

English for Specific Purposes: Needs Analysis of EFL Learning Activities for Physical Education Students

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Abstract

This study examines the English language needs of Physical Education EFL students at Dehasen University, Indonesia, using the English for Specific Purposes (ESP) approach. It fills a gap in ESP research about the specific needs of Physical Education students in Indonesia. A mixed-methods design was used, collecting data from 42 students via questionnaires and from interviews with one English lecturer and one Physical Education lecturer. Data were analyzed using descriptive statistics and thematic coding. Results show that 95% of students consider English important, especially speaking (76%) and listening (10%) skills for communication in academic practicum settings. The main challenges reported were listening (40%) and speaking (30%), while writing was the lowest priority. Most students are motivated to learn English for work (55%) and communication (31%). Lecturers agree on teaching integrated skills but emphasize oral communication and pronunciation. The findings suggest ESP curricula should focus on sports-related vocabulary and practical communication tasks. Diverse teaching methods are recommended to improve student engagement and language learning. This study offers practical recommendations for syllabus design that meet the academic and professional needs of Physical Education students, emphasizing communicative competence—especially speaking and listening—to prepare them for future careers.

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INTRODUCTION

In the era of globalization, English language proficiency has become an essential competency. As a global lingua franca, English enables individuals to communicate across borders and access diverse academic, professional, and cultural resources. For students in non-English disciplines such as Physical Education, the mastery of English is increasingly vital—not only for academic success but also for participation in international professional contexts.

Physical Education (PE), as a discipline concerned with sports, health, and physical development, increasingly relies on academic literature, research findings, and instructional materials that are predominantly available in English. Students must therefore be equipped with sufficient English skills to access current knowledge, understand global teaching practices, and engage in international collaboration. However, the language needs of Physical Education students can differ significantly from those in other non-English majors due to the field's practical, outdoor-oriented nature and emphasis on real-time communication during instruction, coaching, and physical activities.

Despite this growing demand, English instruction in many Indonesian universities, including Dehasen University in Bengkulu, still predominantly adopts a General English (GE) approach, without considering the unique contextual needs of students in specific disciplines. The use of generalized English content may not adequately support students in developing the language skills most relevant to their field (Zhou, 2018). Consequently, there is a pressing need to shift toward English for Specific Purposes (ESP), an approach that customizes English teaching according to learners' academic and professional requirements.

ESP is defined as a learner-centered approach that focuses on the language, skills, and genres relevant to specific disciplines and careers (Hutchinson & Waters, 1987; Robinson, 1991). It is based on the premise that language should be taught in context, integrated into learners' actual fields of study and future professions (Farah, 2021). ESP courses typically begin with a needs analysis, a crucial process to identify learners' target needs (necessities, lacks, and wants) and learning needs, as emphasized by Hutchinson and Waters (1987), and further developed by Nation and Macalister (2010).

According to Putra and Pradana (2023), educational institutions must first understand what students need in order to design relevant and effective instructional programs. A thorough needs analysis allows educators to tailor content, methodology, and assessment to match students' goals and the communicative demands of their discipline. This is particularly important in Physical Education, where students are expected to perform instructional, coaching, and communicative tasks that involve not only comprehension of

written texts but also active participation in spoken interactions in professional or academic settings.

At Dehasen University, the Physical Education program under the Faculty of Teacher Training and Education (FKIP) aims to produce educators and professionals who are not only competent in their field but also entrepreneurial and communicative. Since communication—especially in English—has become a crucial element in sports education and practice, the integration of ESP into the curriculum is a logical step toward preparing students for global engagement.

However, the adoption of ESP in Indonesian higher education still faces challenges. Many instructors are unfamiliar with ESP principles and continue to use conventional General English teaching methods (Rahman, 2015). As a result, language instruction in many PE programs does not reflect the real linguistic tasks students will face in academic or workplace environments. In addition, teaching materials are often generic and lack relevance to sports contexts, leading to reduced motivation and engagement among students.

