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STUDENTS' NEED ANALYSIS OF ENGLISH FOR LAW SUBJECT AT MUHAMMADIYAH UNIVERISTY OF WEST SUMATERA

Abstrak

Motivasi dan tujuan belajar mahasiswa sangat dibutuhkan oleh para dosen yang ingin mengembangkan materi pembelajaran bahasa Inggris yang efektif. Penelitian ini bertujuan untuk menganalisis kebutuhan mahasiswa akan keterampilan bahasa Inggris berdasarkan bidang studinya dan menentukan bahan hukum mana yang dibutuhkan. Penelitian ini difokuskan pada Program Studi Hukum di Universitas Muhammadiyah Sumatera Barat, dan menggunakan metode penelitian deskriptif kualitatif. Hasil penelitian menunjukkan bahwa keterampilan berbicara dan memahami kosakata hukum sangat dibutuhkan oleh mahasiswa. Hal ini menyiratkan bahwa keterampilan berbicara dan kosa kata harus disertakan ketika dosen mengembangkan materi pembelajaran bahasa Inggris untuk Program Studi Hukum.

Kata Kunci: Analisis Kebutuhan, Bahasa Inggris Hukum, ESP

Abstract

Students' motivations and objectives of learning are needed by the lecturers who want to develop an effective English learning material. This research aims at analyzing students' need of English skills based on their field of study and determining which legal materials are needed. This study is focused on the law study program at Muhammadiyah University Sumatera Barat, and descriptive qualitative was used. The research results show that speaking and understanding legal vocabulary are needed by the students. It implies that speaking skills and vocabulary should be included when the lecturers develop an English learning material for law study program

Keywords: Need Analysis, English for Law, ESP.

INTRODUCTION

English language teaching (ELT) has changed as a result of the growing demand for English, particularly in the last several years. This necessitates a fresh examination of English for Specific Purposes (ESP), a component of English language teaching. This is so because the focus of ESP is on content-based education in fields like economics, physics, law, medicine, and so forth.

The content covered in English for Specific Purposes should prepare students for their future careers. Since English is so necessary, students are automatically expected to be prepared for the globalization period after completing an English course. As a result, the information should be arranged to best suit their needs and preferences. The resources made available to the students are crucial to ESP. The resources might make it easier for the teacher to impart knowledge or skills to the students. Teacher also can create an excellent learning process for pupils using materials (Muharram, 2020). This implies that the effectiveness of the ESP teaching and learning process is determined on the materials.

It is crucial to study since ESP offers students a learning experience that is suitable for their requirements and preferences in their future careers. Depending on their major, the

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majority of Indonesian colleges provide their students English for certain objectives. This indicates that one of the required disciplines that students must take is English. In Muhammadiyah University of West Sumatera, especially in Law Faculty, students take English once only. The name of the subject is English for law (English Specific Purpose).

The establishment of an ESP course involves multiple processes. The first step in creating an ESP course is determining who will be engaged in the process and other related questions. Why is it important for students to learn this? Where will the instruction be conducted? When will the learning occur? Is it of a certain person or circumstance? (Jalil & Kamarudin, 2009).

The method known as English for Specific Purposes (ESP) or leading approaches must center on putting learning needs first. Scholars have defined the concept of "needs" based on different viewpoints. In (Wigati & Iman, 2018), Richards defines a needs analysis as the processes and actions that gather data regarding students' requirements, validate those needs, and rank those needs as the basis for creating and modifying a curriculum that meets those needs. Before any subjective data can be gathered and examined in order to establish and verify the "language" that the students must learn, a needs analysis must be conducted. This study aims to explore the learner's goals and the collection of communication needs that stem from those goals.

