



What Do Students' Need in Learning English for Constitutional Law?

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Abstract

This research aims to determine the need for English in the Constitutional Law class and the students' problems in learning English. The writers applied a narrative qualitative research method. The participants of this research were the Constitutional Law Study Program students at the State Islamic Institute of Palopo in the 2022/2023 academic year. Ninety-five students (35 males and 60 females) were involved in this research. The data collection method was the survey by distributing a questionnaire through Google Forms. The questionnaires consisted of 26 statements with choices the participants had to select. The writers used a Likert Scale. The results of data analysis were presented using quantitative and qualitative methods. The research findings identified speaking and listening as the two most crucial English skills; 35 students were at an intermediate level, and 43.5% of students struggled to construct sentences in English correctly. 71.6% of students struggled to understand the text because of the lack of vocabulary. The students answered about learning materials they need to learn. 48% of students chose the topic of introduction to Constitutional Law. They (34.7%) find it difficult to use punctuation, capitalization, and spelling. In the setting aspect, the students answered their favorite places for learning English. Most students (44.2%) like studying in the classroom.

Keywords

need analysis, English for constitutional law, English for specific purposes

Introduction

English for Specific Purposes (ESP) is a branch of English language teaching that focuses on providing learners with the language skills and knowledge necessary for specific professional or academic purposes. Unlike General English, which aims to develop overall language proficiency, ESP is tailored to meet the specific needs and goals of the learners. ESP aims to equip students with the language and communication skills required in their field of study or profession.

ESP courses are designed to cater to learners from various disciplines and industries, such as business, engineering, medicine, and tourism. The content and activities in ESP classes are directly related to the learners' specific goals and objectives. For example, a Business English course may include topics and tasks related to negotiations, presentations, and writing business reports. In contrast, a Medical English course would focus on medical terminology, patient communication, and writing medical research papers. ESP courses enable learners to develop the necessary language skills to communicate effectively in their professional or academic contexts.

The main goal of ESP is to bridge the gap between general language proficiency and the specific language skills needed in various professional or academic fields. ESP courses are designed to be practical and relevant, providing learners with the language tools they need to succeed in their chosen field by focusing on the specific language needs of the learners.

Before teaching an ESP course, the lecturers can conduct a needs analysis to determine the learners' needs for the English language (Herlina & Said, 2022). Needs analysis is essential in any learning process, as it helps identify the specific language skills and knowledge required for a chosen field. When it comes to language learning, it is essential to tailor the lessons and materials to the specific needs of the learners. By conducting a needs analysis, language instructors can better understand the learners' goals, interests, and the specific language skills and knowledge they need to acquire. Mehdi (2008) further argued that there is no disputing the importance of needs analysis in any ESP course. According to Iwai et al. (1999), needs analysis is the cornerstone of an effective systematic curriculum and a crucial tool for periodically reassessing the aims and objectives of ongoing programs as participants' needs evolve.

One key aspect of needs analysis is identifying the language skills needed for a chosen field. For example, if a student is preparing to enter the field of business, they would need to focus on developing their skills in business vocabulary, writing professional emails, giving presentations, and negotiating. By identifying these specific language skills, instructors can design lessons and activities that are relevant and engaging for the students, enabling them to communicate in their chosen field effectively.

In addition to language skills, needs analysis also involves identifying the specific knowledge needed for a chosen field. For instance, if a student is interested in pursuing a career in healthcare, they need to acquire knowledge in medical terminology, patient communication, and an understanding of medical procedures. By pinpointing these

knowledge areas, instructors can incorporate relevant content and materials into the curriculum, ensuring the students have the necessary knowledge to succeed in their chosen field.

Several scholars have researched the need for analysis in learning English for Constitutional Law. Samsuddin (2020) found that the students believe that listening, speaking, writing, grammar, vocabulary, and reading are the fundamental skills that must be taught. The present material that still needs to be taught includes tenses, political parties, general elections, legal terminology, and meeting individuals. Then, it is thought that the elements now being taught—rules and regulations, self-introduction, everyday expression, and email writing—are unnecessary. However, the content that needs to be included in the syllabus includes games related to English for Constitutional Law, Indonesian custom Constitutional Law, general election practice in English, and Indonesian Constitutional Law. Herlina & Said (2022) found that lecturers and students agree that English for Constitutional Law is necessary for their future careers. Jalil & Kamaruddin (2009) found that the importance of integrating the four language skills was recognized by both lecturers and students in recognizing the language requirements of Constitutional Law students. The students identified writing as the most crucial language skills; however, the lecturers identified speaking skills as the most important. Nurie (2017) stated that speaking and writing were highly rated by his respondents, suggesting that these are the areas in which students most need to improve. Wigati & Iman (2018) stated that the ESP materials are prioritized in speaking and writing to prepare the learners to serve their clients.