Several studies have investigated English language needs in various non-English majors, including health sciences and vocational education (Indrasari, 2016; Wulandari et al., 2016; Alsamadani, 2017; Widianingsih & Listyaningrum, 2019; Damanik et al., 2021). These works confirm the importance of adapting English instruction to disciplinary demands, particularly through ESP frameworks. However, none have specifically addressed the needs of Physical Education students in Indonesia—creating a clear research gap in the ESP literature.

Given the increasing role of English in the global sports and health industries, a focused needs analysis is required to understand what English competencies PE students must acquire. This includes analyzing their perceived priorities (e.g., speaking, listening), difficulties, motivations, and contextual use of language in academic and professional settings. Additionally, insights from both English and Physical Education instructors are necessary to align language instruction with pedagogical realities in the classroom and field.

This study, therefore, seeks to fill that gap by investigating the English language needs of Physical Education students at Dehasen University, within the ESP framework. By employing both Target Situation Analysis (TSA) and Learning Needs Analysis (LNA), this research aims to generate practical insights for the design of ESP curricula that are aligned with learners' academic and career goals (Hutchinson & Waters, 1987; Nation & Macalister, 2010). The study's findings are expected to contribute to the improvement of English language instruction for PE students and provide guidance for higher education institutions in Indonesia seeking to implement discipline-specific English teaching more effectively.

METHODS

This study employed a descriptive quantitative approach to systematically identify and describe the specific English language needs of Physical Education students at Dehasen University (UNIVED) Bengkulu, within the framework of English for Specific Purposes (ESP). The method was chosen to comprehensively capture both target needs—language skills and topics necessary for academic and professional success—and learning needs, including students' preferred strategies and challenges.

The research involved 42 Physical Education students enrolled in the 2024-2025 academic year, along with one Physical Education lecturer and one English lecturer at Dehasen University. Participants were purposively selected based on their direct involvement in the PE program and English language learning process. Demographic data were collected to contextualize the findings but were not the primary focus.

Data collection utilized a two-part questionnaire and semi-structured interviews: The questionnaire was designed following Hutchinson and Waters' (1987) ESP needs analysis framework. The first part focused on target needs—identifying priority English skills such as speaking and listening, as well as relevant topics including sports science terminology, coaching instructions, and international seminar participation. The second part addressed learning needs, examining students' preferred learning methods, difficulties encountered, and motivational factors.

Interviews with the PE and English lecturers aimed to gather in-depth insights on the real-world English language demands of the discipline and to validate and complement student responses. The interview protocol included questions about language tasks students perform, communication challenges, and effective teaching strategies.

Questionnaires were distributed online to all student participants, ensuring confidentiality and voluntary participation. Interviews were conducted face-to-face with lecturers, recorded with consent, and transcribed for analysis. Ethical considerations were strictly observed throughout the process.

Quantitative questionnaire data were analyzed using descriptive statistics to highlight the dominant language skills required and common difficulties faced by students, confirming the emphasis on oral communication and reading skills. Qualitative data from interviews underwent thematic analysis to explore instructors' perspectives on language needs and curriculum design.

The integration of quantitative and qualitative findings allowed for a comprehensive understanding of both the specific language tasks PE students

must master (target needs) and the learning strategies best suited to develop these competencies (learning needs).

This study was guided by Richard Jack's (2001) needs analysis framework, which incorporates both Target Situation Analysis (TSA) and Learning Situation Analysis (LSA). This framework enabled the study to identify actual language use in academic and professional contexts and how students can effectively acquire those skills, providing a foundation for tailored ESP curriculum development which shown as follow.

