

**AN EXPLORATIVE STUDY OF THE EXPERIENCE U-17 FIFA WORLD
CUP SUPPORTING REFEREE IN SECOND LANGUAGE LEARNING
CONTEXT**

THESIS

Submitted by

AL HAKAN JAZULI

**Student of Faculty of Education and Teacher Training Department of
English Language Education**

Reg. No: 200203064

Supervisor: Rahmi Fhonna, M.A



**FACULTY OF EDUCATION AND TEACHER TRAINING AR-RANIRY
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by:

AL HAKAN JAZULI

200203064

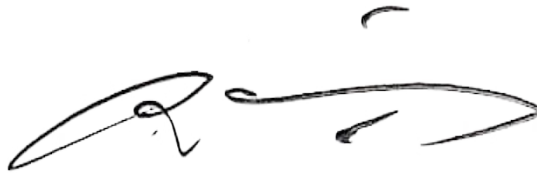
Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

جامعة الرانيري

AR - RANIRY

Supervisor,



Rahmi Fhonna, M.A

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It has been defended in *Sidang Munawasyah*
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On:

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Board of Examiners,

Chairperson,

Secretary,

Rahmi Fhonna, M.A

Rita Hermida, S.Pd I., M.Pd..

Member,

Member,

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D. Drs. Amiruddin, M.Pd..

AR - RANIRY

Certified by:

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.

NIR 219970310003

He

Surat pernyataan Keaslian

Declaration of Originality

Saya yang bertandatangan di bawah ini:

Nama : Al Hakan Jazuli

NIM : 200203064

Tempat/ Tanggal Lahir : Sabang, 29 Juni 2003

Alamat : Lamtengoh, Lambaro kec Ingin Jaya Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

AN EXPLORATIVE STUDY OF THE EXPERIENCE U-17 FIFA WORLD CUP SUPPORTING REFEREE IN SECOND LANGUAGE LEARNING

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 Desember 2024

Saya yang membuat surat pernyataan

AR - RAN



Al Hakan Jazuli

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ABSTRACT

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Reg. No. : 200203064
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
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(SLL), English Language Proficiency, Career
Development.

Abstract

This study delves into the experiences of Indonesian FIFA World Cup U-17 Supporting Referees in a Second Language Learning (SLL) context. As English has become the global language of opportunity, particularly in the realm of professional sports, it is crucial for referees to possess strong English language skills for effective communication with players, coaches, and officials from diverse linguistic backgrounds. This research explores the experiences of FIFA Licensed Supporting Referees on Indonesia's FIFA World Cup U-17 in SLA Context including the strategies, challenges in learning and communicating English as well the problem-solving action faced by these referees in acquiring and utilizing English language proficiency. The result of the study showed these referees acknowledged the essential of English for obtaining career mobility and also challenges that happened in communicative such as fast-paced dialect by native speaker during the International Match. By understanding their experiences, insights can be gained into the specific needs of language learners in specialized professional contexts.

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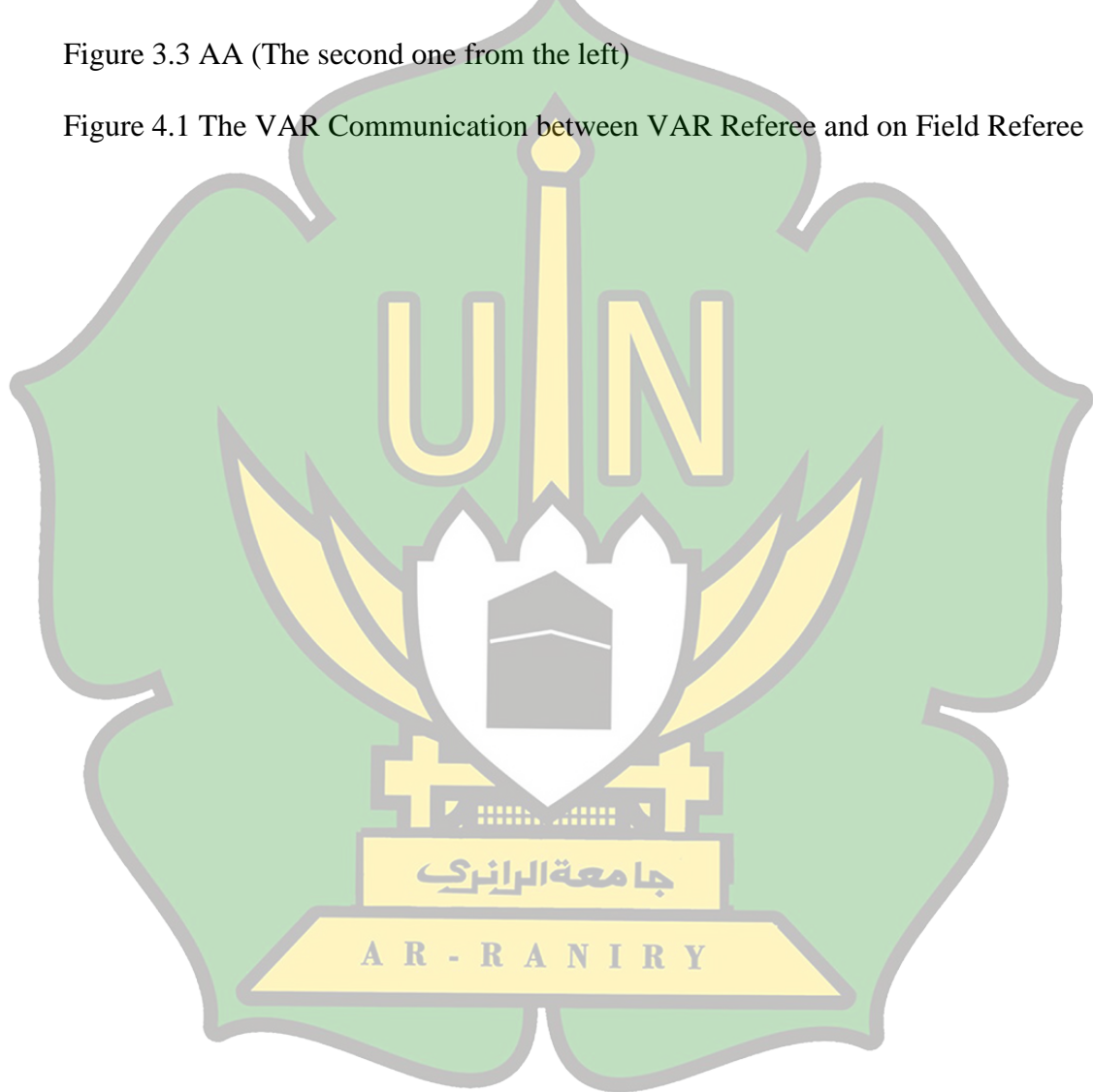
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Figure 4.1 The VAR Communication between VAR Referee and on Field Referee



CHAPTER 1

INTRODUCTION

A. Background of Study

The idea of EMI (English Medium Instruction) may improve students' English proficiency that often comes with the promise of enhanced career prospects' (Xie & Curle 2020). English skills are increasingly viewed as an economic resource to help students compete in the global job market (De Costa, Park, & Wee, 2016). In a study in China, Hu, Li, and Lei (2014) found that both teachers and students believed that EMI would enhance students' employment opportunities. Similar findings have been reported in Europe (Wächter & Maiworm, 2015) and elsewhere in Asia (Galloway, Kriukow & Numajiri, 2017).

