



ANALYZING STUDENTS' NEEDS ON THE ENGLISH MATERIALS IN SPORTS AND HEALTH EDUCATION DEPARTMENT OF MANDALIKA EDUCATION UNIVERSITY

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Abstract: English language learning at the college level is used as a means to improving all four English proficiency, namely reading, writing, speaking and listening. English is a course that must be taken and as a general basic course in every department. The direction of English learning in this department must certainly be different from English in general. ESP (English for specific purposes) is English for special purposes. Therefore, the application of ESP in this department must be done so that learners can learn English according to their field. It is necessary to conduct a needs analysis to support the achievement of ESP, by conducting a needs analysis it can find out what is needed by the learner. Therefore, The purpose of this research is to examine the needs of English language learning of students majoring in Sports and Health Education. This type of research is descriptive quantitative. The data collection techniques used are questionnaires and interviews. The population of this study is all sophomores. The sampling technique uses simple random sampling, and 49 people were sampled. The results of this research will be used as reference material to make a syllabus or material development. Based on the study's findings, it is fair to conclude that The ability to speak is the most requested by students, but for other abilities such as listening, grammar and so on, which are still difficult for students to understand. Then regarding the teaching methods applied during learning, students prefer if the learning is accompanied by mini games or group discussion activities. Because it can increase student learning motivation.

Keywords: Needs Analysis, English Learning, ESP, Sport Education Department

INTRODUCTION

In the era of globalization and science, the ability to speak English is needed for everyone, especially students, in their field of work or academic field. This statement represents the meaning that various nations use English to communication with other nation all over the world. In terms of communication tools, whether spoken or written, English is used as the language of instruction in various fields of science. English is also used as the compulsory subject in a number of countries in the world, including Indonesia. Therefore, it is important to learn English for students in Indonesia. Considering the fact that students in Indonesia learn English from elementary school to university, English has become one of the most important topics in their education. At the university level, English courses are used as compulsory subjects for students themselves. Of course, to develop English teaching for

students, the material obtained must be in accordance with their respective fields. According to Robinson (1990), one of the key characteristics of English for Specific Purpose (ESP) that sets it apart from general English (GE) is learning that is targeted to specific goals, more precise in academic and professional sectors. The material taught does not only use English materials in general but also uses English learning materials specifically (*English for specific purposes*). According to Hutchinson & Waters (1987), ESP is a way of teaching languages in which all decisions regarding the method and content are made in light of the learners' desire to learn. Implementing this learning approach in accordance with the requirements of students in each sector is therefore extremely crucial. Therefore, before implementing ESP a needs analysis must be carried out first. This is to ensure that the language learning being taught is suitable for the learner's area of expertise. Need analysis is a systematic process for gathering accurate data that includes all activities used to gather information about students' learning needs, wants, or lacks Casper (2003). As is the case with English, which is taught in the Department of Sports and Health Education at Mandalika Education University. Although these majors do not have a direct relationship with English, the needs of the profession that will be faced in the future are the most significant material. They must use English as a communication tool to understand and share information within their majors.

English has so far been made a required subject for all students majoring in sports and health education., and health and is taught every second semester with a weight of two credits in each semester. In one semester, students tend to be taught English in general (GE) in a way that is not in accordance with their field of interest. As a result, students majoring in sports education experience a decrease in their enthusiasm for learning English, and on average, they consider English as an additional course because it does not contribute to the development of their interests or progress in their field of study.

Therefore, before starting to learn, it is necessary to keep in mind that the information learned has been adapted to the needs of students. It is critical to conduct research on the needs of students learning English. especially sports and health education students at Mandalika Education University, in order to achieve effectiveness and harmony between student needs and abilities. such that students enthusiastically receive the content being taught. As a result, students will pay attention to the subjects that have been produced and presented. The expected results of learning English with a special purpose (ESP) or according to their field can be applied and used properly for the work they are going to do. From the statement above, it is clear that the researcher interests to conduct a research under the tittle "analyzing student needs on the English materials in Sports and Health Education Department of Mandalika Education University".

