# AN ANALYSIS OF INDONESIAN FOOTBALLERS COMMUNICATION PRACTICES IN USING ENGLISH AS A LINGUA FRANCA

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**Abstrak**: Penelitian ini bertujuan untuk mengeksplorasi strategi komunikasi yang digunakan oleh pesepakbola Indonesia dalam praktik komunikasi menggunakan bahasa Inggris sebagai lingua franca dengan orang asing. Sejumlah penelitian telah menyoroti strategi komunikasi yang digunakan oleh penutur non-Inggris dalam berbagai praktik komunikasi mereka. Berangkat dari penelitian sebelumnya, penelitian ini memperkaya literatur tentang strategi komunikasi yang digunakan oleh penutur bahasa Inggris sebagai lingua franca dalam berinteraksi dengan orang asing. Peneliti mengadopsi kerangka kerja van Mulken dan Hendriks pada tahun 2015 mengenai penggunaan strategi komunikasi dalam bahasa Inggris sebagai dan interaksi antara penutur asli bahasa Inggris dan penutur non-asli bahasa Inggris dan penerapannya dengan melibatkan analisis data audio-visual. Hasil penelitian menunjukkan bahwa pesepakbola Indonesia menggunakan sejumlah strategi komunikasi ketika mempraktikkan komunikasi dengan orang asing. Strategi komunikasi tersebut sebagian besar digunakan oleh pesepakbola Indonesia dalam menjalankan praktik komunikasi mereka dengan pihak asing. Penelitian ini mengungkapkan bahwa strategi komunikasi yang paling umum digunakan oleh pesepakbola Indonesia ketika berkomunikasi menggunakan bahasa Inggris sebagai lingua franca dengan orang asing adalah strategi komunikasi pengulangan/parafrase. Penelitian ini dilakukan dengan menggunakan penelitian kualitatif yang berfokus pada analisis wacana untuk menganalisis data yang dikumpulkan.

**Kata Kunci**: Strategi Komunikasi, Bahasa Inggris Sebagai Lingua Franca, Pesepakbola Indonesia.

*Abstract:  This research aims to explore the communication strategies used by Indonesian footballers in communication practices using English as a lingua franca with foreigners. A number of studies have highlighted the communication strategies used by non-English speakers in their various communication practices. Departing from previous research, this research enriches the literature on communication strategies used by speakers of English as a lingua franca in interacting with foreigners. The researcher adopted the van Mulken and Hendriks framework in 2015 regarding the use of communication strategies in English as and interactions between native English speakers and non-native English speakers and their application by involving audio-visual data analysis. The results show that Indonesian footballers use a number of communication strategies when practicing communication with foreign people. The communication strategies are mostly used by Indonesian footballers in carrying out their communication practices with foreign parties. This research reveals that the communication strategy most commonly used by Indonesian footballers when communicating using English as a lingua franca with foreigners is the repetition/paraphrase communication strategy. This research was conducted using qualitative research which focuses on discourse analysis to analyse the data collected.*

*Keywords: Communication Strategies, English As A Lingua Franca, Indonesian Footballer.*

## INTRODUCTION

An increasing transcultural mobility have made English as an international language while communication skills must be possessed by every individual throughout the world. English as an International Language refers to the fact that English is a language that is now spoken throughout the world and is used to express communication needs (Sharifian, 2013). McNeil (2017) stated that globalisation has resulted in an increasing need to be able to communicate effectively with people from other cultures. In this case, individuals or groups must have the ability to communicate with foreigners. This is what makes English often associated with communication between individuals or groups with different languages and cultures. English is de facto an international language for communication among professionals who come from various cultural backgrounds (Du-Babcock, 2013). Many meetings between individuals or groups who have different cultures and languages make English a bridge for them to communicate with each other effectively. McKay (2018) stated that international languages are used to communicate between individuals with different languages and cultures. Thus, English has become the de facto international language, crucial for facilitating global communication in an increasingly interconnected world.

