



## Law Faculty Students' English Proficiency at the Universitas Sembilanbelas November Kolaka: A Needs Analysis

### AUTHORS INFO

#### Fernandes Arung

Universitas Sembilanbelas November Kolaka  
Sulawesi Tenggara, Indonesia  
[fernandesarung@usn.ac.id](mailto:fernandesarung@usn.ac.id)  
+6281241248541

#### Roslina

Universitas Sembilanbelas November Kolaka  
Sulawesi Tenggara, Indonesia  
[roslina@usn.ac.id](mailto:roslina@usn.ac.id)  
+6285398350111

### ARTICLE INFO

o-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 3, No. 1, May 2018

URL: <https://doi.org/10.31327/jee.v3i1.429>

Received	:	22 December 2017
Reviewed	:	4 March 2018
Published	:	11 May 2018

© 2018 JEE All rights reserved

### **Suggestion for the Citation and Bibliography**

*Citation in text:*

Arung & Roslina (2018)

*Bibliography:*

Arung, F & Roslina. (2018). Law Faculty Students' English Proficiency at the Universitas Sembilanbelas November Kolaka: A Needs Analysis. *Journal of English Education*, 3(1, May), 9-16.

### Abstract

This research was based on the process of inquiry with which the researchers find the problem that needed to be formulated. The problem was the lack of adequate English teaching materials and methods for English learners in the Faculty of Law so that the learning objectives were not achieved maximally. This also led to a lack of interest and motivation to learn. The long-term goal of this research is to provide a significant solution in providing the right teaching materials and methods for English learners as a Foreign Language in the Faculty of Law in the form of syllabus design. In particular, this research aims to provide relevant teaching materials in order to improve the ability to speak English for Law Faculty students so that they can convey their scientific messages in communicating with the proper use of English. This research uses a Qualitative approach with Qualitative Verification method. The participants were six (6) persons selected purposively and consisted of two students of the Faculty of Law, a Law Faculty Lecturer, an employee or a high-ranking prosecutor, and two employees of Jail Kolaka. Data collection techniques used are in-depth interviews, observations, questionnaires, and documentation so that this research instrument is an interview guide, observation sheet, closed questionnaires, and documents. All data were analyzed by using a Coding technique where data were analyzed systematically and objectively to identify characteristics of messages that are more specific so that can bring up a picture of theme sought by researchers. The results of data analysis show that there are some legal topics that can be used as an ideal teaching material for English learner of Faculty of Law such as Legal Issues, Good Governance, International Law, Remission, Case Law, Brach, Law Changing, Constitutional Law, and Career in Law. The proposed learning model is LiWReS (Listen to it, Write what you listen, Read it out loud, and

Speak it out in repetition). There are seven (7) tips that can be considered by the faculty to improve motivation, determine the right motives, and increase the interest of English learners Faculty of Law, Universitas Sembilanbelas November Kolaka.

**Keywords:** English teaching and learning, ESP, legal english, learning materials, needs analysis, LiWReS model

## A. Introduction

Language, in general, is a communication tool. This sentence has been very dominating scientific papers in the introduction. However, the etymological significance of the above-sketches phrase is often overlooked. The first principle, a language should be understood as a tool that helps facilitate a process of the activity. What is meant by activities here is the activity of communicating which is the way humans interact. The second principle, as a tool, is not only seen as a tool but should be used consistently for activities; communication, it can work as it should. The ability to speak not only to the stage of knowing; the meaning of word meaning, pronunciation, sentence or syntactic structure, grammar, etc., but should come to the stage of using (how to use). The third principle, a tool is will always be taken back for use when needed. In other words, the ability to speak should contain a retrieval process (recall a memory or retrieving) which is a process whereby the required information can be recalled from memory. This is the main purpose of speech; automatic without thinking (fluency).

Krashen (1982), a professor of Linguistics, presents a hypothesis relating to the concept of second language acquisition called Input Hypothesis. He says that one can understand an utterance only if it has a comprehensible input so that it can gain additional knowledge of the current level of knowledge. This concept he referred to as  $i + 1$ . Nevertheless, the fact that English learners exist in Indonesia where English is a foreign language seems to be very difficult in showing the ability to speak. This is particularly evident in the English learner at the Law Faculty of the University of Sembilanbelas November Kolaka. One of the factors causing this is due to a lack of interest in using the communication tool; English. Meanwhile, Noonan (without year) in Arung (2014, Ed.) states that 'Many scholars believe that interaction; the act of communicating with others has an important role in learning a second language. "Therefore, this research needs to be done considering the importance of foreign language mastery equality for English learners in other Faculties, specifically the Faculty of Law of the Universitas Sembilanbelas November Kolaka.

