

THE NEED ANALYSIS FOR ENGLISH IN THE LAW FACULTY OF USN KOLAKA

Oleh:

Rohima Nur Aziza Al Hakim¹⁾, Nasmah Riyani²⁾.

^{1,2} FKIP, USN Kolaka

¹alhakimaziza@gmail.com

²nasmahriyani@ymail.com

Abstrak

Mata Kuliah Bahasa Inggris merupakan Mata Kuliah Dasar Umum (MKDU) yang diajarkan di semua jurusan termasuk jurusan Ilmu Hukum. Mata Kuliah ini ditujukan untuk pengembangan keterampilan dan pemahaman materi yang disesuaikan dengan bidang ilmu tertentu. Namun dalam proses pengajarannya masih kurang efektif sebab materi yang di ajarkan kurang relevan dengan jurusan mahasiswa. Oleh karena itu, perlu diterapkan pengajaran Bahasa Inggris untuk tujuan tertentu (ESP) dengan melakukan analisis kebutuhan berdasarkan alasan dan tujuan mereka belajar Bahasa Inggris. Penelitian ini dilaksanakan dengan tujuan; 1). Untuk mengetahui masalah-masalah yang dihadapi mahasiswa Program Studi Ilmu Hukum dalam mempelajari Bahasa Inggris; (2) Untuk mengidentifikasi kebutuhan mahasiswa Program Studi Ilmu Hukum dalam mempelajari Bahasa Inggris terkait materi *English for Law*. Jenis penelitian yang digunakan adalah metode penelitian kualitatif, dengan desain studi survei. Penelitian ini dilaksanakan di Program Studi Ilmu Hukum USN Kolaka. Objek penelitian ini adalah mahasiswa Program Studi Ilmu Hukum semester enam tahun ajaran 2019/2020 yang telah memprogram Mata Kuliah Bahasa Inggris I pada semester satu dan Bahasa Inggris II pada semester dua. Pengumpulan data dalam penelitian ini dilakukan dengan cara wawancara. Need analysis yang merupakan hal penting dalam aspek ESP ini mencakup beberapa keterampilan untuk menunjang karir atau pekerjaan mahasiswa kedepannya, khususnya speaking and listening dan didukung juga oleh keterampilan reading and writing.

Kata Kunci: English for law, ESP, need analysis

1. INTRODUCTION

English is a General Basic Course (MKDU) which must be attended by all students. English courses are intended for the development of skills and understanding of materials that are adapted to specific fields of study. This is as a reference that universities as labor printers where English is one of the important prerequisites for each individual in facing work competition and will determine career development. In this case, the need for mastery of English for prospective workers is the obligation of Higher Education. Higher Education must equip graduates with adequate English language skills so that College alumni are able to compete in the global world.

English in the legal field has a more difficult term compared to General English because it is related to certain vocational / employment opportunities. In addition, variations of English language terms in the field of law are very complex and require special understanding because they are related to applications in the world of work.

Placing learning needs must be the focus of the approach that leads or is known as the English for Specific Purposes (ESP). Where learners and their needs become considerations in determining the process and learning material so that the achievement of teaching objectives can be achieved effectively and efficiently. The pattern of learning English in the

field of law must be adjusted to what is needed by learners in the world of work so that the application can be felt optimally usefulness.

Previous studies related to ESP had been done. Firstly, Algadrie (2003) conducted a study of *need analysis for the study of science and technology*, this study focused on the need analysis of four skills in English. Secondly, Harsono (2007) in his study explained the steps that should be done to develop ESP materials. And the last is Puspitasari (2013), her study aimed to analyze the needs of English for Information Technology Students. These three studies were analyzed the need analysis for Science and Technology Students and the steps to develop ESP materials. While this current study discussed the need analysis for the students in *Law Study Program*.

The objectives of this study are formulated, as follows: (1) To find out the problems faced by Law Study Program students in learning English; (2) To identify the needs of Law Study Program students in learning English related to English for Law material. The limitation of the study is that this study is limited to the Analysis of the Needs of the 2018 USN Kolaka Law Faculty Students. While the focus of analysis of student needs is limited to the selection of basic English Language materials for Law Study Program.

2. RESEARCH METHODS

In this study, researchers used a qualitative case study method as research method. There are three types of case studies, namely descriptive, evaluative and interpretive (Cohen, 2005). This research uses descriptive case study method that is describing the analysis of the needs of the Faculty of Law students in learning English.

The subjects in this study were classes A and B for students of the Law Study Program at the Faculty of Law who had programmed English for Law I and II, lecturer who taught in the Study Program and heads of Law Studies programs.

Data collection techniques in this study were conducted by interviewing research subjects to obtain complete and accurate information related to the analysis of the needs of students of the Law Study Program.

The technique in this data analysis uses qualitative, namely using words descriptively and interpretatively. The analysis uses three ways, namely, data reduction, data presentation and data verification. Where in the reduction phase the researcher drawn conclusions from primary and secondary data, then in the data presentation stage, the researcher presented clear data descriptively and explained the analysis of the needs of the Legal Studies program in English language study. And the last step is data verification, in data verification, the researcher made valid and credible verification based on primary and secondary data, while the primary data in the form of a questionnaire are analyzed descriptively to interpret the responses of the subjects research.

