

CHAPTER I

INTRODUCTION

This chapter presents the importance of research, the contents of this chapter are the background, research questions, research objectives, research significance, research limitation, rationale and previous research. In this section he also added reasons to prove the feasibility of this study.

A. Background

Sport events in Indonesia are a great pride for the people. Great enthusiasm is given to the athletes who bring this country to the highest level in the world. Then, English would have an important role in each of these matches. Among them, it is essential to have communication between the athlete and the referee, with their opponents during the competition and the foreign media crew when the match is over. Cited from sport.detik.com news, PBSI Chairperson, Gita Wirjawan, PBSI General Chairman Gita Wirjawan asked Indonesian badminton athletes to improve their English language abilities, "Performing well on the course must be for a badminton player. But it must also be supported in communicate, speaking fluently," said Gita during a meeting with national badminton, in Cipayung, East Jakarta, Therefore, there should be a special attention from the athletes' school administrator in guiding students to master English.

The athletes who play in international matches are not enough to play well in the match. They must also have good communication skill in international language, so that the information regarding the competition or event can be exchanged easily. In reality, there are athletes who have difficulties of speaking during and after the matches. The example is the strongest Indonesian men's double team, Mohammad Ahsan and Hendra Setiawan, who won an international match in Germany in 2018. They were unable to communicate well with foreign media in an interview session. Thus, they prefer to use Indonesian.

Several conditions regarding English language learning in Persatuan Badminton Jaya Raya JAKARTA school are Found based on a mini interview with sports students. First, the lack of time for studying in the class the athletes should get in the school period. Second, there is no special course for athletes to master a foreign language. It is argued those are the factors why many athletes are lack of the ability to speak English for communicating in international events. The same conditions also happened in other school of athlete.

English for sport student is a part of English for Specific purposes or ESP. The main feature of the ESP course is the content and objectives of the course that are suited to the special needs of students (Paltridge & Starfield, 2012). To get maximum results, teachers in athletes' schools must design the English lesson according to the needs of the athletes in the future. This will make it easier for athletes to master English. ESP is a learning English in which the goal of students using English is in certain academic, professional, or occupational fields. This is the English that supports the students' special needs. This is more aimed at learning languages based on the needs of students and directed by specific and clear reasons for learning.

Before designing an ESP class, the teacher needs to conduct a needs analysis. Needs analysis was recognized in the world of teaching in the 1960s (Richard & Renandya, 2008) in al-Hazmi (2005). Need analysis is looking for information about students' needs regarding the material to support their future. Needs analysis helps the teacher to know what the students' needs, are lack of, and want, so that the material provided is in accordance with the students' needs. As defined by Johns and Dudley-Evans (1991) quoted in Lee (2016), this can be considered as an area of what English learners will practice in the future. For effective and efficient in teaching and learning, course material must be based on their needs. It would be found that the ingredients meet or not meet their needs.

This study is intended to find the needs of sports students in learning English. The study believes that sports students learn English to help them in understanding and communicate using English in their future. English course material is assumed as mostly difficult to understand because they say that they are poor in vocabulary. In addition, students appear to have different needs and interests. Therefore, this study investigates the sport students' target needs and learning needs in English lesson.

There are several researches conducted relevant to the current research. they are, Al Hazmi (2005), Hussein (2013), and Lidya (2015), who investigate needs analysis for ESP in different focus. Al Hazmi (2005) focused on the needs for English for supervisors at PT Bridgestone. Hussein (2013) conducted aimed to identify English language needs for hospitality students in 2012/2013 in Jordan. And Lidya (2015) investigated the English language needs of high school students who are soccer athlete. Meanwhile the current research focuses on finding the necessities, lacks and wants of English for Badminton athletes at JAYA RAYA Badminton Association, JAKARTA.



B. Research Questions

There are several research questions regarding the problems mention in background:

1. What are the sport students' learning needs in sport school?
2. What are the sport students' target needs in sport school?
3. How does the English curriculum for athletes match the students' needs?

C. The Research Purpose

Regarding the research problem above, this study aims

1. Figure out what sport students' learning needs are in the sport school
2. Figure out what sport students' target needs are in the sport school
3. To describe the English curriculum of Sport students, meet students' needs.

D. The Significances of the Research

The study is expected to become a source of information about the needs of sport student at *persatuan Badminton JAYA RAYA* Jakarta. this research give significance to:

1. Sport Students

The result of this research is expected to help sport students to find the suitable way to learn English for their future.

2. Teacher

This study contributes to all teachers at athletes' school in Indonesian. Especially, for *persatuan badminton jaya raya* Jakarta school.

Theoretically, this study can be beneficial information for curriculum planner as evaluation for creating improvement for sport student in study and the finding from this study serves as a foundation in developing an ESP program for sports majors.

E. Research Framework

This research investigates students' needs of English for specific purpose at a Sport School. In ESP, every material in the course must be in

accordance with the needs of students. as the words of Makarova (1997) quoted in Gina (2019) those the curriculum, material and activities provided to students must be based on student needs, which can be obtained through need analysis. When the material and activities are in accordance with the needs of students, it would facilitate the achievement of a result. Consequently, learners' wants and needs have gained great importance in recent years, said Moivaziri (2014).

English subject is one of the subjects provided by the PB Jaya Raya athlete school, Jakarta. based on Hutchison & waters (1987) cited in Hilmi (2019) "the tradition persists in General English that learners' needs cannot be ascertained as results, there is no attempt to find out the actual needs of students". This situation occurs in the Jaya Raya sports school in Jakarta, this school has a different routine activity compared to other schools. Therefore, a needs analysis is a must in that school. This hygiene will help several sides. Among them, school staff and students themselves, in order to gather factual information about students' needs.