While it is often known that language proficiency is important when teaching ESP courses, a lot depends on the needs and preferences of the students. English language teaching is combined with subject content in ESP courses. The goal of this course is to improve comprehension and skill sets related to particular legal specialties. Finding references to use as sources for legal English course material is difficult, and even when you do, there aren't many of them. The education is nonetheless ineffective due to the lack of material because what is presented has little bearing on the student's major. Consequently, depending on their justifications and objectives, it is required to use English language education for particular purposes (ESP) by doing a need analysis.

A needs analysis for the airline staff program on learning English was carried out by (Hidayat, 2018). His research revealed that as English is an international language used in the airline sector, pupils must study it. Four skills are required of the students: speaking, listening, reading, and writing. Speaking and communication abilities, however, are their top priorities. Another study was done by (Samsudin & Sukarismanti, 2020) about need analysis in learning English for law faculty students at IISBUD Samawa Rea. This study shown speaking and listening are considered by the majority of students to be the most challenging English language skills. Speaking is the next ability that needs to be taught in English classes. Teaching speaking is more important than teaching any other skill. In addition, legal-related materials that are deemed essential for instruction include games that involve English law, law vocabulary, meeting people, Indonesian custom law, and experience using the language during general elections. Based on this research, it is anticipated that law students will be able to enhance their English language proficiency.

According to the previously mentioned research, need analysis is a necessary step in the material design process because it's the goal of the process to give students the resources they require. Creating material refers to any work that authors or educators perform to offer language input sources, information about the language, and/or experiences in ways that is suitable to what is used in the field. However, the content presented to the students in English learning materials in the market is not always in agreement with this context (Amalia, 2018). Moreover, (Wahyono et al., 2021) mentions that the content of English learning material did not refer to the higher education curriculum in the age of the Fourth Industrial Revolution. It means that it doesn't meet the students' need yet.

Therefore, the ultimate goal of this study is to provide guidelines for the creation of an English for law course for law students at Muhammadiyah University of West Sumatera by examining their language demands. There are two main goals: (1) identifying the language and skill components that students need master most urgently, and (2) identifying the appropriate English content for a law course. The perspectives and expectations of educators and learners will form the basis of the study. The study's conclusions can assist the involved practitioners in creating English for Particular Purpose course that focuses on English for Law.

METHOD

This research used qualitative design with descriptive approach. The informants in this research are 5 Law lectures and 106 law students in Muhammadiyah University of West Sumatera 2023/2024 academic year. The data were taken through interview and questionnaire. The interview was used to get data from law lecturers. They were asked about what topics/materials should be mastered by students in English related to law field. Students were asked about skills and material needed in learning English for law though questionnaire. The questionnaires were distributed through Google form. The data then analyzed and result is described.

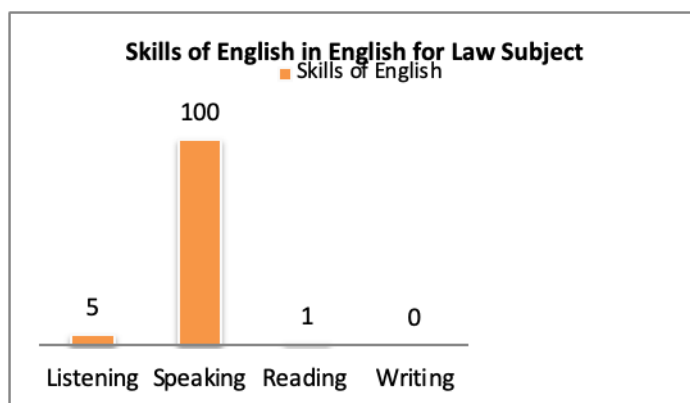
The qualitative method used in this data analysis involves the use of descriptive and interpretive language. Three methods are used in the analysis: data reduction, data display, and data verification. While the researcher drew findings from primary and secondary data throughout the reduction phase, the researcher provided descriptive and comprehensible data during the data presentation stage, outlining the analysis of the requirements of the English language study program for Legal Studies. The final phase is data verification, when the researcher created a reliable and valid verification using primary and secondary data. The main data, which takes the form of a questionnaire, is then descriptively examined to understand the research respondents' answers.