## B. Literature Review

### 1. *The Learning and Status of English*

The learning of English varies greatly depending on the needs and the users of the English language itself. There are many reasons why people learn foreign languages, especially English. They want to master English with a specific purpose. The principle is that whatever the reason when someone wants to master a foreign language, it means he wants an understandable (understandable) interaction. James (2003) says '*In theory, though, we are expected to sell to customers in their homeland and through their language.*' Wherever and whatever it is, a person will perform his needs, he must ideally master the foreign language so that he can communicate well.

Various learning models applied by English teachers during the learning and teaching process are conducted both inside and outside the classroom. Almost all methods and techniques have been included in the learning process. However, the first thing that appears is the ability of the language learners, especially the ability to speak is still very minimal. This is evident in the English learner at the Faculty of Law. The second thing that appears is the lack of percentage of English usage as the language of instruction by teachers during the teaching and learning process in the classroom. This is inseparable from the role of teachers in providing the nuance of TLC (Target Language Community) where the use of language is dominated by the target language itself. Pollard, L. (2008) provides an overview of the use of target languages during the learning process. He said 'The issue of who speaks is also known as student-talking time (STT) and teacher talking time (TTT). 80% STT to 20% TTT. 'About which one is more

dominant to speak among learners and teachers is 80:20 where learners should do more talking activities than do teachers themselves. The essence of this is how English learners spend more of their time on the target language. Noonan (without year) in Arung (2014, Ed.) conducted a survey showing that 60.61% of successful learners spend more than 1 (one) hour to use the target language in communicating. The problem that arises later is the unavailability of TLC in their learning process both in the classroom and outside the classroom because they do not find their teachers using the target language during the learning process or in other words that teachers are less likely to use the target language in their learning process. On the other hand, the teacher sees that even if he is dominant in the target language during the learning process, it also does not significantly affect the learner's speaking ability due to lack of motivation, inappropriate motives, and low interest. If viewed from both of the above conditions, it can be concluded that the methods and techniques applied are still inadequate and not supported by materials or materials relevant to the field of knowledge of learners.

The status of English in Indonesia is a foreign language. The use of this communication tool tends to experience various problems in terms of improving language skills and this is very clearly seen in the learning process and in activities of communicating or interacting daily. In fact, the ability to speak can be improved through communication by using the target language at any time through several topics such as social, cultural, and intercultural perceptions, although not as extensive as the subject of the topic. In this regard, Kawamura & Wu (2012) conducts research on the exploration of content taught in EFL classes (English as a foreign language) taught by native English speakers. They say Thus, English as a Foreign Language (EFL) classes should promote the realization that proficient English includes multicultural perspectives and intercultural communicative competence. These elements of multicultural values are taught directly or transmitted through the teachers' instructional materials, activities, and lectures'. These things should be done so that the EFL learner can truly experience and experience the TLC atmosphere. This lack of atmosphere is certainly caused by the status of the language being used as a foreign language, not the second language and or the first language. This is inseparable from the seriousness of the government in responding to the importance of foreign language acquisition, in addition, the political issue is one of the factors over this system.

## **2. The Concept of ESP (English for Specific Purposes)**

Departing from several reasons why someone learns English certainly cannot be separated from the ESP study. The focus in this study is to provide the widest possible opportunity to master the target language based on the discipline that is being cultivated or at least based on individual needs through ideal learning and appropriate syllabus design. Conttia (2007) in a Journal says '*A majority of research in the English language learning field has been focusing largely on teaching or course effectiveness, but little has been done to look at what makes learners become self-determined enough to take control of their own learning, and the factors that differentiate successful and less successful self-access users.*' She said that research oriented to the field of English learning is generally centered on teaching or learning effectiveness. However, little can be realized in terms of what causes learners to play a role in self-determination or control of their own learning.

English for Specific Purposes-based learning differs from ESL learning (English as the Second Language). ESP focuses on the use of specific contexts (language in context) based on specific areas of knowledge and needs so that the skills needed to be mastered also vary and require a process of needs analysis while ESL focuses on all language skills such as Speaking, Listening, Reading, and Writing. This is why the two appraisals are also different. In ESP, Al-Sheri (2008) says '*In theory, however, ESP assessments can be considered as performance assessments measuring the required skills to "perform" well in the language. This language performance is varied among students according to the nature of the context and their background about the subject.*' The principle is that the assessment applied depends on the content under review.