Ensuring students are 'career-ready' has become a shared goal in language education over the past decade. The American Council on the Teaching of Foreign Languages (ACTFL) highlights the importance of carefully developing language learning sequences to help students reach an Advanced level of Proficiency for effective 'career-ready' preparation (ACTFL, 2020). Given that preparing for a career is a primary educational motivation for students, it makes sense for ACTFL and language programs to emphasize that advanced language skills can enhance employability. Despite being a commendable objective, discussions on career-ready preparation often lack a clear roadmap. Considering recent employer feedback on linguistic needs. Moreover, ensuring that students acquire skills and

knowledge that truly boost their employability. It is time to reassess the conceptualization of career readiness in language education. Because one of students' main educational motivations is to prepare for a career. (Simonsen, 2022).

English has evolved into a language of possibilities due to its widespread availability. In today's global employment market, no one can find a job without being able to communicate fluently in English. Gaining proficiency in a second language other than one's native tongue is helpful for job seekers hoping to work for global firms. In today's employment environment, the ability to communicate effectively in English is important (Akther, 2022).

At the individual level, students are increasingly opting to study through English to improve their English language abilities and job opportunities (Galloway & Ruegg 2020), and also it is a requirement for Indonesian International Referee to acquire English fluently due to the career pressure or career demand especially for International Football Match. Referee is an integral figure in a football match, FIFA (*Fédération Internationale de Football Association*) as a mother of all football federation or football association around the world has set a standard test for International Football Referee.

Webb (2022) stated that referees found themselves under growing pressure to make accurate calls as the significance of winning and losing became more pronounced. This heightened demand placed increased emphasis on the preparation and performance of referees, drawing the attention of both individuals engaged in elite referee training and development, as well as the stakeholders of the league.

It is a requirement to hold the FIFA certification to officiate the international stage of match. One of the utmost requirements should be passed is language barrier, to robust on match performance as well as to communicate with players with different backgrounds and nations.

The appointment of Indonesia as the host of the FIFA U-17 World Cup was announced by FIFA after the FIFA Council meeting in Zurich Switzerland on Friday (26/06/2023). The schedule for the 2023 Under-17 World Cup was from November 10th to December 2nd. The event attended by 24 teams from six confederations, such as Argentina, Brazil, Germany, Spain, and Morocco (FIFA, 2023).

Therefore, this study descriptively explored the experience of Indonesia's FIFA World Cup U-17 Supporting Referees in SLA Context; TK, YN, and AA as well to point possible action that they had done to cope the challenge and stimulate their fluency with L2. The researcher formulated a research question on how does the experience FIFA Licensed Supporting Referees on Indonesia's FIFA World Cup U-17 in SLA Context? For this reason on write-worth historical step for Indonesia as Indonesia had successfully hosted U-17 FIFA World Cup this thesis will be a significantly masterpiece to figure out the experience FIFA Licensed Supporting Referees on Indonesia's FIFA World Cup U-17 in Second Language Learning (SLL) context.

B. Research Question

What are the experiences of FIFA Licensed Supporting Referees on Indonesia's FIFA World Cup U-17 in SLA Context?

C. Aim of Study

To explore the experiences of FIFA Licensed Supporting Referees on Indonesia's FIFA World Cup U-17 in SLA Context.

D. Significance of Study

This study will be a masterpiece for Indonesia as Indonesia had successfully hosted the U-17 Football World Cup, and one of the advantages of this big event is the expertise of the referees. For the author personally, this research will be useful for me in pursuing a career as a national referee and hopefully this will become a resource and credibility for me in achieving my dream of becoming an international referee.

Moreover, this study will be influential as a further reference for students who want to research Second Language Learning further in the future. As basic foundation material, this research is also useful as a reference for studying the use of language to support careers for the general public and UIN Ar-Raniry students specifically in the future.

E. Terminology

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CHAPTER 2

LITERATURE REVIEW

A. Second Language Learning

Second Language Learning refers to the ability to speak a language other than one's native language. There are several ways to acquire a second language, including classroom instruction, audio aids, language software, and immersion. People choose Second Language Learning for a variety of personal and business reasons.

Acquisition is essentially synonymous with learning, though it is occasionally employed in distinct contexts, such as Second Language Learning. In the realm of language acquisition, the term is sometimes preferred over "learning." The process of this acquiring language is then known as language acquisition. Wilson (2000) states that; "language acquisition is a subconscious process to acquire a language. In this process, language acquirers are not consciously aware of the grammatical rules of the language, but rather developing a "feel" for correctness". Krashen (1981, as cited in Wilson, 2000) mentions that language acquisition is determined as the process of 'picking-up' a language. In other words, language acquisition can be defined as the way people learn about a language and only focus on the way of using it for communication purposes rather than the grammar in the language.

Typically, individuals acquire language during their early developmental years through exposure to spoken language and receiving feedback on their attempt

to replicate it. This immersive approach is particularly effective with young children due to their fewer needs and limited communication requirements. While adults can still effectively learn language through this method, the process becomes more challenging due to practical considerations. Adults often face the necessity of effective communication for various reasons, adding complexity to the learning process.

As one of disciplines in language teaching and learning, the focus of SLA is language learning and use it where learners must communicate and interact in the L2 (second language) or target language in everyday life. The acquisition of this L2 involves code switching or the ability to switch from one language (L1) to another (L2) in constructing sentence or communicating. A person who watches movies in his or her second language cannot acquire the language because there is no interaction and code switching in it.

Marzuki (2018) says that there has been a major agreement in the world that one will come to a perfect mastery of the language, as they will be the native, when learning first language. Even there is success guaranteed for the learners. This condition is very unlikely to happen in second language learning because the degree of success depends on many things such as motivation, support, and environment. So, complete success in acquiring second language is rarely found as the degree of acquisition is low.

Furthermore, motivation is perhaps one of the most important elements in the process of second/foreign language learning (Lai, 2013). Gardner (2001, as cited in Lai, 2013), stated motivation includes three elements—effort (the effort to

learn the language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language). On the other side, perhaps motivation still could give another impact toward students' learning. In a general sense, motivation is a propellant power that emerges with the desire and effort of students, driving them to reach a certain object or condition, and a process that starts, sustains and directs mental and physical activity (Uyulgan & Akkuzu, 2013)

Motivation, in addition, stands out as a pivotal factor in Second Language Learning. According to Richards, Platt and Weber (1986), they defined it as the driving force behind a person's desire to engage in a particular endeavor. It is evident that learners with a genuine interest in acquiring knowledge are more likely to excel compared to those lacking such motivation. The role of attitudes and motivation in Second Language Learning has been explored by Gardner (1985), who characterizes motivation in terms of the learner's overarching goal or orientation, and attitude as the persistence exhibited by the learner in pursuing a specific objective (Lightbown, 2008).