This study's data analysis results are given utilizing both qualitative and quantitative descriptive techniques. In order to make it simple to describe the various pieces of information that the informant has provided, descriptive quantitative analysis is performed by computing the data collected via questionnaires. The final phase is to make recommendations, specifically about the English language content that should be included in English language classes at Muhammadiyah University of West Sumatera's Faculty of Law.

RESULT AND DICUSSION

Important Skills and Components of English

There were 106 respondents filled down the questionnaire on Google form. According to the questionnaire result, 98% of law students think that English is important for them. 79 % of students mentioned that they even want to take course or additional lesson to master English related to law materials. About 7 % said that they don't want to have extra material and lesson and 20% had no idea whether to have additional lesson on English or not. The questionnaire's results also revealed that, in comparison to other skills, the majority of students believe that speaking is the most important one to master. They said that they need speaking for their job, for travelling, for presenting materials, for arguing, for giving opinion and debate. Some also mentioned that they need to master reading. However there is much knowledge can be gotten though reading.

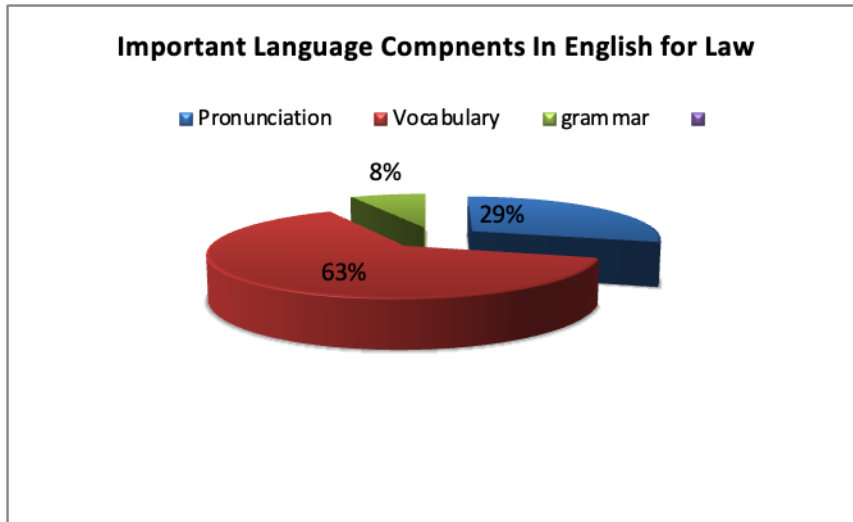


Picture 1. Skills of English in English for Law course

The result of questionnaire shown that 100 of 106 students mentioned speaking is most important skill to be understood. They said that speaking is needed in their job for example for getting the job, job interview, for travelling, for shopping, and for presenting materials. Some

students also mentioned reading skill as important skill to be mastered. They want to read news, magazine and text about law. 5 students want to have listening part in learning English. They want to listen to news or about daily activities. Writing is the last skill the want to study and none of the students choose this skill as important point to be studied in English for law subject.

In the questionnaire, the students also asked about component of English they need to master. There are three language components in English, namely: grammar/structure, pronunciation, and vocabulary. The students identified vocabulary as the most crucial aspect of language, followed by pronunciation then grammar/structure. The following figure displays the data;



