

PERCEPTION LISTENING SKILLS OF SECOND SEMESTER PHYSICAL EDUCATION STUDENTS THROUGH FOOTBALL COMMENTARIES

Vihky Fariski

English Education Study Program of Universitas PGRI Silampari Lubuklinggau

vihkyfariski03@gmail.com

Accepted : June 20, 2025

Abstract: The purpose of this study was to evaluate the effectiveness of using English football commentaries as a medium to enhance listening skills among second-semester Physical Education students. Listening comprehension is often overlooked in non-English majors, yet it plays a crucial role in following instructions and understanding terminology in physical education settings. This study was motivated by the need to find engaging and relevant materials to support language acquisition in this context. Using the Classroom Action Research (CAR) method, students were introduced to authentic audio materials such as football commentaries. Results from questionnaires and tests indicated improvements in students' comprehension, vocabulary acquisition, and contextual understanding of English. The study suggests that football commentaries can serve as an effective and engaging tool to enhance English listening skills in physical education programs. Future research could explore other sports media or adapt this approach in other non-English study programs..

Keywords: Listening skills, football commentaries, Physical Education students, second semester, language learning.

INTRODUCTION

Listening is an important component of teaching English, especially for students in the Physical Education program who need to understand and follow written instructions clearly. Second semester physical education students may find it difficult to learn English because they are not fast learners and they do not use certain words in speaking. This makes them more capable of following directions, participating in discussions, or understanding sports strategy. According to a study by Zulfikar et al. (2020), many students learning English as a foreign language have difficulty understanding it because of unfamiliar words, slow speech, and different speaking patterns.

Football commentaries can be a fun and useful tool to help students improve their listening skills. The language used in football commentary is real, fast, and full of useful vocabulary and expressions. According to Talkpal (n.d.), British football commentaries are full of different words and expressions that help students get used to how English is spoken in real life. Listening to these commentaries can also make students more interested and help them learn better because it feels more like real life than classroom listening materials.

For physical education students, listening to football commentaries not only helps their English, but also gives them a better understanding of the game itself. By hearing how experts talk about the sport, students can learn useful words and phrases related to physical education. Khamis (2023) found that football commentaries can help students learn language in a way that fits their interests and future careers, because the language is used in a real context they enjoy.

Recent research supports the idea that using media, like football commentaries or podcasts, helps students improve their listening. Aldukhayel (2023) studied how reading and listening to social media comments helps students understand spoken English, and the result showed it worked well. Similarly, Yoestara and Putri (2020) explained that podcasts are a good way to help students improve their listening and speaking skills because they hear real conversations and language. These studies support the idea that football commentaries are useful for learning English, especially for physical education students who already have an interest in sports.

In the current context, second-semester Physical Education students at Universitas PGRI Silampari face challenges in acquiring English listening skills due to limited exposure and lack of contextual learning materials. Most students do not engage in English outside the classroom, and traditional listening materials are often perceived as boring or irrelevant to their field.

This research is significant both academically and practically. Academically, it contributes to the growing body of literature on contextualized English learning using media relevant to students' interests. Practically, it provides educators with alternative methods to improve listening comprehension using football commentaries—content familiar to physical education students. The results of this research can inform curriculum design in non-English study programs where language exposure is limited but essential for professional communication.

Literature Review

2.1 Listening Skills

Listening is a critical skill in language acquisition, particularly for learners of English as a Foreign Language (EFL). Vandergrift and Goh (2021) explain that effective listening involves active engagement through metacognitive strategies, where learners monitor, evaluate, and regulate their own listening process. This autonomy supports improved comprehension and learner confidence.

2.2 Physical Education Students

Physical education students have specific learning contexts that combine physical and cognitive skills. Research by Richards and Rodgers (2020) shows that embedding language learning within discipline-specific content increases motivation and retention. Integrating terminology and communication practice relevant to physical education helps students grasp both language and subject matter more effectively.

2.3 Football Commentaries

Football commentaries provide rich, authentic, and fast-paced listening material. According to Brown (2023), the spontaneous and idiomatic nature of sports commentaries challenges learners' listening skills by exposing them to colloquial expressions and rapid speech. This exposure enhances vocabulary acquisition and listening fluency, especially for sports enthusiasts.

2.4 Language Learning

Contextualized and multimedia-supported learning enhances language acquisition by providing authentic communication contexts. Garcia and Lee (2021) found that incorporating videos, podcasts, and other multimedia into lessons significantly improves learners' engagement and listening comprehension by exposing them to varied accents and speaking styles.