In relation to content, the ESP concept offers a different study than any other common concept that ESP requires its teachers to be more creative in designing their learning tools; syllabus, so that the expected achievement can be realized maximally. In the results of research conducted by Kawamura & Wu (2012), he said that '*teacher training with regard to ideas of English used as an international language, rather than as a second or foreign language, becomes*

*inevitable because only when an English teacher is sensitive to the global trend can he or she design their syllabus, gather materials that increase cultural awareness, and incorporate and require discussions about cultural issues via English.* English teachers should be aware to be more creative in developing their learning syllabuses because the ESP concept demands a global and integrated understanding but focuses on one or more language skills. It requires innovative, consistent, and dynamic learning strategies so that the global perspective learning pattern that is formed can be felt and experienced by learners. In the results of research conducted by Wang (2012), he quotes Rajagopalan's statement (2004) *'It was the figure of the native speaker that invariably served as the yardstick with which to measure the adequacy of policy decisions, the efficacy of methods and authenticity of materials, the learners' proficiency.'* Everything requires creativity and innovation in designing an ideal learning design to facilitate the needs of the learner in accordance with the field of science they do. The right approach, the ideal method, the right techniques with authentic content or teaching materials will provide a stimulus for the learners.

### **3. English Learning Set**

In designing ideal learning, it should be understood that the designed device is a relative reference. This means that not always the device becomes a standard in the learning process. It is misunderstood by some teachers that the syllabus and lesson plan are standard benchmarks in carrying out the learning process. The fact that everything depended on the teaching materials and learning situation at that time. By that, an ideal learning method is a systematic learning appropriate and appropriate for the learning process while in progress. However, it should be understood that the teaching materials used should not be assumed as teaching materials used to facilitate the various learning styles that the learners have. Wang, Wei-Pei said:

*The supplementary materials are not designed in such a way as to accommodate the differing needs of learners who have different learning styles or different proficiency levels. The assumption is that all of the learners' will, irrespective of differences, take part in the same activities in the same ways.* Wang (2008)

The instructional material should be authentic so that what Wang said (2008) can be realized. Unauthentic teaching materials will actually make the learner doubt on what he thinks about certain topics in the teaching material, as a result, the learner experiences a decrease in learning motivation. The wise thing is when the teaching materials can accommodate the learner in thinking about the actual situation around him because he knows exactly the situation around him.

Learning devices based on a curriculum must necessarily be designed with reference needs analysis. This is a very urgent and critical step in order to develop the right design. Nichols, Shidaker, Johnson, & Singer (2006) said *'To maximize the benefits of curriculum review, development, and evaluation, a needs assessment is the critical first step.'* This Needs Assessment becomes the starting point for doing the Needs Analysis. Identify the need for an assessment and then analyze it to find a picture of the problem and the appropriate solution. Kaufman (1994) in Messner (2009) says *'This (need assessment, Ed) leads to a needs analysis to determine the cause of the performance problem and the appropriate solution that will close the gap in performance, regardless of whether the solution is training.'* The second difference of this lies in the process and its purpose even though some scholars assume that they are only used interchangeably as terms with the same purpose; assessment and analysis.

## **C. Methodology**

### **1. Research design**

This research uses a qualitative approach with the design of Verification. This design departs from a paradigm of qualitative approach which is a purely qualitative research design although, in theory, it is still loose. However, this design is more of a qualitative nature than a qualitative descriptive design. Qualitative design of verification is a concept of research that seeks to discover the meaning behind a phenomenon and then verify it to prove the cause of the occurrence of the phenomenon. In relation to this research plan, the verificative design is intended to describe the state of the data in the field and then verified to prove the cause of the

actual state of the data in the field. This is what distinguishes it from the qualitative descriptive design where this design only describes the state of the data as it is in the field. In other words, this research is not a research development in order to develop an existing syllabus, but this research is really looking for basic concepts for the preparation of syllabus for learning English at the Faculty of Law of the Universitas Sembilanbelas November Kolaka.

## **2. Research location**

This research was conducted at the Universitas Sembilanbelas November Kolaka, precisely in the Faculty of Law. In addition, the location where the data was taken also include several places such as the domicile of the Faculty of Law alumni where the interview process also was held as well as the observations at the court premises. Overall, the location of this research was focused in Kolaka District.

## **3. Research participant**

Participants in this study consisted of 6 people; two students of the Faculty of Law, a Law Faculty Lecturer, a clerk or high-ranking attorney, and two employees of the Jail Kolaka. The six participants were selected based on specific objectives by the researchers in which they are closely related to the legal domain. The six participants of this study provided clear and saturated information to researchers to serve as the main data.

## **4. Technique of Data Collection**

Researchers used several data collection techniques such as in-depth interviews, unstructured observation, document analysis, and questionnaires. These four data collection techniques were also used to process triangulation of research data with the intention that the data obtained can be declared valid and reliable.