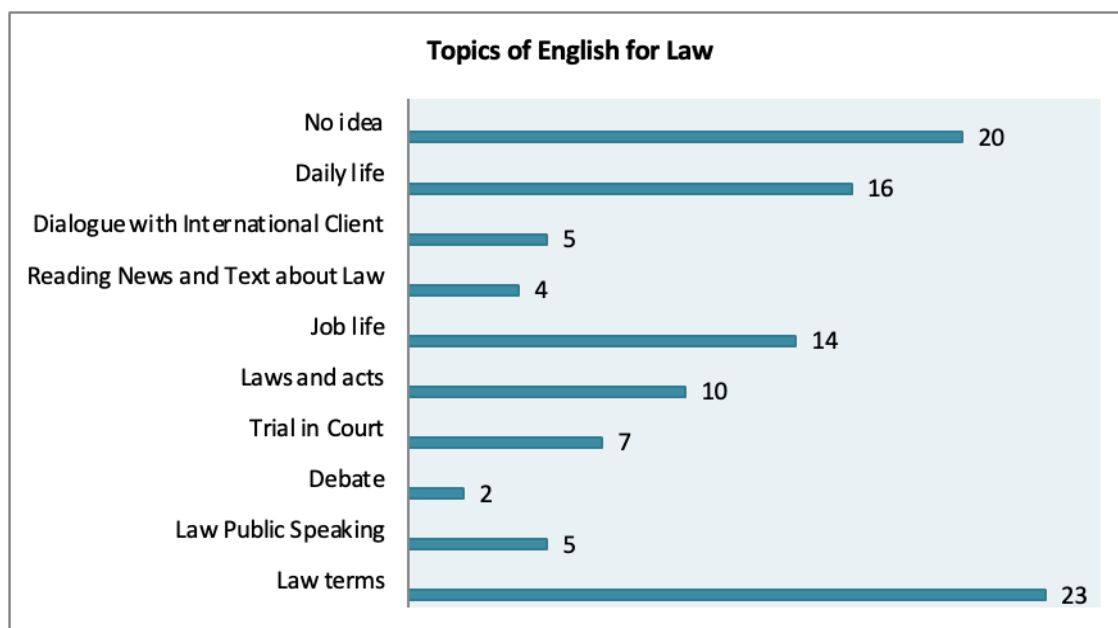
Picture 2. Important Language components in English for Law

The respondents also asked about the time allocation for English for law subject. 44 of 106 students thought that the time allocation for English lesson was not enough. They need additional time since they think that there are a lot things to be learnt in English. They said that they need to learn English from Basic, they have limited vocabulary and they need to master English for their future Career. Meanwhile, the rest of the students are sure that the time allocation is fair enough for them. They assume that the lecturer had given clear explanation and taught them patiently, so that they don't need extra time for English. Some other said that it is enough for learning English because they do not like English. So, giving additional time is not important. Some other believes that the time allocation set by the faculty is enough for them.

English material that is considered important and needed in English for Law Subject

In order to gather information about materials that is needed by law students, the data were gathered though questionnaire to 106 students and interview to 5 Law lecturers and one dean. The data from the questionnaire shown that the materials that are considered to be important by students are: law terms, debate, trial in the court, law and acts, law public speaking, reading news and text in law field, dialogue /speaking with international clients, job trip, job preparation and daily life. The following chart shows the detail answer.

The accompanying graphic shows that the majority of students want to get knowledge about Law terms in English. Some other students want to discuss about job life like how to find a job, job interview and task in job. They also want to study some topics in law like doing trial in the court, debate, laws and acts, reading English or text in law and having dialogue with international partner. Besides studying about law, students also want to master about daily life English. Only 20 of 106 have no idea what to learn in English for law subject.



Picture 3. Topics of English for Law

Discussion

Law students at Law faculty at Muhammadiyah University of West Sumatera think that speaking is the most important skill for success in their major. This outcome was consistent with the research that was done by (Nurie, 2017). Analysing the English Language Needs of Law Students was the topic of his research. The study's findings suggest that speaking and writing are more important than reading and listening when it comes to productive abilities for both students and teachers. Speaking is a necessary language skill that is needed by human. Speaking is a crucial part of communicating with others (Ramadani et al., 2023). Everyone should have be able to speak, so that they are can communicate information to other people in a correct and good way at any time. The findings also show that instructors' and students' perceptions of the requirements for learning English, particularly in reading and writing, differed. Similar research revealed that students typically rank speaking as the most crucial English language skill for a given purpose (ESP) based on the results of need analyses from the macro skills of listening, speaking, writing, and reading (Rahmawati, Septi & Anindhyta, 2022).