In the era of globalisation, English has emerged as the dominant lingua franca, facilitating communication among individuals from diverse linguistic backgrounds. To communicate, individuals need a lingua franca, which is a common language for communicating with other people who do not have the same language background and English plays a role in their communication (Jenkins et al., 2011). The role of English in international communication has evolved significantly over the past decades, influenced by globalization and the increasing need for a common language (Xu, 2018). This evolution has positioned English not only as a language for international communication but also as a superior medium in multicultural contexts (Tran & Duong, 2018). The use of English as a lingua franca today is due to the increasing number of non-native speakers who use English for everyday communication. English as a lingua franca is currently often used by non-native speakers to become the main language in their environment and group (Ferguson, 2012). Therefore, English as a lingua franca has a role in the communication context of non-native English speakers.

As a lingua franca, English has an important role in the communication context of human life today. The use of English in this context simplifies communication for individuals from different language backgrounds (House, 2013). In this communication context, English as a lingua franca plays a role in making things easier for individuals who have different language backgrounds. It can be said that English as a lingua franca refers to the role of English in a person's personal life with other people in a multicultural environment (Batziakas, 2017). English as a lingua franca also plays a role in increasing the communication effectiveness of non-native speakers who communicate using English. The increased effectiveness of communication between non-native English speakers is an effect of using English as a lingua franca in a multicultural environment (Cogo, 2012). Thus, while English as a lingua franca serves as a vital tool for global communication, addressing the challenges faced by non-native speakers remains essential.

The difficulties experienced by non-native English speakers mean that they often practice a variety of linguistic resources from their cultural background to explain the message they want to convey. This is because speakers of the English as a lingua franca interacting around the world have an unprecedented level of diversity in terms of linguistic, social, and cultural backgrounds (Rymes, 2014). The use of English as a lingua franca causes several problems when communicating for non-native English speakers. Non-native speakers often struggle with vocabulary translation, pronunciation, and effective communication in English as a lingua franca (Chan, 2015; Oliveira, 2013; Kirkgoz, 2005). This shows that the lack of speaking skills of non-native English speakers in using English as a lingua franca will have a negative impact when they communicate with each other. Park (2020) stated that non-native speakers who experience difficulty in pronouncing English vocabulary can have a negative impact on their communication practices.

Communication practices refer to the way individuals, groups, or organisations exchange information, ideas, and messages. Communication practice is an action that involves speaking and listening, writing and reading, doing and witnessing, or, more generally, doing anything that involves a "message" in any medium or situation (Craig, 2006). Specifically, communication practices are a series of coherent activities that are generally carried out and are meaningful to many people in certain respects using methods and skills. Batziakas (2017) stated that

communication practices include a variety of skills, methods, and techniques that facilitate clear and meaningful exchanges. However, communication practices are not necessarily the best way to communicate, communication practices must be activities and critical discourse topics that can be recognised as an effective way of communicating. Effectiveness in communication is very important in various aspects of life, including personal relationships, business, education, and social interactions. To achieve effective communication, non-native English speakers usually use a variety of linguistic resources (Björkman, 2014). Referring to the practice of using various linguistic resources carried out by speakers when using English as a lingua franca, Jenkins (2015) suggested that the practice used by speakers of this English lingua franca is a second level language contact approach that is more multilingual and broader. It can be said that the communication practices used by non-native English speakers are legitimate and valid skills to maximize the meaning of the message conveyed. Batziakas (2017) stated that the practices used by non-native English speakers when communicating are not because they lack mastery of the language, but rather that these practices can contribute to achieving their communicative goals. Therefore, communication practices, particularly in the context of English as a lingua franca, are essential strategies that facilitate clear and effective exchanges, enabling speakers to achieve their intended communicative outcomes.

This study reviews several key works on English as a lingua franca, including those by Hanamoto (2016), Konakahara (2015), Firth (1996), van Mulken and Hendriks' (2015), Batziakas (2017). Previous research has often focused on narrow contexts, such as individual conversations in multicultural environments. These studies reveal a bias in assessing the communication competence of non-native English speakers. These studies are helpful but lacking in several ways, such as in Hanamoto (2016) which investigated individuals in situations of English as a lingua franca with lower levels of English proficiency using communication strategies in solving problems in comprehension, with a focus on verbal and non-verbal. The researcher analysed the conversation of two pairs of interlocutors investigated in the context of a Japanese university. Japanese students interacted with international students from Malaysia and with students from Saudi Arabia. It explained individual strategies in using English as a lingua franca to facilitate mutual understanding. The limitation of this research is only shows a small number of individual

