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Identification of English Needs for Taekwondo Athletes in Palu Through ESP (Research at Taekwondo Family (T-Fly) Club in Kota Palu)

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Abstract

The aim of this research is to identify the perceptions of coaches/stakeholders and athletes regarding the role of English for athlete career development, and to analyze the English language needs of taekwondo athletes. This study used descriptive qualitative method. The respondents of this research were 25 people consisting of 13 coaches/stakeholders and 12 athletes. The first result of this research is that coaches/stakeholders and athletes stated that professional taekwondo athletes not only have to be good at competing but need to be supported by communication skills, especially English as an international language. Second, the analysis of athletes' ESP needs includes, 1) On the weaknesses, the majority of coaches/stakeholders stated that taekwondo athletes could not speak English but this was denied by the athletes where the majority of them stated they were interested and could speak a little English but because they did not realize the importance This is for the development of their careers as athletes and there is no environmental support that facilitates them to speak English. 2) In terms of needs, the aspects of ESP needs for Taekwondo athletes that are the main concern for their development are speaking and listening skills. The material they need is about the world of Taekwondo sports and daily conversations. 3) In their wishes, the majority of coaches/stakeholders and athletes agree that after learning English, they want athletes to be able to communicate in English well to support their careers. The conclusion is that English has an important role in developing the careers of Taekwondo athletes. Therefore, Taekwondo athletes need to improve their English skills, especially speaking and listening skills.

Keywords: ESP, Needs Analysis, Taekwondo Athlete.

1. INTRODUCTION

The development of sports in Indonesia is growing very rapidly. This is evidenced by the regeneration of various sports in Indonesia, which almost every year are able to win various competitions held both domestically and abroad. Not only



competitions, but also special joint exercises held between countries as a form of cooperation. Indonesia itself has several times had the opportunity to host international competitions such as SEA GAMES 2011 and ASIAN GAMES 2018. At this time English is not only used to support communication, but many references and supporting terms in sports use English. (Risan et al., 2022) stated that basically starting from students, athletes, coaches, referees, educators, match officials or stakeholders related to the field of sports need English. The role of English is needed in the career development of an athlete.

Nevertheless, the problem is that there is a discrepancy with the fact was happening in reality. Many taekwondo athletes who have low English skills. Such a phenomenon that researcher found in the environment where she trained as a taekwondo athlete, coach and referee. It happens because of the lack of awareness about the importance of English in their career path. Therefore, ESP (English for Specific Purposes) can be the right solution for this problem. It is an approach taken to produce a specific product or design so that students can communicate more effectively in English in the world of work especially in sport field.

All material content and teaching methods of ESP must be oriented towards the goals of the participants, to design the material must be in accordance with the objectives. In ESP, instructor should provide substantial teaching materials that are designed and developed based on participants' need analysis. Several studies on ESP needs analysis have been carried out by previous researchers namely, the study conducted by (Schug, 2021). Professionally, most students plan to work in positions that require knowledge of a foreign language; although their specific goals are not always clear, it is widely agreed that English is necessary in the professional world. Thus, study conducted also by (Alviaderi, 2021) explained that PJKR students need English for certain purposes in a number of contexts. PJKR study program students need English to support their future professions – including as physical education teachers, professional coaches, professional referees, professional athletes, and sports journalism.

The importance of ESP learning in this study is implied as a result of the research. Therefore, the researcher interested to conduct Need analysis of ESP at Taekwondo Family club as a support in their career development. To minimize the problem above, the researcher would like to identification the perceptions of coaches/stakeholders and athletes and analyse the aspects of ESP needed by taekwondo athletes at T-Fly (Taekwondo Family) club. Based on the statement above the researcher formulated research questions as follow: First, what are the perceptions of coaches/stakeholders and athletes at T-Fly (Taekwondo Family) club about the role of English for athletes' career development? Second, what are the aspects of ESP needed by taekwondo athletes at T-Fly (Taekwondo Family) club?



2. LITERATURE OF REVIEW

ESP is an approach in language learning where all decisions taken regarding teaching materials and learning methods as a whole are based on the reason for the learner to learn English (Hutchinson & Waters, 1987). ESP learners are usually adult learners who have studied English in general and are returning to study English with the aim of communicating and supporting their career development in the world of work. Therefore, ESP-based learning is usually developed based on an analysis of needs, objectives, and learning activities where Language English needed.

