

# Analysis of English Needs for International Journals in Sports and Nutrition Course: an ESP Approach

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## Abstract.

Student learning resources can come from various sources, including both local and international journals. Sports nutrition courses really need references sourced from international journals, which will have a positive impact on the growing knowledge of non-English department students on sports nutrition, which is not only at the national level but extends to the international level. In the learning process the use of learning materials originating from international journals in English, the longing for an ESP-based learning approach or English for Specific Purposes will greatly help increase Non-English Department students' knowledge of sports nutrition, but will also improve their English language skills which function as International language. The purpose of this research was to find out: (1) What is the level of reading comprehension ability of non-English Department Universitas PGRI Semarang students towards learning material sourced from international journals? (2) What are the learning outcomes of non-English department students based on sports nutrition material based on reputable international journals? Data collection techniques are carried out through tests, documentation, and questionnaires. This research uses a descriptive quantitative approach. The results showed that the alignment of reading comprehension ability based on ESP of non-English department students against English journals in the Sports Nutrition Course described students' abilities that would increase if they received intense and continuous exposure.

**Keywords:** Needs Analysis, English for Specific Purposes, International Journal, Sports and Nutrition Course

## Introduction

The ability to answer problems in sports nutrition courses, where some of the sources of learning come from periodicals in English, are influenced by various factors, both internal and external. Intelligence, drives, interests, talents, and mathematical ability are all internal elements, as are variations in gender. External variables such as facilities, infrastructure, media, curriculum, lecturers, and learning facilities, among others. According to Taj (Taj et al., 2017), students with various backgrounds and reading comprehension abilities in learning have different abilities to overcome the challenges of discussion and argumentation.

Students' reading comprehension abilities will not advance without conscious, deliberate effort. Reading comprehension is the capacity to analyze text, comprehend its meaning, and

combine it with what readers already know (Mustafa et al., 2019). Basic skills required for effective reading comprehension include deriving conclusions about a passage's content from it, identifying the passage's main ideas, answering questions addressed in the passage, and understanding words from the context of (Sembiring et al., 2018). Furthermore, the ability to recognize literary devices or structural propositions used in a passage and set their tone, the ability to understand situational settings (agent, object, temporal and spatial reference points, relaxed and intentional inflections, and so on) conveyed for statements, questions, commands, restraint, and so on, and finally the ability to determine the author's purpose, intent, and point of view and draw conclusions about the author (discourse semantics) (Humphrey et al., 2015).

If a student's reading proficiency is not accompanied by a solid grasp of a problem, their ability to read educational materials based on international journals will not progress as it should (Sarid et al., 2022). Understanding, in Akmal and Mulia's definition from 2020, is mental mastery. Students must therefore have a solid understanding of meaning, philosophy, intent, consequence, and application in order to comprehend scenarios. Students should consider this. Every research's ultimate purpose is to comprehend and identify relevance. Assessing the most fundamental meaning that places educational components in proper proportions is understanding or understanding. Without it, knowledge and attitude are pointless (Persici et al., 2022). As a result, Non-English Department students at Universitas PGRI Semarang are expected to be able to discuss and understand sports nutrition courses sourced from international journals in English so that in the future they can train students to be able to write articles in international journals and become provisions in the future so that later they become graduates with a good profile who have problem-solving abilities, decision-making skills, and critical thinking.

If a student's reading proficiency is not accompanied by a solid grasp of a problem, their ability to read educational materials based on international journals will not progress as it should (Dindha Amelia, 2020). Understanding, in Akmal and Mulia's definition from 2020, is mental mastery. Students must therefore have a solid understanding of meaning, philosophy, intent, consequence, and application in order to comprehend scenarios. Students should consider this. Every research's ultimate purpose is to comprehend and identify relevance. Assessing the most fundamental meaning that places educational components in proper proportions is understanding or understanding. Without it, knowledge and attitude are pointless (Chen, 2010). As a result, Non-English Department students at Universitas PGRI Semarang are expected to be able to discuss and comprehend sports nutrition courses that are sourced from international journals in English so that in the future they can train students to be able to write articles for international journals and will eventually become provisions in so that later on they become graduates with a good profile who later have the ability to solve problems, have the capacity for decision-making, and have critical thinking abilities.

