



A Need Analysis in Learning English for Law Students

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ABSTRACT

The purpose of this study is to analyze the needs of law students in learning English and the value of language skills in English Specific Purposes (ESP), since we believe that ESP courses can assist students become more proficient in their field of study. This study was conducted at Nusa Putra University's Department of Law in Indonesia during the academic year 2020/2021. The participants in the study were given an ESP lesson once a week. The course lasted 14 weeks. Each meeting lasted 50 minutes. The survey included 40 male and female law students, as well as four departmental lecturers. Questionnaires and interviews were used to collect data. The findings revealed that the participants consider ESP classes to be extremely significant for their studies and future careers, and that they have a strong desire to take ESP courses and to improve their English language skills. Specific terminology is a barrier to efficient communication in English when it comes to the necessity of language skills in ESP. As a result, a greater emphasis on vocabulary development should be placed. After reviewing all of the study findings, we are certain that they can assist Law Department instructors in developing ESP curriculum that can be used by both learners and teachers.

Keywords: Needs analysis; Law Department; ESP course; Language skills.

INTRODUCTION

English for Specific Purposes (ESP) first appeared in the 1950s, when the global economy began to flourish. The fact that English has been designated as the Foreign Language, as well as an increasing number of overseas students studying in English-speaking countries both contributed to the expansion of ESP, which coincided with the advancement of science and technology [4]. It is sometimes debatable whether ESP should be taught by English language lecturers or by a subject matter expert. Educators, course designers and material sources, collaborators, researchers, and evaluators are the five important responsibilities identified by [4] for ESP practitioners.

[4] define ESP as a topic that is generally created for intermediate or advanced students and is appropriate to adult learners, whether at a higher education institution or in a professional work setting. *Hence, what is the distinction between ESP and General English?* According to [7], "in theory nothing, in practice a great deal", suggests that a teacher who teaches ESP for Law should collaborate with an expert in the subject or have outstanding technological understanding.

Another concern is *why the student should acquire a foreign language in the first place*. Some ESP researchers concentrate their efforts on English for Business, some on English for Law, and yet others on English for Technology. All of these courses, however, have in common the unique learner's needs, lacks, and wants.

The relevance of learners' attitudes toward learning was underlined by educational psychology. New ideas in education psychology focused on directing attention to students and detecting differences among them. Different students have different needs. Students' needs have a big impact on their desire to learn, because the more engaged they are in a topic, the more driven they are to study. As a result of recent discoveries in educational psychology focusing on why students learn and the critical requirement for English to meet particular learners' needs, the ESP dissection in English as a Second Language (ESL) has risen.

[5] emphasizes that rather than being used in isolation in ESP classes, English should be employed in relevant authentic literature for the different professions. Including English in relevant texts will assist students in using the language in the manner and settings that they require. If ESP students are not exposed to relevant and real materials when learning English, they will be less interested to study or even take classes. Furthermore, because ESP students have already decided on these specific subjects for their future careers, studying English will further enhance their decision. Additionally, because language acquisition is a lifelong process, students learn new vocabulary in their native languages through a variety of ways. As a result, ESP students might need their native tongue language learning methodologies to learn English vocabulary that is relevant to their area of study.

Because "all education exists for specific reasons," it is frequently claimed that the label "English for Specific Purposes" does not fulfill its objective or is "misleading" [13]. Since they are more than typical ESL programs, ESP classes are quite specialized. [13] lists the following three features of ESP:

1. "ESP is a subset of the English language that is required to complete specific tasks for specific purposes,
2. ESP is a branch of language education that studies and teaches subsets of English to assist learners in successfully completing specific tasks for specific purposes, and
3. ESP is a movement that has popularized the ESP profession and its work with ESP discourse."

ESP courses are typically tailored to fulfill the needs of students based on their area of study. The goal is to improve students' skills and prepare them to work with experts in a variety of professions, such as engineering, medical, education, and information technology.

LITERATURE REVIEW

ESP English Language Skills

Although it is widely acknowledged that language abilities are critical in teaching ESP courses, much relies on the requirements and interests of the students. According to [4], Reading textbooks, articles, writing essays, listening to lectures, and other study activities are isolated in English for General Academic Purposes (EGAP). In contrast, because ESP courses combine subject content with English language instruction, students are more likely to study English for computers.