They also believe active learning activities are more engaging than grammar focus and pronunciation drilling. Syamsuddin (2022) stated that the primary goal of students' English language learning is to improve their ability to communicate in the language, according to the analysis of the target situation. Another reason students study English is to read and comprehend books in their field that use many English terminology.

Based on the background above, the writers posed these research questions:

1. What are the students' wants to learn English for Constitutional Law?
2. What are the students' problems faced in learning English?

Method

The writers applied a narrative qualitative research method. The participants of this research were the Constitutional Law Study Program students at the State Islamic Institute of Palopo in the 2022/2023 academic year. Ninety-five students (35 males and 60 females) were involved in this research. Their ages range between 18 to 21 years old.

The data collection method was the survey by distributing a questionnaire through Google Forms. The questionnaires consisted of 26 statements with choices the participants had to select. The writers used a Likert Scale. The writers avoided misunderstandings by writing the questionnaire in Indonesian. The results of data analysis were presented using quantitative and qualitative methods. The students'

answers were calculated through Microsoft Excel. The writers then described the results using the qualitative method.

Results

The Results of Students' Need Analysis Questionnaire

The first question is about the final purpose of the students in learning English is 5 (5.3%) students answered to make them pass the English course, 57 (60%) students answered to make them get information about English for Constitutional Law, 25 (26.3%) students responded that they want to have broad knowledge, 3 (3.2%) students answered to ease them understand the modern technology, and 5 (5.3%) students chose another option.

Furthermore, the students answered the questionnaire about the advantages of learning English after graduation. The answer to the students' necessities is: 6 (6.3%) students answered learn English because it can open up opportunities to get a good job, 56 (58.3%) students answered having good English skills can expand connections, 17 (17.9%) students answered they could learn something very easily from anywhere through the media of books and the internet, 14 (14.7%) students answered they could make it easier for them to learn English Constitutional Law, and 2 (2.2%) students chose another option.

Students' Lacks

The data that are related to the student's lack of English proficiency in Constitutional Law students is: 24 (25.3%) of students were at a basic level, 35 (36.8%) students were at an intermediate level, and 1 (1.1%) student was in an advanced level, 24 (25.3%) students could not understand anything in English.

The students answered the questions about their problems with speaking skills. 34 (35.8%) students need help pronouncing English words. 9 (9.5%) of students found difficulty in understanding the information discussed because they did not have sufficient knowledge of the terms of Constitutional Law, 43.5% of students were challenged in constructing sentences in English correctly, 9.5% students were challenging in conveying ideas due to lack of mastery of vocabulary as well as terms in Constitutional Law.

Furthermore, the difficulties faced by the students in reading English show that 10.5% of students needed help with the text, and 7.4% of students were challenged in understanding English Constitutional Law text. 71.6% of students struggled to understand the text because of the lack of vocabulary. 10.5% of students felt it challenging to understand the choice of words used because of the limited vocabulary related to Constitutional Law terms.

The next question is about the difficulties faced by the students in writing English texts. Most of the students of Constitutional Law answered that they (34.7%) found it

challenging to use punctuation, capitalization, and spelling, 13.7% of students felt it challenging to express their ideas, 27.4% of students found it difficult to use the right words, and 24.2% of students were challenging to write grammatical sentences.

Meanwhile, questions about the students' difficulties in listening skills are they feel it is challenging to identify keywords in a conversation 11.8%; they have difficulty understanding oral instruction 11.8%, and the students have difficulty understanding what they have listened to the native speaker's pronunciation. It is challenging to conclude a conversation in English.

Students' Wants

The aspects of target need in the questionnaire are the students' answers about what skill they need most in their majority. 86.3% of students chose speaking skills, 6.3% chose listening skills, 4.2% chose reading skills, and 3.2% chose writing skills.

The next question concerns the language aspect the students need to improve their writing skills. 29 (30.5%) students wanted to learn grammar, 44 (46.3%) students wanted to learn vocabulary, 20 (21.1%) students wanted to learn paragraph organization, 1 (1.1%) student wanted to learn kinds of paragraph, 1 (1.1%) student wanted to learn how to write an application letter.

The students also answered about what competency they need in speaking skills. 36 (38.7%) students chose grammar competency, 39 (41.9%) students chose vocabulary competency, 11 (11.8%) students chose pronunciation, and 7 (7.5%) students chose spelling.