It is necessary to establish standards or criteria for the degree of reading comprehension in order to assess students' reading comprehension skills during reading assignments for sports nutrition courses. This criterion can be used as a benchmark to measure how effectively students can read and comprehend educational resources on sports nutrition that are based on English journals, and how this improves as they learn and develop. In accordance with these considerations, a person may be categorized as level 1, level 2, level 3, or level 4. Yet, in reality, investigations on the alignment of reading abilities of Non-English Department students' comprehension of course materials based on English-language journals in Indonesia are still infrequently conducted. This study will utilize ESP data to determine the level of

reading comprehension for Non-English Department students with reference to English journal learning resources in sports nutrition courses.

How is the leveling of reading comprehension ability based on ESP Non-English Department students toward learning resources in English journals in sports nutrition courses? is how the research subject is formulated. The study's objective was to describe the ESP-based reading comprehension levels for Non-English Department students with regard to the English-language periodicals used as learning resources in sports nutrition courses (McNeill, 2009). This research is expected to be able to complement existing ESP learning theories, especially those related to developing the ability to understand reading sports nutrition material as a source of English-language journal-based learning in sports nutrition courses (Kivihall, 2013). The leveling of reading comprehension skills based on English Journal-based learning resources in the future can also be used as a guideline for assessing discussion and understanding skills in the learning process for sports nutrition courses delivered using bilingual techniques and materials for consideration of model design or learning strategies to improve discussion skills and understanding of Non-English Department students.

## **The Importance of Reading Foreign Journals for Non-English Department Students**

Reading comprehension is heavily influenced by the reader's prior understanding of the course subject being read, as well as the language used to represent those concepts (e.g., vocabulary, sentence structure, cohesion, text organization, literary devices, images). An educator who is still focused on teacher-centered learning must answer the question of what pupils can do (Schulze, 2015).

It would be preferable for educators, in this case lecturers, to attempt to assess reading comprehension information in order to determine who might require more assistance, the type of assistance provided, or who I should worry about regarding final semester exams and long-term needs in the world of work, for example. It would also be preferable for educators to not be hesitant to ask questions that seem to reflect standards but information that can be used for assessment will ignore how well the student answers them (Artieda et al., 2020; Peters et al., 2021).

They must have unrestricted access to various sources of knowledge as students. Many students sometimes believe that books are the only source of knowledge available to use as a guide when completing assignments or constructing their thesis. Because it is difficult to find books that can be used as references, many students have difficulty working on their thesis, so they rarely visit the journals provided by the library (KRARZIA, 2013).

When reading print journals and online journals, especially before continuing to write a thesis, there are many benefits to be had. By reading journals, we can learn the conclusions of studies or research projects that have been carried out by previous researchers. Naturally, the accuracy of these results is assured because they were professionally created and disseminated by publishers (Kadwa & Alshenqeeti, 2020; Scheer et al., 2017). As a result, it is crucial that students establish the habit of reading journals as early as possible. It is even better if the journals are published in English or other languages. This gives us the opportunity to increase our knowledge, become highly motivated learners, and drop out of college in order to impress our teachers (Forey & Cheung, 2019; Godwin-Jones, 2019).

## **Reading Comprehension Skills in Reading International Journals**

The most crucial scholastic foundation, with infinite advantages, is reading comprehension. It is commonly known that reading comprehension enhances reasoning abilities, writing quality, insight, reading speed, and academic success across a variety of topics. These advantages alone should motivate teachers to concentrate on their pupils' comprehension of reading. The term comprehension describes the capacity to comprehend written language, compared to the capacity for word recognition. The goal or intent of reading, which is comprehending, is not achieved if a person can recognize words on a page but not grasp what they mean. Consider a scenario when a teacher assigns a text to the class to read (KRARZIA, 2013; UNESCO Institute for Lifelong Learning (UIL) (Germany) et al., n.d.).