2.5 Listening Comprehension

Exposure to diverse and authentic listening materials improves listening comprehension. Aldukhayel (2023) highlights that engaging with social media comments offers varied natural language input, helping learners adapt to different speech patterns. Similarly, Yoestara and Putri (2020) demonstrated that podcasts and real-life audio resources positively impact comprehension and speaking skills.

2.6 Research Gap and Relevance

This research aims to improve the listening skills of second-semester students in the Physical Education Study Program by utilizing football commentaries as a learning medium. Football commentaries are considered relevant because of their authentic, contextual, and engaging content, especially for students who have a strong interest in sports. This medium can help students become familiar with vocabulary, intonation, and sentence structures used in real-life English communication, thereby enhancing their ability to comprehend spoken information effectively. Through this approach, listening instruction is expected to become more meaningful and aligned with the characteristics of Physical Education students.

Research Question: How does exposure to football commentaries affect the listening skills of second-semester physical education students?

METODOLOGI (Font Times New Roman 14, Bold)

This study uses a descriptive approach with a survey method to investigate the perceptions of the second semester of the Physical Education Study Program regarding the use of English-language comments as a teaching tool. The primary instrument in this study is the closed questionnaire, which is composed of the eight questions. The questionnaire is given to 21 respondents and is intended to gather information about their thoughts on the ball, frequency of the comment in English, understanding of the comment, and perception of the increase in listening skills and vocabulary. In addition, the researcher also provides feedback on the effectiveness of this approach in comparison to traditional classroom instruction. The collected data is analyzed in a descriptive manner by displaying the respondents' reluctance to answer questions in the form of a percentage.

Research Subject

second-semester students in the Physical Education Study Program

Data Collection

Data collection in this study was conducted using a closed questionnaire distributed to second-semester students of the Physical Education Study Program at Universitas PGRI Silampari. This questionnaire consisted of eight questions designed to determine students' views on the use of English football commentary as a medium for learning listening skills. Questions in the questionnaire included interest in football, frequency of watching matches

with English commentators, level of understanding of the commentary, and their opinions on improving listening skills and vocabulary. A total of 21 students became respondents in this study. The questionnaire was distributed directly in class so that students could more easily understand the questions given and researchers could provide explanations if there was something that was not understood.

Data Analysis

The collected data were analyzed descriptively quantitatively. Each respondent's answer was classified and the percentage was calculated to determine the distribution of opinions from students. The results of the questionnaire were then displayed in the form of tables and diagrams, making it easier to read the patterns or tendencies of the answers. From this analysis, researchers can see how the influence of football commentary in English on students' listening skills, including the extent to which this method is considered interesting, effective, and in accordance with the learning characteristics of physical education students. The findings that emerged were used as a basis for drawing conclusions about the effectiveness of this interest-based learning method.

RESEARCH RESULT

Finding

Questionnaire Results

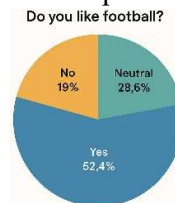
1. "Do you like football?"

This question aims to determine the extent of respondents' interest in the main context of the study, namely football. Out of a total of 21 respondents, the following results were obtained:

Yes: 11 respondents (52.4%)

Neutral: 6 respondents (28.6%)

No: 4 respondents (19%)

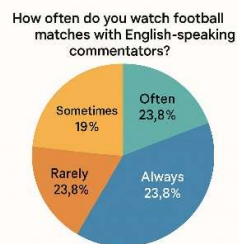


These results indicate that most respondents are interested in soccer. However, there is also a group of respondents who are neutral, and a small number who stated that they do not like soccer. These findings suggest that soccer remains a fairly popular sport, although not all respondents have a strong affinity for it.

2. "How often do you watch football matches with English-speaking commentators?"

The purpose of this question was to measure respondents' exposure to English-language football matches, which may affect their understanding of terms or narration from foreign coaches or commentators. Out of a total of 21 respondents, the results are as follows:

- Always: 5 respondents (23.8%)
- Often: 5 respondents (23.8%)
- Sometimes: 4 respondents (19%)
- Rarely: 5 respondents (23.8%)
- Never: 2 respondents (9.5%)



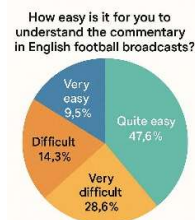
The distribution of responses shows a fairly even variation. Around 47.6% of respondents (combining “Always” and “Often”) are consistently exposed to football matches with English-speaking commentators, which may contribute to a better understanding of the context and foreign terms used during the match. However, 33.3% of respondents watch only occasionally or rarely, while 9.5% never watch at all. This indicates a gap in exposure to English in the context of football among the respondents.

