Mantappu*, is also closely related to this study. The results of this research concluded that ELF speakers use different pragmatic strategies to help establish and maintain shared understanding, including several aspects such as request for clarification, check for understanding, repetition, reformulation and interactional support. Moreover, the research also revealed some lexical-grammatical features of ELF including the use of general verbs as communication tools, article and preposition usage and simple sentence structures. The results support the idea that the degree of success in ELF communication is not dependent on grammatical accuracy in line with native speaker norms, but on the competence of communicating with the other party in a way that ensures mutual understanding. As the research is based on more spontaneous and unstructured ELF interactions than the aforementioned research, and on a context of soccer entertainment in the *Karbida FC* channel, it helps to

present more comprehensive picture on the use of lexical-grammatical strategies in various communicative situations.

As mentioned in the literature review, this research fills a gap in the sense that there has been a lack of emphasis on lexico-grammatical strategies in the context of real-time ELF usage, which is widely exemplified in informal and multi-party digital resources such as YouTube. To address this gap, it is necessary to investigate how these strategies function in natural interactions, particularly in digital communication. Therefore, based on previous studies, this research aims to effectively analyze how several lexico-grammatical strategies, as sources of creativity for constructing shared meaning, are implemented during interactions at Karbida FC.

The theoretical perspective proposed by Cogo and Dewey (2012), about *Analyzing English as a Lingua Franca*, which states that in actual ELF practice, participants actively and creatively use and renegotiate available linguistic resources to achieve communicative goals that strongly supports the importance of this research. Therefore, this research not only closes the existing empirical gap but, with the help of authentic data analysis, provides concrete evidence of how the processes of lexico-grammar strategies described theoretically by Cogo and Dewey (2012) are actually applied, justifying the urgency of incorporating these principles into digital communication that is more responsive to the realities of global communication.

The specific objective of this research is to analyze the application of lexico-grammar strategies in ELF communication on the YouTube channel of Karbida FC, Bimo Ganindra's soccer fan club. As a content creator who interacts extensively with an international audience, Bimo's use of English is a rich example of how Indonesians choose to balance clarity and accommodate a global audience in their communication. Emphasis is placed on identifying what lexico-strategies emerge, when they occur, such as the omission of *s* or *-es* in third person singular, variation use of articles and prepositions, simplified sentence structure, as well as general verbs use, and how lexico-grammar can help or hinder successful or problematic communication Pietikäinen (2018). The reason why this issue is worth researching is that YouTube, as an international medium, reflects not only individual language competence but also cultural affiliation and communicative flexibility. These strategies are understood in depth, which provides insights into how Indonesian speakers position themselves in global discourse, as well as being part of broader research on ELF communication in digital media.

In addition, the results of this research are expected to explain how lexico-grammar strategies facilitate ELF interaction to shape mutual understanding among both speakers. Thus, this research contributes to a broader understanding of lexico-grammar in ELF interaction.

B. Research Questions

Based on the background above, the research questions of this study are as follows:

1. What types of lexico-grammar features are utilized by the participants in the English as a Lingua Franca interaction on the Karbida FC YouTube Channel?
2. How do these lexico-grammar features function to establish mutual understanding and maintain communicative effectiveness in the ELF interactions?

C. Significance of the Study

This study offers practical insights for students, researchers, or educators by highlighting the importance of flexible language use in achieving mutual understanding in communication among non-native speakers. This study can also serve as a reference for language educators, content creators, and researchers to understand and maximize the use of lexico-grammar in cross-cultural communication. Furthermore, this study can serve as a foundation for designing more inclusive, flexible, and effective communication strategies in ELF interaction.

D. Scope and Limitation

This research focuses on a discourse grammar analysis of the features and functions of English lexico-grammar that appear in ELF interactions on the Karbida FC YouTube channel, a channel that often presents ELF interactions. In analyzing the data, the researcher draws on Cogo and Dewey's theory (2012), which is used to understand how speakers build understanding in ELF interactions. Based on the theory of analyzing English as a lingua franca, this research examines the lexico-

grammar types used in ELF interactions and how those types function to establish and achieve mutual understanding between the ELF speakers. Furthermore, this research focuses only on Karbida FC YouTube channel and the data taken from carefully selected videos in 2025, with a total of 4 videos, which were then manually transcribed by the researcher. This analysis only includes data that contain lexico-grammar features and excludes audience responses and the impact of video editing in order to anticipate new findings in the research process.

E. Definition of Key Terms

The key terms and their definitions are included below:

- **English as a Lingua Franca (ELF):** This is when a language, usually but not necessarily English, is used in communicative interaction between people whose first languages and cultural backgrounds differ, whose main priority is communicative success, and whose priority is not to conform to the norms of English native speakers. In this framework, linguistic creativity and mutual negotiation are embraced over rigid adherence to native-like grammar. ELF research thus focuses on how speakers adapt their language use dynamically to achieve shared understanding in real-time interactions.
- **Lexico-Grammar:** The application of prefabricated patterns of language which act as the key units of meaning to activate the development of fluent and intelligible communication, especially in the context of English as a lingua franca. These formulaic sequences reduce cognitive processing load, allowing speakers to produce language more smoothly during spontaneous exchanges. In ELF settings, lexico-grammatical choices are often driven by communicative efficiency rather than prescriptive correctness, making them central to how non-native speakers co-construct meaning.

- **Karbinda FC:** This is an Indonesian YouTube channel, operated by Bimo Ganindra, which contains videos about football and socialising with different foreign guests, creating a naturalistic environment in which to observe authentic ELF communication. Bimo Ganindra is an Indonesian actor and football enthusiast who actively travels internationally to support the national team. The channel features casual football discussions and interviews with international guests, from coaches to players, fostering unscripted cross-cultural exchanges. These spontaneous interactions, often mixed with Indonesian and English, make the channel a valuable case for studying ELF in real-world, emotionally driven contexts.

CHAPTER II

REVIEW OF RELATED STUDIES

A. English as a Lingua Franca

Generally, lingua franca refers to a language used as a common means of communication by speakers who have different native languages. In modern linguistics, lingua franca is defined by its social function, not by the internal structure of the language. A language can be called a lingua franca if it is used as a medium of communication between groups with different linguistic backgrounds (Jenkins, 2008). In short, almost all languages have the potential to be used as a lingua franca in certain contexts.

In the era of globalization, English occupies a unique position, similar to that of a lingua franca. ELF differs from regular English in that it is designed as a flexible medium to facilitate understanding in certain interactions or communications (Borras, 2023). People around the world use it to connect in education, business, and even on digital platforms such as YouTube. In achieving mutual understanding, ELF speakers work together to avoid misunderstandings, which are common and very useful in online interactions between people with different linguistic backgrounds.

ELF also makes things easier for content creators from diverse cultural backgrounds and fans from all over the world to interact through communication on YouTube. Wahyudi and Chusna (2018) and Kusumaningputri (2023) state that

the flexible use of English makes speakers easier to reach mutual understanding because ELF relies on creativity rather than rigid rules. This includes rephrasing ideas, repeating oneself or points, or spontaneously switching languages to ensure that everyone or the person they are talking to understands. The use of simple and clear language makes it easier for videos to reach a wide audience because YouTube is an interactive platform that uses algorithms.

This research applies the paradigm presented by Wahyudi and Chusna (2018), which shows that the use of language that is not bound by rules or nonstandard can increase mutual understanding among speakers. This approach explains how English operates in the online and multicultural spheres. Furthermore, this approach emphasizes the importance of flexibility and the negotiation of meaning among speakers with diverse linguistic backgrounds. Therefore, the analysis focuses on how such non-standard forms contribute to maintaining fluency and ultimately lead to mutual understanding in interaction.

In addition to the commonly used definitions and frameworks for ELF, it is important to recognize that ELF theory has evolved gradually and can be divided into three main phases (Jenkins, 2015). The first phase, called ELF 1, focused on linguistic forms commonly found in ELF interactions. Researchers at this stage focused on identifying unique features of ELF, such as the Lingua Franca Core in pronunciation and a list of lexico-grammatical features. The second phase, ELF 2, represents a major shift from a focus on form to a focus on process. Seidlhofer (2005) emphasizes that ELF cannot be understood solely through a set of recurring

forms, but must be seen as a fluid and varied social practice. Therefore, research began to focus more on accommodation strategies, meaning negotiation, and variability in language use as key characteristics of ELF. The third phase, called ELF 3, places multilingualism at the centre of the framework. In this phase, ELF is understood not merely as the isolated use of English, but as a constant presence in complex multilingual communication practices. This means that English is always “involved” in multilingual interactions, even if it is not always used. Baker and Sangiamchit (2019) emphasises concepts such as translanguaging, changing repertoires, and contact zones as more appropriate alternatives to explain ELF practices than the framework of stable language communities.