When engaging with pupils, keep in mind to offer both guided assignments and strategy modeling. As they develop their talents, you can gradually reduce your supervision. The goal is to have students apply methods instinctively (Akmal & Mulia, 2020; Cheng, 2016; Shekharappa, 2020; Wilson, 2019). One such strategy is to make predictions about the cover, title, image, figure, table of contents, and cover depending on what readers see, hear, or read.

Forming connections to existing knowledge entails relating new concepts to knowledge and experiences that have already been learned. For instance, students are familiar with the word "bone" in English because of a previous discussion about bones that took place following a classmate's broken arm. When they encounter a new word, such as "skeleton," they will make use of their existing knowledge of bones to help them understand it (Kalinowski et al., 2020; Mudra, 2018).

By identifying similarities, linkages are made between other texts, literary works, or ideas as the vocabulary base grows. Encourage students to draw connections between the text and themselves, other texts, and the outside world before, during, and after reading. For instance, talking to kids about unfamiliar or difficult vocabulary before reading a work can help them understand it better. Then, when they read, they can apply their prior knowledge of obscure terms (Bullock, 2013; Fauzi, 2018).

Visualization is the next strategy used to improve reading comprehension. Students must internalize what they have read in the book for this to happen. Children might mentally picture what they read. For example, ask children to draw pictures based on what they have read. Also, while reading diaries to children, ask them to close their eyes and pay attention. Ask them to see in their minds the situation that the words are describing (Bakhtiyor et al., 2020; Yulia, 2018; Zhou & Brown, 2017). In order to comprehend what they read, students must first be able to grasp it. Students are given comprehension strategies to help them comprehend texts and help them become active readers by participating in readings. Learn more about the Alabama Extension Parent-Child Reading Improvement Program to aid a child's reading skills.

## **English for Particular Purposes (ESP) as a Learning Approach**

Over 500 million people use English as their first language, making it the most powerful tongue in the world. For professional success on a global scale, English proficiency is crucial. ESP offers content that is tailored to learners' needs and the demands of their job, while General English classes give students the chance to become fluent in the language. Furthermore, as ESP concentrates on vocabulary and communication that are task-specific,

students should have a foundational understanding of English before enrolling in the course (Nur, 2018).

According to Asiyah and Nur, ESP is a "quick and affordable" method for effectively using English for commercial or academic research. In contrast to teaching grammar and linguistic structure, ESP "concentrates more on language in context," according to Riinawati (Riinawati, 2022). With the application of intrinsic motivation, ESP can transform language "users" into language learners. ESP is a better method of teaching languages in which all decisions about the strategy and content are made in light of the goals of the learner (Alduais, 2012; Iguchi, 2014).

The ESP approach can help you learn English because of the following reasons. First, because the information is context-based, learning English phrases can happen more quickly for kids. utilizing their educational resources to the fullest, all of which have been chosen in accordance with the goals and specifications of the student (*English Curriculum Design Course ( ECDC )*, 2015; Kivihall, 2013).

It is anticipated that graduates of the Non-English Department study program will be able to grasp it and English in other disciplines by employing a bilingual learning strategy with ESP to gain literacy knowledge based on English journals (Gil-López et al., 2021; Maxom, 2009; Salvador-Garca et al., 2022).

### **English-Based Sports Nutrition Course for Specific Purposes (ESP)**

Students need to learn English not only about general English anymore but also about understanding English that is relevant to their main studies when it comes to university level (Rizal, 2019). In many countries, the globalization of the economy and higher education has led ESP to attract a great interest in higher education which is a growing need for undergraduate students. It is important to understand English specifically because, in this era, many books, journals and other sources are written in English (Muhassin et al., 2021). In addition, having a deep understanding of ESP can help students to improve themselves in pursuing their targeted career. That is why there is such a high demand for English for Specific Purposes (ESP). The meaning of ESP itself is the way people teach languages related (Asadi, n.d.; Iguchi, 2014; Nur, 2018) with the field of student work (Rizal, 2013).

