



## LINGUISTIC ANALYSIS OF INSTRUCTIONAL CLARITY IN STUDENTS' SPORTS DEMONSTRATION VIDEOS

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### ABSTRACT

This research examines the instructional clarity of demonstration sports videos produced by first-semester students in the Department of Physical Education, Health, and Recreation at Universitas Negeri Makassar. Three major areas are researched: sentence construction, word choice, and verbal and motor synchrony. Data were gathered from 10 student videos, transcribed, and analyzed through qualitative-descriptive procedures. The results indicate that most of the students used correct imperative sentences, but others struggled to structure clear and coherent directions. On the vocabulary side, most of the students used correct sports terminology, but others went wrong by using too general or imprecise terms. Further, while generally successful synchronization of verbal instructions with movements, there were some instances that showed inconsistency between the issued commands and carried-out actions. These findings suggest that although students already possess basic instructional communication proficiency in English, there is a need for further training to enhance the instructional performance of their sports demonstrations.

*Keywords: Linguistic Analysis, Instructional Communication, Instructional Clarity, Instructional Communication, Sport Demonstration Videos*

### A. INTRODUCTION

Clearness in demonstration instructions in sports is a major contributor to participants' knowledge improvement and achievement in executing movements correctly. Clearness in instructional delivery enables participants to grasp each step clearly, hence reducing errors and increasing the effectiveness of learning. Darmawan (2006) maintains that instructional communication plays a vital role in the process of students' learning since it can influence the effectiveness of the delivery of material and student comprehension. In addition, well-structured instructions assist in constructing participants' confidence because they are able to understand and memorize movements more easily. If more than one instruction is provided step by step with appropriate technical information and adjustments according to participants' levels of comprehension, then learning processes will become more effective. Febriana et al. (2024)



note that the application of clear language during physical education learning enhances learning efficiency.

Good verbal instructions and demonstrative communication is vital in sport to ensure all the movements are understood and acted on correctly. Suriati et al. (2022) explain that communication science forms an integral part of various kinds of social encounters, including that of the work environment and academe. It also minimizes the risk of injury, especially in sports with the need to maintain body equilibrium and accuracy in movement. Well-trained participants can more easily follow instructions, thus preventing technical errors that could be potentially hazardous. Instruction delivery training and computer games can help to polish the teaching skills of instructors to make learning more interactive and effective (Wilany & Dewi, 2021). Therefore, it is necessary that the instructors or teachers must simplify instructions to make them easy to understand, systematic, and simple to follow and apply with the assistance of various learning aids, such as visualizations, videos, or real demonstrations.

In education, effective communication is the most crucial factor in delivering information in a manner that is effectively received by the learners in order to best understand the material. Febriana et al. (2024) emphasize that effective communication is a key facet of learning, particularly in physical education, health, and recreation. Clarity of expression, orderly presentation, and the ability to adapt the communication style to the audience's level of comprehension are basic factors in the success of the learning process. By organizing instructions and concepts in a manner that is simple to comprehend, students are better able to absorb information, connect it with prior knowledge, and apply it in practice. Moreover, effective communication is not just the conveyance of verbal messages but also the employment of nonverbal communication such as facial expressions, gestures, eye contact, and voice intonation. The use of supportive learning materials, such as visual depictions, videos, or interactive simulations, can also enhance the comprehension and engagement of students in the learning process. Lay, Nurjamin, and Suherman (2022) emphasize that the utilization of video media in education can increase the effectiveness of the teaching and learning process, particularly in physical education, sports, and health education.



Besides, effective communication enables two-way interaction between the students and the educators. By allowing the students to ask questions, express opinions, and discuss the material, the learning process becomes more interactive and dynamic. This also helps the educators understand the level of comprehension of the material being taught among the students and enable teaching methodologies to become more effective. Maryani and Adiguna (2025) emphasize that the teaching of communication between students and teachers is a significant element in the success of the learning process. Last but not least, effective communication in teaching is not merely a way of passing on information but also a way of building motivation, increasing engagement, and creating a positive learning environment. Therefore, educators need to learn good communication skills and utilize appropriate strategies in order to enable their messages to be effectively received and understood by students. Khairuddin (2023) highlights issues in learning speech, which remains classroom-based, where physical environment limitations and conventional methods can be barriers to speaking skill acquisition.

The use of English in education and professional work is increasing, including physical education. In education, English serves as a global medium of communication that facilitates knowledge exchange, research, and worldwide cooperation. Prasetya (2021) places importance on the role of needs analysis in professional English learning in enabling professional functions. In other learning institutions, English is used extensively as the language of instruction in conferences, scientific documents, and pedagogical material to facilitate enhanced access to information. In physical education, proficiency in English is increasingly important, especially due to the enormity of academic sources, training guides, and certification courses using this language. Gulo et al. (2025) stress the need for the identification of English language needs as a prelude to English for Specific Purposes (ESP) achievement.