difficulties in each individual's speaking ability, such as phonological or lexical problems. Konakahara (2015) analysed how international students from different lingua cultural backgrounds utilized overlapping questions to actively contribute to the ongoing development of English interactions widely used as a lingua franca at social events in university environments in the UK. The findings of this study explain how users of English as a lingua franca actively contribute to ongoing interactions through overlapping questions. Firth (1996) observed and discussed a dataset of audio recordings from two Danish international trading companies. The data is a collection of telephone calls involving Danish export managers and their international clients. This research the ten most frequently carried out communications using English as a lingua franca. The findings suggest that the individuals spoken to generally adopted a 'default' position that their speech was understandable and 'normal' even in the face of misunderstandings and abnormalities. Van Mulken and Hendriks (2015) analysed the effectiveness of using communication strategies in conversations between users and students in the use of English as a lingua franca in the workplace. In this study, three consecutive chat sessions were conducted, 60 participants carried out problem solving tasks in English. The findings in this research indicate that there are no difficulties experienced by individuals in conversations using English during user and learner interactions. This is because individuals are more effective in realizing communicative goals compared to interactions using English as a lingua franca. Lastly, Batziakas (2017) observed naturally occurring oral communication among several Asian students in London. The findings show that students utilise all linguistic resources, and in doing so they achieve a variety of communicative goals.

This study uniquely investigates the communication strategies used by Indonesian footballers when interacting with foreigners using English as a lingua franca, a context largely overlooked in existing research. Unlike previous studies that focused on academic environments, such as Hanamoto (2016) who analysed conversations in a Japanese university, and Batziakas (2017) who observed Asian students in London, this research explores the uncharted territory of English as a lingua franca in a sports context. Given the absence of research on English as a lingua franca in sports, this study fills a critical gap by examining communication strategies among footballers in high-pressure, culturally diverse environments. This research investigates the sports domain, offering insights into how the dynamic and high-pressure environment of professional

football influences the development and implementation of communication strategies. Furthermore, by examining interactions within specific cultural and professional environments, this research reveals how language not only functions as a means of communication, but also as a tool for negotiating identities and fostering intercultural understanding in the global sporting arena. Thus, to fill the aim of this study, the researcher formulated one research question below:

What communication strategies do Indonesian footballers use in communication practices that use English as a lingua franca with foreigners?

**Previous Related Study**

The researcher has identified several prior studies that are pertinent to the research currently undertaken. The first research was conducted by Hanamoto (2016) which aimed to find and analyse non-native speaker interactions and identify participants' communication strategies to restore understanding when using English as a lingua franca, with a focus on verbal and non-verbal. Using sequential analysis, this research analyses two pairs of interlocutors, namely Japanese students interacting face to face with international students from Malaysia and with students from Saudi Arabia using English as a lingua franca. This research found that the difficulties experienced by non-native speakers when conversing in English are in the phonological and lexical aspects which hinder the essence of the conversation carried out by non-native speakers. In research findings, the dominant communication strategies used by Japanese students with Saudi Arabian and Malaysian students include confirmation checks or requests for clarification and repetition. Although this research found communication strategies and difficulties experienced by non-native speakers in communicating using English as a lingua franca. This research also found that there are verbal and non-verbal communication strategies used by non-native English speakers to overcome problems in understanding, which is indicated by minimal responses or phonological or lexical problems, individuals will try to close the gap by using strategies. Furthermore, there are verbal and non-verbal communication strategies used by non-native English speakers to overcome problems in understanding, as indicated by the presence of minimal responses or phonological or lexical problems, individuals will try to close the gap by using communication strategies. Specifically, different types of verbal strategies are used such as confirmation checks or requests for clarification and repetition, and often in combination. In

addition, individuals also use other resources, namely gestures and material objects, when they feel difficulty in solving problems through verbal communicative elements or to increase assertiveness to contribute to successful communication outcomes. However, further research needs to be carried out in a different context because of the limitations of this research. The limitation of this research is that it was only conducted at one university in Japan. Therefore, to prevent generalisation of the findings, further research is needed with a wider sample to analyse the conversations of non-native speakers who use English as a lingua franca.