RESEARCH METHODS

This is a quantitative descriptive study that employs a survey to describe the problem and need analysis of English in students majoring in sports and health education. The population of this study was students majoring in the 2nd semester of the 2021 class. The number of students in the sports education department is 327. Therefore 15% of the total

population will be taken and the sample results will be 49 people. The sample used in this study was simple random sampling. Data collection techniques using questionnaires and interviews. then the collected data was analyzed using the formula. The percentage formula is as follows.

$$NP = \frac{R}{SM} \times 100$$

Note:

NP = Number of percentage of students responding

R = Number of students responding

SM = Total number of students

FINDINGS AND DISCUSSION

Findings

Students' Needs in Learning English

Table 1. the reason for studying english

1.	Reasons to study English	R	%
a	University education	14	28,6%
b	Future Professional Success	22	44,9%
c	Interact with foreigners	13	26,5%
d	Speak with your friends and family.	0	0%
e	Others	0	0%
		49	100%

The purpose of this question, as seen in the table above, was to see how the students felt about the importance of studying English as part of their university program. 44.9% of students said learning English is for their own professional achievement in the future..

Table 2. when do you use English

2.	Time to use English	R	%
a	When studying	25	51%
b	When socaializing	18	36,7%
c	At home	0	0%
d	Others	6	12,2%
		49	100%

The table shows above, this question aims to find out the students' opinion when they use English. Current language usage domain, voted by 51% in question no 2, is for academic purposes. when they are studying.

Table 3. Future of use language

3. Future Use of the Language	R	%
a Higher education	9	18,4%
b Job/career	36	73,5%
c Socializing	4	8,2%
d At home	0	0%
e Others	0	0%
	49	100%

From the table above, The question's purpose is to discover how English will be used in the future, data shows that 73.5% of the students' perception that English is used for work or career.

As seen in the table above, The majority of students believe that learning English will benefit their future job or career path. Also, from the results of the interviews, it is said that when students learn English, they do not only emphasize academic expertise. However, the results of learning English after graduation are expected to be useful for getting a job or doing everything that requires English language skills.. The following is shown as follows statement:

"Of course, as a lecturer who teaches English, I hope that later students can use English for their future. Because as we know now also all kinds of work or activities that we do there are those that require English language skills. So even though they now think that learning English is not important in their major, but at least there are provisions that they bring when they graduate later"

Table 4. English was phased out of universities because it does not meet the needs of students.

4. Would you like to remove English from the school curriculum because you believe that the current curriculum and teaching style in the classroom are not conducive to meeting your English needs?	R	%
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a	Strongly disagree	7	14,3%
b	Disagree	17	34,7%
c	Neutral	9	18,4%
d	Agree	15	30,6%
e	Strongly agree	1	2%
		49	100%

From the table above, this question aims to find out students' opinion about English in the university curriculum. The question is in the form of scale and percentage, where students choose "strongly disagree" is 14,3% and those who choose "disagree" is 34,7%. So 49% voted against removing English from the curriculum, even though their need to learn English could not be met.

The results of the questionnaire data are also confirmed by the results of the interview data, which reveal that the material obtained by the students was simply general English, but it had little influence on the students. They just accept the material provided by the lecturer because they think English is only an additional course in their department and that course is also required to be studied in their department. The following is shown as follows statement:

"In my opinion, those students didn't think much about the materials they got. Moreover, this is for English materials that they don't think are very important to their majors. So yes, it seems like they're just going with the flow like that. Although the materials given are only general materials, they only accept them. or another language, they only study the material that the campus gives them,"

Table. 5 skill want to develop more

5.	Areas expected to develop more	R	%
a	Speaking	32	65,3%
b	Listening	2	4,1%
c	Reading	2	4,1%
d	Vocabulary	11	22,4%
e	Writing	0	0%
f	grammar	2	4,1%
		49	100%

From the table above, this question aims to find out what skills students want to develop further. Most of the students chose speaking skills to be developed further, which was 65.3%.

Table 6. Which skills are highlighted in class?

6. Skills emphasized to be used in the classroom	R	%
a Reading	2	4,1%
b Grammar	5	10,2%
c Vocabulary	10	20,4%
d Writing	2	4,1%
e Speaking	27	55,1%
f Listening	3	6,1%
	49	100%

This question is intended to be investigated based on the table above: What skills do students develop more in the classroom? As a result, 55.1% of students choose to improve their speaking skills.