Motivation is a crucial factor affecting both the pace and achievement of learning a second or foreign language, especially within classroom settings (Kaboodi, 2013). Besides the influence of intellectual capacity and language aptitude on learning a second or foreign language, motivation stands out as a key determinant of successful language acquisition. It is characterized as purposeful, comprising both exerted effort and a strong desire to achieve language learning goals, alongside positive attitudes towards the learning process (Xu, as cited in Anjomshoa and Sadighi, 2015).

Two distinct types of motivation are identified by Gardner (1985) which are:

- a) Integrative motivation: This occurs when a learner studies a language due to an interest in the people and culture associated with the target language or with the aim of communicating with individuals from another culture who speak the language.
- b) Instrumental motivation: In this case, a learner's goals for acquiring a second language are pragmatic and utilitarian, driven by functional needs such as securing better employment, passing exams, or facilitating the ability to read foreign newspapers, among other practical purposes.

The impact of both integrative and instrumental motivations on learners has been acknowledged, with situations arising where one type may prove more effective than the other. Integrative motivation assumes a prominent role when the second language (L2) is learned as a 'foreign language.' On the other hand, instrumental motivation becomes more crucial when the L2 functions as a 'second language'. Gardner (2001) associates integrative motivation with 'additive bilingualism,' wherein learners incorporate a second language into their skills without detriment to their native tongue.

Meanwhile, according to model that introduced by Ryan and Deci (2000), Motivation can also be classified into intrinsic and extrinsic categories. In intrinsically motivated activities, the pursuit of the activity itself is the primary incentive, with no apparent external reward. Behaviors driven by intrinsic motivation aim to achieve internally rewarding outcomes, such as feelings of competence and self-determination. As language learners, we cannot deny the importance of strategies in helping us to accommodate our learning process. Rubin

(1975) defines language learning strategies as “the techniques or devices which a learner may use to acquire knowledge (p. 43). Besides, Weinstein & Mayer (1986, as cited in Ruba et. al., 2014) that learning strategies are defined as specific behaviors or thought processes used by the learner to facilitate acquisition, storage, or retrieval of information.

Moreover, Ellis (referenced in Mahadi and Jafari, 2012) views motivation as the endeavor learners undertake to acquire a second language, driven by their necessity or inclination to do so. Gardner (referenced in Zareian and Jodaei, 2015) regards effort and desire as fundamental criteria for identifying a motivated individual. He suggests that comprehending learners' motivations requires understanding their goals or aspirations in language acquisition.

B. FIFA licensed Referee

FIFA stands for the Fédération Internationale de Football Association, which is the international governing body of football. FIFA referees are match officials who are appointed by the FIFA Referees Committee to officiate at FIFA tournaments and events. For example, for the FIFA World Cup Qatar 2022™, 36 referees, 69 assistant referees, and 24 video match officials were appointed. FIFA Refereeing reinforces the protection of core values and the betterment of the game through the development of match officials and referee coaches (FIFA, 2022).

To be qualified as a FIFA referee, the initial step involves obtaining certification from a national football association. This typically requires completing a refereeing course, successfully passing a fitness test, and excelling in a written exam. Following certification, aspiring referees can seek opportunities to officiate

international matches by applying through the International Football Federation (FIFA). Successful applications hinge on meeting fitness standards and showcasing prior experience in officiating local or regional games.

Referees play a crucial role in sports matches, particularly in sports with significant outcomes. While they are not the sole determinants of match results, their influence is substantial. Various elements, including players, coaches, field conditions, and spectators, contribute collectively to shaping the outcome of a match. According to the Federation Internationale de Football Association (FIFA), "every football match is led by a referee who has absolute authority in enforcing the rules of the game in the match in which he is assigned." This statement underscores the referee's complete authority in ensuring the proper application of the game rules.

In soccer, a referee is entrusted with guiding the course of a match and carries a significant responsibility in its management. To assume the role of a referee, one must fulfill the requirements established by the national football association, such as the Indonesian Football Federation (PSSI).

The formal requirements to become a referee are essential conditions outlined by football organizations like PSSI, specifying criteria such as educational qualifications, minimum physical fitness (as demonstrated by passing the Cooper test), and relevant experience. Referees selected to officiate matches in competitions or tournaments are expected to possess a comprehensive understanding of the game rules and maintain good physical condition.

Understanding the rules of the game is a must for a referee, how a referee will decide a problem if he does not master the applicable regulations. Football regulations every year there are always changes, so referees and referee assistants must always be updated on the latest regulations. Regarding this understanding, not only the referee must master, but the coach, the player, the audience must master and recognize the rules that apply, so that there will be mutual respect between professions. A study states that understanding the rules of playing players, coaches, spectators, media and components related to football is very low (Catteeuw, Gilis, Wagemans, & Helsen 2010)

Weston, Castagna, Impellizzeri, Bizzini, Williams, & Gregson (2012) implicitly stressed to maintain a good of physical fitness which can lead to maximize positioning in deciding important decision (Important Key Match). A referee's adept physical condition is crucial for staying in close proximity to the game, ensuring a clear view of all events on the field. This proximity facilitates effective enforcement of game rules and the proper penalization of players who violate them. Excellent physical fitness is therefore indispensable for referees in fulfilling their duties on the field. Without it, referees may struggle to lead matches effectively, being unable to stay close to the ongoing game, near the ball.

Recognizing the significance of physical fitness, FIFA, AFC, and organizations like PSSI regularly conduct Fitness Tests for appointed referees and assistant referees to assess and ensure their capability to officiate matches competently. Moreover, as the mother of all football federation around the world,

mastering English will be benefit for referee to conduct good communication on the international match.

C. Indonesia's FIFA World Cup U-17

The FIFA U-17 World Cup in 2023 was hosted by Indonesia, culminating in a gripping final match at Manahan Stadium on December 2, 2023, between Germany and France. The intense showdown resulted in a 2-2 draw, with Germany ultimately emerging victorious with a score of 4-3 after penalties. This triumph marked Germany's first-ever U-17 World Cup title. Throughout the tournament, several players delivered standout performances, with Germany's forward earning the prestigious Adidas Golden Ball, and Argentina's Agustin Ruberto clinching the Adidas Golden Boot. The event served as a platform to showcase the exceptional talents of young players in international men's soccer.

The FIFA U-17 World Cup Indonesia 2023™ delivered a spectacle of thrilling drama, awe-inspiring individual performances, and the creation of a history-making champion team. Despite Germany's impressive record with four senior World Cup victories and one at the U-20 level, the U-17 title had remained elusive for the nation. However, under the guidance of coach Christian Wuck, Germany's team achieved this coveted accolade, completing the set at the Indonesia 2023 tournament.