The second research was conducted by Konakahara (2015) which aims to analyse how international students from different lingua cultural backgrounds utilise overlapping questions to actively contribute to the development of interactions in English which is widely used as a lingua franca at social events in a university environment in English. The data consisted of five recordings of casual conversations between friends, and were analysed using a conversation analytic approach. The findings of this research explain how users of English as a lingua franca actively contribute to ongoing interactions through overlapping questions. Moreover, it is also explained that users of English as a lingua franca are quite dominant in using communication strategies by giving examples, repeating, or rearranging what they have said in previous turns to clarify their words and to seek more substantial responses from interacting partners. In this research, it is explained that users of English as a lingua franca use communication strategies by giving examples, repeating, or rephrasing what they have said in previous turns to clarify their words and to seek more substantial responses from interacting partners. Communication strategies are used by non-native English speakers because in this research non-native English speakers not only bring English language resources, but they also bring language resources from Cantonese, Arabic and Malay that they know, especially when there are overlapping questions. Therefore, there are some individuals who accidentally express their enthusiasm by bringing the original language source, and what happens is that the person they are talking to does not understand the message being conveyed. Thus, individuals must re-explain to clarify the message conveyed. Overlapping questions or moments are events that occur repeatedly at one time, such as overlapping questions where the same question is asked repeatedly by individuals, or long overlapping moments of laughter that show the shared positive feelings the conversation has achieved good results. This

research analysis shows that simultaneous speakers are able to use, complete, and respond to overlapping questions appropriately at overlapping moments in the interaction.

The third research was conducted by Firth (1996) which aimed to explore various issues such as misunderstandings and lack of competence surrounding the application of conversation analytic methodology to lingua franca speech data. By examining the naturally occurring and work-related conversations of management personnel communicating in the 'lingua franca' of English. In this research, the concept of strategies used by non-native English speakers, such as 'let it pass', is used by individuals when facing problems in understanding the interlocutor's speech. Thus, the individual allows unknown or unclear actions, words, or utterances past the reasonable assumption that they will become clear or redundant as the conversation progresses. Firth states that the 'let it pass' strategy carries the implication of passivity on the part of the interlocutor, although it is more accurate to say that the interlocutor is actively though implicitly involved in the task of trying to understand what is being done and spoke. Apart from that, non-native English speakers also use the concept of the 'make it normal' strategy when they communicate. When using this communication strategy, non-native English speakers who are spoken to generally take a 'default' position, namely that their speech can be understood and is 'normal' even though there are misunderstandings and abnormalities. This strategy functions effectively to make the interlocutor's 'abnormal' speech 'normal', one way to do this is to produce 'outcomes' or 'formulations' of use that are 'marked' or unclear. This research revealed that carefully designed and systematic ways to overcome the problems of unintentional coding deviations and communication difficulties experienced by non-native speakers in using English as a lingua franca resulted in misunderstandings. Overall, this research shows that some conversational activities often override the 'default' position if the topic of the activity or conversation carried out by the individual is less interactionally strong, this is because individuals are forced to focus explicitly on coding each individual's discourse.

The fourth study was conducted by van Mulken and Hendriks (2015) which aimed to investigate the effectiveness of communication methods and, more specifically, the effectiveness of communication in the lingua franca versus communication in the mother tongue of one of the interlocutors. Using a within-subject experimental design, this research explores the effectiveness