In developing ESP teaching materials, a very in-depth needs analysis process is required. Needs analysis is the first stage in the development of ESP courses. It is the process of collecting data and information about the language skills needed by the learner. It becomes an important point in ESP teaching because through needs analysis, lecturers/teachers, learners, teaching materials, teaching procedures; all can be connected harmoniously in order to improve the learners learning process. Furthermore, (Kim, 2013) said needs analysis was carried out to find out what learners should do with foreign languages in certain situations and how learners can understand and use the target language during the learning process. (Boroujeni et al., 2013) said that conducting need analysis can help find out whether the program is suitable for the goals and objectives of the learners to learn a language and at the same time be used to help improve the various components of the program that are more focused on the needs of the learners. It can also help in developing existing programs and if there are deficiencies it can help in determining the need to introduce changes that may suit the needs of learners. It means that before coming to teach, ESP teachers must have accurate data regarding the needs of students according to their future careers, choose the right skills and learning activities. Therefore, by conducting a needs analysis, teachers can understand the strengths and weaknesses of learners. The concept of needs analysis was developed by taking into account three main aspects, namely weaknesses, needs, and wants (Hutchinson & Waters, 1987).

First, weaknesses are the mismatch between what learners can currently do in the language and what they need to do in the target setting. It becomes the distance or gap between what learners know and which parts they do not or do not know so that learning must focus more on learning that matter. It is the thing that needs to be mastered by students. Second, needs refers to what learners need to know in order to play an active role in learning English. In this concept, all stakeholders can provide valuable input on what is required, but more weight may have to be given to stakeholders who have direct knowledge and experience about target setting. In the context of the EAP, this could include experienced ESP instructors, course coordinators, department heads, and subject specialists, as well as future employers and graduate alumni currently working in the target field. In the context of EOP, again, experienced ESP instructors can provide valuable input, but the learners themselves also tend to be very knowledgeable about their own target setting. This means that learning English is not only carried out in the academic field, but also



includes professional goals in various fields (Dudley-Evans & John, 1998). Third, wants are things that encourage students to want to learn English. The most important stakeholders here, of course, are the students themselves. Students almost universally want their courses to be interesting, fun, manageable, and relevant to their future goals.

If courses do not meet these basic needs, students are likely to be poorly motivated. However, you need to remember that students often do not have the knowledge and/or experience needed to accurately assess what, where, when and how they will use English in a targeted academic or work setting. So, other stakeholders also need to be consulted. In an EAP setting, these stakeholders will include experienced ESP instructors and administrators, as well as members of the student specialist department. In an EOP setting, again, ESP instructors and administrators need to be consulted, but also floor and office managers, training department teams, and perhaps even heads of human resources.

There are three aspects then develop into three components in the needs analysis construct. (Adhabiyyah et al., 2015) summarized needs analysis as a construct consisting of three components, namely TSA (Target Situation Analysis), LSA (Learning Situation Analysis), and PSA (Present Situation Analysis). TSA is about what the purpose of the tasks and activities given to students is. For example, about the purpose of the course and the English used in designing learning activities or in the form of assignments for exercises to improve basic skills. They are speaking skills, reading skills, listening skills, or writing skills or are they integrated from each, then whether English assignments are seen from the purpose of needs such as for learning or for training (Rahman, 2015). LSA or Learner factor analysis is what learners want and why they want it (Rahman, 2015). The ones identified in this analysis are: what learning factors motivate them and their perception of need in ESP learning context (Basturkmen, 2010). Situation analysis is the data collection stage taken by researchers before designing and planning the program. In this analysis, what is identified is what the learner has and has not mastered, in relation to the learning achievement targets to be achieved (Basturkmen, 2010). This component identifies the strengths and weaknesses of language learners (Rahman, 2015). In this analysis, students' abilities at the time of starting English class were identified.