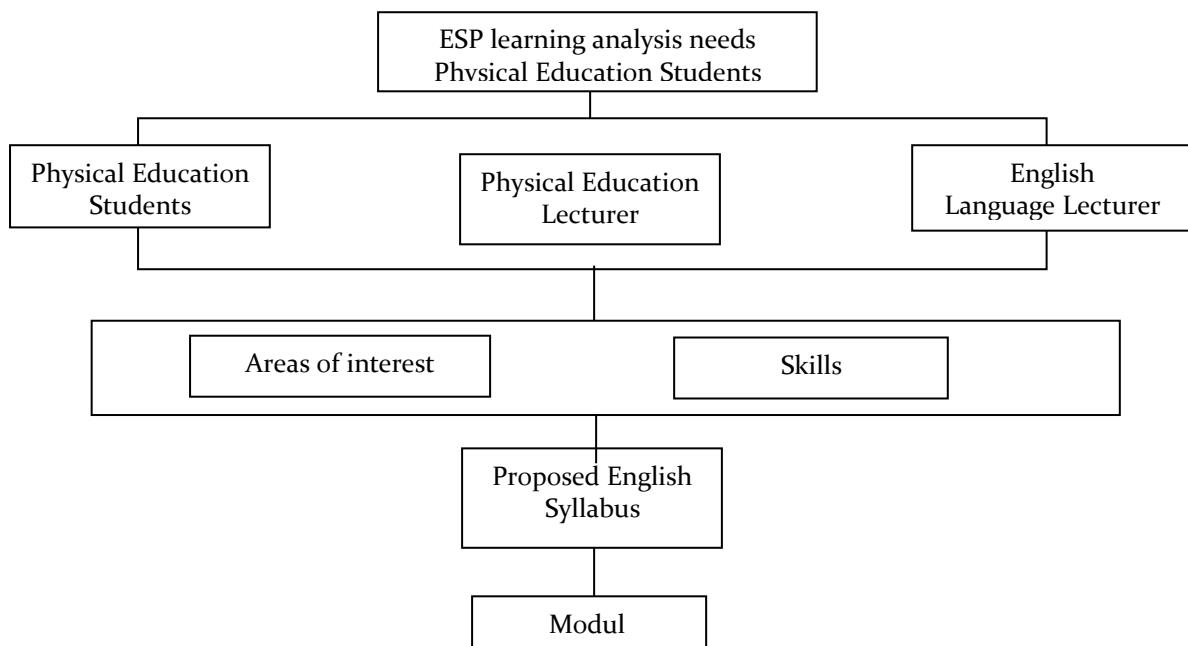


Figure 1. Research framework adopted from Richard, Jack (2001)

This study is limited by its small sample size and single-institution focus, which may affect the generalizability of results. Future research should expand the participant pool and include longitudinal studies to assess the impact of ESP interventions in Physical Education contexts.

RESULTS AND DISCUSSION

In this section, the researchers present the findings divided into three main parts based on the ESP needs analysis framework by Hutchinson and Waters (1987); Necessities, Lacks, and Wants.

1. Necessities

Necessities refer to the language skills and knowledge that learners need to perform effectively in their specific academic or professional contexts. It focuses on what learners must know and be able to do to accomplish their tasks

successfully. In this study, the necessities represent the specific English language needs of Physical Education students for ESP-based learning, as identified through the research findings.

Table 1. The urgency of learning English in the Physical Education study program

Question	Percentage Choice			
	Very Important	Important	Not Important	Just Normal
Is it important for Physical Education students to study English?	36	59	0	5

The English language needs of Physical Education students indicate that the majority consider learning English important within their study program. As shown in Table 1, 95% of students regard English as either very important (36%) or important (59%), while only 5% consider it to be of moderate importance.

These findings confirm the urgency of English language learning in the context of Physical Education, aligning with the core principles of English for Specific Purposes (ESP). ESP emphasizes language learning tailored to the specific needs of learners within their professional contexts (Hutchinson & Waters, 1987). Furthermore, the concept of needs analysis as articulated by Nation and Macalister (2010) underscores the necessity of a thorough understanding of learners' target needs to design relevant and effective curricula.