of language use in computer-mediated dyadic communication between non-native speakers of English and native and non-native speakers of German and Dutch. The research explained that in user and learner interactions, individuals are more effective in realising communicative goals compared to English as a lingua franca interaction, and that participants use different communication strategies (e.g., speaker-oriented, hearer-oriented, message-oriented, and interaction-oriented) in user and learner interactions compared to interactions using English as the lingua franca. Speaker-oriented refer to self-checking for understanding, self-correction, asking for help, signalling linguistic deficiencies, and signalling insecurity. These strategies are used by non-native English speakers in communication practice, usually non-native English speakers double-check what is spoke, ask for help or even express their linguistic deficiencies so as not to make the person they are speaking fail to understand the message being conveyed. Examples are self-checking for understanding ('Did I understand that correctly'), self-correction ('Do you have stwarberries? *Strawberries?'), asking for help ('What is it called?'), flagging linguistic deficiencies ('Next to ... uh ...floppy?') and signals insecurity ('I'm afraid my English isn't very good'). Besides that, hearer-oriented is used when the individual anticipates any problems that the listener may encounter. Besides that, the hearer-oriented strategy is used when individuals anticipate any problems that the interlocutor may face in a communication practice. This strategy refers to checking the interlocutor's understanding, offering help, and signalling misunderstandings. Examples of these strategies are comprehension checks directed at the interlocutor ('Do you understand?'), offers of help ('four strawberries, this red fruit') and signalling misunderstanding ('or do you mean paperclips?'). Furthermore, message-oriented refers to compensatory strategies used to overcome lexical problems in messages communicated by both the individual and the interlocutor. For example, complicated words can be used because the individual does not know the necessary words, but can also be used to explain certain words that the person speaking does not know they understand. This is a strategy that speakers use to compensate for their lexical deficiencies. This research explains that compensatory strategies can be subdivided into process-oriented strategies, which characterise a more conceptual approach to communication problem solving and linguistic coding strategies, which are based on replacing one lexical unit with another. Examples of process-oriented strategies in which speakers try to solve their lexical problems at a

more conceptual level are making generalizations and providing descriptions. Examples of linguistic coding strategies are 'foreignizing', code switching, and word coinage. Lastly, interaction-oriented refers to chat interactions that are closely related to contextual, non-verbal and paralinguistic cues. This research also explains paralinguistic and meta-discursive strategies, which fall into the category of interaction-oriented strategies. Paralinguistic strategies are strategies used by individuals to strengthen affective relationships between interactions, for example individuals who use punctuation (???), emoticons (:D), onomatopoeia (boom boom), capital letters (THE SECOND DIFFERENCE) in an interaction. Meanwhile, meta-discursive strategies are communication strategies used by individuals with the aim of collaborating with each other, for example collaborating when working on a task (Shall I list all the objects in the picture?) or (Shall we start top left?). In conclusion, in this study indicate that the compensatory communication strategy is the communication strategy most frequently used by users of English as a lingua franca.

Lastly, a study by Batziakas (2017) aims to analyse communication practices in English as the lingua franca of several Asian students in London. Using conversation analysis techniques, this research analyses two dyadic conversations between non-native English speakers. The findings show that students utilise all linguistic resources, and in doing so they achieve a variety of communicative goals. Moreover, this study also revealed that the dominant communication strategies used by Asian university students in London in this study were paraphrasing and confirmation checks. This is because non-native English speakers often use lexical words such as *'maa fei fat', 'walao', 'okay lah'*, making it difficult for the interlocutor to understand the message conveyed by non-native English speakers. Therefore, the interlocutor practices strategies to ask for clarification or confirmatory checks. Meanwhile, non-native English speakers practice paraphrasing strategies to explain the message they convey. The practices undertaken by the students in this research highlight the situational nature of language-mediated meaning-making, and align with the analytical sensibilities and sensitivities of the body of research on English as a lingua franca. The limitations of this research are demonstrated by the example in this research which shows that there are only three countries of origin (Hong Kong, Saudi Arabia, Malaysia)

for the three participants. Therefore, this research suggests the need for further investigation or research in a broader and contemporary context.

