

The Significance of Understanding English at the International Event, Ironman 70.3 Lombok

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Abstract

In the realm of athletics, the prevalence of English as a universal language holds significant implications for communication, interaction, and safety during events. The utilization of English becomes paramount in ensuring effective communication and understanding among participants, particularly in international competitions such as the Ironman 70.3 Lombok Triathlon, which draws athletes from diverse linguistic backgrounds. This paper endeavors to explore the pivotal role of English in various facets of athletes' lives, focusing on their experiences at the Ironman 70.3 Lombok Triathlon event. Specifically, it aims to elucidate the challenges faced by triathlon athletes in comprehending and utilizing English within this international context. The research question posited is: "To what extent do athletes possess proficiency in English at the International Triathlon Ironman 70.3 Lombok event?" Through the lens of Translation Theory, this study seeks to provide insights into athletes' linguistic capabilities and their implications for participation in such global sporting events.

Keywords: Athlete, triathlon, Ironman.

A. INTRODUCTION

English, as a global lingua franca, profoundly shapes the trajectory of athletes striving for success in world championships. Numerous scholars observe a pervasive trend wherein international championships predominantly utilize English, with some national competitions also incorporating English terminology. Notably, English emerged as the de facto official language in most international events, a practice exemplified by its adoption in the Olympic Games (Takahashi, 2014). The International Olympic Committee (IOC) mandates that the language(s) of the host nation assume the status of Olympic languages throughout the games. Consequently, all announcements are required to be disseminated in English, French, and the language native to the host country (Otieno, 2018).

Although English is a universal language and the primary language used at international events, there are three languages used at the Olympics, namely, English, French, and regional languages, that are believed to be the host of the event. So, it is advantageous for the host athletes to avoid attaching importance to using English. The importance of English in international events is found in its influence.

Thus, athletes must recognize that proficiency in English, while not directly enhancing their athletic prowess, holds immense potential to augment their reputation, popularity, marketability, and fan engagement. While mastery of the English language may not directly impact athletic performance, it undoubtedly contributes to broader aspects of an athlete's career. Accessing English language education, whether through private tutoring for established athletes or online courses for those at the outset of their careers, is a feasible investment. Such endeavors not only facilitate communication but also foster deeper connections with fans who seek to understand their idols on a more profound level (Guevarra, 2010).

The writer highlights numerous real-life incidents where misunderstandings stemming from language barriers have had potentially fatal consequences for both athletes and event organizers. Instances such as athletes inadvertently following the wrong race route or schedule due to misinterpretation of instructions can divert their focus from critical aspects, potentially leading to dire outcomes, including fatalities. One tragic example cited is the case reported by Parker and Fiona (2017) in the Metro News U.K., wherein a girl lost her life due to a misunderstanding of English instructions provided by a Spanish instructor. The girl's fatal fall during a jump underscores the profound impact that linguistic miscommunication can have, emphasizing the urgent need for effective language comprehension and communication protocols in athletic events.

B. RESEARCH METHOD

The writers conducts quantitative research in which the research provides numbers and tables as the data. This article utilized a survey study to gain respondents' responses to understanding instructions using English at the international event Ironman 70.3 Lombok. Survey research is "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, :160). This type of research allows for various methods to recruit participants, collect data, and utilize questions), or both strategies (i.e., mixed methods). As surveys are often used to describe and explore human behavior, they are frequently used in social and psychological research (Singleton & Straits, 2009).

C Finding and Discussion

As Taylor (1995) puts forward, data analysis is defined as a process that details formal efforts to find themes and formulate hypotheses (ideas) as suggested and as efforts to help and themes for hypotheses. To obtain data and be able to analyze the results, this study used a questionnaire, collected the results of the questionnaire, and began to classify which respondents checked columns A, B, and C and paid attention to the description of the questionnaire. Population and sample in the column explaining the meaning of understanding in the '*Yang lain:*' column for respondents who have answered B and C, and if there is data from respondents who check column The writer undertakes a study aimed at delineating the specific challenges encountered by participants in understanding instructions. Through the clarification of various components of speech within the instructions, the researchers sought to identify the underlying difficulties. Subsequently, upon gathering all pertinent data, one of the researchers computed the percentage of respondents who comprehended the instructions in addressing the initial problem statements. Following this, a similar calculation was performed to determine what proportion of the remaining respondents failed to grasp the instructions at all when responding to the subsequent problem statements. This systematic approach enabled the researchers to quantify the extent of comprehension among participants and delineate the prevalence of misunderstanding within the studied cohort.

In cases where respondents marked column A until they indicated a lack of understanding, the

researcher will utilize data from the questionnaire test to pinpoint the specific areas of difficulty encountered by participants when addressing the third statement of the problem. This entails identifying which aspects of speech pose the greatest challenge for Indonesian triathlon athletes in comprehending English instructions at the International Event Ironman 70.3 Lombok. Additionally, careful attention must be paid to the responses provided by respondents who marked columns B and C but did not provide explanations in the explanation column regarding their understanding of special instructions. Analyzing these responses can shed light on the nuances of comprehension and aid in elucidating the most formidable hurdles faced by athletes in deciphering English instructions within the context of the Ironman 70.3 Lombok event.