Additionally, English is also used in other foreign seminars, sports events, and vocational courses, which provide teachers and professionals in this line of work opportunities to update their knowledge and abilities by basing them on global standards. In the business world, English is significant as well to enhance working prospects, especially for those who aspire to work in multinational environments or undertake global projects. English competence enables physical education teachers and sports coaches to engage with the global community, remain up-to-date with the newest developments in the field of sports science, and access various resources that



can enhance their teaching and training. Putri et al. (2023) point out that introducing bilingual programs early has a significant role to shape a competitive generation within the backdrop of globalization.

Therefore, English command in physical education is not only an additional competence but a necessity that enables intellectual and professional development. Ardiel et al. (2023) acknowledge that philosophy is crucial in designing a framework that allows the application of linguistic components in pedagogical grammar, particularly in English as a Foreign Language (EFL) instruction. Thus, the inclusion of English in the learning and training processes in physical education can help learners and practitioners in this field be well equipped to handle global challenges and contribute more effectively to the world of sports. According to Ummah et al. (2025), successful communication tactics can help pupils overcome speech inaccuracies, hence improving their comprehension and communication skills effectively.

Students, who are the future trainers or teachers, have to learn effective English communication skills to further enhance the success of training and teaching in various academic and working contexts. This ability not only helps them effectively communicate content but also enables them to access immense volumes of foreign materials that can enhance the quality of their training and teaching. In education and sports fields, English is the predominant language used to academic literature, technical guidelines, and many seminars and foreign training courses. Therefore, students with effective communication skills in English will be better placed to keep up with scientific and technological advancements, participate in international academic discussions, and collaborate with colleagues from other countries. Nuraini et al. (2024) emphasize that the integration of character values into physical education, sports, and health learning plays an important role in helping students' attitudes, ethics, and social skills become well-developed. Furthermore, English communication skills, within a workplace, can open more doors for students both nationally and internationally. Those who can effectively communicate ideas, instructions, and strategies in English will find it easier to work in multinational environments, attend global training programs, or even play for international sports organizations. Hence, it is important for students, especially those who want to become teachers or coaches, to continuously enhance their communication skills in English. This ability will make them able to deliver instructions lucidly, comprehend academic and technical



literature better, and enhance their professional ability in the rapidly networked universe of education and sports.

They may find it difficult to use the right words, form grammatically correct sentences, or ensure their instructions are well understood, especially in situations where precise and effective communication is required, such as in teaching or scholarly speeches. Such difficulties can be identified by poor vocab, insufficient grammatical skills, or insufficient practice in presenting methodical and definitive guidelines. Therefore, training and learning procedures are required to help the students improve their language skills so that they can express information confidently, clearly, and effectively. Abidin (2022) emphasizes that multimodal-based learning provides a significant contribution towards enhancing literacy skills. There can be inconsistencies between words and displayed movements that might puzzle the learners. Unless instructions issued match movements presented, the learners will be unable to comprehend required steps on them. This might make learning as a process inefficient, particularly for a topic as physical education in which coordination and motor skills remain largely influenced by brief instructions. Thus, it is of great significance that trainers or instructors should ensure that their verbal commands are synchronized with their body movements so that the message conveyed will be better comprehensible and well-practiced. Lestari, Dewi, Rusman, and Riyana (2024) highlight the significance of evaluation in public speaking classes to ensure the effective implementation of the English curriculum.

This study will investigate the intelligibility of instructions given by students in English-language sports demonstration videos based on how well these instructions can be complied with by the audience. Rolinsa et al. (2024) emphasize that utilizing the Problem-Based Learning (PBL) model can contribute to improving student learning outcomes. In addition, through this study, it seeks to identify the language patterns utilized by students while providing instructions, including sentence formation, vocabulary choice, and use of relevant technical terms in the context of sport. Nasution and Tarigan (2024) reiterate the importance of needs analysis within English for Specific Purposes (ESP) learning for sport education. Moreover, this research evaluates the effectiveness of verbal instructions in ensuring movement comprehension by verifying whether the instructions given are understandable, coherent, and consistent with what is observed. The findings of this study are expected to provide insight into how students, as



future teachers or coaches, can enhance their English communication, particularly in issuing effective instructions in physical education.