**Conceptual Framework**
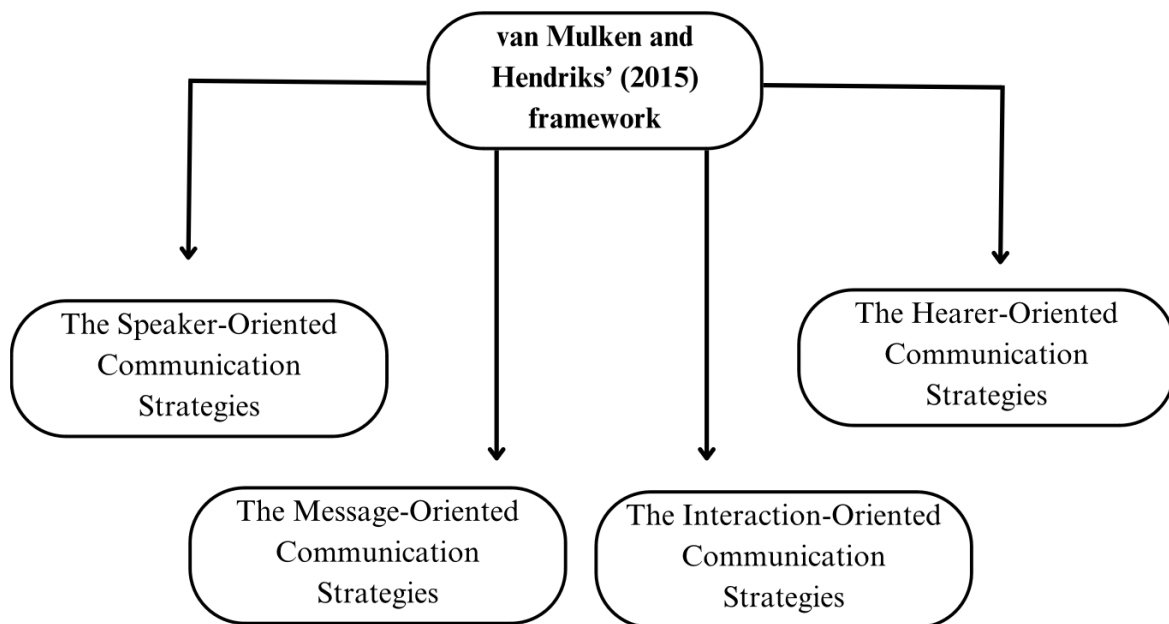


To achieve the objectives of this research, the researcher adopted the van Mulken and Hendriks' (2015) framework which compares the effectiveness of English as a lingua franca and user and learner interactions with its implications in corporate language policy by involving audio-visual data analysis on communication recordings of non-native English speakers to determine communication strategies used by non-native English speakers. As van Mulken and Hendriks (2015) explained that the communication strategies used by non-native English speakers fall into various orientations such as speaker, listener and message orientation. This framework offers several approaches to identify the language/messages produced by non-native English speakers when communicating using English as a lingua franca. In addition, this framework categorises the communication strategies used by English language users as a lingua franca which is described through the communication practices of English speakers as a lingua franca. Categorisation will be carried out on messages produced by non-native English speakers when they communicate.

The speaker-oriented strategy is a communication strategy used by speakers to convey messages when communicating. There are several communication strategies in the speaker-oriented strategy, including self-checking for understanding, where the speaker checks whether he/she has understood the message correctly, asking for help, where the speaker explicitly asks for help, signalling linguistic deficiencies, where the speaker has difficulty finding suitable vocabulary, signalling insecurity where the speaker states that he/she lacks English language skills, repetition/paraphrase where the speaker restates or retypes the same message, checking the interlocutor's understanding where the speaker wants to ensure that the listener understands the message he/she is conveying, clarification request, which means that the speaker uses a request for clarification asking for an explanation or further information regarding something he does not fully understand, and confirmation checks are used by the speaker to confirm understanding of the previous utterance.

The hearer-oriented strategy encompasses various approaches aimed at aiding listeners in accurately interpreting the communicated message. There are several communication strategies in the hearer-oriented strategy, including offering help, signalling misunderstanding, and let it pass. In 'offering help,' the listener aids in clarifying the speaker's message. 'Signalling misunderstanding' involves the listener confirming that the message has been understood as intended. 'Letting it pass' refers to the listener choosing to overlook certain utterances or actions by the speaker.

The message-oriented strategy which is a communication strategy used by the speaker and listener to overcome problems in the message being communicated. In message-oriented strategies there are compensatory strategies which are used to overcome lexical problems in messages communicated by both speakers and listeners. However, in this research, the researcher did not include interaction-oriented strategies because the research did not focus on examining non-verbal interactions or the emotions expressed by individuals in interactions. This research specifically examines the communication strategies used by Indonesian footballers when interacting in English as a lingua franca, focusing on message-oriented strategies rather than interaction-oriented ones. Meanwhile, the interaction-oriented strategies which emphasise paralinguistic elements like emoticons or capital letters to convey emotions, were not included in this study as the research did