The results of the questionnaire data are also supported by the results of the interview data, and the results of the interview data show that the ability to speak is what students most need in learning and performing activities. Talking is most needed.. The following is shown as follows statement:

"Speaking is indeed what college students like the most compared to listening and everything else. During my studies, I often make mini games about talking so that students don't get bored easily in class either. Then also later the capital that must be owned by students is also speaking, for me as a lecturer although they do not capture much of the material given but can only introduce themselves in English also I have been proud of the student hehe... the point is they can speak English."

Table 7. students' opinion about what if english level is not good

7. Opinion of English Language Level	R	%
a A positive impact on his academic performance	6	12,2%
b A negative impact on his academic	22	44,9%

	performance		
c	No performance impact	21	42,9%
		49	100%

From the table above, This question aims to explore the impact of English on the learning process and future. 44.9% of students think that having poor English will harm students on their academic performance.

Table 8. students' difficulties in studying english

8.	Difficulties in studying English	R	%
a	Many face a lot of difficulty	14	28,6%
b	Many face a little of difficulty	26	53,1%
c	They face of difficulty	9	18,4%
		49	100%

From the table above, it is also important to understand students' beliefs about the relationship between performance in sporting materials and students' proficiency in English. 53.1% of students think that they face little difficulty in understanding sports theories due to their poor English.

Table 9. students' current level of English

9.	Current level of English proficiency	R	%
a	Beginner	39	79,6%
b	Intermediate	10	20,4%
c	Advanced	0	0%
		49	100%

From the table above, this question is to find out what level of English the students are at. 79.6% of students considered themselves to be at the beginner level. This means that most students belong to the beginner class in learning English.

The results of the questionnaire data are also supported by the results of the interview data, which also indicate that the students' poor English proficiency makes it difficult to

understand the materials. However, classroom learning is tailored to the student's ability by the teacher. The following is shown as follows statement:

" Yes, it is true that students will have a hard time understanding the lessons due to their poor English comprehension. When they are already learning English or just want to learn English, they sometimes think that learning English is just as right. In fact, I also as a lecturer understand that the level of student activity is still low. Although there are also some who can indeed speak English, but yes, I am the same system, just so that everything is equally understanding. Sometimes I also give them material that they have learned when they used to be in high school or junior high school, but even then students still have difficulty understanding but yes... I as a lecturer still learn the best for the student "

Table 10. students' reference about teacher role

10. Expected teachers' Roles in the Language Teaching	R	%
a Preference of the role of the teacher as mediator and leader	34	.69.4%
b prefer the traditional role of the teacher as the person in charge of all classes	15	30,6%
	49	100%

From the table above, this question is to find out what kind of teacher role students want when in the learning process. 69.4% of students think they prefer the teacher's role as a facilitator and guide.

Table 11. learning style preferred by students

11. Preferred Learning Styles	R	%
a Classes full of activities, pair/group work and projects	40	.81,6%
b Teacher only lessons & no student activities	9	18,4%
	49	100%

From the table above, question 11 finds out what learning styles students prefer. 81.6% of students think that they prefer classes with lots of activities such as doing

assignments in groups or in pairs. while 18.4% preferred a learning approach such as the lecture technique, in which the teacher just explained and the pupils had no further activities.

Table 12. students' preference in learning activities in class

12. Preferred Classroom Activities	R	%
a Preference for working in pairs or group	41	.83,7%
b Preference for working alone	8	16,3%
	49	100%

From the table above, question 12 to investigate student interactions during learning. 83.7% of students choose to work in pairs/groups when doing assignments or activities in class.

Table 13. students' knowledge about their english improving

13. Perception about English knowledge and skills	R	%
a The standard of English is not improving.	20	40,8%
b English proficiency is increasing.	17	34,7%
c not sure.	12	24,5%
	49	100%

From the table above, question 13 is to find out the students' perceptions of improving their English skills. 40.8% of students think that their English proficiency level has not improved. It can be seen that the English learning they have received so far has not improved their abilities.