3. RESULTS AND DISCUSSIONS

Traditionally ESP has been divided into two main areas, according to when and where they study English: 1) English for Academic Purposes (EAP) which involves pre-experience, simultaneous / inservice and post-experience courses, and 2) English for Work Needs (EOP) for learning in certain disciplines (pre-study, in study, and post-study) or as school subjects (independent or integrated). Pre-experience or pre-study courses will ignore all work specifically related to discipline or actual work because students do not yet have the familiarity needed with the English content; opportunities for specific or integrated work will be given during practice or courses in study. At the Nineteenth November Kolaka University, English is one of the courses in each study program. At the Faculty of Law, English Law Study Program is studied for two semesters with a span of 120 minutes per week or 2 credits. Based on the researchers' analysis, in each semester most students have the same problem. This is evidenced by the statement of the dean in the Faculty of Law:

"Secara umum itu belum terlalu banyak gitu yah paling ada satu atau dua lah yang bisa ini,

makanya kita dalam kurikulum universitas itu kalau tidak salah di semester 1 dan 2 itu kan ada bahasa inggris 1 dan ada bahasa inggris 2. Nah, itulah sehingga memang fisinya bapak rektor itu adalah bagaimana mahasiswa hukum itu atau mahasiswa secara keseluruhan dia bisa menguasai yaitu teknologi dengan komputer dan kedua adalah mahasiswa bisa menguasai yang namanya bahasa inggris, minimal dia menguasai bahasa inggris seperti itu."

Need Analysis is what students need to do to learn. Using the ESP analogy as a journey, what has been done so far is to consider the starting point, the purpose of the need and where the goal should end from this ESP. In addition, the entire ESP process is not related to knowing or doing but with learning. We need to consider the objectives or needs of the learning situation: The task is fun, satisfying, easy to manage, and generative. Meanwhile, a project in the classroom can be guided in terms of general orientation by the target situation, but the specific content is a response to learning needs. The target situation alone is not an indicator of what is required in ESP. It can determine goals, but we also have to choose our route: the state of the process of learning, student knowledge, skills strategies and student motivation.

Based on researchers' search of the need analysis, because English is considered important for the future of students in the world of work in the future. This is in accordance with the statement of Dean of the Faculty of Law:

"Nah kalau sekarang yang pertama mahasiswa hukum kita itu yang jelas mereka bekerja di bidang hukum, Gitu kan. Di notaris kantor pengacara, ada juga yang lanjut studynya Gitu kan. Mungkin juga di sektor swasta"

English can have a significant effect on the working world of law students going forward, the needs and skills must be very adequate. Especially speaking skills and listening skills.

"Sebenarnya kita inginkan semua., karena itu penting sekali. Tapi lebih fokusnya itu adalah speaking. Jadi kalau mereka katanya kalau orang sudah bagus speaking Englishnya dia akan mengikuti readingnya seperti itu."

"Kalau kita memperhatikan mahasiswa hukum, itukan dia kan lebih banyak memperjelaskan tentang pemahaman hukum yah, jadi kalau saya memperhatikan yang bagusnya itu adalah listening, mungkin yah, jadi siswa lebih banyak harus komunikasi bahasa inggris dan juga mungkin membaca juga kan atau readingnya serta menulis dengan bahasa inggris. Itu nah, kalau memperhatikan ini karena pendidikan yang kedepan ini pembahasan teknologi, dan pembahasan bahasa. Jadi memang mahasiswa hukum itu di arahkan ke alam kita mengarahkan dia kesana lebih kepada komunikasi bahasa inggris"

Speaking and listening skills are two crucial skills in English, they should be mastered by the students in Law Faculty in terms of Law materials by giving more materials which discussed about *Law* itself. The lecturer of this subject must seriously pay attention to this phenomenon, in order to make the students ready to face the Law field after completing their undergraduate degree.

4. CONCLUSION

The word of English has been receiving attention for a long time, so that is why ESP is an important part of Teaching English. At ESP, students hope that by studying ESP can serve as a guide for all that exists in the present and future to uncover the challenges of the global world and competition in the world of work. Learning something specific is very important because students will focus on what they will achieve in the future, especially in terms of English language skills. Although there are some difficulties in learning English, as expressed directly by students and the Dean and there are difficulties in teaching English courses expressed by the Lecturer. In order to meet the needs of students and support the future of students in the world of work, it requires some adequate English language skills. Such as speaking and listening skills, and supported by writing and reading skills. And these skills will all be maximally obtained by students if these students have great motivation to learn English, and are supported by lecturers who are proactive in providing English language practice.

5. REFERENCE

- Algadrie, Lubna. 2003. *Need Analysis: Strategic Issue on the Teaching of English for Spesific Purposes for the Study of Science and Technology*. Journnal TEFLIN Vol. 14 No. 1. University of Sidney, Sidney.
- Harsono, Y. M. 2007. *Developing Learning Materials for Spesific Purposes*. Journal TEFLIN Vol. 18 No. 2. Universitas Atmanegara, Jakarta.
- Puspitasari, Indah. 2013. *English For Computer Science: Sebuah Analisis Kebutuhan Bahasa Inggris Pada Mahasiswa Teknik Informatika*. Jurnal Pro Bisnis Vol. 6 No. 1. STMIK AMIKOM, Purwokerto.