Germany's journey to becoming champions in the FIFA U-17 World Cup Indonesia 2023™ was characterized by a display of style, resilience, and determination. In a dramatic final against a formidable France side, they clinched

victory through a penalty shootout. The French team, showing admirable resilience, fought back from a 2-0 deficit to force the match into the shootout. However, Germany's goalkeeper Konstantin Heide, delivering two sensational saves, set the stage for Almugera Kabar to decisively secure the winning kick.

This triumph marked a historic achievement for Germany, as they became the first team to capture both the U-17 European and World Cup titles in the same year. Notably, they had previously defeated France in a penalty shootout during the continental final exactly six months before their encounter in the Indonesia 2023 showdown.

The FIFA U-17 World Cup in Indonesia in 2023 showcased an exceptional standard of competition. The players' elite technical prowess was complemented by their remarkable athleticism, resulting in games played consistently at a breakneck pace. The on-field action was truly pulsating, unfolding before passionate and vibrant crowds. Indonesia distinguished itself as an outstanding host nation, contributing significantly to the tournament's richness through the generosity and enthusiasm of its people. Matches in the tournament were held in stadiums across Jakarta, Bandung, Surakarta, and Surabaya, creating a widespread and dynamic backdrop for the intense competition (FIFA, 2023).

1. Indonesia's FIFA World Cup U-17 Supporting Referees

The FIFA Referees Committee has chosen 18 referees and 36 assistant referees for the upcoming FIFA U-17 World Cup Indonesia 2023™. Additionally, 18 video match officials have been designated for this competition. Under the

supervision of the FIFA Refereeing Subdivision, the officials' readiness for this significant youth tournament will concentrate on diverse aspects such as their comprehension of the game, teamwork, and the significance of securing the optimal position or perspective – being in the right place at the right time – to make accurate decisions.

The appointed match officials will engage in a final preparation seminar a few days before the tournament commences. This seminar will involve a review and analysis of video clips depicting real-match scenarios, as well as participation in practical training sessions with players. These sessions will be recorded, facilitating prompt feedback from instructors for the participants. (FIFA, 2023)

“We are looking forward to the first-ever FIFA tournament to be played in Indonesia as this will be a key tournament for our team of referees. Refereeing will also be part of the overall legacy that the U-17 World Cup will leave on the country,” said the chairman of the FIFA Referees Committee Pierluigi Collina.- WWW.FIFA.COM



CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

To obtain data that is in accordance with the problem under study, it is necessary to use research methods that are in accordance with the scope of the problem of the research. This research uses an exploratory descriptive research method. Descriptive research carries out analysis only to the level of description, namely analyzing and presenting data systemically, so that it can be more easily understood and concluded, while exploratory research is a type of research that aims to discover something new in the form of grouping certain symptoms, facts and diseases.

Exploratory descriptive research aims to describe the state of a phenomenon, in this research it is not intended to test a particular hypothesis but only to describe what a variable, symptom or situation is (Arikunto, 2002). Meanwhile, Yusuf (2018) added that exploratory research is a study that involves conducting searches, especially in strengthening concepts that will be used in a wider research scope with a greater conceptual reach. In carrying out exploration, a mature concept becomes a goal in research and a broader conceptual reach.

The phenomena described in this research are The Experience of Indonesia FIFA Licensed Supporting Referees on Indonesia's FIFA World Cup U-17 in Second Language Learning Context. The data source in this study is FIFA

Licensed Supporting Referees on Indonesia's FIFA World Cup U-17;
Thariq Munir Al-Katiri, Yudi Nurcahya, and Aprisman Aranda.

B. Participant

This explorative research has been conducted along with Narrative interview to FIFA Licensed Supporting Referees on Indonesia's FIFA World Cup U-17. Quoted from Collina The chairman of the FIFA Referees Committee, U-17 FIFA World Cup Indonesia 2023 would have left the legacy also in refereeing sector. The participants were purposively chosen base on the specific experience to learn English as a booster for their career development, expertise, opportunity given to officiate the Indonesia U-17 FIFA World Cup in international setting. Moreover, Indonesia U-17 FIFA World Cup is crucial moment for Indonesian young referee's career which is such as milestone to dream of officiating the world cup.

1. Thariq Munir Al-Katiri (TK)



Figure 3.1 TK (The First one from the left)

2. Yudi Nurcahya (YN)



Figure 3.2 YN (in the group of orange jersey referee, the second from the left).

3. Aprisman Aranda (AA)



Figure 3.3 AA (The second one from the left)

They were chosen to be subjects of the research due to their expertise and experiences in line with the aims of study. The researcher asked the individuals' permission to be subjects for publication.

C. Data Collection

In this study data collection was carried out by:

- (1) Narrative interviews, which are conversations to gather as much information as possible from informants with the aim of obtaining constructions that occur about people, events, organizational activities, feelings, motivations and one's knowledge of experiences.
- (2) Documentation, documentation studies in this study as a complement to interviews so that the data is more credible and as reporting evidence that this research was actually carried out.

D. Data analysis

According to Bogdan & Biklen (1992) Qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what to learn, and decide what to tell others.

Data Processing and Analysis the data obtained from this research is interpretive qualitative analysis. Data analysis was carried out since the data collected in the field. Data obtained in the field were analyzed through four stages, namely:

(1) Data collection: grouping data obtained from the field arranged in the form of a narrative so that a series of information was formed according to the research problem

Data reduction: the process of selecting data. The results of the interviews obtained from the field were arranged into a narrative by selecting parts that were similar and

needed in the research, and grouped according to the discussion so that it was easier to present.

E. Population and Sample

According to Bogdan & Biklen (1992) Qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what to learn, and decide what to tell others.

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(3) Data reduction: the process of selecting data. The results of the interviews obtained from the field were arranged into a narrative by selecting parts that were similar and needed in the research, and grouped according to the discussion so that it was easier to present.

(4) Data presentation: data from research results were delivered in the informant's everyday language and the use of Indonesian standard to make it easier to understand. The data presented is data regarding interpretations that have been conveyed by informants and then re-interpreted by researchers.

(5) Drawing conclusions: so that the subject matter of the research results can be carried out in detail.



CHAPTER 4

FINDINGS AND DISCUSSION

A. FINDINGS

1. *Key Findings*

English serves as the primary language of communication within the global football community. For FIFA referees, proficiency in English is paramount for several reasons. First, it enables effective communication with players, coaches, and team officials from diverse linguistic backgrounds. This ensures that referee decisions are understood and respected by all parties involved. Second, English is the language of referee education and training programs. Referees must be able to understand and apply the latest rules and regulations of the game, which are often presented in English. Finally, English is essential for refereeing international matches. Referees must be able to communicate with match officials, media representatives, and fans from around the world. Overall, English proficiency is a fundamental requirement for FIFA referees to successfully navigate the challenges of officiating at the highest level of the sport.

2. *Obtaining International Opportunities (Career Mobility)*

Work ability is a diverse characteristic of a person, a set of skills, knowledge, and personal traits that make a person likely to feel secure and successful in the work he or she chooses for the benefit of himself or herself, the workforce, the community, and the economy (Yorke 2006). However, to obtain or maintain the employability or even broaden the opportunity, communication is a crucial part. A

successful career relies heavily on the ability to communicate clearly and concisely in both written and conversational form (Akther, 2022).