## B. METHOD

The data sources in this study are 10 sports demonstration videos created by Universitas Negeri Makassar first-semester students majoring in Physical Education, Health, and Recreation. There are English-language instructions accompanied by demonstration of sports movement in each video. Mayasari, Arifudin, and Juliawati (2022) emphasize that using the Problem-Based Learning (PBL) model can enhance students' involvement in the learning process. Data collection was conducted in different stages, starting with the identification and selection of videos that met the research criteria. Transcription of spoken directions in the videos into text for analysis was the second stage. Observations were also conducted to record the correspondence between spoken directions and movement demonstrations. Data analysis was conducted using a discourse analysis approach, focusing on several crucial areas.

The instructions were initially categorized based on their degree of clarity—whether they were clear, ambiguous, or ineffective. Sentence structure, vocabulary, and cohesion in conveying instructions were also examined in the study. The research also investigated coordination between verbal instructions and movement demonstrations, as well as inconsistencies that would affect understanding. The evaluation of instructional clarity was conducted by considering three levels: highly clear, moderately clear, and less clear. The primary instrument used in this study was a discourse analysis sheet with instruction categories, language structure, accuracy of sports vocabulary, and congruence of instructions and demonstrations. To ensure data validity, source triangulation was employed in this study by comparing the transcription results with the original videos, seeking judgments from language experts or lecturers who are skilled in linguistics and physical education, and taking more than one approach to analysis to render the findings more objective. This approach is expected to develop a profound understanding of the understandability of instructions in students' sports demonstration videos and the way the use of English impacts the effectiveness of instructional communication in the context of sports learning.



### C. FINDINGS AND DISCUSSION

This study analyzes the clarity of instructions in 10 sports demonstration videos produced by first-semester students of the Universitas Negeri Makassar Department of Physical Education, Health, and Recreation. It monitors the structure of language, the word employed, and the relationship between verbal instruction and movement demonstration. The findings are that students have different levels of clarity in their instructions. While certain students were able to generate instructions with clear and well-organized language, as well as appropriate word choice in the sports context, others were unable to generate clear and effective instructions. In sentence structure, the majority of the students utilized imperative sentences as the primary form of instruction, such as "Stand straight," "Bend your knees," and "Jump higher." However, some of the students used inappropriate sentence structures, which potentially resulted in ambiguity to the hearers. In vocabulary usage related to sports, the majority of the students used accurate technical words used in sports, although there were some exceptions with less specific or inappropriate choice of words related to the performed movements. For example, some of the students used the imprecise word "move" where the action could have been better described using more precise words such as "step forward" or "hold out your arms."

The synchronization of the verbal instructions with the demonstrations of movement is also a very critical aspect of this research. The outcome of the analysis indicates that the majority of the students were able to synchronize their verbal instructions with the movements they demonstrated. Some of the videos, however, displayed the lack of synchronization between the instructions given and the movements demonstrated, which may confuse the audience. Based on the rating of clarity of instruction, 30% of instructions were evaluated as very clear, 50% as moderately clear, and 20% as unclear. The very clear instructions were characterized based on simplicity and organization of the language and the movements aligning with verbal commands. On the other hand, vague instructions were often caused by overly long sentences, vague word choice, or inconsistency between demonstrations and instructions. Overall, it can be concluded from this research that the students have a general sense of how to give instructions in English but require more training in improving their instruction communication skills. Improvements in the use of more effective sentence structures, the selection of more

precise vocabulary, and the promotion of coherence between verbal instructions and demonstrations will help learners provide clearer and more comprehensible instructions.

**Table 1.** Assessment of Instruction Clarity in Sports Demonstration Videos

| No | Student Name | Sentence Structure (1-5) | Vocabulary Accuracy (1-5) | Synchronization with Movements (1-5) | Total Score | Clarity Category |
|----|--------------|--------------------------|---------------------------|--------------------------------------|-------------|------------------|
| 1  | Student 1    | 5                        | 5                         | 5                                    | 15          | Very Clear       |
| 2  | Student 2    | 4                        | 4                         | 4                                    | 12          | Quite Clear      |
| 3  | Student 3    | 3                        | 3                         | 4                                    | 10          | Quite Clear      |
| 4  | Student 4    | 2                        | 3                         | 3                                    | 8           | Less Clear       |
| 5  | Student 5    | 5                        | 4                         | 5                                    | 14          | Very Clear       |
| 6  | Student 6    | 3                        | 3                         | 3                                    | 9           | Quite Clear      |
| 7  | Student 7    | 4                        | 4                         | 4                                    | 12          | Quite Clear      |
| 8  | Student 8    | 2                        | 3                         | 2                                    | 7           | Less Clear       |
| 9  | Student 9    | 5                        | 5                         | 5                                    | 15          | Very Clear       |
| 10 | Student 10   | 4                        | 3                         | 4                                    | 11          | Quite Clear      |

Explanation:

Sentence Structure (1-5)

:Measures the accuracy and coherence of grammar in the instructions.