Taekwondo is one of the oldest martial arts in the world. It was founded in 37 A.D. in the northisn region of the Korean peninsula. WTF Tae kwon-do was developed in Indonesia brought by Mauritsz Dominggus, (1975). He is from Ambon and is a Taekwondo black belt holder studying in the Nethislands. In 1972 he returned to Indonesia and arrived in Tanjung Priok, North Jakarta. He formed a college with the name KATAEDO which is a combination of the word's karate and Tae kwon-do Along with the development of Taekwondo in Indonesia, there are 2 Taekwondo organizations, namely FTI (Indonesian Taekwondo Federation) led by Marshal Sugiri and PTI (Indonesian Taekwondo Association) led by Leo Lapulisa. On March 28th, 1981, they held a meeting entitled MUSYAWARAH NASIONAL I,



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for the advancement of Indonesian Tae kwon-do. The MUNAS I gave birth to a mutual agreement to unite the two organizations into a Taekwondo Organization which we now know as the Indonesian Taekwondo Executive Board (PBTI) which is recognized by WTF and KONI.

In the Statutes of Indonesian Taekwondo in Chapter II Article 4 Point 3 regarding the purpose of Indonesian Taekwondo is to "foster and foster unity and integrity in society and establish friendship between nations". As for in Chapter V Article 7 Point 4 regarding the functions of research, development and technology, where Taekwondo Indonesia functions "as a means of research and development, taekwondo technical skills, mental attitude and morality in the life of society, nation and state in order to produce Taekwondo athlete that has physical endurance and high mentality and keep abreast of developments in science and technology". athletes will be faced with situations that require them to be able to communicate. In order to communicate with foreigners, they must use the international language, namely English. When athletes have good English skills, of course they will be able to adapt and communicate with anyone easily when moving from one country to another (Risan et al., 2022). Consequently, the ability to speak English must also be owned by them, not only athletes but also for coaches and referees who will lead the match. They must be able to fill out registration forms in English, attend technical meetings, face matches and even communicate with athletes or event organizers from other countries. Mastery of English is needed, but there is no standard curriculum for them to learn English. Judging from the existing situation, in this case English is needed due to certain situations. Therefore, to identify the English language needs of taekwondo athletes requires a needs analysis with the ESP approach, according to the ESP theories discussed previously above.

3. METHOD

3.1. Design

The type of this research is descriptive analysis using qualitative method. The results are presented in the form of a research report based on facts. In this research, this method used to identify the perceptions of coaches/stakeholders and athletes about ESP for athletes' career development and to analyze the aspects of ESP needed by taekwondo athletes at (T-Fly) Taekwondo Family Club.

3.2. Respondent

The respondents in this research were the coaches/stakeholders and athletes from T-Fly (Taekwondo Family) club in Kota Palu. Moreover, this research focused on identifying the perceptions of coaches/stakeholders and athletes about ESP for athletes' career development and analyzing the aspects of ESP needed by taekwondo athletes at T-Fly club. In this research, the sample amounted to 25 people consisting of 13 coaches/stakeholders and 12 athletes from T-Fly club.



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3.3. Instrument

In obtaining data, the instruments that used in this research is questionnaire. The questionnaire is used to identify the needs of athletes in ESP. Data will be collected by giving questionnaire to coaches/stakeholders and athletes at the taekwondo family club. The collected data analyzed to find out what materials athletes need to learn and how they want to learn these materials. Then, the questionnaire used Bahasa to avoid miscommunication and misunderstanding with the respondents. Researcher has compiled a questionnaire quoted from (Sari et al., 2019) to obtain data on English learning needs for taekwondo athletes. There are 31 statements in the questionnaire that are classified into four sections, namely: 1) The objectives of learning English; 2) Weaknesses in learning English; 3) Aspects of English that athletes need to learn, 4) Learning purpose to be achieved for the four English skills, namely listening, speaking, reading and writing. This is based on the theory of needs analysis from (Hutchinson & Waters, 1987) and (David, 2004).

3.4 Data Collection

In collecting the data, the researcher used two kinds of data collection: those are primary data collection and secondary data collection. Primary data are the data which obtained directly from Taekwondo Family club's coaches/stakeholders and athletes, by questionnaire. These data used as a reference to determine the need for English learning for Taekwondo athletes with the ESP concept. While document as secondary data. It is existing theory, documents in the form of Indonesian Taekwondo Statutes and Bylaws, Competition Rules, journals, reference books, and other sources of information related or related to this research.