## **5. Research instrument**

Based on the data collection techniques established, the researchers used several instruments such as interview guides, observation sheets, and documents. Interview guides were used as guidelines that contain some outline of questions to get specific data on the focuses to be studied. The observation sheet was used to collect and display observational data containing some important indicators and or things that occurred in the field during the research process, the document was used as a written data source that could provide the data desired by the researchers through document analysis process, while the questionnaire was used to collect data on the motivation, motives, and interests of the Faculty of Law students in learning English.

## **6. Technique of Data Analysis**

In fact, in the research process, researchers had been temporarily analyzing the data obtained at the time of data collected in the field. Therefore, it is important for a researcher to pre-analyze data in the field when collecting the data before the overall data is obtained in the field to be analyzed as a whole.

In analyzing the data, the researchers applied content analysis techniques where the data were analyzed systematically and objectively to identify characteristics of the messages that were more specific so that it could bring up a picture of the theme sought by the researcher. In conducting content analysis, the researchers transcribed the interview data so that the researchers could easily analyze the contents of the transcript of the interview result. Similarly, the results data on the observation sheets, documents, and existing questionnaires. By conducting content analysis to the four existing data then the researchers displayed the data in the form of an auxiliary table with a view to facilitating researchers in analyzing the characteristics of specific messages. The last step is the characteristics of specific messages that were interpreted in the form of propositions that represent the answer to the formulation of the problem that researchers set to be answered.

## D. Findings and Discussion

### 1. Learning materials

There are several types of teaching materials that can be used as a topic of discussion in the process of learning English for students of the Faculty of Law, Universitas Sembilanbelas November Kolaka. Here are the teaching materials that can be developed and used.

- a) Legal issues (Listening, Writing, Reading, and Speaking),
- b) Good governance (Listening, Writing, Reading, and Speaking),
- c) International Law (Listening, Writing, Reading, and Speaking),
- d) Remission (Listening, Writing, Reading, and Speaking),
- e) Case Law (Listening, Writing, Reading, and Speaking),
- f) Brach (Listening, Writing, Reading, and Speaking),
- g) Law Changing (Listening, Writing, Reading, and Speaking),
- h) Constitutional Law (Listening, Writing, Reading, and Speaking), and
- i) Career in Law (Listening, Writing, Reading, and Speaking).

All topics or teaching materials are applied in an integral path so that the uptake of the learners' knowledge and language skills can occur in accordance with the purpose of learning.

### 2. Method and Technique

The findings of the method in this study can be labeled with **LiWReS** (Listen to it, Write what you listened, Read it out loud, and Speak it out in repetition). Somewhat different from other Integrated Skill models, this LiWReS learning model is a concept that involves all the language skills (Listening, Writing, Reading, and Speaking) in an integrated manner but involves only one topic or material in each groove. Meanwhile, the Integrated Skill model that previously do integrate all the skills but the topics or materials involved are varied.

The following procedures are the steps of doing this model of learning in order to facilitate the lecturers in conducting their learning process.

- a. The lecturers study on the syllabus provided holistically,
- b. The lecturers should have provided the lesson plan with interesting activities with various method; suggested to use authentic materials and legal contents,
- c. The lecturers should deliver the general goals and objectives of the learning at the first time meeting,
- d. The lecturers should not be so slave on the lesson plan with assumption that there is no the best method and strategy in conducting the learning, it is only the ideal method and strategy for certain situation and condition of the time of learning,
- e. The lecturers must follow the hierarchical procedure of the LiWReS model; it is absolutely prohibited to randomly conduct and choose the skills to be acquired. In the other word, be reminded to follow as its name – LiWReS: Listening – Writing – Reading – Speaking,
- f. The lecturers should provide any feedbacks of the learning in order to help the lecturers in doing reflection,
- g. The lecturers should conduct the evaluation of the learning, besides providing the reflection, the lecturers may objectively have an assessment on the learners; suggested to conduct the assessment with full of appraisal.

### 3. Ways of Increasing Motivation

The level of motivation, the type of motives, and the magnitude of interest of the learner is dependent on several things such as cognition ability, social and cultural background, learning atmosphere, and professionalism of the teaching staff itself. However, the existing creativity can certainly mediate the influence of these variables so that what the teachers expect can be realized in accordance with expectations.

Based on the previously mentioned variables that are influencing factors, it can be illustrated some tips that can be done by the faculty and who are considered to improve motivation, determine the right motives, and increase the interest of English learners at the Faculty of Law Universitas Sembilanbelas November Kolaka. The tips can be things like the following.