not focus on non-verbal interactions. Therefore, van Mulken and Hendriks' (2015) framework enables the researcher to explore the communication strategies employed by speakers of English as a lingua franca, particularly in overcoming communication difficulties. This analysis is crucial for understanding how speakers of English as a lingua franca navigate communication challenges. By using this framework, the researcher can determine the communication strategies most frequently used by Indonesian footballers in communication practices using English as a lingua franca.
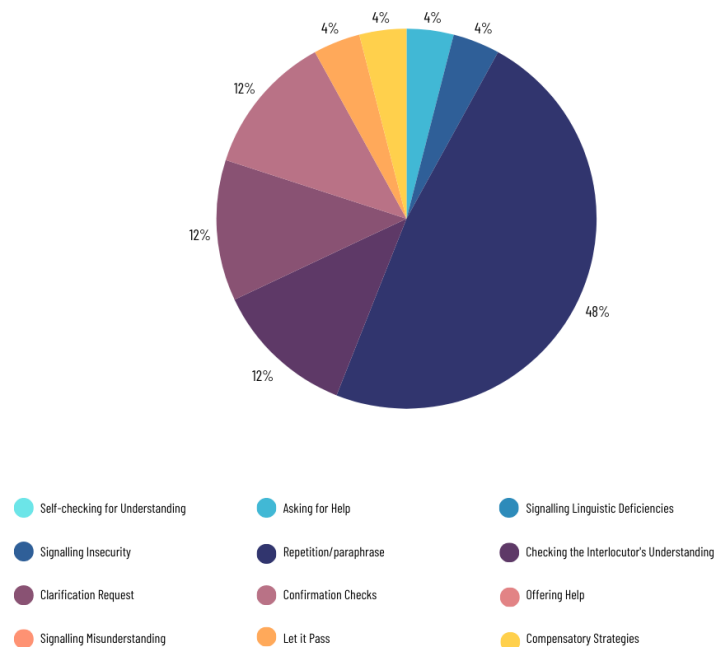
## RESEARCH METHOD

This research was conducted using focused qualitative research with discourse analysis. Taylor (2013) stated that discourse analysis refers to research in which language material, such as speech or written text, and sometimes other materials are examined as evidence of phenomena external to the individual. Discourse analysis can involve audio, visual, and written data to study the structure and meaning of communication. This approach helps to uncover how language is used in different social contexts (Almahasees & Mahmoud, 2022). Furthermore, it tends to focus on how certain phenomena can be applied to various research settings and contexts (Tannen et al., 2015). The purpose of applying discourse analysis in this study is to identify and analyse the communication strategies used by Indonesian footballers when engaging with foreigners in English. In this research, the researcher analysed videos of Indonesian footballers communicating with foreigners. Willey-Sthapit et al. (2022) stated that discourse analysis carried out on video recordings of interactions refers to research on the language produced by individuals in their communication practices. Thus, qualitative discourse analysis is particularly suitable for this research, as it provides a robust framework for analysing the complexities of language use in intercultural communication. This research analysed eleven YouTube video recordings from 2019 to 2023, featuring interactions between Indonesian footballers and foreign players or coaches using English as a lingua franca. In addition, video recording data of interactions involving twenty-five individuals. The study involved ten Indonesian footballers (HS, HY, EM, WS, BK, CS, RF, DM, OH, MF) interacting with fifteen foreign coaches and players (EW, HB, TD, YH, OK, IF, PK, PR). The researcher used discourse analysis in this research. The data was analysed using a

systematic approach based on the van Mulken and Hendriks (2015) framework, focusing on the transcription, coding, and categorisation of communication strategies.

**RESULTS AND DISCUSSION**

There are two categories of data in the data findings. The first category is a type of monologue video where there is only one Indonesian footballer who speaks or explains something in English. The second category is the type of dialogue video where the Indonesian footballer interacts using English with two or more foreigners. Several communication strategies used by Indonesian footballers when communicating using English are presented. The following is a description of the eleven-video data.

The findings were classified based on the framework of van Mulken and Hendriks' (2015). This classification includes three orientations, including speaker-oriented, hearer-oriented, and message oriented. The results of the analysis carried out by researcher on the communication strategies used by Indonesian footballers are as described below.