Therefore, this research places itself within the lexico-grammar framework in ELF formulated by Cogo and Dewey (2012). This enriches the theoretical framework by considering ELF not only as a linguistic variation but also as a dynamic social and multilingual practice in the context of global communication. Furthermore, this analysis emphasizes that successful communication is not always achieved through adherence to the norms of active speakers, but rather through adaptability and shared understanding among speakers. As a result, this analysis highlights the functional role of lexico-grammar in maintaining interactional flow in context ELF.

B. Lexico-Grammar in ELF Communication

Lexico-grammar is a term originating in the tradition of Functional Linguistics. Within this framework, lexicon and grammar are considered layers of

language that form an interdependent unity in simultaneously realizing meaning. Conceptually, the two are intertwined; word choice always triggers a specific grammatical structure, while grammatical structure limits and shapes word choice. In other words, meaning does not arise solely from individual words (lexis) or syntactic rules (grammar), but rather from the combination of both in actual usage (Vitoria, 2024).

According to Halliday, lexico-grammar has various ways in expressing something that changes meaning based on the situation. For example, the use of the modal verbs *may* or *might* indicates caution or politeness and is part of a specific grammatical pattern rather than just a choice of words (Halliday & Matthiessen, 2014). On the other hand, according to Cogo and Dewey (2012), English as a lingua franca develops its own lexico-grammar patterns when speakers improvise or modify to maintain and improve the flow of communication, rather than simply deviating from the standard rules of native speakers. This indicates that lexico-grammatical features serve their own purpose in ELF interactions, such as providing the flexibility needed to maintain the flow of the interaction. One feature that is often observed is the omission of *-s* in third-person singular verbs. Additionally, several recurring patterns of lexico-grammar innovation and their function in ELF interaction include:

a. Third Person Singular

This section is the simplest feature, but it often appears and occurs in ELF interactions. According to native rules, if there is no *s* or *-es* suffix after the third

person singular subject, it will be considered incorrect. This differs from the perspective of Cogo & Dewey (2012), who consider it a variation. Although it is grammatically incorrect, it is accepted in ELF because it is still understandable and can convey the intended meaning. For example, in the sentence “*She go there, he said,*” the word ‘go’ should have the suffix -es or “*goes*” if following native rules.

b. Variation of Articles Use

For non-native speakers, articles are often considered difficult, not in terms of learning them, but in terms of applying them. This is because some languages do not have an article system like English. In informal ELF interactions, speakers often omit or even add articles (a, an, the). For example, in the sentence “*because friend recommended place for good coffee*” if you look closely, two articles have been omitted and it should be “*because a friend recommended the place for good coffee.*”

c. Excessive Preposition

In this feature, prepositions have variations in their application. This is not because of existing rules, but because of the speaker's initiative. For example, omitting or replacing a preposition with another one, which is a deviation from standard English. This occurs because in English itself there are prepositions that do not have a clear semantic meaning, but rather depend on or follow certain collocation patterns. For example, “*we discussed about the possible solutions.*” The preposition ‘about’ is not needed or necessary. This occurs because non-native

speakers try to follow patterns that apply to words such as “*talk*,” “*think*,” or “*explain*,” which do need to be followed by the preposition “*about*.”

d. Simplified Sentence Structure

This section is the result of creativity that emerged from the initiative of ELF speakers. The first is the simplification of question tags, while still adjusting the subject and tense that apply in the interaction. For example, instead of saying “*you understand, don't you?*”, speakers prefer to say “*you understand, yes?*” or “*you understand, no?*” because it is based on different linguistic factors. The next simplification occurs in the pronunciation of ordinary sentences or even questions. For example, instead of saying “*What do you think about this? How much is this?*”, speakers prefer to say “*This thing? The price?*”.

e. Verbs of High Semantic Generality

In this regard, Cogo and Dewey (2012) state that a verb can be classified into this category if it belongs to the group of core verbs that appear very frequently in ELF interactions, such as *do*, *have*, *make*, *put*, *take*, and *get*, has a flexible meaning that is highly dependent on the context of the conversation, and frequently appears in innovative collocations that deviate from standard English norms. In other words, the main characteristics of these verbs with broad semantic scope are their high frequency of use, the general and abstract nature of their meanings, and their appearance in new collocation patterns driven by the need to simplify language production for the sake of smooth communication. For example, “*we will do the*

repairs and adjustments tomorrow” should be “we will conduct the repairs and adjustments tomorrow.”

Cogo and Dewey (2012) explain that English as a Lingua Franca (ELF) develops its own lexico-grammatical patterns as speakers modify the language to improve communication, rather than simply deviating from the standards of native speakers. ELF functions as a legitimate form of communication with its own internal logic and conventions. One feature often observed in the use of ELF is the omission of the -s ending on third-person singular verbs. For example, speakers often say she go instead of she goes. This occurs in a variety of situations, does not cause confusion, and can make communication more fluid. These findings suggest that in ELF, changing some grammatical rules does not reduce clarity.

C. Functions of Lexico-Grammar in ELF Interaction

a. Third Person Singular Zero

This feature serves to simplify the language production process making it easier and easier for speakers to communicate with less burden of complex grammatical rules in real-time. In spontaneous interaction, understanding meaning takes precedence over grammatical conformity based on native speaker rules by speakers. In other words, the function of this type is to ease the cognitive burden of the speaker when communicating. Given that adding the suffix -s/es to a third-person verb in ELF interactions is a burden that does not make a very important contribution to the construction of meaning. The temporal context in the interaction that occurs is very sufficient to mark or know who the perpetrator is and when the

event occurred. Therefore, this feature often appears in the case of ELF interactions and does not pose a fatal barrier to mutual understanding at all. In addition, this feature is actually considered more effective in interaction because it allows the speaker to focus more on the delivery of the core message.

b. Variation of Article Use

Referring to the background of different first language habits, such as the absence of an articulation system like in English, the function of this feature is to maintain the smooth flow of communication. In other words, article rules are often an unnecessary cognitive burden in ELF interactions. Frequent neglect of articles by speakers helps to avoid and minimize long gaps due to looking for articles that are appropriate to the context of the conversation, as well as prioritizing other words that are lexically more meaningful in the context. However, to achieve a common understanding can be built through the context of the situation, shared knowledge, and nonverbal elements such as body gestures or intonation. Therefore, normative things that are often considered mistakes are actually an effective strategy to help maintain smooth communication.

c. Excessive Preposition

The communicative function of this feature is to facilitate spontaneous language production by referring to the logical pattern of the first language without having to memorize complex standard English collocations. Attempts to use the correct preposition and in accordance with the rules of the native speaker can cause a pause that interrupts the conversation in the spontaneous and fast-paced ELF

interaction. Thus, there is a tendency for speakers to use prepositions based on intuition as a result of their first language linguistic habits. This feature of using non-standard prepositions is grammatically deviating, but it does not create any confusion barriers in its interaction. Verbs and situational context are enough clues to be able to understand the direction, place, or topic of conversation even if the speakers do not use the right preposition. In other words, it serves as a flexible element that complements the ELF interaction, rather than as a primary signifier that must be precise.

d. Simplified Sentence Structure

The main function of simplified sentences is to cut down on the pause of speaking turns in dynamic and spontaneous interactions. Eliminating elements that feel redundant or do not contain informative novelties that can hinder fluency can help the speaker to respond faster and minimize the possibility of awkward pauses. This feature also serves to eliminate ambiguity. In most cases in ELF interactions, sentences that are too long and complicated risk causing confusion both for the speaker in the construction of the sentence and for the other person in understanding it. Meanwhile, the use of shorter and shorter structures supported by context and intonation can actually be easier to understand. This feature is also referred to as a low-effort but high-reward strategy by Cogo and Dewey. The reason is because the function of the strategy is to confirm the topic of conversation as well as invite the interlocutor by using the shortest possible sentence to respond specifically but

quickly. Thus, the speakers can still achieve a common understanding without the need to be grammatically correct in structure.

e. Verbs of High Semantic Generality

This feature is the most effective strategy in ELF interaction and has several functions, such as reducing the risk of misunderstandings between speakers. Common verbs in English are known by almost all cross-cultural speakers regardless of their English Proficiency Level. Second, this feature can also reduce cognitive burdens such as spontaneous speech production. Speakers can prevent pauses that indicate doubt and maintain continuity of communication by using universal words, regardless of the use of specific verbs that require the speaker to comb through memory to find the right verb. Finally, the specific meaning of the word general is supported by a situational context that can then be understood by both speakers. Therefore, this strategy is not a sign of the lack or poverty of the speaker's vocabulary, but is an awareness to choose to prioritize the smoothness of interaction rather than the accuracy of lexical selection based on the standards of native speakers.