The significance of a Needs Analysis

Before beginning to teach an ESP course, teachers should do a needs analysis. Checking the literature for relevant publications, seeking for ESP teaching material, interviewing colleagues and organizations who may have expertise with such groups, and reading information about the subject or field are all things they must do. This must be accomplished in order to understand what they did not know, avoid wasting their students' time, seem even more professional, and learn how to analyze data.

Although needs analysis has gone through several stages, [14] provides the most comprehensive description. Needs analysis, he claims, serves three purposes in language curriculum design: 1) It involves a large group of people in the planning process, such as learners, teachers, administrators, and employers, and provides a mechanism for obtaining a wider range of input in the contents, design, and implementation of a language program; 2) It provides to identify general or specific language needs so that they can be addressed while developing goals, objectives, and content for a language program; and 3) It provides information that may be used to analyze and evaluate an existing program.

The instructor should find out why students want to study and conduct a Target Situation Analysis. The technique, according to [7], comprises questions such as: *What is the purpose of the language? What topics will be covered? With whom will the learner speak the language? When and where will the language be used?*

Finally, each course must include an evaluation component. The subject covered in class, classroom activities, various projects, class presentations, and examinations, among other things, may also be evaluated. The evaluation of an ESP course is generally classified as formative or summative. ESP instructors are more concerned with formative or ongoing assessment, which occurs during the course of an activity and allows the findings to assist design the course [4]. It may be both qualitative and quantitative in nature. Numbers are provided through tests and other surveys, while interviews and dialogues are less comparable.

Previous Research

[2] investigates the usage of English as a global language in international contexts, especially in the context of business. The worldwide function of English was investigated through an examination of language practices in two multinational organizations, one in Malaysia and the other in Hong Kong. This observation assisted in identifying the English and intercultural communication abilities that business graduates will need to succeed in a multinational environment. The capacity to make informal reports in English, as well as the ability to cooperate with people from varied national, cultural, and linguistic backgrounds, were all considered to be crucial. The findings have consequences for future business graduate education. It emphasized the importance of intercultural abilities in the future but for all graduates.

[12] did a research study with Iranian nursing and midwifery students. The purpose of this research was to examine the foreign language learning requirements of medical students at the bachelor level. The research included 681 undergraduate students, 168 subject-specific instructors, and 6 EFL instructors. The findings suggested that students needed to improve

their English skills since they needed to study their courses using both Persian and English sources.

[3] studied the effect of text-based activities in teaching ESP in their study. Text-based exercises for ESP students are employed for three primary reasons, according to the findings; (1) It will assist students in using language structures more easily and frequently, as well as adapting their language use to a variety of circumstances, (2) Students will have the opportunity to engage in conversations and voice their opinions on certain themes in specialized disciplines, and (3) Students will develop their ability to apply learned language correctly in various circumstances.

Based on the perspectives of students, course instructors, departmental instructors, a course graduate, and a professional working in the field of Business Administration, [6] attempted to identify and analyze the Business Administration students' needs at SEEU at South East European University's Business Department for ESP courses and their needs in reference to English language skills. The findings from the three research instruments focused on the perceived relevance of the students' needs in terms of specific language skills (s). The importance of each of the four language abilities, listening, speaking, reading, and writing, was rated differently. Despite the fact that each unit of the course book begins with a reading passage, this is not the skill that receives the most attention.

In Indonesia, [15] conducted a study to find out (1) difficulties 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 the students' needs is done by giving questionnaires to students. The result shows that most of the students consider speaking and listening are the most difficult skills among the four language skills. The authors suggested the students to increase their speaking and listening abilities, especially concerning their field of study. In addition, the English materials which related to law are considered necessary to be taught is law terms vocabulary.

METHODOLOGY

Research Questions

Law and Education, Business and Economics, Engineering and Design, and Information Technology and Computer are the four faculties of Nusa Putra University, where this research was conducted. In the first semester, all students study General English course, followed by Business English courses in the second semester. This research was carried out in the Department of Law during the academic year 2020/2021. The ESP training was delivered to the participants once a week during the experiment. The course lasted 14 weeks, each lasting 50 minutes. Its goals are stated in the following research questions:

1. How do students and teachers feel about an ESP course at the Law Department of Nusa Putra University?
2. Which language skill is considered the most crucial for law students?