This result is consistent with previous studies highlighting the importance of adapting English instruction to non-English majors such as Physical Education (Indrasari, 2016; Wulandari et al., 2016). These studies reveal that students in this field require an ESP approach focused on practical communication skills, particularly speaking and listening, which differ significantly from the more theoretical general English teaching (Zhou, 2018).

Therefore, the current findings support the argument that integrating ESP based on comprehensive needs analysis is essential to enhance the effectiveness of English language learning for Physical Education students, preparing them better for global academic and professional engagement.

Education students perceive English language learning to be in supporting their academic and professional needs. The data reveal that the majority of students consider English a crucial skill to master in order to compete and communicate effectively within the sports and physical education field.

Table 2. English language skills needs of Physical Education students

Question	Percentage Choice			
	Listening	Speaking	Reading	Writing
Of the 4 English language skills, which one do you need the most?	10	76	14	0

The results from the second question in the questionnaire reveal that Physical Education students prioritize speaking skills the most, with 76% of respondents indicating this preference. Listening skills were chosen by 10%, reading skills by 14%, and writing skills received no responses (0%).

These findings highlight that among the four core English language skills, speaking—one of the productive skills—is considered the highest priority for students. This aligns with the nature of Physical Education as a practical and interactive field, where verbal communication plays a critical role in instruction, coaching, and collaboration. The emphasis on productive skills, particularly speaking, followed by receptive skills such as listening and reading, reflects the communicative demands faced by students in their academic and professional contexts.

The low priority given to writing skills, despite being another productive skill, suggests that Physical Education students currently perceive less need for intensive development in this area. This is consistent with previous research by Indrasari (2016) and Wulandari et al. (2016), who found that students in non-English majors, especially in health and sports sciences, tend to focus more on oral communication skills than on written skills.

From a theoretical perspective, this preference can be explained by Hutchinson and Waters' (1987) ESP framework, which emphasizes tailoring language instruction to the actual communicative tasks learners need to perform. In Physical Education, where real-time interaction and oral instructions are essential, it is logical that speaking skills are prioritized. This also aligns with Shumin's (2002) observation that speaking is often the most challenging yet crucial skill for foreign language learners to master due to its social interaction demands (as cited in Richards & Renandya, 2002).

Therefore, the current findings reinforce the importance of designing ESP curricula that prioritize speaking and listening skills to meet the specific needs of Physical Education students, rather than relying solely on generalized English instruction.

English language skills needs of Physical Education students highlight which specific language skills are prioritized by students within the Physical Education program. The findings show that productive skills, especially speaking, are considered most essential, followed by receptive skills like listening and reading. Writing skills, however, are viewed as less critical at this stage, reflecting students' focus on verbal communication relevant to their academic and professional contexts.

Table 3. English language skills needs of Physical Education graduate students

Question	Percentage Choice			
	Very Important	Important	Not Important	Just Normal
What is your opinion English proficiency for Physical Education graduate?	31	69	0	0

Question 3 focuses on the English language needs of graduating students, particularly regarding their English proficiency. The results show that the majority of respondents consider English to be very important for students nearing graduation, with 31% indicating “very important” and 69% stating “important.”

No respondents viewed the English course as unimportant or merely average, and notably, none indicated that graduating students lack English language skills. These findings suggest that graduating students recognize the significance of English proficiency and are motivated to improve their language skills for future academic and professional purposes.

This aligns with the principles of ESP, which emphasize that language needs should be based on learners’ career goals and professional contexts (Hutchinson & Waters, 1987). In the context of Physical Education, adequate English skills are essential as graduates often interact with international literature, cross-cultural communication, and global employment opportunities.

Previous research, such as Munir (2014), also highlights that students’ motivation to learn English is primarily driven by practical needs related to career and professional communication. This is consistent with Gardner’s (1985) motivation theory, which stresses that instrumental motivation—learning a language for work and educational goals—is a key factor in successful language acquisition.

Therefore, these findings reinforce the importance of developing an ESP curriculum that not only focuses on general language skills but is also specifically tailored to support the academic and professional needs of Physical Education graduates.