3.5 Data Analyses

To analyse the data, the researcher used interactive model of data analysis proposed by (Miles, M. B., & Huberman, 1994). The components above can be explained as the following; First, reduce the data by summarizing the results of data collection from the research instrument. Second, display the data that has been carried out and compiled into written text. Finally, drawing and verifying conclusions is carried out after analysis has been carried out during the process and after data collection. These conclusions were verified again to further strength then the findings of this research. Conclusions drawn if there are still deficiencies will be added.

4. FINDINGS AND DISCUSSION

4.1 Findings

To answer the research questions to get results from the analysis of the athlete's English needs, the researcher has provided 31 statement items in the questionnaire. The questionnaire was made in the form of a Google form which was then distributed to 25 people consisting of 13 coaches who have regional and national licenses as well as stakeholders and 12 senior athletes who have black belts at the T-Fly club (Taekwondo



Family), on January 5 2023. A total of 31 statements were divided into four groups: 1) Purpose English learning; 2) Weaknesses in learning English; 3) Aspects of English that athletes need to learn; 4) The learning objectives to be achieved for the four English skills, namely listening, speaking, reading and writing.

4.1.1 The Objectives of Learning English

Based on the finding, it can be described that for the first statement, 21 respondents consisting of 12 coaches/stakeholders (92%) and 9 athletes (75%) agree that Taekwondo athletes need English skills for the benefit of their careers. In the second statement, there were also 23 respondents consisting of 12 coaches/stakeholders (92%) and 11 athletes (92%) who agreed that athletes needed English as a means of communication. The third statement obtained the results from 23 respondents, 12 coaches/stakeholders (92%) and 11 athletes (92%) who agreed that English skills were needed by athletes when they took part in international championships. The fourth statement shows that 21 respondents, 11 coaches/stakeholders (85%) and 10 athletes (83%) stated that English skills are needed by athletes when participating in joint training with other countries.

4.1.2 Weakness in Learning English

Statements five to nine which contain various athlete weaknesses are described as follows; fifth statement, as many as 15 respondents consisting of 5 coaches/stakeholders (38%) and 10 athletes (83%) stated that taekwondo athletes could not speak English well. The sixth statement, 19 respondents consisting of 8 coaches/stakeholders (62%) and 11 athletes (92%) stated that taekwondo athletes have limited English vocabulary. Seventh statement, 20 respondents namely 12 coaches/stakeholders (92%) and 8 athletes (67%) agreed that the majority of taekwondo athletes are not interested in English. Eighth statement, 19 respondents consisting of 10 coaches/stakeholders (77%) and 9 athletes (75%) stated that English was difficult to learn. In the ninth statement, 21 respondents, namely 11 coaches/stakeholders (85%) and 10 athletes (83%) agreed that the majority of Taekwondo athletes did not realize that English was also important for their career development in the professional world.

4.1.3 Aspects of English that Athletes need to learn

Statements tenth to fifteenth to identify the various aspects they need as follows; in the tenth statement, 14 respondents consisting of 9 coaches/stakeholders (69%) and 5 athletes (42%) stated that taekwondo athletes need to study grammar. Eleventh statement, 23 respondents 11 coaches/stakeholders (85%) and 12 athletes (100%) stated that taekwondo athletes need to learn vocabulary. The twelfth statement, all respondents (100%) both coaches/stakeholders and athletes stated that taekwondo athletes need to learn listening skills. Likewise with the thirteenth statement, 25 respondents (100%) consisting of coaches/stakeholders and athletes agree that taekwondo athletes need to have speaking skills. Furthermore, the fourteenth statement, 19 respondents, namely 11



coaches/stakeholders (85%) and 8 athletes (67%) stated that taekwondo athletes need to learn reading skills. Then the fifteenth statement, 20 respondents namely 9 coaches/stakeholders (69%) and 6 athletes (50%) agreed that taekwondo athletes need to learn writing skills.

