

## A NEED ANALYSIS IN LEARNING ENGLISH FOR LAW FACULTY STUDENTS AT IISBUD SAMAWA REA

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**Abstrak:** Analisis kebutuhan merupakan suatu keharusan bagi lembaga untuk merancang atau mengembangkan kurikulum bahasa Inggris untuk mengetahui serangkaian kompetensi yang dibutuhkan oleh mahasiswa. Penelitian ini bertujuan untuk mengetahui (1) keterampilan yang sulit dihadapi oleh mahasiswa fakultas hukum dalam menguasai Bahasa Inggris, dan (2) keterampilan dasar dan materi yang dianggap perlu dan tidak perlu diajarkan kepada mahasiswa fakultas hukum dalam menguasai bahasa Inggris hukum. Analisis kebutuhan bahasa Inggris dilakukan dengan memberikan kuesioner kepada mahasiswa untuk menjawab pertanyaan-pertanyaan mengenai bidang bahasa Inggris yang mana mereka ingi kuasai (berbicara, mendengarkan, membaca dan menulis) dan keahlian bahasa Inggris mana yang mereka rasa sulit untuk dipelajari, dan memilih pelajaran apa yang mereka anggap perlu yang belum disediakan dalam silabus saat ini. Hasil penelitian menunjukkan bahwa sebagian besar siswa menganggap berbicara dan mendengarkan adalah keterampilan bahasa Inggris yang paling sulit daripada yang lain. Maka keterampilan yang harus diajarkan dalam mata pelajaran bahasa Inggris adalah berbicara. Keterampilan berbicara adalah yang paling mendesak untuk diajarkan daripada yang lain. Selain itu, materi bahasa Inggris yang berkaitan dengan hukum dianggap perlu untuk diajarkan adalah kosakata hukum, bertemu dengan orang lain, hukum adat di Indonesia, praktik pemilihan umum menggunakan bahasa Inggris, dan permainan yang berkaitan dengan hukum dengan bahasa Inggris. Dari penelitian ini, diharapkan siswa dapat meningkatkan keterampilan bahasa Inggris mereka di bidang Hukum.

**Kata Kunci:** Analisis Kebutuhan, Bahasa Inggris, Fakultas Hukum, ESP

**Abstract:** Needs analysis is necessary for the institutions to design or develop the English curriculum to find out a set of competencies needed by the students. Need analysis is to find specific needs for the students in the institution may direct the institution to an English program called English for Specific Purposes (ESP). This study was aimed to find out (1) difficult skills are faced by students of law faculty in mastering English Language, and (2) the basic skills and materials that are considered necessary and unnecessary to be taught to law faculty students in mastering English relating to law subject. Analysis of English language needs is done by giving questionnaires to students to answer, those questions concerning which field of English they are very proficient (speaking, listening, reading and writing) and which areas of English they find it difficult to learn, and choose what lessons they think are necessary which have not been provided in the current syllabus. The result showed that most of students regard to speaking, listening are the most difficult skill of English than other. Then the skill should be taught in English subject is speaking. Speaking skill is the most urgent to teach than other. Addition to, the English materials which related to law are considered necessary to taught is law vocabulary, meeting people, custom law in Indonesia, general

election practice using English, and games relating to English law. From this research, it is expected that students can improve their English language skills in Law.

**Keywords:** Need Analysis, English, Law Faculty, ESP

## **INTRODUCTION**

As English becomes more required in all areas such as science, social, business, politic, medical and law, good English is particularly important. The English development for professional interaction has been increasing in almost all workplaces. In this situation, not only English for academic purposes (EAP), but also English for specific purposes (ESP) are much needed.

In English for Specific Purposes, the learners should get the material related to their future jobs. Automatically after taking an English class, the learners are expected to be ready to face globalization era as English is very required. Therefore, the material should be set up as appropriate as possible with their needs and wants. The materials given to the learners play a very important role in ESP. The materials can help the teacher to deliver the knowledge or skill to the students easier. Teacher also can provide a good learning process for students through materials (Helida, 2015). It means that the materials determine the successful of teaching and learning process of ESP.

Since ESP provides learners with a learning process that is appropriate with their needs and wants in their future job, it is very important to learn. Most universities in Indonesia provide their students with English for specific purposes based on their major. It means that English is one of the compulsory subjects that should be taken by the students. In Institute of Social Science and Culture Sumbawa specially in Law Faculty takes English subject twice, namely English for general and English for Law (English Spesific Purpose). As Syahrial (2017) stated that some universities in Indonesia take English subject twice such as University of Bengkulu, University of Sumatera Utara, University of Muhammadiyah Medan and the Brawijaya University. This means that English for spesific purpose is very extremly to give more attention in designing the materials. Even though some authors conducted study to analyse students' need in learning English.