D. Conversation Analysis (CA)

This research does not use Conversation Analysis (CA) by Jefferson (2004) as an analytical framework, but rather as a transcription method. The CA system is limited to documenting naturally recorded mechanisms of verbal interaction rather than structured interviews or experiments (Jefferson, 2004). This ensures that variations in pronunciation are recorded in the transcription but not evaluated

analytically. This method aims to analyze conversations and all components that reflect what is referred to as interaction, such as overlapping, intonation, pauses, emphasis, and speech rate, as well as to examine how participants construct meaning, regulate turn-taking, and correct errors.

1. Turn-Taking:

This section is the main foundation of Conversation Analysis (CA), which is the simplest systematic model that explains how participants manage who speaks, when, and for how long. This keeps the conversation organized and coherent. In English as a Lingua Franca interaction, turn-taking is influenced by various factors such as how well the speaker understands, how complex and detailed the message or information being conveyed is, and how speakers from different cultural backgrounds communicate. This procedure is more flexible in some situations, allowing participants to determine pauses and adjust the pace of the conversation to determine what kind of response should be taken and develop it. CA mentions that this ability is not accidental, but part of an organized system. Several special transcription symbols in Conversation Analysis (CA) are used to indicate simple patterns in turn-taking.

- (.) Micropause, is a symbol that indicates a very brief pause, usually less than 1 second. When analyzed based on CA, micropauses can indicate that the speaker is thinking, preparing to continue speaking, or allowing time for a response.

- (0.5), (1.0), etc, shows the duration of the pause in seconds. The longer the pause, the greater the likelihood of hesitation, confusion, word search, or meaning negotiation.
- (h) indicates a breath or exhalation that often occurs before clarification or when there are signs of shifting or clarifying speech.

2. Adjacency Pairs:

Adjacency pairs are the basic units of conversation consisting of two consecutive utterances that invite a subsequent response or can be said to be naturally paired. A question (First Pair Part) culturally “requires” an answer (Second Pair Part). In other words, a response or answer is expected to be uttered after a word, phrase, or sentence is spoken. For example, when someone asks a question, the other person is expected to answer, or when someone greets or says hello, the other person is expected to respond.

Similarly, a greeting is answered with a greeting, and an offer can open up opportunities for acceptance or rejection. The analysis of preferences in ELF interaction is important here because it reveals two things: preferred responses (accepting an invitation or offer) are always marked by quick and direct responses, while less preferred responses (rejections) are often marked by responses that show hesitation, pauses, or the inclusion of reasons for self-defence. In the context of ELF, adjacency pairs may be longer because speakers often clarify questions, adjust responses, or repeat phrases to ensure mutual understanding.

- [] Overlap, is a bracket that indicates the moment when two speakers speak at the same time. In CA, overlap does not always mean interruption, but rather indicates active involvement or even support for the speaker.
- = Latching, is a sign indicating that there is no pause in the turn-taking. Both speakers immediately continue each other's speech without a silent interval, which indicates a good balance of interaction.

3. Repair Mechanism:

This section is a conversation safety system that is the most crucial part of ELF interaction to overcome problems of comprehension and speech production. This is at the heart of the continuity and success of communication, because unlike repairs in native speaker interactions, which often occur due to grammatical errors, in ELF interactions, repairs are always related to comprehension and meaning. Repairs can be initiated and carried out by oneself or by the interlocutor.

- ↑ or ↓: Both symbols denote rising or falling intonation at the end of a phrase, which indicates uncertainty, a request for clarification, affirmation, or the end of a speech unit.
- (.) Before clarification, a brief pause before clarification indicates careful and thoughtful rephrasing.

4. Sequential Organization:

Sequential organization is at the heart of Conversation Analysis (CA). This section explains how conversations are structured. In the context of English as a

Lingua Franca (ELF), conversations do not always proceed linearly, but rather depend on how people talk to each other.

- (0.5) This pause indicates a possible shift or adjustment in the flow of communication.
- →: used to indicate a change of topic or direction of communication.

CHAPTER III

RESEARCH METHOD

This chapter describes the research methodology used to analyze the data in this study, including research design, research instrument, data and data source, data collection, and data analysis.

A. Research Design

According to Heigham and Croker (2009), qualitative research is a method for exploring and understanding the meanings of individuals or groups using specific procedures through the use of data sources in the form of words. In line with this approach, this research applies descriptive analysis to examine and interpret the data. This research uses descriptive analysis to understand and describe the fluency of communication in lingua franca conversations on the Karbida FC YouTube channel. In this case, conversation transcripts of the videos can be analyzed by applying the theory of Cogo & Dewey 2012 to identify the types and functions of lexico-grammar in ELF conversation phenomenon on YouTube channels.

B. Research Instrument

In this research, researcher played a key role in several processes, such as data collection and analysis (Heigham & Croker, 2009). As research tools, researcher was responsible not only for observing but also for note taking, manual

transcribing, and interpreting lexico-grammar data in ELF communication on the Karbida FC YouTube channel.

C. Data and Data Source

The data in this study consist of hand-transcribed utterances of videos taken from the Karbida FC YouTube channel. That official channel owned by Bimo Ganindra can be accessed via the following official link: <https://youtube.com/@karbidafc?si=9yDSIiPkiR4vEsac>. The videos used were uploaded exclusively in 2025, as that was the year when Bimo frequently travelled to various countries to watch soccer matches in person and often interacted with foreigners. The transcripts were created using the original subtitle feature provided by the Karbida FC YouTube Channel.

A total of 32 videos were uploaded to Bimo's account that year. However, only 4 of these videos were selected for analysis. The researcher selected the videos based on a specific criterion, namely the presence of ELF conversations in which Bimo clearly used lexico-grammatical features with the participants in the video. The selection aimed to ensure that lexico-grammatical practices actually occurred naturally within the context of English as a lingua franca interaction. The following are the titles and links to videos from the Karbida FC YouTube channel used as data:

- a. Ganindra, Bimo (2025). *Jalan-Jalan SUPER! Kapan lagi bisa Stadium Tour dari Milan Ke Juventus! GOXX*. Published on 6 November 2025
<https://youtu.be/hVWFscPsu7k?si=7DFFnMgPsps3ZB98>

- b. Ganindra, Bimo (2025). *ATMOSFER TERGILA EL CLÁSICO! Full match FINAL COPA DEL REY*. Published on 15 May 2025 from <https://youtu.be/LoGWm0WKNHI?si=0WHU2HWGXmSf0zz0>
- c. Ganindra, Bimo (2025). *INTER MILAN digulung PSG? 5 – 0 tanpa balas #FINALUCL*. Published on 11 June 2025 https://youtu.be/BsjNdgnDx_0?si=B8HimAMfsKgSylRE
- d. Ganindra, Bimo (2024). *Drama Pindah Kota buat Nonton Pertandingan, Tapi SERUUUU!!* Published on 12 January 2025 <https://youtu.be/1jlzjp5se3Q?si=TanrsmfyqcRyNITs>

D. Data Collection

Data collection techniques are methods used by researcher to obtain data that is certainly analyzed. Researcher selected video content from the Karbida FC YouTube channel based on the criterion mentioned above. Because this study was qualitative, the data collected consisted of words, phrases, and sentences from interactions in which English served as a lingua franca. The researcher carried out several additional steps to collect data. First, the researcher reviewed all 74 videos uploaded to the Karbida FC YouTube channel, spanning from 2024 to 2026, to identify which videos would be used as the primary data. Second, the researcher narrowed down the 74 to 23 videos that showed Bimo's vlog travels to various countries. From those 23 videos, the researcher selected 4 videos that contained lexico-grammatical features and watched them carefully. Then, the researcher took notes on dialogues that demonstrated the use of lexico-grammatical features, manually transcribed the data for inclusion in the study, and identified them based

on their function in ELF interaction. Finally, the researcher checked and reconfirmed that the notes were consistent and accurate with the data.

E. Data Analysis

The data in this research were analyzed based on the ELF analysis theory by Cogo and Dewey (2012) to find out the lexico-grammatical types and functions. The analysis in this research is divided into two stages. First, the transcripts were categorized based on findings from the process of grouping lexico-grammatical features used in the ELF interactions that occurred, with the findings consisting of third-person-singular zero, excessive prepositions, variations in article use, and flexibility in the collocation of general-meaning verbs to answer the first research question. Each example is categorized according to its type. Second, this analysis examines how these features function to build and foster mutual understanding, as well as maintain the fluency of effective communication in ELF interactions. The data are grouped based on recurring lexico-grammatical patterns in ELF interactions in the Karbida FC video.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher describes the results of the data analysis by referring to the theories that have been presented in the previous chapter, and discusses them based on the findings to provide an explanation related to the focus of the research.