Furthermore, Hutchinson and Waters (1987) classified needs into two parts: target needs and learning needs. Target needs are defined as Necessities, Lack, and Wants. Necessities are types of need that are determined by the demands of the target situation. On the other hand, wants is a perception of what targets want for their future profession. Meanwhile, a Lack is the gap between the target and students' skills in reality. Some researchers have their own models for analysing student needs. For example, Jordan (2009) shows that the two main models in needs analysis are Target-Situation Analysis and Situation-Present Analysis. Learning needs refer to "what the learner needs to do in order to learn" Nation & Macalister (2010). It is concerned with the method and activities in a learning process. To decide the method and activities, the lecturer or teacher should understand the learning goals, the preferred styles of learning, and the commitment to learn of the students Surbakti (2015).

In the discussion of needs analysis not only the needs of students are discussed, but about specific material too. How this meet the requirements

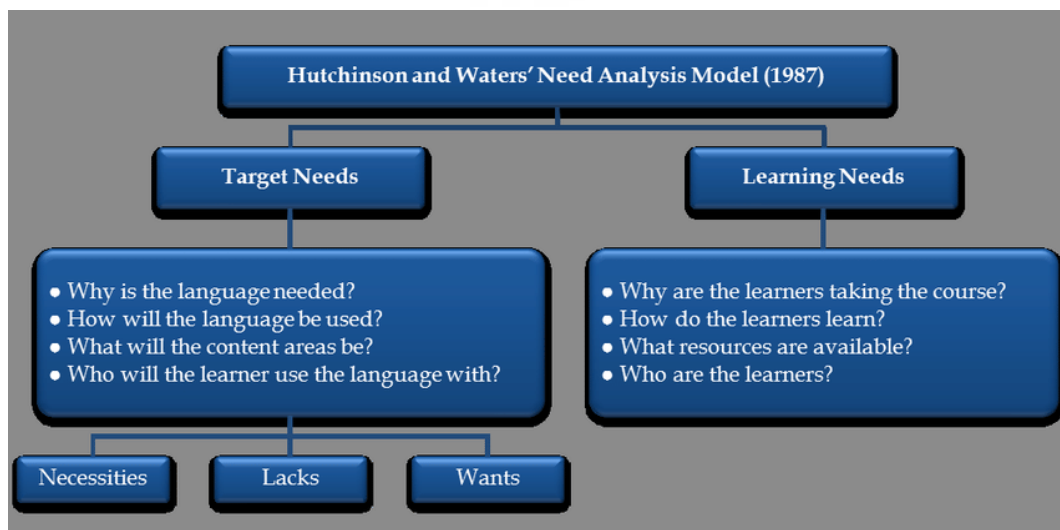
of student needs depend with the words (Richards, 2001: 1) cited in Gina (2019).

Teaching material is the main thing in a program. There are several ways the teacher prepares the material. Among them, by using textbooks, materials that have been prepared by institutions, or using their 6 materials. Teaching material created for students in class must be in accordance with the needs of students so that the results achieved are maximum. On the other hand, there are several aspects of the research concept described by Dudley-Evans and St. John (1998).

1. Students' professionalism information: Use of English in teaching and learning activities in class for the ongoing situation analysis of the target and present a situation analysis
2. students' personal information: factors that might be the way they learn, the time they have to learn, previous experiences they have, cultural information, reasons for attending courses, expectations and motivation.
3. Information about students' mastery of English: the ability and current language skills.

Diagram of step analysis the research

Need analysis model of Hutchinson & water



F. Previous Research

There are many previous studies that had been conducted under the topic for students' needs of English specific purposes. The first previous study conducted in (2012-2013) by Albakrawi who focused on "Needs Analysis of The English Language Secondary Hotel Students in Jordan." The data of this research was taken by questionnaire. In his study, he found that there were some real special English language needs and interests for the students in hotel stream in Jordan, those needs motivate students to learn and build their self-confidence toward the learning process.

The second study done by Lidya (2015) This study investigates the needs of 11th grade Ragunan High School students, because they are football player athletes. The method used in this study is descriptive quantitative, using closed-questionnaire and interview. The results obtained from these studies are about students' perceptions of English which are still at a low level. there are 4 aspects of the data generated. They are, listening, reading, writing and speaking. however, the lowest is speaking skills.

And the third study done by Al Hazmi (2005) This study is tended to analyze the needs analysis of English used by engineering supervisors working at PT. Bridgestone Tire, Karawang This study found that students' needs are determined by what they perceive, Learners claiming that they lack speaking (50%) and reading (47%): lack of speaking is related to their needs. The method used in this study is descriptive qualitative. Even though they don't read much because they should understand work manuals written in English. it's clear that their desires relate to their needs. The study also found that situations faced by students in the workplace were making reports, talking to foreign staff, presenting, understanding manuals, and talking to superiors. This situation can be what they need to learn specifically. Finally, this research reveals what technical supervisors suggest to meet their needs, wants and less.

Based on previous studies, needs analysis is a way to find information about what students need in learning English, so that the material is made

based on the needs that are known. there are several differences in current research with previous research. Firstly, the research objects of the three previous research objects by Albakrawi at Secondary Hotel Students in Jordan. " And the second study by Lidya (2015) in the football school of football, and the third study by Al Hazmi (2005) PT. Bridgestone Tire, Karawang. While the present study, researchers conducted an analysis at the Jakarta badminton sport school in Jakarta. The second the method used in taking data. In this current research, researchers conducted the data from questionnaires, interviews, document analysis and using a qualitative approach. whereas the previous study by Lidya (2015) conducted data using closed-questionnaire and interview and used a qualitative approach.