Hidaya (2018) conducted a study entitle "*A Needs Analysis In Learning English For Airline Staff Program*". His finding showed that students need to learn English because English is an international language that is used at airline industry. The students need to learn four skills; speaking, listening, reading and writing. However, communication and speaking

skill are the main priorities skill for them. Then the other research as conducted by Chovancov'a (2014) which entitle "*Needs Analysis And Esp Course Design: Self-Perception Of Language Needs Among Pre-Service Students*". the result of this study showed that although pre-service students may have vague ideas about the use of English in their future jobs, course instructors should consider their needs and wants because they are crucial for increasing the students' motivation. Instructors and course designers should, however, obtain information from professionals and former graduates as well because that will enable them to address the actual target situations most effectively.

From the prrvious research above, need anlysis is appropriate step in designing material because designing materials is process that is done in order to provide students with material they need. Tomlinson (1998) refers designing material to anythingwhich is done by writers or teachers to provide sources of language input and tosupply information about and/or experience of the language in ways designed topromote language learning.

Designing materials have to get more attention. It is better for teacher to design the effective and suitable materials for learners. Ellington and Race (1997) say that teachers, trainers and instructors need to decide supportive materials inorder to enhance the quality and effectiveness of learning.

Regarding to the issues above, the writer would like to study students' desire in learning English related to law faculty. This study as the first step to design the sillabus and material which will support their dream in learning English and enhance their abilty as non-English department students. this reseach will conducted in Law Faculty of Institute of Social Science and Culture, Sumbawa because there has not sillabus as formal document for lecturer to teach English.

## **METHOD**

The research method is the steps taken in a scientific study. These steps are important to ensure the research takes place academically. In conducting this research, the research method to be applied is divided into three parts, namely data sources, methods and techniques of collecting data, and methods and techniques of analyzing data. Each part is presented in detail below.

The main data sources in this study are information obtained from questionnaires distributed to respondents, namely student representatives from law program at the Law Faculty of Instutute of Social Science and Culture, Sumbawa, NTB. Students as many as 13

people taken using purposive sampling because the only 1 class of the Law Program Students in this academic year.

The data collection method used in this study is the survey method by distributing questionnaires that must be answered by respondents.. In addition to questionnaires, interviews will also be conducted to respondents to dig more information.

The results of data analysis in this study are presented using quantitative descriptive and qualitative descriptive methods. Descriptive quantitative is done through the calculation of information obtained through questionnaires to be held for making it easy to do a description of the different information provided by the informant. The last step is to provide recommendations, namely English language material that needs to be taught in English Language courses at the Faculty of Law at Institute of Social Science and Culture, Sumbawa, NTB.

## RESULTS AND DISCUSSIONS

### Difficulties Faced By Students in Mastering English

The first problem in this study was to find out what difficulties faced by student in mastering English Language related to basic skill in mastering English. Questions in this questionnaire to analyze this problem were given to one class of respondent, namely Students from law study program at the Law Faculty of Institute of Social Science and Culture, Sumbawa.

Questions related to the problem of the first research are about basic English language skills which are considered the most difficult by students, even though the basic ability of English is very important for future students. Respondents were asked to choose the most difficult skills encountered in mastering basic English skills provided in the table.

**Tabel 1. The Most Difficult Skills Faced by Students in Mastering Basic English Language Skills**

Skills	Number of Respondents
Reading	0
Writing	0
Speaking	3
Listening	4
Grammar	4
Vocabulary	1

Skills	Number of Respondents
Pronunciation	1

From table 1 above, students argue that listening and grammar are the most difficult skills for students to master basic English Skill. This was reinforced by the answers of students in the questionnaire who felt that what caused the difficulty in mastering the three basic abilities was because they rarely used English to communicate with each other, even if they used English to communicate, they found it difficult to listen to the speaker's accent. Then grammar is one of the most difficult to memorize because there are many rules should be understand and memorize to have an ability in grammar skill.