A. Findings

This section presents the findings from an analysis of video transcripts on the Karbida FC YouTube channel. This analysis examines the types of lexico-grammatical features used in ELF interactions and their functions to establish mutual understanding and maintain communicative effectiveness in the ELF interactions, drawing on Cogo and Dewey's (2012) theory of Analyzing English as a Lingua Franca. The theory helps to describe how people shape and maintain understanding by supporting one another during conversations. There are four types that appear in ELF interactions between Bimo and his interlocutors, namely Variation of Article Use, Excessive Preposition, Simplified Sentence Structure, and Verbs of High Semantic Generality. These findings demonstrate how these types of lexico-grammar features are used not only as a means of communication but also as a way to build shared understanding and maintain the fluency of communication in ELF interactions. Therefore, the data are grouped based on the various types of lexico-grammar features that emerge.

1. Types of Lexico-Grammar Features Utilized in The ELF Interaction

a. Variation of Articles Use

Datum 1

Italian guest: "and why AC Milan in here?↓ (.) "because AC Milan built San Siro in 1926, 99
years ago. (.) Almost a hundred years ago"↓
 Bimo: = "But.. but a quick question for me. (.) Is that true that they will build a new
 stadium and they will re.. re.. relocated the stadium to the new stadium?"↓
 Italian guest: = "Actually, what I know which what i read.(.) I dont know, we dont have this. I
 dont know exactly what's going to happen. (.) I dont have the info right"↓
 Bimo: = "Whatever it is, this one is the historical moment. (.) historical building,
 right?"↑
 Italian guest: = "I agree with you 100%"
 (6 November 2025/9:48-10:18)

The conversation took place at the famous stadium in Italy, namely the San Siro stadium owned by AC Milan. The conversation involved Bimo and the stadium tour guide. As with most tours, the guide continues to explain everything in the stadium in a hurry. Both seem to be able to understand each other's intentions without any problems. Their exchange appeared smooth and unproblematic. Interestingly, with different linguistic backgrounds, both can maintain a smooth flow of communication.

However, upon closer inspection, there was a minor error in which the guide omitted the article "*The*" when mentioning the stadium's name, San Siro. According to standard English rules, proper nouns must be preceded by an article. As in the subsequent statement, which includes a definite article to clarify "*a hundred years ago*". This clearly indicates that the cause lies not in the speaker's limitations or lack of knowledge, but rather in the speaker's initiative to maintain the conversation. This aligns with Cogo and Dewey's perspective that variations in

article usage serve to maintain the flow of conversation, as exemplified by the tour guide, whose omission did not cause any failure or disruption in the conversation at all, as clearly seen from Bimo's immediate response.

Datum 2

Bimo: "Please tell your name"
 Spain guest: = (.)"Alberto Palmar el Mexico"
 Bimo: = "You play for Mexico national team?"↑
 Spain guest: = "I played for many teams in Mexico"↓
 (15 May 2025/14:26-14:35)

The conversation took place at the stadium while Bimo was watching a soccer game. Bimo was chatting with a stranger he had struck up a conversation with. With the situation being quite noisy due to the cheers of the other spectators, the two of them spoke in a somewhat loud voice and tone so they could hear each other. Because of this, in the question Bimo asked his conversation partner, something happened: the omission of the article "*the*" in "*You play for the Mexican national team?*".

According to Cogo and Dewey, the use of articles is considered an optional element in ELF interactions. Like omissions, this is a common occurrence and is not considered a mistake at all, but rather a natural strategy resulting from spontaneity. This omission does not occur due to limited language proficiency, but rather as a natural communication strategy influenced by the surrounding atmosphere. As a result, both parties are still able to understand each other's messages.

b. Excessive Preposition

Datum 3

Palestine guest: "Where are you from?"

Bimo: "Indonesia"

Palestine guest: "Indonesia? Whoo.. I love Indonesia"

Bimo: "You love Indonesia? ↑(.) Have you been to Indonesia before?" ↑

Palestine guest: [] "No, no, (.) but I love to go there." ↓

Bimo: = "Please you should come Indonesia ↑ (.) and you contact me okay!"

Palestine guest: [] "Indonesia nice people. (.) The behaviour is nice is good" ↓

Bimo: = "Thank you.. thank you."

Palestine guest: = "Thank youu guys" ↓

(12 January 2025/19:49-20:09)

On his way back after watching a stunning football match, Bimo crosses paths with a foreigner from Palestine. Without hesitation, Bimo approached the person which then led to a short and quick interaction. The two discussed where they came from and exchanged questions and answers with great enthusiasm and enthusiasm. This is marked by the way they respond to each other very quickly and spontaneously. This conversation leads to an invitation to come to Indonesia from Bimo.

This conversation exemplifies the "*excessive preposition*" type described by Cogo and Dewey, in which prepositions do not always appear but are used flexibly and spontaneously without prior planning. This is what Bimo did when he met a Palestinian in Germany. In the middle of the conversation, Bimo said, "*You should come to Indonesia...*" In standard English, people usually include the word "*to*" with "*come*" when referring to a place. At that moment, Bimo was so excited to meet the Palestinian that he spontaneously invited him to come to Indonesia and see the interesting things there. Cogo and Dewey (2012) note that ELF speakers often use prepositions based on their own logic or habits from their first language,

and sometimes omit them entirely. Overall, this conversation clearly illustrates that ELF is a comprehensive and strategic communication practice.

Datum 4

Bimo: "What if I'm YouTuber?"

France guest: = "You look popular."↓

Bimo: = "I look popular?↑ (.) Do I look like Speed?"↑

France guest: [] "Look a photo from Speed!"↑

Bimo: = "You have a photo with Speed?!↑ (.) Show me! Show me! Show me!"↑

(11 June 2025/7:20-7:32)

This conversation took place between Bimo and a young man he accidentally met on his way home from a football match. Not only one, but there were 4 children that Bimo met. They also talked and joked with each other. It started when Bimo asked things like what if he was a YouTuber. This is a melting effect. Then one of the little children showed a photo of someone who was famous among young people with great enthusiasm, namely Speed. Bimo, who heard the name, immediately reacted enthusiastically as shown by the young man by saying *Show me* 3 times.

However, there is an instance of preposition usage that deviates from standard English. Due to the fast pace of the conversation and the high level of enthusiasm, the boy spontaneously said, "*Look a photo from Speed!*" Omitting the preposition "*at*", which should accompany the verb "*look*" in that sentence, is a natural strategy used by ELF speakers that demonstrates flexibility (Cogo & Dewey 2012). Nevertheless, Bimo showed no confusion whatsoever in responding to the

statement, even though it was incomplete. This shows that being understood is more important than following strict grammar rules.

c. Simplified Sentence Structure

In **datum 1**, during a tour of San Siro Stadium, home to the AC Milan soccer club, Bimo asked several questions about the stadium midway through his vlog, starting with the year it was built. Then, the tour guide, who was his conversation partner at the time, answered spontaneously, so what he said was not a complete sentence, but rather an incomplete sentence fragment—or, one might say, just a phrase—such as *“and why AC Milan in here?”* or *“almost a hundred years ago”*. Additionally, the speaker’s background was also a contributing factor to this occurrence. Although these two sentences are grammatically incomplete, the phrases still function effectively within their context. In ELF communication, this type of simplification serves to emphasize or underscore the information being conveyed. Bimo quickly responded with a nod, indicating that he understood what was being said.

However, this simplification does not hinder the success of the interaction. It is actually seen as a creative initiative by the speaker to foster understanding in their conversation partner and prevent confusion. Instead of using grammatically correct, complete sentences like *“Why is AC Milan here?”* or *“It’s almost a hundred years ago,”* the tour guide made them shorter. This is a common occurrence in ELF interactions, where people often rely on gestures and intonation to help clarify the meaning or core of the conversation. So, while this simplification

isn't grammatically complete, it still serves as an effective way to convey the information he has.

In **datum 2** interaction, Bimo has a brief conversation with a spectator from Mexico in the stands of a soccer stadium. The conversation begins with Bimo asking the person's name. The spectator responded to this question in a hurry, which was marked by the spontaneous answer he gave. However, his question contains a slight simplification, as evidenced by the phrase *"tell your name."* This phrase sounds unnatural in standard English and is not typically used by native speakers. Structurally, the sentence is not entirely correct or idiomatic. However, the sentence Bimo uttered still works well because the rising intonation he used indicates a question. The sentence also caused no confusion at all because his conversation partner immediately answered by stating his name, "Alberto Palmar from Mexico." This strategy not only makes it easier for the speaker but also helps maintain the flow of the interaction.