Legend:
- Self-checking for Understanding
- Asking for Help
- Signalling Linguistic Deficiencies
- Signalling Insecurity
- Repetition/paraphrase
- Checking the Interlocutor's Understanding
- Clarification Request
- Confirmation Checks
- Offering Help
- Signalling Misunderstanding
- Let it Pass
- Compensatory Strategies

Indonesian footballers use several communication strategies in their communication practices. The term communication strategy means collaborative, solving problems and achieving mutual understanding with each other. The communication strategies used by Indonesian footballers refer to things that are often used by non-native English speakers to make communication successful so that messages or information can be conveyed according to the purpose. The current research found that the repetition/paraphrase communication strategy was the most dominant communication strategy used by Indonesian footballers. The majority of Indonesian footballers repeat or paraphrase verbs when talking to foreigners (e.g. love, know, support). In this case, Indonesian footballers repeat or paraphrase verbs in a question or declaration sentence. This strategy significantly enhances understanding, ensuring that Indonesian footballers effectively communicate their intentions and messages.

Indonesian footballers often check whether their interlocutors understand by ending their questions with the phrase *you know*. In a question sentence when using the communication strategy checking the interlocutor's understanding, the Indonesian footballers always use the phrase *you know* at the end of the question sentence when practicing communication with foreigners. The phenomenon of using the phrase *you know* by Indonesian footballers refers to the desire of Indonesian footballers to check the understanding of the interlocutor regarding the explanation they have previously given. This finding aligns with the work of van Mulken and Hendriks (2015) and Hanamoto (2016), who observed that non-native English speakers commonly use *you know* to verify understanding.

The next communication strategy used by Indonesian footballers is confirmation check. A confirmation check is a communication strategy where Indonesian footballers ask a follow-up question to ensure that their interlocutors have understood or agree with a previously stated action or plan. The Indonesian footballers usually check the confirmation of the interlocutor by using statements along with questions. Indonesian footballers often pair declarative statements with confirmatory questions to ensure their interlocutors' agreement or understanding. In this case, the Indonesian footballer asked the interlocutor a question regarding a statement of an activity or action that would be carried out. The phenomenon aims to ensure that the interlocutor gives a definite answer to the questions by the Indonesian footballer. It can be seen that by using the

confirmation check communication strategy by Indonesian footballers, the interlocutors can respond and provide definite answers to questions asked by Indonesian footballers about an activity or action that will be carried out.

Indonesian footballers use clarification requests by asking questions to seek clarification, often anticipating the response and seeking agreement. Indonesian footballers often use overlapping questions to prompt the interlocutor to clarify or respond to ongoing discussions. In using this communication strategy, the Indonesian footballers also predict the answers that the interlocutor will say and also ask for agreement from the interlocutor. Indonesian footballer predicts his opponent's answer by asking questions. It was also seen that the interlocutors gave an agreement response by agreeing with the prediction.

**CONCLUSION AND RECOMMENDATION**

The main purpose of the current research is to explore the communication strategies used by Indonesian footballers in communication practices using English as a lingua franca with foreigners. It can be seen that Indonesian footballers use certain phrases or techniques when practicing communication with foreigners. The results of the research show that in every communication practice video Indonesian footballers are found to use communication strategies in their communication practices with foreign parties. The research identified several key strategies, including repetition/paraphrase, confirmation checks, and clarification requests, as commonly used by Indonesian footballers. These insights contribute to a deeper understanding of cross-cultural communication strategies in sports and may inform future training and educational programs.

This research was conducted with a limited sample of ten professional Indonesian footballers, all of whom play for both domestic and international clubs. The data was sourced solely from videos uploaded on YouTube. Each of them is a professional footballer who plays for Indonesian and foreign clubs. Then, the researcher only used videos uploaded on YouTube as a source of research data. In addition, the findings of this research cannot be a general description of the communication strategies used by Indonesian footballers when practicing communication with foreigners. Due to the limitations of this research, future researchers need to increase the number of Indonesian footballers who play in Indonesian clubs and then collect data through

observation to find out the communication strategies used by Indonesian footballers when practicing communication using English with foreigners. By addressing these limitations, future research can contribute more robustly to the understanding of communication strategies in sports, particularly in the context of English as a lingua franca.

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