Participants

At the Department of Law, there were 123 students enrolled. In the first semester of Academic Year 2020-2021, they were attending General English classes. The research involves forty

students and four lecturers. The students ranged in age from 18 to 22, with 24 males and 16 females. Excellent, good, and low competence levels were represented among the participants. Interviews with departmental lecturers were conducted. The lecturers were teaching ESP to legal students who were taking part in the research. Therefore, they were expected to provide precise and valid responses to the interview questions. The questionnaires and the interviews were used to gather information. All of the data was examined quantitatively and qualitatively.

Instruments and Procedures

A student questionnaire was used to begin the study process. The questionnaire was created from several ESP texts and includes closed-ended questions in which participants are asked to pick between Agree, Neutral, and Disagree for each subject. The researchers explained the objective of the questionnaire and that there is no "correct" or "wrong" answer to any question at the end of normal class time.

The questionnaire was delivered in Indonesian language as the students' native language. The participants were instructed to carefully read the questions and circle the right statement. The participants were asked 10 questions (in the form of statements) on the relevance of ESP courses in the questionnaire. All of the questions revolve on the significance of ESP and other linguistic skills. The participants were given an overview of the study project's goals and asked whether they were willing to participate and support it. Following that, four departmental lecturers were questioned individually to elicit opinions about the significance of the ESP course, the importance of a specific language skill, and the language difficulties, lacks, and wants of Law students in relation to the ESP course. The interviews were undertaken separately and videotaped at the Nusa Putra University Language Center. Ten questions were asked in the interview.

RESULTS

The Questionnaire Results

The findings of the survey suggest that the majority of respondents are enthusiastic about taking an ESP course at the Law Department of Nusa Putra University. Figure 1 illustrates the responses to questions 1 to 5.

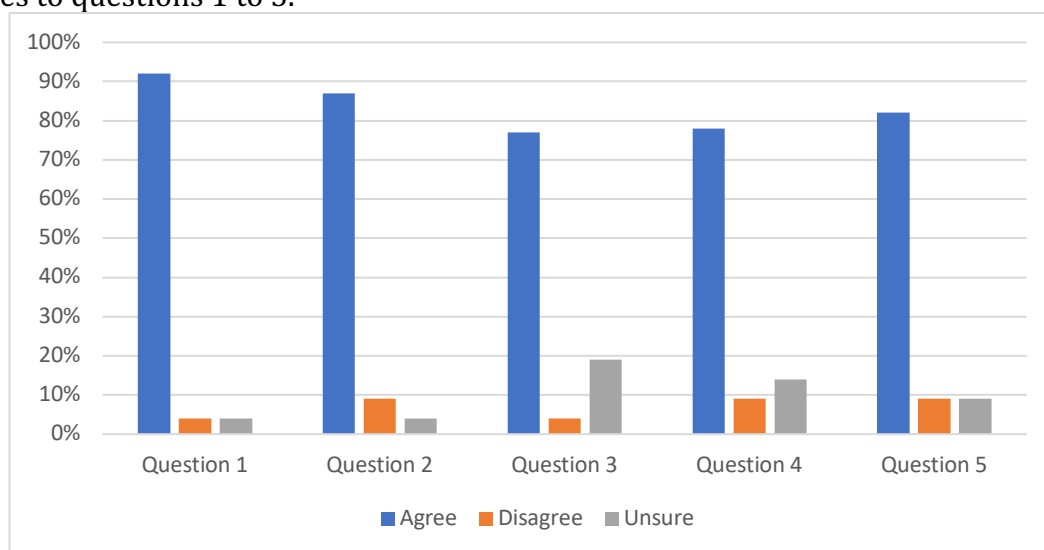


Figure 1. Responses to Questions 1 – 5

Question 1: "English is vital for my future job," received 92 percent agreement, 4 percent disagreement, and 4 percent uncertain. Question 2: "I would like to take additional English classes relating to my major," received 87 percent agreement, 9 percent unsure, and 4 percent disagreement. Question 3: "I wish to improve my English in order to obtain a decent career," had 77 percent positive responses, while 19 percent were ambivalent. Question 4: "If I take an ESP course, I will speak better," 78 percent agreed and 14 percent disagreed. 82 percent agreed, 9 percent were hesitant, and 9 percent disagreed on Question 5: "I need ESP classes to read books for my study." Figure 2 shows the findings of the questionnaire's final five questions.