Therefore, moderated learning of Sports Nutrition courses is needed to direct the learning of prospective Non-English Department teacher students (Risan et al., 2020). Reading comprehension and communication skills are a future need so that they are ready to compete nationally and globally (Nur, 2018). One of the ESP learning activities in this study was the leveling of ESP-based reading comprehension abilities of Non-English Department students towards English journals learning resources in sports nutrition courses. Non-English Department students study learning resources based on international English-language journals based on their needs, namely to deepen sports nutrition course material.

Based on this relevant research, the purpose of this study was to determine the level of reading comprehension ability based on ESP Non-English Department students towards English journals learning resources in sports nutrition courses.

## **Methods**

### *Types and Research Approaches*

The research conducted in this study was a quantitative descriptive study which was analyzed using the SPSS 21 application to find a range of statistical descriptive values in one study.

The participants in this study were Non-English Department students taking the Sports Nutrition course at Universitas PGRI Semarang. The Non-English Department students at Universitas PGRI Semarang were chosen as the study's subjects using a random sampling approach.

#### *Instruments for research*

The researcher himself served as the primary instrument for this study and was outfitted with a reading comprehension evaluation tool that used the Non-English Department Student ESP method to English journals as learning resources in sports nutrition courses (Lionetto, 2020; Yuniarti, 2019). The instrument for comprehension assessment questions is a set of reading comprehension assessment tests based on ESP Non-English Department students' English journals learning resources in sports nutrition courses (Ancheta & Lasaten, 2017). The ESP approach is applied based on needs analysis, namely Non-English Department students' literacy skills are measured in reading English-language journals, namely international journals, so the material taken is based on the theme of the course, namely the theme of nutrition and sports. The indicator for measuring success in the Reading Comprehension test with the theme of sports nutrition is 10 material questions with the provision that one question has a score of 10 and if all 10 questions are answered, then all the correct scores are 100.

#### *Method of collecting data*

To obtain an overview of the learning characteristics of reading comprehension based on ESP Non-English Department students' learning resources on English journals learning resources in sports nutrition courses in this case the evaluation and dissemination of skill levels and the ability to understand, analyze, synthesize, explain, and present along with the arguments of the learning material in the sports nutrition course for Non-English Department students at Universitas PGRI Semarang.

## **Findings and Discussions**

### *Findings*

The level of reading comprehension ability of Non-English Department students at Universitas PGRI Semarang regarding learning materials sourced from international journals.

The researcher used course content from international publications to conduct tests to understand more about the reading comprehension abilities of students at Non-English Department Universitas PGRI Semarang. The outcomes are depicted in Chart 1 below. Chart 1 displays students' reading comprehension levels in relation to the knowledge they are gaining from international publications at Non-English Department Universitas PGRI Semarang.