Vocabulary Accuracy (1-5)

:Assesses the appropriateness of sports terminology and instructional language.

Synchronization with Movement (1-5)

:Evaluates the extent to which the instructions align with the demonstrated movements.

Clarity Categories:

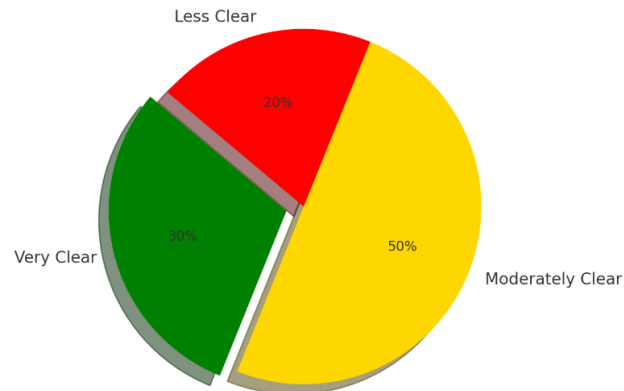
Very Clear (13-15)

Moderately Clear (9-12)

Less Clear (6-8)

Based on the table, it can be concluded that 3 students (30%) provided very clear instructions, 5 students (50%) gave moderately clear instructions, and 2 students (20%) delivered less clear instructions.

Distribution of Instructional Clarity in Sports Demonstration Videos



**Figure 1.** Distribution of Clarity Levels in Students' Instructional Demonstrations

From this diagram, it can be seen that:

30% of students provided very clear instructions.

50% of students provided moderately clear instructions.

20% of students provided less clear instructions.

This study illustrates the lucidity of instructions within sport demonstration videos by students in terms of the three general characteristics: sentence structure, appropriateness of vocabulary, and movement congruence. The majority of the students managed to provide instructions that were comparatively clear with good sentence structures but with some poorer sentences as well. Lexically, most of the students used appropriate sports terminology, but some still used terms that were not specific or too general. Coordination of verbal directions with actions was generally correct, although in some cases, the directions did not match the demonstrations. These findings indicate that students have some sense of providing English-language directions, but they require additional training to be as effective as possible in communication within the context of sports demonstrations.

The results of this study reveal that despite students having a general understanding of how to provide instructions in English, they are still beset by a variety of problems in sentence formation, word choice, and coordination between verbal and physical demonstrations. As far as sentence structure, students who provided extremely clear instructions employed shorter, direct imperative sentences, such as "Stand shoulder-width apart with your feet, then slowly bend your knees." Students who produced less clear instructions employed more muddled sentences or pause points that broke up the audience's understanding. These findings coincide

with Smith (2018), which found that movement instructions will be more successful in utilizing concise, straightforward, and methodical sentences.

With regard to vocabulary accuracy, some of the students continued to use words that were too general or too vague in a sport context. For example, the use of the word move in the instruction "Move your arms like this" would be more suitably replaced with "Extend your arms forward." Errors in word choice could lead to misunderstanding by the public, according to Brown & Lee (2019), who indicated the importance of using proper technical terms in teaching communication. As regards synchronizing instructions and actions, most of the students were able to coordinate their instructions and demonstrations but still had a few that were mismatched between the words they used and the actions they took. For instance, where a student instructed "Turn to the right" and turned left. Such discrepancies may decrease the effectiveness level of instructions and confuse the listeners.

#### **D. CONCLUSION**

These findings indicate that although students have basic skills in providing English-derived instructions, there is a need for additional training to improve sentence structure, vocabulary accuracy, and integration of verbal and nonverbal aspects of instructional communication. Students need simulation-based training, direct feedback, and interactive use of technology to improve their ability to provide instructions better. The study can be enlarged by investigating additional aspects of instructional communication, such as intonation, speech tempo, and how effective non-verbal communication is, to ascertain a wider overview of the best communication strategies within English-based demonstrations of sports. Based on the findings of the study, it is critical that learners improve their English communication skills constantly, particularly in providing instructions during sports demonstrations. Practice-based training must be adopted to boost students' confidence in selecting appropriate words, framing meaningful sentences, and making their instructions understandable to the learners.

Additionally, using technology in learning can be an answer to developing the communication skills of the students. Use of video recordings as reflective materials will assist them in evaluating the simplicity of their instructions, in terms of language construction and verbal instruction vs. movement demonstration correspondence. It is also important for lecturers to



provide feedback on students' instructional performance. Through constant guidance, students are in a better position to learn about linguistic aspects that need to be corrected and to become more effective in their communication. Finally, more research could be conducted to determine the best ways of improving English-language instructions' clarity. Simulation-based approaches or inter-disciplinary coordination might be potential alternatives to improve students' experience in delivering clear and effective instructions.

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