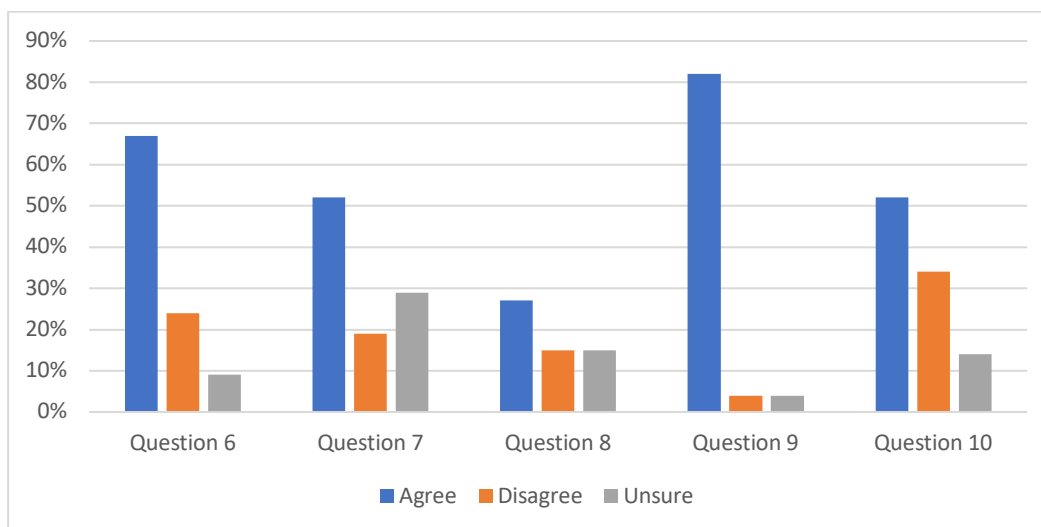


Figure 2. Responses to Questions 6 – 10

Question 6: "I believe that taking an ESP course will help me enhance my English communication skills," 67 percent agreed, 9 percent were unsure, and 24 percent disagreed. Question 7: "I believe grammar should be incorporated in an ESP course," 52 percent agreed, 19 percent disagreed, and 29 percent were unsure. Question 8: "I believe an ESP course should run simultaneously with a General English course," received 27 agreement, 15% unsure, and 58 percent disagreement. Question 9: "I believe that an ESP course should focus on specialized terminology," 82 percent agreed, 4% disagreed, and 4% were unsure. "I need English to attend lectures delivered by international teachers," said 52 percent of respondents, while 14 percent were uncertain and 34 percent disagreed.

The Interview Results

Four departmental instructors were interviewed to obtain information about the students' goals and requirements. Despite the differences in their responses, all of the respondents are enthusiastic about the department's ESP course.

The first interview question was, "What are the advantages of an ESP course in your department?" Three teachers said that students would learn specialized vocabulary effectively, another teacher responded that students will be able to grasp more books in their field of study, and the teacher feels that students will be able to get a decent job and communicate better in English.

"Are ESP courses effective for obtaining success during or after studies?" is the second interview question, and two teachers claim that once students attend an ESP class, they will apply it in their professional life. Furthermore, one instructor feels that ESP classes are vital both during and after students complete their education, while another believes that students need ESP to succeed after they complete their education.

"Do you believe one ESP lesson per week is enough?" is the third interview question. The researchers got the same response here: departmental lecturers say it's not enough. "Which language competence (reading, writing, speaking, or writing) must be stressed above from other competences?" is the fourth interview question. Two departmental lecturers believe speaking and writing are much more crucial than listening and reading, one believes they are both equally vital, and another one feels that terminology is the most important.