Second, Bimo utters a second sentence in the form of a question, such as *"You play for the Mexican national team?"*. While uncommon in written English, such forms frequently appear in spontaneous ELF interactions. Upon closer inspection, the sentence is clearly incorrect due to its grammatical structure, as it should have an auxiliary verb at the beginning of the sentence. Instead of saying *"Do you play for the Mexican national team?"*, Bimo chose to use a shorter, simpler version. However, the sentence Bimo spoke still worked well because the rising intonation he used signaled a question. The sentence also caused no confusion at

all, as his conversation partner responded immediately. This strategy not only makes it easier for the speaker but also helps maintain the flow of the interaction.

Datum 5

Bimo: "What do you think about this match? The prediction?"↑

Spain guest: (.) "I think this match is gonna win Real Madrid."↓ They need to, (0.2) because can't be later in the league. I mean champions, they are no more played. So, I guess they are not go out for this match."↓

Bimo: [] "So no trebel for Barcelona? (.) no trebel for Barcelona?"↑

Spain guest: = "I dont think so"↓

(15 May 2025/14:46-15:04)

In this conversation, Bimo and his conversation partner chatted for quite a while, engaging in a lively discussion about the game they were watching. The conversation took place just before his football match was due to start. With what they knew about the football club they were talking about, the two seemed to have fun and enjoyed the conversation. The two continued to chat until the match to be watched started.

However, throughout the conversation, both of them used their linguistic creativity to prevent and anticipate any confusion that might hinder the flow of the conversation. It began with a sentence spoken by Bimo. At the end of his question, Bimo repeats the phrase "*The prediction?*". This phrase exemplifies what Cogo and Dewey refer to as "*low-effort but high-reward strategies*". Although brief, this question helps both of them understand each other. In ELF conversations, simple approaches like this help speakers with different backgrounds keep the conversation flowing.

The conversation of **datum 4** took place between Bimo and a young man he accidentally met on his way home from a football match. There were 4 children that Bimo met. They also talked and joked with each other. It started when Bimo asked things like what if he was a YouTuber. This is a melting effect. Then, one of the little children showed a photo of someone who was famous among young people with great enthusiasm, namely Speed. Bimo, who heard the name, immediately reacted enthusiastically as shown by the young man by saying *Show me* 3 times.

In the conversation excerpt “*You have a photo from Speed?*” spoken by Bimo, he employs a simplified sentence structure strategy as described by Cogo and Dewey (2012). This is not because he is consciously and intentionally using this strategy, but purely due to his initiative, driven by enthusiasm in responding to his conversation partner. In situations like the one Bimo experienced, ELF speakers will indeed prefer the most efficient form for their communicative purposes. Simplified constructions are not a deficiency, but rather evidence of an adaptive function where ELF speakers rely on flexibility to maintain clarity of meaning and avoid ambiguity.

d. Verbs of High Semantic Generality

In **datum 2** interaction, Bimo has a brief conversation with a stranger from Mexico in the stands of a soccer stadium. The conversation begins with Bimo asking the person’s name. Then, followed by a question about the stranger’s career history in the football world. The stranger responded to this question in a hurry,

which was marked by the spontaneous answer he gave. The conversation continued until before the match started.

In the following data, Bimo's use of the word "*play*" demonstrates high semantic generality. In the context of professional soccer, there are many more specific verb options available as alternatives, such as "*be signed by*", "*compete for*", or "*be contracted by*". However, Bimo chose to use the word "*play*" because it is the most common, easily understood, and has a high level of cross-cultural comprehensibility. Additionally, this example of using a general verb reflects that ELF speakers do not always prioritize terminological precision but rather the effectiveness of communication. Choosing globally familiar words can reduce the risk of misunderstandings while simplifying and accelerating the language production process in spontaneous situations.

The conversation of **datum 5** took place between two people who did not know each other, between Bimo and a stranger on the stadium bench next to Bimo. The two then discussed the predictions of the results of the matches they watched. Enthusiasm can be seen on the faces of the two because what they are discussing is their respective favorite clubs. Their conversation was forced to stop as the match they were watching started soon.

In this utterance, the second speaker uses the general verb "*go out*" to convey a more complex meaning—namely, the possibility of "*being eliminated*", which could be expressed using the phrase "*be eliminated*". This phenomenon demonstrates how speakers rely on a combination of general verbs and situational

context to convey specific intentions or meanings. In the context of soccer, the spoken phrase still functions effectively and is understandable because it is grounded in a shared context regarding the competition and the match results. Therefore, the use of such general verbs does not diminish the clarity of the message and instead serves as a natural strategy to maintain the flow of communication without having to resort to more linguistically complex forms.

Datum 6

Bimo: "About the score, (.) what's your.. em.. what is your hope?"

Spain guest: (.) "I think it's gonna win Real Madrid 2-1, but I hope they go to penalties." ↓

Bimo: "Penalty.. ↑ more dramatic." ↓ "Also, (.) I need your jersey match work yeah!"

Spain guest: "I'll give it to you." ↓

(15 May 2025/15:08-15:23)

The conversation took place between Bimo and a former player of the Mexican national football team. The two of them accidentally met and sat next to each other. With different favorite football clubs, the two began to ask each other questions about the matches they were watching. At the end, Bimo asked his conversation partner to give him his jersey.

Bimo used the word “*give*” in his request. This word indicates a high level of generalization because it is very common and frequently used in all situations. Meanwhile, in the context of soccer, or specifically regarding jerseys (uniforms or outfits worn during matches), there are alternative verbs such as “*hand over*”, “*turn over*”, or “*present*”. The choice of the word “*give*” reflects a preference for the simplest and most common form.

Additionally, there is the phrase “*match work*” used by Bimo as a modifier for “*jersey*”. This phrase demonstrates flexibility in lexical construction because it is not strictly grammatical. However, although not idiomatic, the phrase still functions effectively because it remains understandable in the situational context, such as when requesting the match jersey. This aligns with the view of Cogo and Dewey (2012) that in ELF, meaning is not always created or formed based on standard English rules such as collocation accuracy, but also on how the interlocutor interprets the intended meaning of the utterance. Overall, the data show that general verb use serves as a “safe option” in cross-cultural interactions, as it involves a low level of ambiguity and a low risk of misunderstanding in certain contexts.

Datum 7

Palestine guest: "Who are you?"

Bimo: = "I'm just nobody. ↓ You can follow my Instagram and you can follow the YouTube." ↓

Palestine guest: [] "Leave alone, but ee.. one picture!" (saying to his friend)

Bimo: = "Okay. Shoot! Shoot! Shoot! ↑

(12 January 2025/19:39-19:46)

The conversation took place between Bimo and a foreigner from Palestine in Germany. The conversation lasted short. At the end before separating from each other, the two did not forget to take pictures as a souvenir. In that conversation excerpt, Bimo uses the verb “*follow*” twice. The first instance refers to following his Instagram account, and the second refers to following or subscribing to his YouTube channel. In standard English, the word “*follow*” is indeed commonly used for Instagram, but not for YouTube. However, Bimo prefers to use “*follow*” for both of these different platforms. This is not due to limited language proficiency,

but rather driven by situational enthusiasm. This serves as an example of semantic flexibility in ELF interactions.

Additionally, Bimo also uses the word “*shoot*” three times. This verb refers to the act of taking a photo. In standard English, people more commonly use the phrase “*take a picture*”. However, the verb “*shoot*” has undergone a semantic extension. While it originally meant “*to shoot*” in a literal sense, it has since expanded to include photographic contexts. The use of this word demonstrates that ELF speakers are not bound by “*correct*” forms of expression. ELF speakers can utilize various possible meanings of a word as long as it remains understandable within the context of their interaction. On the other hand, Bimo’s repetition of the word “*shoot*” serves as a strategy for emphasis that also helps speed up responses in spontaneous and informal situations. As Cogo and Dewey (2012) emphasize in ELF, speakers prioritize fluency of meaning over conformity to rigid lexical rules.

In **datum 3**, the conversation took place when Bimo was walking away after watching a stunning football match between two big clubs. At that time, Bimo met a foreigner who when asked where he came from, he replied that he was from Palestine. When the foreigner asked about the origin of Bimo's arrival and found out that he was from Indonesia, the person seemed more excited. The two also exchanged stories and opinions about their country. This conversation led to an invitation to come and play in Indonesia submitted by Bimo.

In this interaction, there is an instance of high semantic generality, as described by Cogo and Dewey (2012), specifically in the utterance “*You should*

come to Indonesia and contact me!”. Both verbs, “*come*” and “*contact*”, are used in very simple forms without regard for proper grammatical structure, such as the omission of the preposition “*to*” and the auxiliary verb “*can*”. These two verbs fall into the category of high semantic generality because they have meanings that are easy to understand and can be used in various contexts. Bimo prefers verbs that have general meanings and are easy to understand, yet retain a strong core meaning that remains easily comprehensible even with grammatically imperfect structures. Additionally, the free and informal conversational context helps facilitate the interpretation of meaning (Cogo & Dewey 2012). This strategy allows speakers to continue understanding each other’s messages without having to rely on complex linguistic structures in spontaneous interactions.