4.1.4 The Learning Objectives to be Achieved for the four English Skills

a. Listening Skill

Listening skill in the sixteenth to the twentieth statements, as many as 15 respondents namely 9 coaches/stakeholders (69%) and 6 athletes (50%) stated that Taekwondo athletes learn listening skills to understand presentations in English. The seventeenth statement, 20 respondents 10 coaches/stakeholders (77%) and 10 athletes (83%) stated that taekwondo athletes learn listening skills to understand everyday conversations. The eighteenth statement, as many as 23 respondents 11 coaches/stakeholders (85%) and 12 athletes (100%) agreed that taekwondo athletes learn listening skills to obtain certain information. The nineteenth statement, 24 respondents 13 coaches/stakeholders (100%) and 11 athletes (92%) agreed that taekwondo athletes need to learn listening skills to understand instructions in English. The twentieth statement, there were only 10 respondents namely 4 coaches/stakeholders (31%) and 6 athletes (50%) who agreed that taekwondo athletes need to learn listening skills to understand English media.

b. Speaking Skill

Speaking skill in the twenty-first through twenty-fourth statements. Based on the finding obtained in the twenty-first statement, as many as 22 respondents consisting of 12 coaches/stakeholders (92%) and 10 athletes (83%) agreed that the goal of taekwondo athletes is to improve speaking skills so they can practice them properly. The twenty-second statement also obtained the same result, namely 22 respondents 12 coaches/stakeholders (92%) and 10 athletes (83%) stated that the goal of taekwondo athletes was to improve their speaking skills so they could conduct questions and answers in English. The twenty-third statement obtained 18 respondents 10 coaches/stakeholders (77%) and 8 athletes (67%) agreed that the goal of taekwondo athletes is to improve speaking skills so they can participate in discussions. The twenty-fourth statement only obtained 10 respondents namely 5 coaches/stakeholders (38%) and 5 athletes (42%) who agreed that the goal of taekwondo athletes is to improve speaking skills so they can present material using English.

c. Reading Skill

The next skill is reading on the twenty-fifth to twenty-seventh statements. The twenty-fifth statement, as many as 18 respondents namely 9 coaches/stakeholders (69%) and 9 athletes (75%) agreed that the goal of taekwondo athletes is to improve reading skills to obtain the information needed. In the twenty-sixth statement, 21 respondents 10 coaches/stakeholders (77%) and 11 athletes (92%), also agreed that the goal of



taekwondo athletes is to improve reading skills to understand competition regulations. the twenty-seventh statement, the same number of 21 respondents, 10 coaches/stakeholders (77%) and 11 athletes (92%) agree that the goal of taekwondo athletes is to improve reading skills to understand training manuals.

d. Writing Skill

Writing skill on the twenty-eighth to thirty-first statements. The twenty-eighth statement, as many as 21 respondents namely 11 coaches/stakeholders (85%) and 10 athletes (83%) agreed that the goal of taekwondo athletes is to improve writing skills so they can write English sentences correctly. The twenty-ninth statement, 15 respondents, 9 coaches/stakeholders (69%) and 6 athletes (50%) stated that the goal of taekwondo athletes is to improve writing skills so they can write paragraphs correctly. The thirtieth statement, there are only 10 respondents, 6 coaches/stakeholders (46%) and 4 athletes (33%) who agree that the goal of taekwondo athletes is to improve their writing skills so they can write simple reports or articles. The thirty-first statement, 15 respondents, 8 coaches/stakeholders (62%) and 7 athletes (58%) stated that the goal of taekwondo athletes is to improve their writing skills in preparation for training/training/exams for increasing levels.

4.2 Discussion

4.2.1 Perception of Coaches/Stakeholders and Athletes at T-Fly (Taekwondo Family) Club about ESP for Athletes' Career Development

Based on the data obtained, the majority of coaches/stakeholders and athletes stated that English has an important role in developing the careers of Taekwondo athletes. One of the reasons is because the ability to speak English will certainly increase an athlete's reputation, fame, marketability in the eyes of the public and the satisfaction of fans who want to know more about him. However, there are some coaches who state that English is not important for athletes, because they only focus on training and competing. The wins they get in each match will automatically improve their careers. Several athletes also stated that they did not realize that having English language skills was also important for the development of their careers when they were still in the junior category, and they only realized it after they were in the senior category, when they often participated in competitions at the National and International level. However overall, it can be concluded that coaches/stakeholders and athletes agree that English has an important role in developing the careers of professional Taekwondo athletes.