"Would you like your students to strengthen their English for their job or for other purposes?" is the fifth interview question. All participants feel that ESP will be beneficial to their professional prospects because they will be required to read a variety of materials and participate in international events.

"What are the Law students' difficulties, lacks, and wants concerning their English for Law course?" is the final interview question. Because the participants offered varied replies, it appears to be the most challenging question. Three departmental lecturers claim that their blended students have difficulty taking an ESP course, and that an ESP course should be conducted in the 3rd semester of their courses. Another teacher believes the students' difficulty speaking in English stems from a lack of particular terminology. Finally, departmental lecturers feel that law students must work on their reading skills and read more English-language books. In general, the answers of the questionnaire demonstrate that English is highly significant for the students' careers since they will have more work options. As a matter of fact, in Indonesia, candidates with a strong command of the English language are more likely to be hired than those with a weak grasp of the language. There is no question that the students need to improve their speaking skill, and an ESP course is an excellent opportunity for them to do so. Furthermore, Nusa Putra University students, especially those in the Law Department, must participate actively in the university's annual International Conference. These findings indicate that participants require more ESP lessons in order to develop their English language skills.

Additionally, all of the respondents agree that ESP is crucial since it may aid law students in improving their English-speaking skills. It was also emphasized that Law students require more than one ESP lesson each week due to the students' varying levels of English competency. Reading is another crucial ability that students must improve because they will be using a lot of English-language learning resources.

The findings of this study are essential because the ESP lecturers may utilize them in teaching, material and syllabus design, and the students can use them to reckon about their own needs, lacks, and wants.

Overall, all departmental lecturers are enthusiastic about ESP classes and have stated an interest in supporting such programs in the future.

DISCUSSION

This article attempted to discover and assess law students' and teachers' perspectives about an ESP course as well as students' English language skills needs. It provides an essential and distinctive perspective because ESP classes will be provided at Nusa Putra University.

According to the findings of this survey, both students and lecturers believe that EPS is significant to their professional prospects. Similarly, [6] discovered that SEEU Business students have a highly favourable view regarding ESP in their Department. It shows highly helpful information on the usage of language skills, reading, writing, listening, and speaking in the English language classroom, as well as the significance of certain terminology that students must learn in order to communicate in English.

According to [4], ESP vocabulary is applied in everyday situations but appears more frequently in scientific and technical explanations and conversations. According to [9], an ESP lecturer should be acquainted with broad terminology learning techniques and include vocabulary acquisition approach programs into their scheduled lesson.

According to the survey findings, participants believe that ESP lessons are highly essential for their studies and future careers. However, the majority of respondents dislike the concept of taking two courses, General English and ESP, at the same time. Grammar should not be included in the ESP curriculum, but ESP teachers should place a strong emphasis on specialized terminology. As a consequence, a strategic training program would be advantageous to the students.

Specific terminology is viewed as a barrier to efficient English communication. As a result, there should be a greater emphasis on acquiring vocabulary, and it is considered that students have difficulty attending ESP classes since their talents are heterogeneous, and that an ESP course must be taken in the second semester of their studies. Speaking and writing are the most critical language competencies, and the questionnaire and interview results are similar.

Finally, respondents agreed that knowledge acquired from an ESP course may be applied after their education, mostly through reading extra literature and attending lectures delivered by foreign speakers. The above impressions are valid facts since the respondents evaluated it from their real life and professional experience, as well as from the perspective of those who lacked understanding. The students' positive perspective is significant because motivation is influenced by the students' perspective toward learning the language [11].

CONCLUSION

After assessing the data acquired from the study instruments, it is concluded that the ESP course is highly significant for the Law Department. There appears to be a lot of enthusiasm and interest in taking an ESP course and improving one's English language skills. ESP courses will continue to be an essential element of the learning experience at Nusa Putra University.

The study's findings should be employed as a guide for syllabus design, materials design, and course assessment. Program assessment is an ongoing activity, and needs analysis is an essential component of that process. Students' needs will alter over time as the target demographic and situation change. The findings of this study may be used to additional needs

analysis studies within the institution where the study was done, as well as the other three departments at Nusa Putra University where students are provided ESP courses.

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