1. YN

YN believed that when we want to reach the next level and to be able to officiate a world-class match, English was very important, because if we did not have English skills, we would have only been at the Southeast Asian level.

“For the Asian level, it was (English) important. Because our FIFA license was initially only for the Southeast Asian level. When we want to go to the Asian level, English was really important. Because we had to undergo several tests, and we cannot pass these tests if we cannot speak English.”

To ensure effective communication with players, coaches, and officials from diverse backgrounds, FIFA referees were required to demonstrate proficiency in English. This was typically assessed through standardized English language tests such as the IELTS, TOEFL, or CAE. Meeting the minimum score requirements on these tests was essential for gaining certification and progressing in a FIFA refereeing career. To prepare for these exams, referees can practice regularly, take mock tests, and seek professional guidance to enhance their language skills. For example, according to (France, 2020) English language skills were a prerequisite for referees to officiate Champions League or Europa League matches, as it was the most widely spoken language among European players.

2. TK

TK responded that English was number one means for communication around the world. Without English we can not officiate in the prestigious match such as World Cup Qualifier and Champion League. He also added about the use of VAR (Virtual Assistance Referee). English was crucial for VAR (Video Assistant Referee) because it was the standard language for international football. Using English ensured that all officials, regardless of their native tongue, can communicate clearly and effectively during matches. This helped in making quick and accurate decisions, reducing misunderstandings, and maintaining the flow of the game. It also allowed VAR officials to understand and implement FIFA's regulations and guidelines consistently. In essence, it kept everything running smoothly and fairly on the global stage.

“In the refereeing career English was now important. Because all communication of international referee number one was English. Now also we were using VAR, every country using VAR, international match using VAR, if we can not speak English, we can not officiate in competitive match like world cup qualifier or champion league.”

VAR stands for Video Assistant Referee. It is a technology used in football (soccer) to assist the on-field referee in making accurate decisions. Here's how VAR works for:

1. Review of Incidents: A VAR operator in a remote location reviews key incidents in a match, such as goals, penalties, red cards, or potential errors by the on-field referee.
2. Communication with On-Field Referee: If the VAR operator believes there has been a clear error or a missed incident, they communicate with the on-field referee through a headset.
3. On-Field Review: The on-field referee may then review the footage on a pitchside monitor or consult with the VAR operator.
4. Decision Making: Based on the evidence provided by the VAR, the on-field referee makes the final decision.

While the primary language of communication between referees and players on the field might vary depending on the specific match, VAR officials should be required to communicate exclusively in English. This ensures consistency and clarity in decision-making, especially when dealing with complex situations that require consultation with the VAR room. To ensure consistency and clarity in decision-making, VAR officials should be required to communicate exclusively in English, the international language of sports. By standardizing the language of communication, VAR can maintain consistent rule interpretations, enhance transparency in decision-making, and streamline the process, ultimately contributing to a fairer and more efficient game.

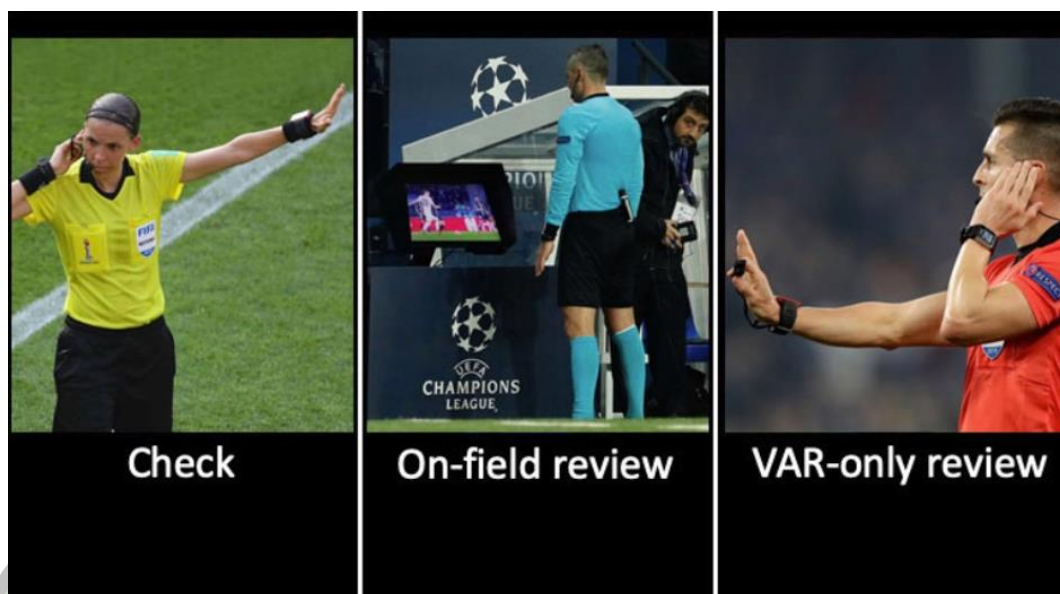


Figure 4.1 The VAR Communication between VAR Referee and on Field Referee

3. AA.

“At the beginning of my career as an international referee, I was assigned to Kinabulu in early 2012, with determination. Why did I say it took courage? Because I had to dedicate two full months to learning English. So, for students aspiring to become referees, mastering English should now be a top priority, alongside understanding the Laws of the Game”.

The Participants agreed that English proficiency was essential for FIFA referees to excel in their careers. It enabled effective communication with players, coaches, and officials from diverse backgrounds, facilitating understanding and respect for referee decisions. Additionally, English was the language of referee training and education, allowing referees to access valuable resources and stay updated on the latest rules. Proficiency in English also opened doors to international

refereeing opportunities, enhances public image through effective media interaction, and fosters global recognition. Ultimately, English language

skills were a vital asset for FIFA referees, contributing to their success and longevity in the sport. They also agreed that to obtain and get higher level of the match, English was important to be possessed along with the understanding of Laws of The Game. There was a need and a gap if we cannot master English in this competitive world.

3. Motivation Influences to gradually learning English

This study also had indicated that motivation in English betterment was taking crucial part in their L2 learning; both intrinsic and extrinsic. Dörnyei (2005) proposed the L2 motivational system framework, which focused on the role of motivation and psychological factors. This framework was built on three main dimensions: the ideal L2 self, the current L2 self, and the L2 learning experience. When there was a discrepancy between the current and ideal selves, an individual becomes motivated to learn the language to try to narrow or eliminate that gap. Therefore, this study has indicated that motivation to be fluent in English also embedded in the Indonesia U-12 FIFA World Cup Supporting Referee.

1. YN

YN realized when he became a FIFA referee for the first-time he had to be able to speak English. He explained that the "Aha-Moment" he got when he was trusted to be an international FIFA referee. There he realized that he had to learn again,

even though previously there was pressure from his parents who indicated that English was important.

"When I was given the opportunity to become a referee at the international level, it meant that I had to learn again even though previously my parents' education also emphasized that English was important."

He also added that since becoming an international FIFA referee, his passion for learning English had grown.