Professional athletes not only have to be physically strong and master various match techniques, but also need other skills such as mastering English so that it becomes an added value for Taekwondo athletes as (Schug, 2021) states that English is very much needed in the professional world. Where the main function is to be able to build communication in English. The ability to communicate in English is a skill



needed in all jobs in facing the globalization era, including being a professional athlete. Good communication will create better relationships, of course, so that they can increase their self-confidence. An athlete who masters English will certainly find it easier to socialize with athletes/coaches from other countries both in championship events and in joint training programs. Therefore, Taekwondo athletes must also improve their English skills.

4.2.2 Aspect of ESP Needed by Taekwondo Athletes at T-Fly (Taekwondo Family) Club

a. Weaknesses

In this part, there were quite significant differences of opinion between coaches/stakeholders and athletes, including in one statement where the majority of coaches/stakeholders stated that taekwondo athletes could not speak English. However, the taekwondo athletes themselves stated that the majority of them could speak simple English. This difference occurs because the coaches/stakeholders have never seen or heard the athletes communicate directly in English. Therefore, they assume that their athletes cannot speak English. Meanwhile, according to the athletes, some of them have an interest and often listen to songs and watch films in English. Some have also taken English lessons outside of their activities as athletes. However, they do not use English in the environment where they train as Taekwondo athletes because they have never been facilitated and directed to use English. There are only a few terms that they often use as coaches often say. Although coaches/stakeholders often talk about their experiences at national and international levels which require them to speak English.

b. Needs

Aspects of ESP needs in Taekwondo athletes that are the main concern for their development are speaking and listening skills. They need to master this skill so they can communicate actively using English. In addition, the majority of Taekwondo athletes are more interested in enriching vocabulary mastery than learning grammar specifically. This is due to the large number of English vocabularies contained in the training and competition regulations. Therefore, that requires them to learn it. In contrast to coaches/stakeholders who provide results from studying grammar, they get more results from the athlete's opinion. On the grounds that athletes must be able to use English properly and correctly, it is not enough just to understand its meaning. Therefore, it will make it easier for them to communicate through writing, such as sending messages via social media. The results of these findings can be concluded that the main skills that taekwondo athletes need to learn are speaking and listening as well as vocabulary mastery to make it easier for them to improve these two skills. As for reading and writing skills and grammar mastery, they did not get the main attention, but for some respondents, these skills also needed to be mastered.



The results of this research are in line with the ESP needs analysis which has also been carried out by (Lertchalermtipakoon et al., 2021) who conducted an ESP analysis in the Academic field. He found that the main reason students majoring in the Tourism and Hospitality Industry wanted to improve their English was to improve their grades. With listening and speaking skills the biggest problem in their communication is listening and speaking skills. However, both groups of majors expressed a positive response to their learning English.

c. Wants

Based on the results obtained on listening and speaking skills, the majority of coaches/stakeholders and athletes have the same desire or hope, namely that athletes have good communication skills and can obtain various information in a conversation or discussion. As for reading and writing skills, although these are not the main goals for athletes in learning English, these skills are also needed under certain conditions. Where coaches/stakeholders and athletes hope that they can read and understand the contents of the competition regulations and training manuals. Apart from that, athletes have the desire to be able to communicate through messages such as sending emails to each other or chatting via social media.

5. CONCLUSION

The first result of this research is coaches/stakeholders and athletes stating that English has an important role in the career development of Taekwondo athletes. The second, analysis of the athletes' ESP needs including, 1) In the weaknesses section, the majority of coaches/ stakeholders stated that taekwondo athletes could not speak English but this was denied by the athletes where the majority of them stated that they were interested and could speak a little English but because they do not realize its importance for the development of their careers as athletes and there is no environmental support that facilitates them to speak English. 2) In the Needs section, the aspects of ESP need in Taekwondo athletes that are the main concern for their development are speaking and listening skills. 3) The majority of coaches/stakeholders and athletes agree that after learning English, they want the athletes to be able to communicate in English well.

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