3. “How easy is it for you to understand the commentary in English football broadcasts?”

The purpose of this question is to determine the extent to which respondents can grasp the meaning or message conveyed by English-speaking commentators during a match.

Out of a total of 21 respondents, the results are as follows:

- Very easy: 2 respondents (9.5%)
- Quite easy: 10 respondents (47.6%)
- Difficult: 6 respondents (28.6%)
- Very difficult: 3 respondents (14.3%)



The majority of respondents (57.1%) stated that they found it either quite easy or very easy to understand the English-speaking commentary, indicating a fairly good level of English listening ability among them. This supports previous findings that nearly half of the respondents often or always watch broadcasts featuring English-speaking commentators.

However, a significant portion (42.9%) found it either difficult or very difficult, suggesting the presence of a language barrier that may hinder the understanding of match analysis or tactical instructions delivered in English.

These findings can serve as a basis for assessing how effectively exposure to English in a sports context can improve listening skills or overall foreign language comprehension.

4. “Do you feel that your listening skills have improved after watching English football broadcasts?”

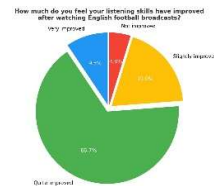
This question aims to measure the extent to which exposure to English football broadcasts contributes to respondents’ listening or oral comprehension skills.

Out of 21 respondents, the distribution of responses is as follows:

Very improved: 2 respondents (9.5%) Quite improved: 14 respondents (66.7%)

Slightly improved: 4 respondents (19%)

Not improved: 1 respondent (4.8%)



The majority of respondents (76.2%) felt that their listening skills had improved, falling into the “very improved” and “quite improved” categories. This indicates that watching English football broadcasts can be an effective way to enhance language skills, particularly in listening comprehension. Only one respondent reported no improvement, while 19% indicated a slight improvement.

This finding supports the argument that football broadcasts are not merely a form of entertainment, but also have the potential to serve as a natural and contextual tool for language learning.

5. “Do you feel that your vocabulary has increased by listening to football commentary?”

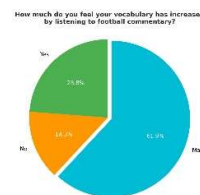
Number of respondents: 21 people

Distribution of answers:

Yes: 5 respondents (23.8%)

No: 3 respondents (14.3%)

Maybe: 13 respondents (61.9%)



The majority of respondents (61.9%) answered “maybe,” indicating that they recognize the potential for vocabulary improvement but are not yet certain about a significant increase or have not been able to measure it clearly. A total of 23.8% responded “yes,” suggesting that they have indeed noticed an improvement in their vocabulary. Meanwhile, 14.3% answered “no,” which may be due to difficulties in understanding technical vocabulary or limited exposure to football commentary.

These results suggest that listening to football commentary has the potential to serve as a medium for vocabulary acquisition, particularly for contextual and thematic vocabulary—such as terms related to strategy, player positions, or match situations.

6. “Does football commentary help you understand the overall context of the match (strategy, players, tactics, etc.)?”

Number of respondents: 21 people

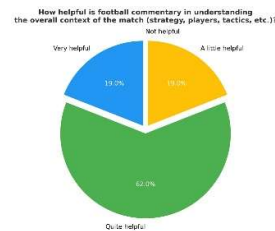
Distribution of answers:

Very helpful: 4 respondents (19%)

Quite helpful: 13 respondents (61.9%)

A little helpful: 4 respondents (19%)

Not helpful: 0 respondents (0%)



Most respondents (61.9%) felt that football commentary helped them understand the overall context of the match. This indicates that commentators play an important role in guiding viewers to grasp technical and strategic aspects of the game.

An additional 19% of respondents found the commentary very helpful, further supporting the linguistic and cognitive benefits of listening to football broadcasts in English.

Interestingly, no respondents selected “not helpful,” suggesting that, in general, football commentary is perceived as having educational value—both in terms of language development and contextual understanding of the match.

7. “How much do you agree that listening to football commentators can be a method to improve English listening skills?”