Students' Learning Need

Input

The students answered about what competency they wanted to have in listening skills. 14.7% of students wanted monologue and dialogue, 29.5% wanted monologue and dialogue with the picture, 44.2% wanted monologue and dialogue with a new vocabulary list, and 11.6% wanted to hear the text which the lecturer read.

After that, the competency of speaking skills that the students wanted to have in speaking skills. 12.6% of students answered monologue and dialogue, and 16.8% answered monologue and dialogue model with picture 9.4%. 56.8% of students chose monologue and dialogue models with a new vocabulary list with pronunciation, 12.6% chose authentic material in constitutional Law lessons, and 1.1% chose another option.

Furthermore, the students asked what competency they wanted to have in reading skills. The charts show that 60% of students chose authentic material, which is easy to find daily, such as answering the exercise and comparing the picture with sentences. 20% of students chose a text that describes content about their future job, 11.6% chose a text with a new vocabulary list, and 8.4% chose a text with a picture.

After that, the students answered about what input they wanted to have in writing skills. 22.1% of students chose examples of text/writing that will be studied, 24.2% of students chose vocabulary related to the text to be written, 41.1% of students chose an explanation of sentence structure related to the text to be written, and 11.6% students chose pictures are related to the text to be written.

Next, the students answered about the ideal text in speaking skills. 42.1% of students chose text consisting of 150 up to 200 words, 44.2% of students chose 150-200 words that included a picture or video, 8.4% of students chose text consisting of 200 up to 250, 5.3% chose 200 up to 250 words includes a picture or video 19.4%.

The students answered about the extension of the reading text. 37.9% of students chose text consisting of 150 up to 200 words, 46.3% of students chose 150-200 words with a picture or a video, 8.4% of students chose text consisting of 200 up to 250 words, and 8.4% chose the text consists of 200 up to 250 words with a picture or a video.

Lastly, the students answered about learning materials they need to learn. 48% of students chose the topic of introduction to Constitutional Law, 35% of students chose the topic of the sources of Constitutional Law, 15% of students chose the topic of Constitutional Law practice, 14% students chose the topic about interpretation in Constitutional Law, 12% students chose topic about Constitutional Law, 12% students chose topic about criminal law, 11% students chose topic about administrative Constitutional Law, 11% students chose topic about civil law, and 11% students chose topic about the science of state.

Activity in Learning

The students need the most activities to improve their speaking skills. 36.8% of students chose to practice the conversation with their friend in front of the class, 4.2% chose role play, and 28.4% chose to exchange information among friends in the group. 30.5% of students chose to discuss specific topics or Constitutional Law issues.

Meanwhile, the most wanted activities by the students to improve their reading skills. 30.5% of students wanted to read a text with correct pronunciation and intonation, and 15.8% chose to read and answer the question. 41.1% of students chose to discuss the content of the text in a group to understand it. 12.6% of students chose to analyze new vocabulary meanings according to context.

Next, the students answered the activity they wanted to have in writing skills. 42.1% of students wanted to arrange the sentences into a correct paragraph, 22.1% of students wanted to identify and correct ungrammatical sentences, 17.9% of students wanted to identify and correct punctuation mistakes in the text, and 17.9% of students wanted to write a text similar to the given input.

Besides, students want to improve their vocabulary. 61.1% of students wanted to match the words or phrases with the meanings provided, 23.2% wanted to complete the sentences or paragraphs with the words provided, 14.7% wanted to match the words or phrases with the pictures, and 1.1% chose another option.

Students' Learning Setting

Based on the questionnaire's result of need analysis, the students answer activities that students will do the tasks in learning English. 57.9% of students answered individually, 24.2% wanted to work in pairs, 11.6% wanted to work in a big group, and 6.3% wanted to work in a small group (three to five people).

The next question concerns learning media that can support students' learning process. 24.2% of students chose audio (radio, voice recording, etc.), 46.3% of students chose visual (pictures, photos, writing text, LCD, model, etc.), 34.7% of students chose audio-visual (TV news, video, talk show, film, etc.). 24.2% of students chose printed media (book text, magazine, newspaper, module, etc. some of them (16.8%) answered reality (real or fake object).

For the last setting aspect, the students answered their favorite places for learning English. Most students (44.2%) like studying in the classroom. 10.5% of students like studying in the library. 32.6% of students like studying outdoors, and 12.6% like studying in the language laboratory.