2. Function of Lexico-Grammar Features to Establish Mutual Understanding and Maintain Communicative Effectiveness

Based on the analyzed data in the previous section, all lexico-grammatical features that appear in ELF interactions in the Karbida FC corpus serve as communication tools with significant communicative functions, rather than merely representing linguistic variation. Referring to the framework by Cogo and Dewey (2012), these functions are closely related to efforts to build and create mutual understanding and maintain the fluency of interaction in cross-linguistic and spontaneous situations.

a. Variation of Article Use

In **Datum 1** conversation, this feature is clearly evident in the tour guide's remarks such as "*and why AC Milan in here?*" and "*because AC Milan built San Siro in 1926*". These two utterances are grammatically incomplete because the article "*the*" is missing before the stadium's name. The guide on duty had to quickly explain all the details regarding the stadium, including its origins, dimensions, and even its history, due to time constraints for the next tour session. Because of this, the guide omitted the article "*the*". Omitting the article frees the guide from having to consider which article should be used according to standard English rules, whether "*a*", "*an*", "*the*", or even omitting it entirely. This is a decision that non-native speakers find counterintuitive because it depends on a complex context. Additionally, omitting the article caused no confusion at all due to the physical reality of the situation, such as the tour taking place in an actual stadium. Bimo didn't even need to hear the word "*the*" to know that the guide was referring to the stadium he was visiting. The omission did not create a gap in meaning because their interaction was facilitated by their shared knowledge that the tour they were on was taking place at that stadium.

In **Datum 2**, the same function also appears, but in a different yet equivalent context. Bimo asks the question, "*You play for Mexico national team?*" In a situation that is extremely noisy and crowded with the shouts of supporters and other spectators, Bimo asks in a fairly loud tone and omits the article "*the*" right before "*Mexico national team*". This situation demands competence and efficiency in speaking, where every word must be clear and focused, so there is no time to utter non-essential words. Omitting the article actually helped Bimo maintain the

flow of communication by freeing him from the cognitive burden of wondering whether “*Mexico national team*” required a definite article or not. This minimizes the risk of distortion or a word going unheard due to the noise. The very moment Bimo asked the question, his conversation partner immediately understood that Bimo was referring to his experience playing with the Mexican national soccer team, even though the article “*the*” was not used. The context, such as the fact that they were discussing soccer and the reality that the Mexican national team is internationally recognized, constitutes shared knowledge that compensates for the absence of the article.

b. Excessive Preposition

In **Datum 3**, the moment he heard a tourist from Palestine say “*I love Indonesia*”, Bimo became very enthusiastic and immediately invited the person to visit Indonesia by saying “*Please you should come Indonesia*” with great enthusiasm. In Bimo’s utterance, there is an incomplete structure, namely the absence of the preposition “*to*” after the verb “*come*”. The absence of this preposition certainly omits a certain meaning, but rather than causing confusion, this omission actually keeps the communication flowing and even enhances its intensity. This demonstrates the fluency of communication in how Bimo navigates the tension between his desire to respond quickly and warmly and the demands of standard English grammar.

On the other hand, the emotional state of excitement and the desire to build interpersonal relationships dominate this interaction, leaving the speaker no time to

decide whether the preposition “*to*” is needed after the word “*come*”. An interesting reason for the absence of confusion is that the verb “*come*” itself carries a meaning that indicates the act of moving from one place to another. Thus, by omitting the preposition, Bimo loses nothing and instead gains the speed and spontaneity that fit the situation perfectly. The tourist was also able to immediately understand the invitation because the inclusion of the place name after “*come*” was sufficient to convey the meaning of “*come to Indonesia*”. This is supported by the tourist’s own interpretation, as evidenced by his statement expressing his love for Indonesia.

In **Datum 4**, Bimo encountered a dramatic interaction with a German boy. The boy showed him a photo with a face full of joy, saying “*Look a photo from Speed!*”. The absence of the preposition “*at*” after the word “*look*” indicates a higher level of enthusiasm than in Datum 3. Speed is a very famous YouTuber who is adored by young children. Because of this uncontainable joy, it did not occur to the boy to first consider whether, according to grammatical rules, the word “*look*” should be followed by the preposition “*at*” before the object. This was an impulse or tendency to speak spontaneously based on the situation he was experiencing, not the result of metalinguistic awareness.

The child’s gestures, such as picking up the phone and showing Bimo a photo, serve as strong supporting elements that help the utterance, which lacks the preposition “*at*”, convey its meaning. Bimo doesn’t even need to hear the word “*at*” to understand what the child means. Supporting elements of the interaction

such as body language, eye contact, and the subject of the conversation are sufficient to convey the message effectively. Thus, the absence of the preposition “*at*” is considered redundant, since an action like “*looking*” inherently implies being directed toward or focused on an object. This omission also does not significantly impact the transmission of meaning. The child is actually able to adapt to communicate more quickly and with greater emotional intensity, just as Bimo did in the previous example.

c. Simplified Sentence Structure

In **Datum 1**, there are two forms of simplified sentence structure used by the tour guide that are different but still understandable. The first is an interrogative sentence that tends to take the form of the phrase “*and why AC Milan in here?*” due to an incorrect structure and the absence of the verb “*is*”, which should make it “*and why is AC Milan here?*” Second, a sentence that also tends to take the form of the phrase “*Almost a hundred years ago*” due to an incomplete grammatical structure. The correct sentence should be “*it was built almost a hundred years ago*” or “*that was almost a hundred years ago*”. The tour guide uses these two phrases in situations where he is on duty and has a lot of information to convey in detail, yet concisely and quickly. In other words, the tour guide has limited time to convey all the information regarding the stadium. The use of this simplified sentence structure allows him to convey information quickly without losing the essence of the message.

Given the time constraints imposed by the next tour group, the tour guide would require more time and energy if he had to convey all the information using grammatically complete and perfect sentence structures. These risks disrupt the smooth flow of the tour, potentially causing Bimo to lose interest in the activity. By using these incomplete sentences, he can more easily and quickly pose rhetorical questions and state factual information. The information conveyed through this simplified structure can be immediately understood by Bimo, that San Siro Stadium is nearly a century old, without requiring complex grammatical structures. Elements such as rising intonation when asking questions and flat intonation when making statements serve as tools to clarify the illocutionary function of what the tour guide is conveying.

In **Datum 2**, instead of following standard English grammatical rules such as *“Please tell me your name”* or *“What is your name?”*, Bimo chose to say *“Please tell your name”*. However, Bimo used this phrase in the context of a fast-paced, noisy interaction taking place inside a stadium. The phrase *“tell your name”* itself is actually sufficient because the person he’s speaking to doesn’t need to hear the word *“me”* to simply know that Bimo is asking them to state their name. The same applies to other sentences Bimo utters afterwards, such as *“You play for Mexico national team?”*. A sentence that should be a question, typically beginning with the auxiliary verb *“do”* at the start of the sentence, such as *“Do you play for the Mexico national team?”* according to standard English. However, Bimo transformed this declarative form into a question by using rising intonation at the end of the sentence. This allows the listener to understand that Bimo is asking a

question without needing the word “*do*”. By minimizing the use of overly complex words and structures, Bimo reduces the risk that the noisy atmosphere in the stadium might disrupt the transmission of meaning, which could even be lost or fail to get across.

In **Datum 5**, Bimo added “*The prediction?*” immediately after asking a fairly long question like “*What do you think about this match?*”. Bimo does this to focus his question on a more specific aspect and to avoid unnecessary repetition. Despite the option of using grammatically correct, standard English sentences like “*What is your prediction for this match?*” or “*What do you predict will happen?*”, Bimo prefers to use “*The prediction?*” with a rising intonation for emphasis. Those two words with a rising intonation are sufficient to convey that what he is asking for is a prediction of the final score. The conversation partner can immediately understand Bimo’s intent because they have grasped the context of their conversation, that is, a discussion of the soccer match they are watching. This context provides the necessary information, so the listener does not need to hear a longer explanation or a grammatically correct full sentence, nor do they have to guess the meaning of what Bimo is saying.