Number of respondents: 21 people

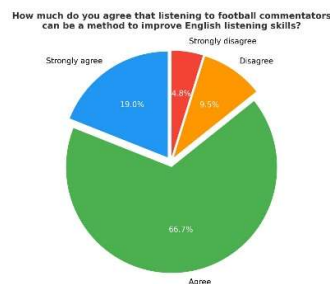
Distribution of answers:

Strongly agree: 4 respondents (19%)

Agree: 14 respondents (66.7%)

Disagree: 2 respondents (9.5%)

Strongly disagree: 1 respondent (4.8%)



The majority of respondents (85.7%) agreed or strongly agreed that listening to football commentators in English can be an effective method for improving listening skills. This suggests that an interest-based or hobby-based approach—such as using football as a medium—can serve as an engaging and relevant learning strategy.

Although a small portion of respondents (14.3%) disagreed or strongly disagreed, the overall results indicate that this method is generally well-received and viewed positively as a potential tool for language development.

8. “Are you more interested in learning listening through football commentators than in-class listening learning methods?”

Number of respondents: 21 people

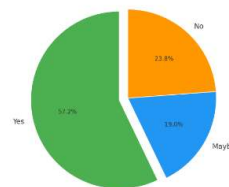
Distribution of answers:

Yes: 57.1% (12 people)

Maybe: 19% (4 people)

No: 23.8% (5 people)

Are you more interested in learning listening through football commentators than in-class listening learning methods?



Most respondents (57.1%) stated that they were more interested in learning listening through football commentators than through traditional in-class methods. This suggests that interest-based approaches, such as using football, can enhance motivation in learning English—particularly listening skills.

A further 19% answered “maybe,” indicating that there is potential that could be further explored depending on how such methods are implemented.

Meanwhile, 23.8% of respondents were not interested, suggesting that this approach may not be suitable for everyone.

Overall, the data show that an interest-based approach—such as incorporating favorite sports—has considerable appeal and can serve as an alternative or complementary strategy to traditional classroom-based listening instruction.

Discussion

Based on the questionnaire results filled out by 21 respondents, it can be concluded that the majority of participants showed a positive attitude toward the use of English-speaking football commentators as a method for learning listening skills.

Regarding the question about agreement with the effectiveness of this method, 85.7% of respondents agreed or strongly agreed that listening to football commentators can help improve English listening skills. This indicates that an interest-based approach (in this case, football) is considered linguistically beneficial.

Regarding the question about interest in replacing traditional classroom listening methods with football commentator-based methods, 57.1% of respondents answered “yes”,

and 19% answered “maybe”. This suggests that the method is not only seen as effective but also engaging and enjoyable for most respondents.

However, around 23.8% of respondents were not interested, indicating that this approach should be used as a complementary method, rather than a full replacement, to remain inclusive of students’ diverse learning preferences.

CONCLUSION

Based on survey results from 21 respondents, it can be concluded that most respondents had a positive opinion of using English-language commentar as a teaching method for listening skills. Around 85.7% of respondents stated that this method is effective in improving the ability to communicate in English. In addition, 57.1% of respondents said they learned more effectively with a commentator than they did using a traditional classroom method. This indicates that an interest-based approach (in this case, football) is not only entertaining but also beneficial in a linguistic sense. However, there are currently about 23 percent of respondents who are not very serious, therefore this approach is more appropriate to use as a pedagogical method, not a full replacement, to determine the preferences of student learners.

REFERENCES

Aldukhayel, D. (2023). The Benefits of Social Media Comments to L2 Listening Comprehension. *SAGE Open*, 13(2). SAGE Journals

Khamis, N. (2023). Exploring Language Learning Strategies of TESL Practicum Students Through a Phenomenological Lens for Enhancing Language Competency. *Academia.edu. Academia*

Talkpal. (n.d.). Learning Through British Sports Commentaries and Analysis. Retrieved from <https://talkpal.ai/culture/learning-through-british-sports-commentaries-and-analysis/> Talkpal

Yoestara, M., & Putri, Z. (2020). PODCAST: An Alternative Way to Improve EFL Students’ Listening and Speaking Performance. *Englisia: Journal of Language, Education, and Humanities*, 7(1), 14-27. *Jurnal UIN Ar-Raniry*

Zulfikar, Z., Aulia, C. T., & Akmal, S. (2020). Exploring EFL Students’ Problems in Listening to English News Broadcasts. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 4(1), 1-10. *Jurnal UISU*