- a. The ability and creativity of faculty (lecturers) should be improved by understanding the discipline of law, the needs of the learners in relation to the material and the atmosphere of learning.

- b. Teachers should be an input to the learner so that his role as a model can become apparent in the first to last meeting.
- c. Teachers should understand the concept of English for Specific Purpose (ESP). In other words, English teachers do not teach law but mediate law to learners using English as the language of instruction.
- d. In conducting learning activities, the learner is required to be actively involved without letting passive occur even if only from one learner because it will greatly affect the learning atmosphere.
- e. In conducting the learning process, faculty and students must maintain interactive communication as part of the function of mediating the deficiencies.
- f. Teachers need to be more creative in providing Target Language Community (TLC), especially outside formal learning process. This can be done with Video Recording system individually, either in pairs, or in groups.
- g. Application and implementation of the suggested learning model should remain consistent until the final meeting in one semester.

The seven tips that have been presented can be a good foundation in improving motivation, appropriate motives, and great interest if the teaching staff can do it wholeheartedly and consistently in applying the suggested learning model.

### E. Conclusion

Various topics can be used by faculty as ideal teaching materials, especially legal topics that are busy discussed in social media. Nevertheless, the concept and systematics of the application and implementation of the suggested instructional model must remain consistent.

The learning model suggested in this study can be labeled with LiWReS (Listen to it, Write what you listened, Read it out loud, and Speak it out in repetition).

There are seven (7) tips that teachers need to consider in improving motivation, determining appropriate motives, and increasing the interest of English learners at the Faculty of Law, Universitas Sembilanbelas November Kolaka.

### Acknowledgment

The researchers would like to thank the Ministry of Research and Technology of Higher Education that had funded this research. Also, the ocean of thanks to the LP2PMP of the Universitas Sembilanbelas November Kolaka as the researchers' affiliation.

### F. References

- Al-Sheri, K. D. (2008). Teachers' and Students' Attitudes toward Formative Assessment and feedback in Teaching English for Specific Purposes ESP. A Dissertation Published in the Asian EFL. Available at <http://asian-efl-journal.com/8230/thesis/2014/05/teachers-and-students-attitudes-toward-formative-assessment-and-feedback-in-teaching-english-for-specific-purposes-esp/>.
- Arung, F. (2014). *Bagaimana Meningkatkan Kemampuan Berbicara dalam Bahasa Inggris - Tips Bagi Pembelajar yang Sementara Berjuang dalam Meningkatkan Kemampuan Berbicara (Speaking)*. Kolaka: Penerbit Putri Yolanda
- Conttia, L. M. W. (2007). The Influence of Learner Motivation on Developing Autonomous Learning in an English for Specific Purposes Course. A Dissertation Published in the Asian EFL. Available at <http://asian-efl-journal.com/2319/thesis/2007/10/the-influence-of-learner-motivation-on-developing-autonomous-learning-in-an-english-for-specific-purposes-course/>.
- James, G. (2003). *The Complete Guide to Learning a Language – How to Learn a Language with the Least Amount of Difficulty and the Most Amount of Fun*. Oxford: How to Books Ltd.
- Kawamura, M. & Wu, P. N. (2012). A Qualitative Study Exploring the Content Learned in English as a Foreign Language Classes Taught by Native Speakers. *The Asian EFL Journal- Professional Teaching Articles – CEBU Conference Issue October 2012 Volume 63*.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. California: Pergamon Press Inc.

- Messner, A. (2009). Needs Assessment and Analysis Methods. A Thesis, The University of Wisconsin-Stout. Available at <http://www2.uwstout.edu/content/lib/thesis/2009/2009messnera.pdf>.
- Nichols, B., Shidaker, S., Johnson, G. & Singer, K. (2006). *Managing Curriculum and Assessment - A Practitioner's Guide*. Ohio: Linworth Publishing, Inc.
- Wang, Li-Yi. (2012). Moving towards the Transition: Non-native EFL teachers' Perception of Native-Speaker Norms and Responses to Varieties of English in the Era of Global Spread of English. *The Asian EFL Journal, Quarterly Special Issue: Teacher Education, Identity, and Development*, 14(2).
- Wang, Wei-pei. (2008). Teaching English to Young Learners in Taiwan: Issues Relating to Teaching, Teacher Education, Teaching Materials and Teacher Perspectives. A dissertation published in the Asian EFL. Available at <http://asian-efl-journal.com/4545/thesis/2012/07/teaching-english-to-young-learners-in-taiwan-issues-relating-to-teaching-teacher-education-teaching-materials-and-teacher-perspectives/>.