Hakim and Riyani's studies (Hakim & Riyani, 2021) also corroborate this conclusion. They stated that speaking and listening are two essential English language abilities, and that law faculty students should acquire them by being exposed to more texts that explore the subject of law. To prepare the students for entering the legal profession after earning their undergraduate degrees, the subject matter expert in this topic needs to give careful consideration to this phenomena. Another investigation by (Herlina & Said, 2022) discovered that every responder concurred that ESP is essential since it may help law students become more fluent in English speakers. It was also underlined that because of their differing English proficiency levels, law students need more than one ESP class per week. Students need to work on improving their reading skills because they will be utilizing a lot of English-language instructional materials. The study's conclusions are crucial because ESP instructors can use them to inform their lesson plans, materials, and syllabus designs, and students can use them to reflect on their own needs, desires, and shortcomings. All departmental professors have expressed their enthusiasm for ESP classes and their desire to continue supporting these kinds of programs in the future.

Meanwhile, according to this study, vocabulary is the most crucial language skill that learners need to acquire. This conclusion against the research finding by (Wigati & Iman, 2018). They discovered that in order to equip themselves to assist their clients, the expected resources for the ESP in Law Faculty are communication skills, particularly in speaking and writing. Additionally, they believe that active learning exercises are more engaging than grammatical focus and pronunciation drilling.

Still, the findings of this study differ from Samsudin's. In his study, participants were

asked to rank the most challenging abilities they had to learn in order to become proficient in basic English. Students contend that the two hardest basic English abilities for them to grasp are listening and grammar. This was corroborated by students' responses on the questionnaire, who stated that they had trouble listening to speakers with accents and that they hardly ever used English for communication with one another as the reason why they were having trouble learning the three fundamental skills. Grammar is among the hardest to learn because there are a lot of rules that need to be understood and committed to memory in order to be proficient in grammar skill (Samsudin & Sukarismanti, 2020).

Furthermore, this study found several materials that might be needed by students in learning English for Law, namely Law term, Law debate, law public speaking, reading text or news about law, in the court, job life, and dialogue with international and daily life.

Meanwhile, (Samsudin & Sukarismanti, 2020) found that there are some materials that need to add to this English subject such as general election, Indonesian law, customary law in Indonesia, practice daily English, and games relating English for law. In another study about English for law: need analysis for specific purpose at Law faculty in University of Nahdatul Ulama Indonesia was conducted by (Rahmawati & Anindhya, 2022). They found the material that considered important for English for law namely: In the court, talking with client, talking in daily life, talking in professional life and asking and answering questions in English in the classroom.

This finding is almost similar to finding in this research. The students requested to have the same topic like: talking to client, in the court, daily life, and job environment. Another researcher like Jalil dan kamarudin (Jalil & Kamarudin, 2009) did a research on "Elap Needs Analysis For Law Students". They found that students are hoped to practice English in their future career such as to talk to clients, colleagues, other professionals and in the court.

CONCLUSION

Since students will be focused on their future goals, particularly with regard to their English language proficiency, learning a specific subject is crucial. Among the four skills, speaking seems to be most essential skills for law students compared to any other skills. The students need speaking skill to talk to international client, to talk to people in the court, to debate about law and to talk about job and daily life. The next skill they need is reading. They want to be able to read news or text in law. After doing this research, the lecturers who taught English for law are expected to be able to design suitable and meaningful materials in teaching ESP course for English for Law.

Studies about need analysis on students' need in English for law subject are still limited. Many researchers are still trying to find students' need in legal field. This study focused on skills, language components and materials for English for law subject. Future authors are suggested to investigate about the detail materials and strategies in teaching English for law subject.

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