Survey data results are also supported by interview data results. Data results from teacher interviews show that students are happier in the learning process when learning is fun and enjoyable in a variety of settings. Activities are like mini-games, such as working in pairs or groups. This is done so that students do not get bored quickly and increase student motivation in learning. the following is shown as follows statement:

"At the beginning of learning, I tried to use modules and student worksheets but if the teaching materials were used, the students would get bored quickly. So when studying, I always cooperate with mini games or group work so that students are enthusiastic in learning. The problem is that even though they have become students, if they only learn using the lecture method, students also get bored quickly so yes... So I just have activity after activity in class to keep them from getting bored. Then also let them increase their motivation in learning English. In my experience as a lecturer, students who are majoring in English are sometimes lazy to learn even though it is their major, especially in the sports department, which they believe has nothing to do with their major."

Discussion

The results of this finding are in line with the theory proposed by Hutchinson and Waters (1987) where the needs analysis is divided into two categories, namely target needs and learning. Target needs themselves are divided into 3 types, namely: necessities, lacks, and wants. Target need is what the learners must do in the target situation. The target (necessities) of sports students in learning English is for their work in the future. Students in sports education once stated that English is very important in future jobs because of the amount of technology that English requires in this modern era.

The target (lacks) in students is that the majority of them have basic English skills. This is indicated by the responses to question 9 of the survey, with 79.6% at the beginner level. Meanwhile, students must have intermediate English language skills in order to enter the workforce. In addition, since the world of sports requires sufficient language skills, it is necessary to have sufficient English, especially speaking, as a professional.

Meanwhile, what is related to the target (wants) is the desire that students want to achieve in learning English. As a result, the obtained data that the most sought-after English ability by students is speaking ability. Then there's vocabulary, listening, grammar, and reading. This demonstrates that the material taught during the learning process is not too in-depth in terms of discussing speaking skills. The material provided is geared more toward the reading text in students, who then read and respond to the questions in the reading text. Meanwhile, the necessary job skills have not been properly executed. Students' desires wants that lead to speaking skills are already very suitable for their future work and will undoubtedly be in demand.

Than learning needs, learning needs are needs for learning in situations. One of the causes of difficulties in learning to understand English for sports material is poor teaching strategies. Furthermore, a lack of vocabulary mastery is an impediment to understanding the material. As a result, it is required. Learning in small groups and using games is one of the preferred teaching methods among students. Because when they learn that method they will not get bored quickly and at the same time increase students' learning motivation. this can be seen from the results of the questionnaire, namely 81.6% chose A class with a lot of activities, pairs / group work and projects. In fact, learning through games is the learning of combined methods. It will make students relax in understanding the material.

The findings of this study are also consistent with the findings of previous studies, specifically research conducted by Sujana et al (2021). The results of the study said that the English language skills of students majoring in physics education were below the intermediate level and most of them were at the elementary level. In addition, student's needs for English are to improve their speaking skills and develop student-selective skill. Therefore, improving speaking skills including mastery of vocabulary, pronunciation, and grammar needs to be prioritized in teaching English in the Physics program.

In addition Sujana *et. al* (2020) The results of this study say that the initial ability of students who have been measured using the test is known that the initial ability of students is at the Pre-Intermediate level. This means that the English language skills of students majoring in international relations have not yet reached the standard of applying the ESP approach.

This section consists of two sub-sections: Finding and Discussion. The finding and discussion should be at least 60% of the entire manuscript.

Findings may be presented in the forms of tables, graphs, verbal descriptions, or a combination of three. Tables, graphs, and images should not be too long or too large. Do not include too many figures in the manuscripts. The discussion section is intended to interpret the findings presented in the previous section. This section must be in accordance with the purpose of this writing and must be enriched by referring to the related theories and the results of previous studies published in scientific journals.

CONCLUSION

Based on this study, it can be concluded that English is very important for the needs of the profession in the future, one of which is by having to have a good TOEFL test score to be able to get a job or continue education by getting a scholarship in Indonesia or abroad. In addition, in learning English, the ability to speak is the most requested by students, but as for other abilities such as listening, grammar and so on, which are still difficult for students to understand. When it comes to teaching methods, students prefer when learning is accompanied by mini games or group discussion activities. Because it can increase student learning motivation.

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