"When I was given the opportunity to become a FIFA referee, it increased my passion to learn English better, even though until now it was still not that good."

2. TK

From the beginning of becoming a FIFA referee, TK realized that English was the number 1 tool to facilitate his career and develop his potential to become an international FIFA referee.

"From the start I become FIFA Referee in 2014, that first time I realized that (English) is a must, also the time I course (learn) English in Pare"

TK also revealed that the first time he became a FIFA Referee, he can not speak English very well. He was doing okay with the receptive skills; Listening and understanding. However, he has problems with communication of productive skills; writing and speaking.

“Honestly, first I became FIFA referee I can not speak English even the writing or speaking, maybe i can listen and understand but I can not talking, so I just good listener.”

3. AA

AA shared that the realization moment that made him realize that he had to be able to speak English was when he was assigned to Kinabalu to join the AFC Project Future by AFC. The AFC Project Future was a long-term development program created by the Asian Football Confederation (AFC) to train and groom young referees and coaches across Asia. It was initiated in 2007 with the goal of raising the standard of football officiating in Asia and identifying promising talents. The program was unique in world football for its focused and structured approach.

Referees and coaches were typically selected from AFC’s Festivals of Football, where young talents in the U-13 and U-14 categories were scouted. The best candidates undergo intensive training in a two-year program, including both theoretical and practical sessions. These sessions help improve their knowledge of the Laws of the Game and prepare them for officiating at top levels.

The program had produced several successful graduates who have gone on to become FIFA and AFC referees, including names like Jarred Gillet from Australia and Khamis Al Marri from Qatar. Participants gained valuable experience by officiating in real tournaments, such as the Sanix Cup in Japan. Over time, many graduates of the program had risen to high levels in both national and international competitions. (AFC, 2013)

“Without any guidance from my seniors, I was suddenly appointed by the PSSI committee along with my colleague, Bambang Syamsuddar. Three months prior, I received a letter from PSSI and immediately began taking private English lessons six days a week, leaving only one day off. That’s when I realized the importance of the English language, something we took lightly while playing games in school. It turns out this is the language that would become essential later in life.”

The participants’ awareness of English’s importance grew when they encountered an international environment. In this setting, diverse languages meet, and English functions as a bridge, facilitating clear communication. As a lingua franca, it enabled participants to comprehend and engage in ongoing interactions, even when their native languages differ. This common language helped in navigating conversations, sharing ideas, and collaborating effectively, making it an essential skill for global engagements. It ensured that everyone can participate and understand, overcoming language barriers in international contexts.

4. *English for facilitating international communication*

When officiating international matches, such as World Cup qualifiers or other confederation tournaments, Indonesian FIFA referees often interact with referees from other countries or even continents. In such diverse environments, proficiency in English becomes essential. This is particularly true during seminars and official meetings. In these formal settings, Indonesian FIFA referees recognize that a good

command of English is crucial for effectively understanding the materials being presented.

1. YN

In a forum meeting or other discussions, YN found it easier to talk to international referees from neighboring countries such as Malaysia and Thailand. He could understand what they mean and he could also respond to the communication thrown in his own way with all limitations. However, he found it difficult to communicate with people from Australia, because of the very fast dialect and accent that is difficult to understand.

"For example, like yesterday, on an assignment to Australia, Australia speaks quite quickly. So ouch... that was a bit difficult. It really took more effort, but when I talk to Thai or Japanese people who did not have basic English, I actually understand better."

2. TK

English language skills helped referees perform their duties more effectively and maintain the integrity of the game. Many official documents, including the rules of the game, were available in English. TK encouraged referees to be able understand and apply these rules correctly.

"In the refereeing career English was now important. Because all communication of international referee number one was English. Now also we using VAR, every country Using VAR, international match using VAR, if

we can not speak English, we can not officiate in competitive match like world cup qualifier or champion league.”

3. AA

AA shared his experience about the few regrets he experienced when mingling with the international world. He shared the moment when he realized why when he was at school, he didn't really study English. Now he realized that this was a world language that was really needed in international communication.

“Again, the moment that made me realize how important language was when I was assigned to Kinabalu, at that time I regretted why I used to play around and did not take English seriously at school, it turned out... oh, this was the language that was needed, the language that allowed us to socialize with the international world.”

Indeed, many FIFA referee training programs, workshops, and educational resources were conducted in English. Proficiency in the language allows referees to access valuable information, learn from experienced mentors, and stay updated on the latest rules and regulations of the game. This continuous learning was essential for maintaining a high level of performance and adapting to the evolving nature of football.

Therefore, the participants had put some extra effort to prepare their selves to be ready for international exposure and English proficiency also aided referees in understanding and applying the rules and regulations correctly, participating in

international training and seminar program held by FIFA or AFC and interacting with the global community of football.

5. Activities taken in English learning

Some activities were implemented by the subjects of this study to learn English. These activities may differ from one another. The following were the activities implemented by the U-17 FIFA World Cup Supporting Referees from Indonesia.

1. YN

YN has been studying basic English since high school, but he felt that what made him better at English was when he communicates with foreigners.

"Actually, I started learning the basics from high school. I once took a course that lasted for 2 years, from the first course to the end of the course. But I think what makes us more able to speak English is when we communicate with foreigners."

He also added that when he communicates with fellow Indonesians who were also learning English, he was afraid of making mistakes.

"I feel that when I talk to fellow Indonesians who were also learning English, I feel, 'Oh my... was I saying the right thing or the wrong thing?' I end up being more afraid of making mistakes."

2. TK

TK during his time as a FIFA referee has carried out several activities that have enabled him to learn English. Like studying in an English village in Pare Kediri. Pare is the name of a sub-district in Kediri City. The subdistrict developed into an English learning center.

“I go to pare, and attend some of seminars of FIFA referee, so I could understand also I can speak.”

English was no longer a ‘luxury’, everyone was currently competing to be able to master it to make it easier for them to achieve their dreams. Starting from university entrance tests in Indonesia, looking for scholarships abroad, to finding a dream job, English had become an absolute skill for anyone who wants to achieve their dreams. Now talking about learning English was no longer just about getting material at school, now there were many courses spread across various cities in Indonesia. One of the English courses that was famous throughout Indonesia and even to various countries was *Kampung Inggris* Pare, Kediri Regency. This place was a gathering place for hundreds or even thousands of people who want to learn English.

English Village Pare provided a learning environment that supports English learning. Students will feel the atmosphere of learning English, because English Village is the largest place to learn English in Indonesia. English Village has many English language course institutions. Of course, the many course institutions provide many choices for students. Starting from the focus of the course, facilities,

prices, or others. With courses at English Village Pare, it gives its own enthusiasm in learning English, also we can meet many friends from all over Indonesia with the same goal, which is to learn English.

3. AA

AA also shared the activities he did to support his English proficiency. Starting from courage, often listening to English music, to taking intensive private English courses 6 days a week without getting tired. He did all this to prepare for the FIFA AFC future project agenda held in Kinabalu prior to that.