In the final column, respondents were categorized based on their understanding of the instructions, yet they did not provide written explanations. The researcher will calculate the percentages for both the population and the sample regarding those who provided explanations and those who answered the first statements of the problem. This analysis aims to discern any patterns or trends among respondents who exhibited varying levels of understanding and provided explanations or responses to the initial problem statements.

Understanding English at the International Event

The tendency of athletes to overlook the importance of understanding instructions can have grave repercussions, extending from compromised performance to potentially fatal consequences. This research serves to underscore the critical significance of comprehending English instructions conveyed by organizers, highlighting the potential risks associated with inadequate understanding. By emphasizing the importance of linguistic comprehension, this study offers valuable insights and evidence that can inform evaluations of triathlon athletes, officials, organizers, and all stakeholders involved in triathlon events. Ultimately, a heightened awareness of the imperative to grasp instructions effectively can contribute to the optimization of safety, performance, and overall success within the realm of triathlon competitions.

The obstacles to teaching English as a Foreign Language (EFL) are outlined by the latest English language curriculum (school-based curriculum) development. It discusses the obstacles in teaching EFL speaking in the current school-based curriculum, the different understanding constraints for each learner, the constraints on sources of learning materials, the constraints on in-class activities, the constraints on teaching methods, and the constraints on speaking assessment. Based on this discussion, this study also provides several solutions on what EFL language teachers can do to achieve a much

higher quality of teaching spoken English and to be able to improve the speaking skills of English students in Indonesia. Finally, the issue of contributing to the inclusion of student differences in curriculum design in promoting students to be independent and successful becomes essential in implementing a school-based curriculum as the current curriculum focuses on learner-centred Instruction in large and mixed ability classes and another old class—paradigm in teaching and learning EFL in Indonesia.

The results of an investigation into the place of English in the curriculum of several countries in the Asia-Pacific region. The study shows that the emergence of English as a global language significantly impacts policies and practices in all the countries surveyed. However, it also exposes significant problems, including confusion and inconsistency, at the policy level, specifically regarding the age of initial teaching, unequal access to effective language teaching, under-trained and less-skilled teachers, and the disparity between rhetoric curriculum and curriculum rhetoric and pedagogical reality.

Feedback is an essential construct in many learning and instruction theories, and understanding the conditions for effective feedback should facilitate the development of instructional theory and practice development. In an early review of the effect of feedback on written instructions, (Kulhavy, Yekovich and Dyer 1976) proposed that the primary instructional significance of feedback is to be able to correct errors. This error-correction measure can be considered a function of presentation time, certainty of response, and whether the student can copy answers from feedback without having to make their own. This meta-analysis reviewed 58 effect sizes from 40 reports. Feedback effects have been found to vary with control of pre-study availability, type of feedback, use of pre-test, and type of Instruction and can be pretty large under optimal conditions. Mediated intentional feedback for the acquisition and application of specific knowledge appears to be able to stimulate the Correction of erroneous responses in situations where their attentive acceptance.

To what extent do athletes understand English at the International Triathlon Ironman 70.3

Lombok event

The writer concludes that a significant number of Indonesian triathlon athletes demonstrated proficiency in understanding English instructions at the Ironman 70.3 Lombok event. This understanding was facilitated by the method employed by the writers to address the statements of the problem, namely, by elucidating the various parts of speech within challenging instructions. Through this approach, the writers were able to effectively answer the problem statements and discern the difficulties faced by Indonesian triathlon athletes in comprehending English instructions. By analyzing the different parts of speech within

the instructions, the writers gained insights into the linguistic challenges encountered by athletes, thereby contributing to a better understanding of the athletes' proficiency in English at the Ironman 70.3 Lombok event.

D. CONCLUSION

-Based on the findings, it can be concluded that the understanding of English Written Instructions by Indonesian Triathlon Athletes at the International Event Ironman 70.3 Lombok," the article writer has concluded that a significant portion of Indonesian Triathlon athletes demonstrated comprehension of English instructions during the Ironman 70.3 Lombok event. This conclusion was reached by analyzing and clarifying the various parts of speech within challenging instructions, as per the responses gathered from both the population and the sample. By adopting this approach, the writer successfully addressed all problem statements posed in the study and provided evidence supporting the assertion that many Indonesian Triathlon athletes understood English instructions at the event. Moreover, through the analysis of different parts of speech within the instructions, the writer identified areas of difficulty encountered by Indonesian Triathlon athletes when interpreting English instructions. Overall, the study highlights the proficiency of Indonesian athletes in understanding English instructions while also shedding light on specific linguistic challenges they may face in such contexts.

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