**Table 2. The Difficult Skills Faced by Student in Mastering Basic English Language Skill**

Skills	Number of Respondents
Reading	3
Writing	0
Speaking	3
Listening	2
Grammar	3
Vocabulary	1
Pronunciation	1

From table 2 above, it can be seen that the difficult skill faced by students in mastering basic English is Reading (3), Speaking (3), Grammar (3), and listening (2). They stated that to understand reading skill and master in speaking skill they should have many vocabularies. In reading skill they must also understand main idea, detail information, etc. Then listening skill is considered as the difficult skill of English because of the speaker's accent.

### **Basic Skills That Are Deemed Necessary To Be Taught By Students In Mastering English**

The second question to answer the second problem in this research is that basic skills and material that are considered necessary to be taught to students in mastering English. This second question is aimed to know students' desire to improve their basic abilities in mastery of English. Respondents are asked to choose the answer from the list of basic English skills that are deemed necessary provided in the multiple choices.

**Table 3. Basic English Language Competence Of The Students**

Skills	The Number of Respondents
Reading	1
Writing	1
Speaking	7
Listening	1
Grammar	2
Vocabulary	1
Pronunciation	0

In accordance with the table above, six of the seven basic skills of English are considered necessary to be mastered by students. However the most urgen basic skill should be taught is speaking skill because they think that speaking skill is the very extremely important skill should be marstered as Un-English Departement. They hope the output of English subject in their program is that they want to be able to communicate each other minimally. While five of the seven basic skills of English are grammar, listening, reading, vocabulary, writing and pronunciation are considered necessary to master after having ability in speaking, the number of respondents who answered is shown by score 1. Grammar and vocabulary is needed to be taught by students because there is still a lack of vocabulary in the law field that is used in their teaching books. This is very much related to the teaching of ESP (English for Specific Purpose). Students feel that the vocabulary that is taught must be in accordance with their field, namely law, not general English.

### **Current English Material That Is Considered Necessary And Does Not Need To Be Taught By Students In Mastering English**

To answer the third problem, students are told to describe how they think about the material currently given. All students explained that there were still some materials given that were too general, not specific material related to the economic field that they would need in the future. The basic ability of English is very important for students going forward.

Respondents were asked to provide necessary and unnecessary answers to the list of currently taught material provided in the table.

**Table 4. Current English Material That Is Considered Necessary By Students**

Materials	The Number of Respondents
✓ 1. Meeting people	3
✓ 2. Rules and regulations	0
✓ 3. Introducing myself	0
✓ 4. Law Vocabulary	4
✓ 5. Political Parties	2
✓ 6. General Election	1
✓ 7. right and responsibility	0
✓ 8. writing an email	0
✓ 9. daily life expression	0
✓ 10. Tenses	3

Of the 10 current English materials taught, students considered Meeting people, law vocabulary, tenses and political party is necessary in speaking skill. They want to focus on speaking skill related to those material. while other materials such as introduction my self, writing an email, daily life expression rule and regulations, general election, etc are considered after learning the material of how to communicate when meet someone, law vocabularies and tenses. They do not choose some materials above is not because those are not necessary, but they regard all materials are necessary to be taught. However, there are materials should be main priority.

#### **English Material That Is Considered Necessary To Be Taught To Students In Mastering English, Especially Those Related To Law.**

For the third question, this question asked students answer what material should needs to be added in learning English. The material details for topics considered necessary to add by students are as follows:

**Table 5. The Materials are necessary To Be Taught To Students In Mastering English, Especially Those Related To Law.**

Materials	The Number of Respondents
Indonesian Law	4
Rules and regulation	0
General election Practice Using English	3

Materials	The Number of Respondents
Custom Law in Indonesia	3
Games Relating English for Law	3
Public Speaking	0
How to Oral Presentation	0
How to solve the Problem	0
How to negotiation	0

From table above, there are some materials that need to add to this English subject, it is shown to table above. In which there are 4 respondents asked to add Indonesian law, 3 respondents asked general election practice using English. Then follow custom law in Indonesia and games relating English for law.

## CONCLUSION

From the analysis that has been done it can be concluded that the difficulties in controlling the basic abilities of English include difficulties in mastering listening, speaking, grammar and pronunciation. In addition, according to the students the basic abilities that need to be taught are listening, speaking, grammar, vocabulary, writing and reading. Regarding the current material that still needs to be taught is meeting people, law vocabulary, general election, political party and tenses. Then the materials are considered unnecessary to teach from current material is rule and regulation, how to introduce themselves, daily expression, and writing an email. Whereas the material needs to be added to the syllabus is Indonesian law, General election practice using English, custom law in Indonesia, games relating English for law.

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