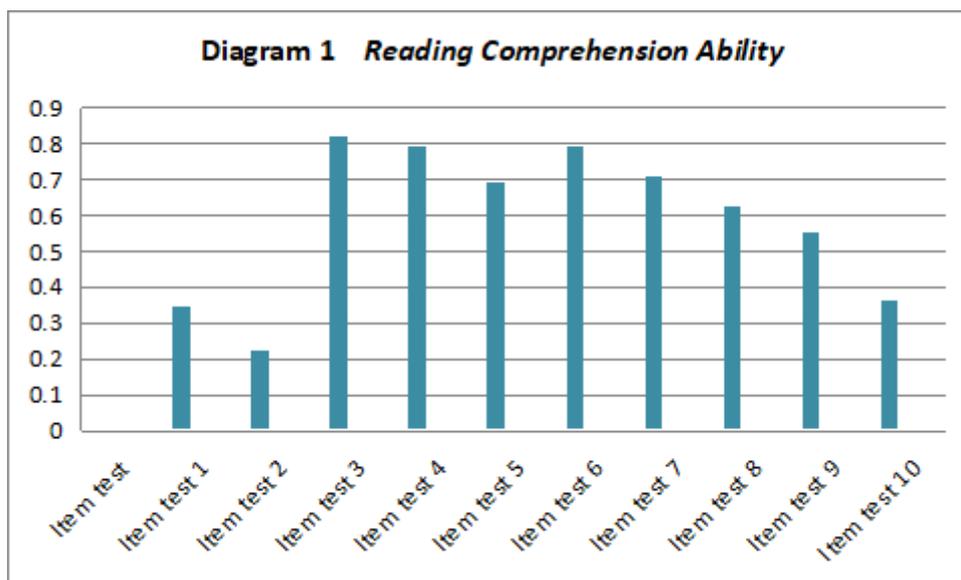


Figure 1 depicts the reading comprehension capacity of Non-English Department students at Universitas PGRI Semarang in relation to learning material obtained from international publications. 35% of students correctly answered question number one. Additionally, figure 1 demonstrates that the most difficult question for Non-English Department students to answer was question number 2, with only 22% of students answering correctly. Meanwhile, Non-English Department students from Universitas PGRI Semarang did best when answering questions 4 and 6, with 79% correctly answering these questions. Whereas questions number 8 and number 9 do not look so difficult nor do they look so easy for Non-English Department students at Universitas PGRI Semarang because more than 50% of students are able to answer them properly and correctly or to be precise 56% of students are able to answer question number 9 properly and 63% of students are able answer question number 8 correctly.

The learning outcomes of Non-English Department students are based on nutrition and sports materials based on reputable international journals.

To find out the learning outcomes of Non-English Department students based on sports nutrition material based on reputable international journals, the researchers used descriptive statistics and frequency distributions, as well as histograms.

Table 1. Descriptive statistics on Non-English Department student learning outcomes based on sports nutrition material based on reputable international journals.

	Reading_score	Number
Valid	72	72
Missing	0	0
Mean	59.44	36.50
Std. Error of mean	2.555	2.466
Median	60.000	36.50

Mode	80	1a
Std. Deviation	21.682	20.928
Variance	470.110	438.000
Range	90	71
Minimum	10	1
Maximum	100	72
Sum	4280	2628

From Table 1, descriptive statistics on the learning outcomes of Non-English Department students based on nutrition and exercise based on reputable international journals, it can be seen that the mean or average score of students who have taken the reading comprehension test is 59.44. While the lowest score for Non-English Department Universitas PGRI Semarang students after taking the reading comprehension test was 10 while the highest score was 90. Furthermore, for the standard deviation, it was 21,682 with a variance value of 470,110 and a range value of 90.

Table 2. Frequency Distribution of Non-English Department student learning outcomes based on nutrition and sports materials based on reputable international journals.

		Frequenc y	Percent	Valid percent	Cumulative percent
	10	2	2.8	2.8	2.8
	20	3	4.2	4.2	6.9
	30	6	8.3	8.3	15.3
	40	9	12.5	12.5	27.8
	50	7	9.7	9.7	37.5
Vali	60	14	19.4	19.4	56.9
d	70	9	12.5	12.5	69.4
	80	15	20.8	20.8	90.3
	90	6	8.3	8.3	98.6
	100	1	1.4	1.4	100.0
	Tota	72	100.0	100.0	
	l				

Table 2 depicts the frequency distribution of Non-English Department student learning results based on reputable worldwide publications, with two students achieving the lowest score of 10 and one having the highest score of 100. In the meantime, six students merited a perfect score of 90. While there are 15 students with that score, the most common outcome of the reading comprehension test is an 80. The number 60, on the other hand, typically occurs in second place since 14 students have attained that value.