English language skills needs of Physical Education graduate students reflect the language skills considered important by students nearing graduation. The data show that speaking skills are prioritized the most, followed by listening skills. This indicates that Physical Education graduates require strong oral communication abilities to support their future professional and academic activities. These findings align with ESP principles, which emphasize the relevance of language learning to the specific needs of users within their professional contexts.

Table 4. English language skills of Physical Education Graduate students

Question	Percentage Choice			
	Listening	Speaking	Reading	Writing
Of the 4 English language skills, which one do you need the most?	31	69	14	0

Table 4 presents data on the English language skills deemed necessary for graduates of the Physical Education program. According to the results, 31% of respondents identified listening as an essential skill for graduates, while speaking skills were prioritized even higher at 69%. This indicates that, alongside listening, spoken English is considered a crucial skill for Physical Education graduates.

Out of 42 respondents, 28 emphasized the importance of graduates possessing English language skills broadly, with 14 specifically highlighting listening skills. These findings emphasize the increasing need for graduates to be proficient in both productive (speaking) and receptive (listening) communication skills that are relevant to their professional and practical contexts in physical education.

This aligns with the ESP framework by Hutchinson and Waters (1987), which underlines the importance of tailoring language instruction to the specific needs of learners in their professional domains. In the context of Physical Education, effective oral communication and listening comprehension are vital for tasks such as coaching, teamwork, and interaction in international or multicultural settings.

Previous studies, including Munir (2014), also confirm that oral skills, particularly speaking and listening, are prioritized by students in ESP contexts due to their immediate applicability in the workplace. Additionally, Richards and Renandya (2002) discuss that productive and receptive skills are critical in professional communication, especially in fields requiring interaction and instruction delivery.

Therefore, these results support the need for ESP curricula to focus on enhancing both speaking and listening skills to prepare Physical Education graduates for successful professional engagement and communication.

The findings reveal that speaking remains the most essential skill for Physical Education graduates, with 69% of respondents identifying it as the top priority, followed by listening at 31%. This trend highlights the importance of productive oral communication in professional settings, such as coaching, instruction, and participation in seminars or workshops. These results reinforce

the core principle of English for Specific Purposes (ESP), which emphasizes that language instruction should be tailored to the learners' real-world communicative tasks (Hutchinson & Waters, 1987).

2. Students' Lacks in English

This identifies the gap between the learners' current language abilities and the language skills they *need* to achieve their objectives. It highlights what learners *lack* or are missing in their proficiency.

Table 5. PE Students' Lacks in English mastery

Question	Percentage Choice			
	Listening	Speaking	Reading	Writing
In your opinion, of the 4 language skills, which core is the most difficult for you to master?	40	30	10	20

Table 5 presents the findings related to the weaknesses of Physical Education students in mastering the four core English language skills. At the highest level, 40% of respondents identified listening as their main weakness, followed by 30% for speaking, 20% for writing, and 10% for reading. This data illustrates that listening skills represent the primary challenge for Physical Education students in learning and communicating in English. Similarly, 30% of respondents indicated that speaking skills are also a significant weakness.

Listening was identified as the most difficult skill by 40% of respondents. This aligns with Li (2019), who emphasizes that listening requires rapid processing and comprehension of speech patterns, especially in domain-specific contexts like sports instruction. Similarly, Rossignol & Mayer (2021) argue that listening in physical education demands understanding both native and non-native spoken English in dynamic, real-time environments.

Speaking was cited by 30% of students as their greatest weakness. This finding is consistent with Nguyen & Boers (2020), who observed that EFL learners frequently struggle with spontaneous verbal communication, often due to limited practice in context-specific dialogue. Zhang (2022) recommends task-based speaking activities to increase confidence and fluency, particularly in professional domains such as sports coaching and instruction.