“Three months prior, I received a letter from PSSI and immediately began taking private English lessons six days a week, leaving only one day off. That’s when I realized the importance of the English language, something we took lightly while playing games in school. It turns out this is the language that would become essential later in life.”

6. *Challenges that happened in communication*

Even though they have learned English, it was possible that limitations or obstacles could occur when speaking English. Moreover, English was a foreign language for the subjects of this study. There were several limitations that occur when communicating such as the fast-paced dialect by native speaker.

1. YN

The obstacle that YN experienced when communicating in English was when he met a native speaker. Different accents and regional dialects can make it

challenging to follow spoken English, especially if the pace was rapid or if the vocabulary was unfamiliar.

"For example, like yesterday, on an assignment to Australia, Australia speaks quite quickly. So ouch... that's a bit difficult. It really takes more effort"

2. TK

TK also pointed out similar difficulties to YN that happened during the communication. Barriers to communicating in English when he met native speakers. Different accents and regional dialects could make it challenging to follow spoken English, especially if the pace was fast or if the vocabulary was unfamiliar.

"When we meet someone *yang mahir ya..* like Australian guys or like Europe, it was still difficult for us to understand because maybe slang or so fast"

3. AA

AA did not think too much about the challenges faced when communicating in English. On the other hand, AA also thinks that English was indeed difficult, but all the challenges faced can be solved if we dare to speak. So, the courage to communicate and interact in English is very much held by AA.

"As long as we are brave (in interacting), we can solve all these challenges."

However, AA shared the experience that it was indeed difficult to interact with native English like Australians. Misunderstandings often occur when communicating. However, these misunderstandings can be resolved with the help of certain supporting signs and gestures.

"There have been a few misunderstandings, but when we talked to Australians, they would also understand, oh, what I meant was this... we also direct with sign language, whether it was hand signals or pointing or something like that."

Gestures can significantly improve communication for L2 (second language) English speakers by providing visual cues that aid comprehension. Gestures can bridge gaps when vocabulary is limited, express emotions, clarify meanings, and illustrate concepts, making interactions more effective. Non-verbal communication such as gestures helps reinforce spoken words and can make conversations more engaging and less intimidating for L2 speakers. It was like adding a layer of universal language that helps convey messages more clearly and effectively.

We can observe a similarity where research participants struggled a bit when conversing with people from English-speaking countries, such as Australia. The main challenge was the accent or dialect, which could be so fast that it was hard to understand. In addition, limited vocabulary was a challenge for research subjects. Additionally, the use of slang that was unfamiliar to the participants also hinders their ability to communicate effectively in English.

7. English during the match

English used in football needs to be clear and precise to avoid misunderstandings. Referees must ensure that their commands and decisions are

communicated effectively to players, coaches, and other officials, which can be challenging if their English proficiency is limited. Matches often involve fast-paced communication. Referees and officials need to convey decisions quickly and accurately, which can be difficult if they struggle with English fluency or vocabulary.

The referees often to supplement verbal communication, referees often use standardized gestures to indicate decisions (e.g., signaling a foul, showing a yellow or red card). While these gestures are universally understood, effective use of both verbal and non-verbal communication ensures clarity.

1. YN

YN believes that English is a priority at this time. English language skills are the key to supporting our other abilities such as the ability to understand the rules of the game and excellent physical abilities.

"If asked how important it is, even for now, English is number 1. If you can't speak English. So other abilities, for example our physical ability is high, our technical ability, our laws of the game are good, all of them will fail."

2. TK

During the match, TK was not overly concerned about his English. This is because when penalizing or managing the game, he could rely on familiar vocabulary such as "foul," "yellow card," "red card," "corner kick," and "throw-in." Additionally, the use of clear gestures helps the referee manage the football game in accordance with the Laws of the Game. However, he stressed that English is important for the explanation of the decision we took on particular.

“When the international matches, ya we must explain to the players what we decided in the field of the play”

He added that referees have been required to be confident from the start. Although they cannot speak English very well. Because players from other countries also cannot speak English. However, he is very grateful to be able to speak English, and his English language skills make him more confident when gathering with other referees from other countries.

3. AA

AA didn't give much thought to English when he was on duty on the field. Leading an international match, he found that many players couldn't speak English either. For example, during the U-17 World Cup, players from many American countries spoke Spanish rather than English. AA observed that effective communication on the pitch often relied on a basic understanding of multiple

languages and non-verbal cues rather than a single language. This experience highlighted the diversity of the game and the importance of flexibility in communication. The key was to ensure clear understanding and cooperation, regardless of the language barrier.

“Reflecting on matches like the recent World Cup, not all countries could speak English. For example, in Latin America they spoke Spanish. English played a small part, but most of them spoke Spanish. From Asian countries, even among officials, only one or two people could speak English.”

AA explained that on the field, referees only needed to use common football terms, such as "offside," "foul," and "free kick." These terms are universally understood among players, coaches, and officials, regardless of their native language. By sticking to these frequently used terms, referees could effectively manage the game without needing extensive language skills. This approach minimized the risk of misunderstandings and ensured smooth communication during matches. AA emphasized that understanding and using these key terms was crucial for maintaining order and fairness on the field, making the game more inclusive and accessible for everyone involved.

"In the field we used enough words"

TK and YN explained that using clear, commonly understood football terms was sufficient for conveying decisions on the field. By sticking to straightforward terminology, like "goal," "penalty," and "offside," referees could effectively communicate with players and officials, regardless of language barriers. This

approach ensured everyone understood the decisions being made, promoting clarity and reducing the potential for misunderstandings. It was all about keeping things simple and direct to maintain smooth gameplay.

In practice, this meant referees didn't need to be fluent in multiple languages to manage international matches. Instead, by focusing on these universal football terms, they could maintain control and authority on the field, making quick and decisive calls that everyone could understand. This method emphasized the importance of clear, concise communication in maintaining the integrity and flow of the game, regardless of the diverse linguistic backgrounds of the participants.

Meanwhile, YN elaborated on the importance of English in boosting and supporting technical abilities on the field. While universal football terms were essential for basic communication, proficiency in English enhances a referee's overall performance. Additionally, being proficient in English enabled referees to communicate more effectively with international colleagues, coaches, and players, fostering a more cohesive and well-coordinated game environment. Thus, English skills not only facilitated better communication but also contributed to the continuous professional development of referees, ensuring they performed their roles with a high level of competence and confidence.

B. DISCUSSION

1. The recognition of the importance of English

Due to its extensive use, English has become a language of opportunities to its widespread accessibility. In today's global job market, finding employment without fluency in English is nearly impossible. Proficiency in a second language, in addition to one's native tongue, is advantageous for job seekers aspiring to work for international companies. In the current employment landscape, effective communication in English is essential.

According to (Chukwujekwu Benedict & Nnenna Gertrude (Ph.D), 2023) Language is often said to be a tool because it is used to articulate our thoughts, ideas or emotions. Language serves a multiplicity of purposes. In accordance with the different purposes to be served, language is used in different ways. For example, there is the language of science, journalism, advertising, political oratory, prayer and worship. In these instances, language is used as a multipurpose tool and put to various uses as and when required. The basic function of language is to communicate information. Language is used to inform others, to ask them to do certain things and to express feelings, moods, ideas, information, experiences etc. Language undoubtedly has a very important social purpose because it is mainly used for linguistic communication.