Figure 1. Histogram of Non-English Department student learning outcomes based on nutrition and sports materials based on reputable international journals.

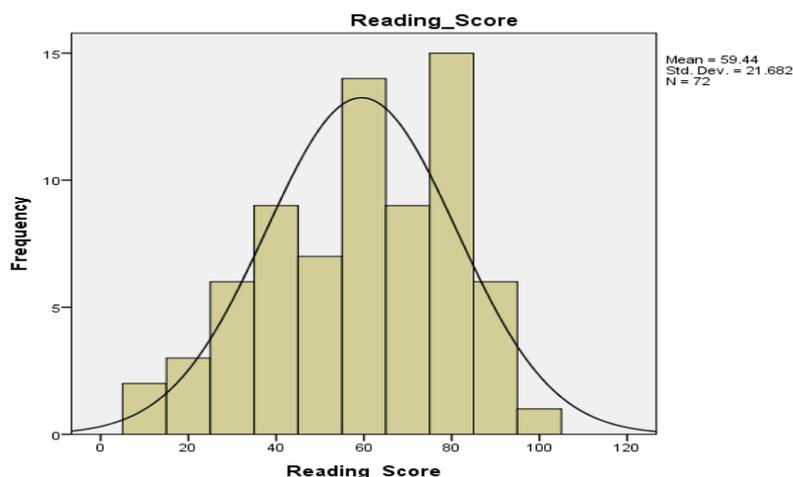


Figure 1 shows the histogram of the learning outcomes of Non-English Department students based on nutrition and sports materials based on reputable international journals where it can be seen from the figure that the mean or average value of students' reading comprehension is 59.44 with a standard deviation of 21,682 with a total of 72 students participating. from class C and D.

### *Discussion*

The results in the study showed that the learning outcomes of Non-English Department students based on sports nutrition material based on reputable international journals showed quite good results from Non-English Department students in sports nutrition courses. This indicates that Non-English Department students at Universitas PGRI Semarang are quite ready to receive learning resources for sports nutrition courses which lead to international journals, most of which use international languages, namely English.

Furthermore, the findings from this study confirm that English has a very important role to advance the younger generation, especially in this case students. It is very important that students have literacy skills, especially those who speak English so that the profile of student graduates will be able to compete globally. Furthermore, it is very important to introduce and familiarize learning English with the ESP or English for Specific Purposes approach so that students will have adequate provisions to compete globally in the international arena. They are also ready to develop themselves professionally so that they will always be able to develop themselves to add to their knowledge through all forms of literacy which will enhance their knowledge and skills, both life skills and soft skills, with global knowledge obtained from libraries containing international content and the language of instruction, namely English.

## Conclusion

This research was designed to find the level of reading comprehension ability based on English for Specific Purposes (ESP) of Non-English Department students towards English journals learning resources in sports nutrition course by using descriptive statistics. Overall, this study illustrates that Non-English Department students at Universitas PGRI Semarang show that their abilities are not so good but also not so bad in terms of their ability to understand the learning material for sports nutrition courses that use learning resources sourced from international English-language journals. Their ability is still at the level of 59.44% in mastering understanding of learning resources based on international journals. However, this ability will increase if it continues to be honed with various efforts and programs that are sustainable and sustainable. Therefore it is highly recommended that Non-English Department students at Universitas PGRI Semarang be given an English language learning program based on the ESP approach where they will learn English based on what they need during their college years and can also develop and implement the knowledge and skills they acquired while studying at the world of work in the future.

This study emphasizes the significance of Non-English Department students' reading comprehension skills in sports nutrition courses based on English for Special Purposes (ESP). The findings of this study, on the other hand, revealed that Non-English Department students require both formal and informal English exposure, which can improve learning achievement. In other words, while English is still a foreign language in Indonesia, increasing the intensity of exposure to English, both formally and informally, will transform English from a foreign language to a second language, automatically increasing learning abilities and learning achievements in international learning programs.

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