Although fewer respondents selected reading (10%) and writing (20%) as their main challenges, these skills remain complex. Davis & Jenkins (2018) highlight that writing demands structured guidance and sustained practice, especially for learners unaccustomed to academic or professional genres. Karim & Rahman (2023) further emphasize that reading technical sports texts requires a solid grasp of specialized vocabulary and discourse structure.

These findings are in line with studies by Indrasari (2016), Wulandari et al. (2016), and Widianingsih & Listyaningrum (2019), which consistently report that students in non-English majors—such as health and vocational education—struggle most with oral skills (listening and speaking). Furthermore, Alsamadani (2017) confirms that students’ low oral proficiency is often due to the lack of discipline-specific English instruction. Zhou (2018) criticizes the common use of General English (GE) in Indonesian universities, arguing that it fails to meet students’ real-world communicative needs—an issue that this study further exposes.

This study reinforces the ESP framework established by Hutchinson & Waters (1987), while integrating more recent perspectives that emphasize learner context, communicative function, and curriculum relevance. The emphasis on oral communication skills for Physical Education students highlights a pressing need for curriculum reform in Indonesian universities—moving beyond generic English instruction toward discipline-aligned pedagogy.

Table 6. Students’ Lacks in learning English

Question	Percentage Choice			
	Listening	Speaking	Reading	Writing
In your opinion, of the 4 language skills, which core is the most difficult for you to learn?	30	52	9	9

Different from the problem of the level of difficulty which is one of the weaknesses of Physical Education students in learning English language skills. With 52% speaking skills being the skills assumed to be the most difficult to learn. Table 6 shows that 52% of students regard speaking as the most difficult English skill to learn, followed by listening at 30%, while both reading and writing are considered least difficult (9% each).

The prominence of speaking difficulty reflects the immediacy and unpredictability of oral communication in real-life interactions. Nguyen & Boers (2020) found that EFL learners often struggle with spontaneous speech due to limited exposure and anxiety in unscripted settings. In line of Zhang (2022) who supports this, recommending task-based speaking activities to build confidence and fluency—particularly crucial for Physical Education students who must give and respond to instructions fluidly.

Listening challenges are often attributed to difficulty processing real-time speech, non-native accents, and domain-specific terminology. Li (2019) underscores that successful listening skill development requires structured exposure to relevant audio input. Rossignol & Mayer (2021) extend this notion, arguing that listening in professional contexts, such as sports instruction or

coaching, involves understanding dynamic language in noisy or interactive settings.

Although fewer students identified reading and writing as difficulties, they still pose challenges. Davis & Jenkins (2018) note that writing remains a complex skill that demands iterative feedback and genre-specific training. Karim & Rahman (2023) highlight that reading technical sports materials requires focused attention on vocabulary and discourse structure. These insights reinforce the broader ESP principle (Hutchinson & Waters, 1987) that reading and writing should reflect close ties to learners' professional domains.

3. Wants

This refers to the learners' own preferences, motivations, and goals for learning the language. It reflects what learners *want* to learn or focus on, which can influence their engagement and the design of learning materials.

Table 7. PE Students' English learning Motivation

Question	Percentage Choice			
	work	communication	Lifestyle	needs
You are a Physical Education student, why do you study English?	55	31	2	2

Based on the findings in Table 7, the majority of Physical Education students (55%) reported that their primary motivation for learning English is for work purposes, followed by communication (31%). Meanwhile, only 2% selected lifestyle or general needs as their reason for studying English. This suggests that Physical Education students view English proficiency as a valuable asset to support their future careers. This aligns with the concept of English for Occupational Purposes (EOP), a branch of English for Specific Purposes (ESP), which focuses on language instruction tailored to the communicative demands of specific professional contexts (Munir, 2014; Basturkmen, 2018). In Hutchinson and Waters' (1987) needs analysis framework, this motivation falls under the category of "wants," referring to learners' subjective desires regarding what they hope to achieve from English language instruction.