According to (Ozuturk, 2012), motivation and orientation go together in learning because without a goal a person does not have a future career and their expectations could be limited. The primary motivation behind FIFA referees

learning English is the aspiration to officiate at more prestigious matches. Language proficiency, particularly in English, is a critical component of a successful FIFA referee's career. Effective communication with players, coaches, and officials from diverse backgrounds is essential for ensuring a smooth match flow. English serves as the primary means of communication globally, allowing referees to navigate linguistic differences seamlessly on the field. Proficiency in English is crucial for managing the game, conveying decisions clearly, and maintaining control. Without a strong grasp of English, referees may face limitations in officiating prestigious matches such as the World Cup Qualifiers and the Champions League, where clear and accurate communication is paramount.

Furthermore, the rapid advancement of technology has significantly enhanced the refereeing experience. As international referees from various countries strive for greater opportunities, proficiency in English has become a competitive advantage. This includes Indonesian FIFA referees, who must demonstrate English proficiency to stay competitive in the global refereeing community.

The use of Video Assistant Referee (VAR) technology has significantly impacted referee communication in modern football. By providing an additional perspective on potentially game-changing incidents, VAR has revolutionized the way referees make decisions and interact with players, coaches, and spectators. The communication between the on-field referee and the VAR team is also crucial for making accurate decisions. Typically, the language used for communication between on-field referees and VAR teams is English. This is primarily due to the global nature of football and the fact that English is widely spoken in the sport. It

ensures that there's a common language that can be understood by referees and VAR officials from different countries, regardless of their native tongue.

The premise of learning English might be vary among individuals. Motivation is crucial for effective learning. Without motivation, it's difficult to engage in learning activities. Motivation influences how much effort students put into learning. Lai (2011) suggests that rewards can be a factor in student motivation.

From the participants, we can see that the rewards of getting better and more international match assignment eventually, is the top of pyramid. Rewards can either increase or decrease motivation, depending on the type of reward and the situation in which it's given. Numerous studies have been conducted in the broad area of L2 learning. L2 learning motivation has been shown to have a strong relationship with motivational behaviors (Harter, 1981; Dörnyei and Ottó, 1998; Dörnyei and Ushioda, 2009; Hashemian and Heidari, 2013)., Ryan and Deci (2000) define motivation as concerning energy, direction, persistence and equifinality-all aspects of activation and intention.

Individuals may be motivated to invest additional time and energy in English language acquisition to achieve specific personal or professional goals. Our findings illustrate this phenomenon in the case of AA, who, upon being unexpectedly assigned to Kinabalu, demonstrated exceptional dedication by diligently studying six days a week for an extended period. Similarly, TK's decision to travel to the English-immersion environment of Pare highlights the lengths to which some learners will go to master the language. Even YN, who had previously

been assigned to an international FIFA match, recognized the importance of English proficiency and undertook further language study. These examples underscore the significance of English language acquisition in supporting career advancement and facilitating effective communication in various professional contexts.

From the participants we can draw that English is number one means to communicate and also a tool to be stand out among referees. Many referees want to officiate into the higher level of competition such as world cup. The World Cup, the pinnacle of international football, is a dream destination for many referees. The prestige and recognition associated with officiating at this prestigious event are unparalleled. The immense exposure and visibility it can catapult referees into the spotlight, leading to career advancement and future opportunities. The tournament offers a unique and challenging experience, demanding referees to navigate intense pressure and scrutiny while contributing to the success of the greatest sporting spectacle on Earth. Officiating at the World Cup can be a significant personal and professional growth experience, allowing referees to learn from the best, improve their skills, and leave a lasting legacy on the sport. These factors combined make the World Cup an irresistible aspiration for referees worldwide.

2. Undeniable Challenges

Although referees are using clear, commonly understood football terms was sufficient for conveying decisions on the field. By sticking to straightforward terminology, like "goal," "penalty," and "offside," referees could effectively communicate with players and officials, regardless of language barriers. This

approach ensured everyone understood the decisions being made, promoting clarity and reducing the potential for misunderstandings. Bridges (2023) explained that, the signals were important simply to keep the flow of the game going without the need to stop and explain every situation. There will be occasion where referee should talk with other match officials, coaches, team players and announce VAR decision. Those are should be standardized what language should be used and therefore, English is important to generalize and be number one means.



Figure 4.1 Referee talks to goalkeeper from France and Argentina

The participants did not deny the challenges that happen when officiating international matches or in the international environment; during seminars or workshop. Despite having learned English, the participants may have encountered limitations or challenges when speaking English, as it was a foreign language for them. One such limitation was the fast-paced dialect used by native speakers

.Bloch and Starks (1999) identified four primary challenges faced by non-native English speakers when communicating in English. These challenges include difficulties in understanding spoken English, limited vocabulary and misuse of idiomatic expressions, misinterpretations of messages, and the inability to convey thoughts effectively. However, these challenges can often be overcome through effective communication strategies. Using clear and concise language, repeating key points, and employing visual aids or gestures can help to ensure that messages are understood. Moreover, being patient and open-minded can facilitate better communication and prevent misunderstandings from escalating. Gestures can enhance communication by reinforcing spoken words, providing additional information, overcoming language barriers, and improving engagement (Hostetter 2011). They can be used to point, wave, nod, shake heads, or show thumbs up or down.



CHAPTER 5

CONCLUSION AND RECOMMENDATION

A. Conclusions

In conclusion this research emphasizes how English has become a global language of opportunity, particularly in the professional world. For FIFA referees, English is crucial for effective communication inside or outside the field; with players, coaches, and officials from diverse backgrounds. It also plays a vital role in referee education, training, and officiating international matches.

While English proficiency is essential, this research also acknowledged the challenges that referees as a non-native English speakers may face, such as understanding different accents, limited vocabulary, and cultural nuances. However, this research find it emphasizes that effective communication strategies and a willingness to learn can help overcome these challenges.

Key points from the research include:

1. English is essential for Obtaining International Opportunities (Career Mobility)
2. Motivation Influences to gradually learning English
3. English important for facilitating international communication
4. Activities taken in English learning as reflected by motivation to get reward (being able to communicate in English to broaden the opportunity).

5. Challenges that happened in communication; Even though they (subjects) have learned English, it was possible that limitations or obstacles could occur when speaking English. Moreover, English was a foreign language for the subjects of this study. There were several limitations that occur when communicating such as the fast-paced dialect by native speaker and limited vocabulary.

B. Recommendation

From the finding above, researcher recommends that higher studies should definitely be a blend of academic exploration and career preparation as well as the practical language learning to prepare students in compete in the workplace. Universities and institutions have a responsibility to provide students with the opportunities to develop their language skills and prepare them for the workplace. This can be done through a variety of means, such as offering language courses, incorporating language learning into other courses, and providing opportunities for students to study abroad.



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