In **Datum 4**, there is a repetition of a sentence consisting of only two words: “*Show me!*”. Bimo repeats this phrase three times in a row. There is not only the existence of intensive repetition, but there is also the omission of grammatical elements such as “*please*”, “*could you*”, and even “*the photo*”. Bimo does this when he hears that the child he is interacting with has a photo of Speed. Upon

hearing this, Bimo reacts with great joy and enthusiasm to see the photo. In an emotional state like the one Bimo is experiencing, using a full sentence structure such as “*Could you please show me the photo?*” would actually feel odd and inauthentic. Conversely, repeating “*Show me!*” three times is far more effective and communicative because it not only conveys that Bimo wants to see the photo but also signifies enthusiasm filled with joy and impatience. This repetition also serves as an effective emphasis to intensify the request, maintaining a fast and spontaneous flow of conversation. The young child, upon hearing the repetition, immediately responds as Bimo hoped by showing him the photo without any pause that might cause communication disruptions, such as the need for clarification. The communication proceeds smoothly and efficiently.

d. Verbs of High Semantic Generality

In **Datum 2**, Bimo uses the verb “*play*” to ask his conversation partner about their experience playing soccer. In responding to the question, the conversation partner also uses the same verb. In the context of Bimo’s conversation with his interlocutor about international soccer, several alternative verbs could replace “*play*”, such as “*Do you compete for the Mexico national team?*” or “*Did the Mexico national team call you up?*”. Each of these verbs carries a different yet more specific nuance. The verb “*compete for*” emphasizes the competitive aspect of representing Mexico, while “*called up*” highlights the selection of a player to represent the national team in World Cup matches. However, Bimo chose to use the verb “*play*”, which has a more general and easily understood nuance.

The verb “*play*” itself is mastered by almost all English learners regardless of their proficiency level, from beginner to expert. Regardless of the English proficiency level of his Mexican conversation partner, he certainly knows the exact meaning of the verb “*play*”. Bimo minimizes the risk of confusion regarding the word he uses by using the verb “*play*”. The context, such as the setting of the interaction and the discussion of soccer, narrows the meaning of “*play*” from “*to play in a general sense*” to “*to play as a professional player for a national team*”. The conversation partner immediately answered Bimo’s question using the same verb: “*I played for many teams in Mexico*”. Thus, Bimo successfully conveyed the intended meaning of his question accurately by using that general verb, relying on the information available from the context.

In **Datum 5**, the interlocutor used the verb “*go out*”, which has a general meaning in his statement, “*I guess they are not go out for this match*”, to convey that the team in question would not be “*eliminated from the tournament*”. Despite the availability of more specific verbs like “*they will not be eliminated*” or “*they will not be knocked out*”, the interlocutor chose “*go out*”, which literally means to leave. This choice is interesting because it demonstrates how a verb with a general meaning can undergo semantic extension with the support of the existing context. Since the context of the interaction is a discussion of a soccer competition, the verb “*go out*” is understood metaphorically as “*being eliminated*” because the losing team will clearly “*exit*” the tournament. Without the speaker needing to explain this, Bimo can understand it very well. This understanding is the result of interpreting the existing context. Additionally, the conversation partner can convey

their prediction effectively because they are not constrained by the need to search for a more context-specific verb like “*be eliminated*” or “*be knocked out*”. A disruption in the flow of conversation might occur if the conversation partner were trying to use a verb that fits the context. This is because the communication situation demands speed, and the process of searching for specific words takes a few moments, which can result in a pause that slows down the flow of the conversation.

In **Datum 6**, Bimo’s conversation partner uses the verb with the highest level of generality in English, namely “*give*”. The conversation partner uses it in the sentence “*I’ll give it to you*”. This sentence is used to both respond to and answer Bimo’s statement regarding his desire for the jersey owned by the interlocutor. The verb “*give*” is very common and has a very low level of ambiguity. Unlike other verb alternatives such as “*hand over*”, “*present*”, or “*pass*”, the word “*give*” does not carry any additional connotations that could cause confusion. Regardless of the use of three alternative words, each with its own context, such as “*hand over*”, which tends to imply a forced handover; “*present*”, which is too formal, and “*pass*”, which is more suited to small objects like a ball, the word “*give*” used by the speaker is semantically neutral and fits almost all contexts of “giving”. Furthermore, this verb is used as a wise strategy to minimize misunderstandings stemming from differences in linguistic and cultural backgrounds. With the phrase “*I’ll give it to you*”, the speaker conveys a clear commitment that cannot be misinterpreted by Bimo.

In **Datum 7**, Bimo uses the verb “*follow*” as both a request and an instruction to the conversation partner to follow him on the two platforms he owns, namely Instagram and YouTube. In standard English usage, the appropriate verbs for these two platforms are not the same. For Instagram, the appropriate verb is “*follow*”, as Instagram focuses on social networking and user-to-user relationships. Meanwhile, the appropriate term for YouTube is “*subscribe*”, as YouTube is designed as a platform consisting of channels offering various types of content, where the relationship formed is between viewers and channel owners. However, Bimo uses “*follow*” for both platforms. The conversation partner can understand Bimo’s intent with the help of context, such as Bimo having mentioned the two platforms in an order where one can “*follow*” content creators on both. By analogy, “*follow the YouTube*” logically means “*subscribe to Bimo’s YouTube channel*”.

In **Datum 3**, in the sentence “*Please you should come Indonesia and you contact me*”, Bimo uses two verbs with a high degree of generality: “*come*” and “*contact*”. Both have a strong core meaning or intent that is easy to understand. “*Come*” means to move or travel toward a specific destination, while “*contact*” means to reach out to someone. The meaning of Bimo’s invitation remains clear even though the sentence structure is incomplete. The use of these general verbs allows Bimo to communicate quickly and spontaneously without needing preparation. He did this immediately after hearing his conversation partner say that he loves Indonesia. Because of his enthusiasm to respond with a warm invitation, Bimo didn’t have much time to use grammatically perfect sentences. Instead, he used the most common words that immediately came to mind: “*come*” and

“*contact*”. These two words were sufficient to convey the meaning and the core of the invitation: to come and then contact Bimo upon arriving in Indonesia.

3. Summary Table of Findings

This section provides a summary of the main findings in a comparative format. Following the detailed analysis of lexico-grammar types used. The table below highlights the key communicative strategies found in the five YouTube interaction videos studied. It also explains how the types that emerged function to establish mutual understanding and maintain the ELF interaction flow.

Category	Number of Appearances (Fragments)
Third Person Singular Zero	0
Variation of Article Use	2
Excessive Preposition	2
Simplified Sentence Structure	4
Verbs of High Semantic Generality	5
Total	13

Table VI.I. Summary of Lexico-Grammar Features in ELF Interactions

The table shows the five main language patterns found in ELF interaction, with a total of 13 examples. The most common pattern is the application of *verbs of high semantic generality* form, which were found 5 times. Other patterns like *variation of article use* and *excessive prepositions*, and *simplified sentence structure* also appear in several examples, but not with the *third person singular zero* form. These patterns show that ELF speakers use simple, flexible, and clear English. The purpose is not to speak in perfect grammatical structure, but to convey meaning clearly and ensure everyone understands each other easily. Also, language form follows the function in ELF, when speakers adjust their English capability to keep the communication smooth and clear.

The result from the table shows that the flexibility in grammar and communication helps the speakers interact and understand each other in total. They often adjust their language and grammar by checking both speakers' understanding and simplifying their sentences to maintain clarity in the conversation. Instead of strictly obeying native-speaker grammar rules, ELF speakers reach mutual understanding through teamwork and creativity in simultaneous situations. Together, these language and interaction strategies show that being clear and effective is so much more important than being grammatically correct and perfect.

B. Discussion

This research aims to examine types of lexico-grammar strategies and their function to establish mutual understanding and maintain communicative effectiveness in non-formal and spontaneous ELF interactions on the Karbida FC YouTube channel. Using the theory of Analyzing English as A Lingua Franca from Cogo and Dewey (2012), researcher analyzed 13 data samples from four purposively selected videos. This research found that ELF speakers only used 4 of 5 lexico-grammar strategies presented, such as *variation of article used*, *excessive prepositions*, *simplified sentence structure*, and *verbs of high semantic generalization*. This communicative behavior indicates that ELF speakers prioritize clarity and fluency in interaction over grammatical accuracy in order to sound like native speakers. Although similar patterns have been identified in previous research, these findings highlight additional characteristics that provide a deeper

understanding of how ELF interactions unfold in real-life informal entertainment-based conversations.

It was found that 2 data samples showed a *variation of article use* strategy, namely the use and removal of articles that were not based on standard rules, because they were not in accordance with the speaker's first language habits. The next 2 data samples revealed the existence of *excessive prepositions*, i.e. ELF speakers often omit the preposition or replace it with another, which is a deviation from standard English.