Several studies support the importance of learner motivation in designing effective ESP content. Al-Tamimi and Shuib (2009), for instance, found that non-English major students demonstrate high motivation to learn English when they understand its relevance to their professional goals. This is further reinforced by Alsamadani (2017), who emphasized that students' perceptions of the usefulness of English significantly impact their engagement and performance. More recently, Putra and Pradana (2023) stressed the necessity of identifying learners' motivations in order to develop ESP curricula that align

with the specific demands of each academic field. In the context of Physical Education, students' desire to learn English for work purposes reflects the growing need for international communication skills in coaching, global sports events, and postgraduate studies. Therefore, ESP curriculum development must be goal-oriented, professionally relevant, and focused on real-life communicative situations that students are likely to encounter in their future careers.

Table 8. PE Students' English learning target

Question	Percentage Choice			
As a PE student, what's your target for studying English?	Able to understand English Conversation	Able to speak fluent English	Able to understand English Reading	Able to write English
	52	44	2	2

Table 8 shows that 52% of Physical Education students aim to comprehend English conversations, while 44% target fluency in speaking and only 2% prioritize writing. This clearly indicates that their learning goals focus on listening and the ability to respond during interaction—skills essential for real-time communication in academic and professional settings. This emphasis aligns with Tsang and Wong's explanation in Richards and Renandya (2002) that comprehension of English conversation requires adaptation to varied and dynamic communicative contexts.

Recent studies reinforce this finding: Wang and Cheng (2020) emphasize the need for adaptive conversational competence in subject-specific staff, particularly in fields requiring rapid response and oral instruction. Similarly, Martin and Kim (2019) highlight that effective listening is foundational before speaking performance can improve. This pattern supports Hutchinson and Waters' (1987) ESP framework on target needs, where specific tasks—such as conversational comprehension in sports instruction contexts—must guide curriculum design.

Earlier research, such as Indrasari (2016) and Wulandari et al. (2016), similarly found that non-English majors place a greater emphasis on listening and speaking skills compared to writing. In educational practice, this underscores the need for ESP curricula to emphasize real-life oral interaction—such as coaching dialogues, peer exchanges, and seminar discussions—rather than focusing heavily on written production. Consequently, English instruction for Physical Education students should be designed around conversation-based tasks that mirror their professional communicative requirements.

Table 9. Description of mastery of the 4 English skills you want to master

Question	Percentage Choice			
	Listening	Speaking	Reading	Writing
Of the 4 English language skills, which one do you most want to master right now?	23	46	19	12

Recent research supports this finding. A study by Putra and Pradana (2023) emphasizes that ESP learners in non-English disciplines often demand more training in oral language for fieldwork and collaboration. Similarly, Mahmud and Safitri (2021) found that in Indonesian vocational and health education contexts, students perceive speaking as the most useful and relevant skill for real-world engagement.

This result is also consistent with earlier findings by Wulandari et al. (2016) and Damanik et al. (2021), which show that students in non-English majors prefer speaking-focused instruction due to its applicability in professional practice. Therefore, English courses for Physical Education students should be tailored to include interactive speaking tasks—such as group discussions, simulations, role plays, and peer communication—that mirror authentic scenarios students will encounter in their careers.

Table 10. Desire for practical work in English

Question	Percentage Choice			
	Really want to	Want to	Normal	Don't want to
Do you want to practice English in other course practicums?	21	36	31	12

This finding reflects the relevance of ESP principles in promoting contextualized and discipline-specific language use (Hutchinson & Waters, 1987), where students are not only exposed to language in formal classes but also encouraged to apply it meaningfully in their academic and field activities. The students' desire to use English during practicums indicates that they recognize its practical value in real-world tasks, especially in fields like Physical Education, which often involve on-site instruction, coaching, and communication.

Recent studies support this perspective. For example, Widianingsih & Listyaningrum (2019) emphasized the importance of integrating English into vocational practice for increased student engagement and language retention. Moreover, Indrasari (2016) highlighted that ESP learners benefit most from content that is embedded in their domain-specific activities, leading to better motivation and learning outcomes. This also aligns with Mahmud and Safitri (2021), who suggest that incorporating English into interdisciplinary learning

fosters more authentic communication and builds students' confidence in professional environments.