The Lecturer's and Students' Role

Based on the questionnaire's result of need analysis, the students answered about the lecturer's role in the learning process. 16.8% of students answered the lecturer uses English as a working language, 10.5% of students chose the lecturer as an organizer who involves students and organizes learning activities, 31.6% of students chose the lecturer as a prompter who gives chunks, 4.2% of students chose lecturer as an assessor that record and assess the language performance produced by students. 21.1% of students chose a lecturer as a facilitator who facilitates improvement of student performance, 9.5% of students chose a lecturer as a feedback provider in giving feedback towards students' works, and 6.3% of students chose a lecturer who involved students in organizing learning activities in class.

The data about the role of students in learning English showed that 50% of students wanted to hear an explanation from a lecturer and do instruction from the lecturer, 18.9% of students wanted to communicate actively in a classroom, 23.2% of students wanted to analyze the material in English for Constitutional Law systematically, 5.3% students wanted to retell again what they have learned, and 2.2% students chose another option.

Discussion

Arung & Roslina (2018) stated that reference needs analysis is a necessary design process for learning devices that are curriculum-based. This is an extremely important and essential stage that must be taken to create the ideal design. "A needs assessment is the critical first step to maximize the benefits of curriculum review, development, and evaluation," according to Nichols, Shidaker, Johnson & Singer (2006). The Needs Analysis process commences with this needs assessment. Determine whether an

assessment is necessary, then examine the results to have a better understanding of the issue and the best course of action (Kaufman in Messner, 2009).

Need analysis plays a very important role in the process of designing and developing English lessons for ESP purposes (Hermawati, 2016). Needs analysis is a crucial step in language teaching and learning, as it enables educators to identify the specific language needs and goals of their students. This process is particularly important in professional contexts, where language skills are often tailored to specific job requirements. By conducting a needs analysis, educators can gain valuable insights into the language proficiency levels of their students, as well as their specific language needs and goals. This information can then be used to design a targeted and effective language curriculum that addresses these specific needs and goals.

In professional contexts, needs analysis involves determining the language skills required for success in a specific field or occupation. This includes identifying the specific vocabulary, grammar, and communication strategies that professionals need to effectively navigate their work environment.

If we refer to the information data about the students' purposes in learning English, then English language teaching in the Constitutional Law class must be in line with the English language needs in the workplace where English will be used. Therefore, it is very necessary to have English language learning that is oriented towards preparing graduates to compete in the job market and equip students with adequate communication skills as required by the job market. Regarding communication skills, speaking and writing were highly rated by most respondents, suggesting that these are the two areas in which students most need to improve. This observation aligns with Lukica & Kaldonek (2011) survey study, which investigated the Law students and lawyers identified speaking and listening as the two most crucial English skills. Jalil & Kamarudin (2009) found that Constitutional Law students struggle in areas related to productive skills. Speaking was selected by a resounding majority of students as their top area for improvement, which could indicate that they place a high value on speaking in the context of Constitutional Law and legal. Furthermore, in line with this research, Deutch (2003) found that law students in Israel's legal English courses regarded listening as the second most crucial skill after reading. Meanwhile, Susanti et al. (2024) found that speaking skills and understanding legal vocabulary are really needed by students.

In line with Lukica & Kaldonek (2011), a strong reliance on grammar is another area of agreement. 39% of students believe that knowing grammar rules is crucial to master language skills. In terms of media, the students chose visual and audio-visual learning media. According to Ahmad (2012), educators can readily locate and access a variety of digital learning resources, such as audio, visual, or audio-visual content, thanks to the technology that teachers use to support their instruction.

Therefore, with these results, lecturers must consider students' needs before designing a syllabus for teaching. Not only from the student aspect, clear needs will also help ESP

lecturers to prepare their teaching, because in reality teaching ESP has become an ambivalent experience for lecturers (Ishak, 2019).

Conclusion

This research shows that most Constitutional Law students make them get information about English for Constitutional Law. Therefore, they expect lecturers to provide unique material related to constitutional law to face their professional lives and overcome their academic challenges during the first or next semesters. In other words, ESP in the Constitutional Law department must be supported by facilitating students' needs to learn English precisely so that academic needs and professional needs can be implemented simultaneously, consisting of materials, modules, and media that support learning in the Constitutional Law department.

It is hoped that this research can contribute to all ESP practitioners in designing ESP courses. Apart from that, this research is limited only to ESP majors, specifically in the context of the Constitutional Law major. Therefore, future researchers are advised to explore further the perceptions of students from other majors regarding other skills in supporting ESP learning.

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