The next 4 data samples show the *simplified sentence structure* strategy, which is the simplification of sentences which is the speaker's initiative to maintain effective communication. Finally, the 5 data samples reflect the type of strategy that most often occurs in ELF interactions, namely the use of *verbs of high semantic generality*. This strategy reveals that ELF speakers prefer to minimize and avoid communication barriers, namely by using verbs with general meanings. Apart from being easy to remember, general verbs are also flexible and can be used in various situations and contexts. Of the total data, all of them reflect 4 of the 5 lexico-grammar strategies described by Cogo and Dewey (2012) explicitly. 1 strategy that does not appear is *third-person singular zero*. It is because the context of the conversation that occurs only focuses on the inanimate object, namely football, which is definitely well understood by both speakers.

These findings suggest that lexico-grammar functions not only as a communication strategy, but also as a medium to build meaning and mutual

understanding to maintain smooth interaction. In informal and spontaneous ELF interactions, speakers often employ several strategies derived from their own initiative, such as simplifying sentences or using general work methods to maintain communication and to shape the way meaning is understood by the interlocutor. For example, when Bimo asked the interlocutor about his experience of playing football with *"Please you should come Indonesia and you contact me"*, he did not only say the sentence, but also maintained the smooth interaction, controlled the process of constructing the interlocutor's meaning, and positioned himself as an authoritative source in the context of interaction between Palestinians and Indonesians.

On the other hand, when speakers are forced to obey the native rules of grammatically correct language, this will create obstacles to smooth communication and the possibility of misunderstanding each other. Just as when the speaker relies only on the limited linguistic ability of the second language, meaning is difficult to form, and communication goals are difficult to achieve. Thus, it will lead to both speakers not being able to understand each other, which will only lead to confusion.

These findings confirm and expand on previous ELF research in several respects. First, these findings empirically confirm the lexico-grammar framework carried out by Cogo and Dewey (2012) by identifying four of the five features described in naturalistic data. However, the absence of the singular zero third person feature raises questions about the overall specificity of the feature and reveals that

its fluency, context, and interactive purpose facilitate its emergence. On the other hand, these findings are in line with the observations of Truong and Le (2022) on the role of digital platforms such as YouTube in mediating simultaneous ELF interactions. The present research empirically demonstrates that the spontaneity and informality of YouTube content creation encourage speakers to employ lexico-grammatical strategies that prioritize communicative effectiveness over grammatical precision. The Karbida FC interactions exhibited the same organic, unplanned quality that Truong and Le (2022) identified as characteristic of effective digital ELF communication. This supports their conclusion that digital platforms are not just repositories of content but active, dynamic spaces where linguistic practices are negotiated in real-time.

These findings also strengthen and expand on the results of previous studies outlined in Chapter I. For example, Kecskes (2021) shows that ELF speakers rely only on literal meaning due to the limitations of the foundation or common knowledge possessed by native speakers. Dan Mauranen (2018) demonstrates that in ELF uses a collaborative estimation and settlement approach to maintain smooth conversations when the language used experiences second-level language contact with different communities of speakers. However, this research goes further by showing that in public digital spaces such as YouTube that are accessed by various global audiences, ELF interactions become more flexible to negotiate and build meaning.

Furthermore, this research is in line with the findings of Kennedy (2017) and Taguchi and Ishihara (2018), which view lexico-grammar strategies as an interactive tool in intercultural interaction. The present study confirms that Kennedy's findings indicate the success of ELF communication does not depend solely on the use of the strategies themselves, but also on interaction patterns and how speakers take responsibility for mutual understanding, in line with the present research. The findings of this research were that lexico-grammatical features cannot be the only means to build up the sense of shared understanding in Karbida FC interactions, but the sense of shared understanding is built up in this process by the process of collaboration and sharing responsibility. This is what Kennedy had called a "different pattern of strategy use" successful couples use.

On the other hand, Taguchi and Ishihara's (2018) focus is on dealing with misunderstandings through interaction strategies: self-repair, mediation and repetition during ELF communication. Repeating words for emphasis, such as "Show me! Show me! In Datum 4) the use of the strategy show me! and in Datum 5) the use of simplified questions (the prediction?), represent the strategic competence that Taguchi and Ishihara (2018) classify as central to ELF pragmatic competence. This research also adds a new dimension by showing that in non-formal ELF interactions, lexico-grammar plays a more active role in the process of negotiation and construction of Shared meaning. Therefore, this research makes an important contribution in expanding and developing the ELF research context from formal interaction and interaction education to digital non-formal, where the control of meaning becomes more flexible and collaborative.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of Conclusions and suggestions related to the research findings. It includes the findings discussed in the previous chapter and provides suggestions for the reader.

A. Conclusion

This research examines how people with different linguistic backgrounds use English to understand one another and connect in digital conversations. Through an analysis of the interactions between Bimo Ganindra and his conversation partners on the Karbida FC channel, this study demonstrates how lexico-grammar aids the use of English to bridge linguistic and cultural differences. Drawing on the work of Cogo and Dewey (2012) regarding ELF interactions, this study examines how lexico-grammar strategies influence an individual's ease in understanding, collaboratively constructing meaning, and communicating effectively in real-life contexts.

Additionally, this research addresses two main research questions. First, it identifies which lexico-grammar features are used in ELF interactions by Bimo and his conversation partners. Second, it explains how the lexico-grammar features used function to build shared understanding and maintain communication effectiveness in these interactions. This demonstrates that successful ELF interactions depend on context and the cooperation of the speakers in communicating, rather than on complete or perfect grammatical rules.

The findings of this research indicate that clear communication is successfully established collaboratively among speakers despite unequal or varying levels of language proficiency. Shared understanding is created through lexicogrammatical strategies such as variation in article usage, excessive use of prepositions, simplified sentence structure, and verbs of high semantic generality, all of which help maintain the fluency of communication and prevent misunderstandings. Through these cooperative actions, meaning is constructed together in real-time, reflecting a shared responsibility and communicative intent that in ELF, the burden of meaning processing is not borne by one party, but by both, and does not require adherence to native speaker accuracy.

Of the overall data, there is no evidence of the emergence or use of singular zero third person strategies, strategies or features that generally appear most frequently in ELF interactions. This is possible due to the relatively high L2 capabilities of the speakers, which allows them to predict the use of Single third-person markers. Also, the informal nature of the interaction does not provide the urgent pressure of having to speak according to the native rules of the speaker, thus making the interaction situation more relaxed. In addition to depending on the context, the speaker's proficiency, relationship dynamics, and communication goals can also be the cause of the low likelihood of this strategy emerging.

Grammatical accuracy is not considered a sign of successful communication in these interactions. On the contrary, it is context and flexibility—such as the use of sentence-simplification features—that help make interactions clear and effective. Other features, such as variations in article usage, the omission or addition of

redundant prepositions, and the use of high-level general verbs, are ways in which ELF speakers adapt their English language skills to ensure they are easily understood. Overall, these strategies and habits demonstrate that ELF is not about random errors, but rather a planned and consistent approach to communication.

In addition, the significance of this study has been realized by the fact that it has successfully furnished empirical evidence of how the lexico-grammatical strategies operate during real-life ELF interactions in the digital informal context, which has not been investigated in previous studies. The mutual understanding discourse analysis in the context of non-formal digital platforms that are used in intercultural communication enriches the current knowledge in the field of discourse grammar and multilingual communication. The results also provide practical implications for content writers, language teachers, and researchers to better comprehend the flexibility of language use for successful cross-cultural communication in the global digital space.

Overall, this research shows that ELF in informal, entertainment-based interactions, such as on YouTube, functions as an adaptive and simultaneous form of communication grounded in cooperation and inclusivity. Unlike previous studies that focused on formal settings such as classrooms or workplaces, ELF in this context operates within an informal, entertainment-oriented sphere where speakers interact without regard to institutional hierarchy or status. This finding reaffirms what Jenkins (2015) outlined: that ELF redefines English as a dynamic, shared communicative resource. Ultimately, ELF is considered successful not because its speakers conform to established rules and norms, but because they build

understanding through flexibility, collaboration, and creativity. This underscores the role of English as a dynamic and inclusive medium in intercultural interaction.

B. Suggestion

After conducting this research, the researcher realized that there are several limitations that need to be considered. This research only analyzes lexico-grammar strategies on one channel that displays ELF interaction in the context of non-formal entertainment. Therefore, the results obtained remain limited because only 4 of the 5 types of lexico-grammatical features appeared in the ELF interaction between Bimo and his international guest and cannot be generalized to other contexts. The results of this research would be different if applied to other digital interactions, situations, or platforms. Thus, the researcher suggests that research on lexico-grammar strategies in ELF interactions be expanded in terms of interaction, context, digital platform type, research duration, and data quantity. Future research may involve more than one digital platform, such as Instagram or other multilingual platforms. Also, researchers can extend the data collection period and use a wider diversity of participants. This is useful to present more in-depth and diverse findings, as well as more representative of ELF interactions in a global society that is increasingly connected across cultures and languages.

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