Therefore, this finding supports the recommendation that English learning for Physical Education students should not be isolated to the language classroom. Instead, it should be designed to align with practical coursework, using content-based instruction (CBI) and task-based learning (TBL) strategies that simulate real-life use of English in sports education and related contexts.

Table 11. Result of Interview

Questions	Answers	
	Respondent 1	Respondent 2
1. Is English important for physical education graduates?	still very important, just need a new design adapted to student needs	important, but there needs to be a match between English language materials and things related to the world of sport.
2. Do you agree that students should be taught 4 skills integrally?	Agreed, it should be like that, 4 skills are taught integrally.	Agreed, but if the focus is on one of the oral communication skills, it might be more acceptable to students.
3. For the English course goal, what are the targets for Physical Education students?	In general, the target for learning a language is to be able to communicate orally and in writing. If you are not able to do both, at least be able to communicate orally.	At least Physical Education students are able to communicate verbally because students are more in the field
4. Of the 4 skills, which one needs to be focused on in learning English for students?	More combining listening and speaking. Listening to focus on how to sound out/to pronounce correctly and speaking practice. However, reading and writing need to be taught as well.	Speaking skills need to be more intensive so that students are more confident in communicating.
5. What method might be suitable for students?	Teachers need to be more selective with the learning style and the type of skills to be taught. The point is that a variety of methods need to be applied.	a variety of methods to motivate students to learn English

Interviews were conducted directly with the English course teacher and the Physical Education lecturer. Interviews with both English and Physical Education lecturers reveal clear consensus: English courses remain essential for Physical Education students. They affirm that instruction should integrate all four language skills—listening, speaking, reading, and writing—but emphasize that listening and speaking must receive particular focus due to their relevance in oral communication tasks.

This reflects a strong alignment with target needs—the real-world communicative functions Physical Education students will engage in, such as coaching, giving oral instructions, and participating in seminars (Hutchinson & Waters, 1987). Lecturers highlighted that oral communication skills are not only critical for academic success in practicums but also essential for professional interactions in athletics and sports education.

Moreover, the recommendation to apply a variety of teaching methods echoes current pedagogical theories. Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) are recognized as effective strategies for promoting authentic use of language and improving oral proficiency in ESP settings (Zhang, 2022; Nguyen & Boers, 2020). Lecturers suggested incorporating simulations, role-plays, peer collaboration, and multimedia materials to enhance engagement and replicate real-life communicative scenarios.

Prior ESP research supports these insights. Studies by Widianingsih & Listyaningrum (2019) and Indrasari (2016) found that non-English majors—including Physical Education students—benefit significantly from varied, discipline-specific tasks that integrate the four language skills, with an emphasis on oral proficiency. These studies highlight that skill-focus and pedagogical diversity encourage students' motivation, self-confidence, and effective learning outcomes.

CONCLUSION

Based on the findings, it is clear that English language learning is crucial for Physical Education students to develop effective communication skills, particularly in listening and speaking, which are essential for both conversational and practical professional contexts. The prioritization of ESP materials that incorporate specific terminology and relevant practical content can better address students' actual needs and improve their communicative competence.

Furthermore, employing a variety of teaching methods in English instruction is beneficial, as methodological diversity can accommodate different learning styles and increase student engagement. ESP practitioners and curriculum designers should consider integrating such varied approaches to maximize learning outcomes.

However, this study has limitations, including a relatively small sample size and focus on one institution, which may affect the generalizability of the findings. Future research should explore needs analysis in a broader context, possibly including longitudinal studies to examine the impact of tailored ESP instruction on students' language proficiency and professional readiness over time.

Overall, these findings contribute to ESP theory by emphasizing the importance of aligning curriculum design with learners' specific professional needs and suggest practical strategies for enhancing ESP programs in Physical Education settings.

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