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DESIGNING ENGLISH COURSE SYLLABUS AND INTRUCTIONAL MATERIAL FOR LAW LEARNERS

By

Rifky Nofriadi¹, Andi Sadapotto², Sam Hermansyah³, Jamaluddin Ahmad⁴, Ibrahim Manda⁵, Nuraeni Kasman⁵

^{1,2,3,4,5}English Education, Universitas Muhammadiyah Sidenreng Rappang



Abstract

Rifky Nofriadi (2024) Designing English Course Syllabus and Intruotional Material For The Law Learners. This research design has applied Research and Development method (R&D) which aims to 1). identify the learning needs of the students of Law at Muhammadiyah University Palu for their ESP Course. development in this research have applied steps of research and development method introduced by Gall, Gall and Borg (2003) and modified by Sukmadinata (2008) into three main steps: introduction, development, and testing or evaluation. The three main steps in this research and development have been combined with ADDIE stages in designing and developing course introuced by Gagne, et al., (2005). In implementing and trying out the teaching material and in the field testing, the researcher has applied the formative evaluation procedures introduced by Tessmer (1993) into expert review, one to one, small group, and field testing. The finding of this research is 1. The students needs in learning ESP for Law department consist of learning needs and language needs. Learning needs in this present study covers two main aspects: language skills and learning preferences. In terms of language skills, all the four language skills; listening, speaking, reading, and writing are often used in the ESP classroom and in the workplace. Speaking and writing skills are used more often than reading and listening as indicated by the results of the questionnaire and interviews. 2. The results of needs analysis have shown that an integrated or a mixed syllabus of three types of syllabus; Topical or Content-based syllabus, Functional syllabus, and Competence-based Syllabus are suitable for the needs of the students in learning ESP and in the workplace. The three types of syllabus are used to provide the teaching materials and activities that can fulfill the learning needs, language needs, and curriculum demands. Learning needs and language needs for each criteria is given different priority in designing and developing the course. The result of the formative evaluation process indicated that designing and developing ESP course based on needs analysis gave the positive impact on the teaching quality as most of the respondents gave high preferences on the teaching materials given, 3. instructional material should be applied based on needs analysis and syllabus type are Law and Legal Reasoning, Source of Law, How to Find Case in Law, Courts and Alternative Dispute Resolution, What is Court Systems and Procedure?, Criminal Law and Procedure, and Torts Related to Business Law

Keyword: English for Spesific Purposes, English Course, Intruotional Material, Law.

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Corresponding author

Rifky Nofriadi

INTRODUCTION

Nowdays people are becoming more and more aware of the importance of English, not only because it is an international language but more importantly because it is the global language as well as world language. The reason is because more and more people in the remote parts of the world are becoming involved in the study of English and this has a lot to do with the social attitude toward the language. English is generally perceived to bring certain benefits to user because of its dominance in commerce, banking, law, technology and scientific research, (Kachru, 1992: 355-356).

In Indonesia, English has occupied a special position as the only compulsory foreign language subject in public schools and it is now being taught from high school through to the university level. But the status of English in Indonesia will never be the second official language in the administration of this country. It is no more and no less than the first foreign language .

In the process of language teaching and learning, there are four factors that help and facilitate the process, namely; the teacher, the language learners, method and material. The teacher is an important factor in this teaching and learning process. The teachers



as a facilitator in this process needs certain methods in carrying out job. A good teacher is always trying to take the use of most effective teaching method and best media. A language teacher is doing the same thing. Attempt to look for the most effective method are going on from time to time. The question is why there has not been the best method in teaching a foreign language yet?.

In relation to the roles of teachers, they must be competent and professional in their field. Consequently, teachers' competency and professional have great effects on the quality of teaching learning process. Jalal et al. (2007:2) premised that "quality teachers and lecturers produce quality students, than the poor achievement of students can be attributed to the poor quality of teachers. Competency, as defined by Richards and Schmidt (2002), is "a description of the essential skills, knowledge and behaviours required for the effective performance of a real world task of activity".

There are several essential elements to have a load in designing ESP syllabus and course materials. The importance of curriculum to teaching: An effective curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering a quality education. The curriculum identifies the learning outcomes, standards and core competencies that students most demonstrate before advancing to the next level. Teachers play key role in developing, implementing, assessing and modifying the curriculum. An evidenced based curriculum acts as a road map for teachers and students to follow on the path to academic success.

Syllabus is a document that a teacher or lecturer writes and distributes to provide students with an overview of a course. The syllabus is usually distributed on the first day of class contains several parts; the course title, and meeting times, the name of the teacher or lecturer and his contact information, expectations and attendance policies, topics chapter covered, test dates, other relevant dates, grading policy, require texts and other supplies. Thus, the syllabus is a key to success. Use the syllabus as a time management tool and put every important data in your planner right away.

Instructional material means content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, a combination of a book, workbook, supplementary materials, computer software, handphone application, on-line services, or other means of conveying information to the students or otherwise contributing to the learning process through electronic means, including open-source instructional material.

The above experiences strongly indicate that designing an ESP course, specifically in terms of materials and syllabus, without involving and considering students' necessities, wants and interests will result in nothing. Once the students' needs are ignored, it can be predicted that the students will fall in a very frustrating situation and the teaching and learning goals will never be achieved.

At present, ESP has frequently appeared in the literature of the English language teaching because it is assumed to be a major activity around the world (Robinson, 1991:1). It is learned and used for those who require English because of their occupational or professional requirements, for example for airlines pilots, businessmen, bankers etc., or to help students in their specialist education, for example students of Vocational High School, or students of tertiary levels of education where the aims of education given have been decided clearly. Consequently, the aims of learning English should be related to their academic studies.

Munby (1978: 2) presents a definition of ESP which is still current at the beginning of his book on the analysis of learners' needs, and it runs as follows: "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners". This statement is reasonable since syllabus and materials which spring up from students' necessities, wants and interests are assumed to highly motivate them (Berwick, 1989: 59).

The idea of analyzing the language needs of the learner as a basis for course development, in this case for syllabus and materials design, has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind. There are some supporting statements provided by Mc Donough (1984: 29) that needs analysis is vital because of the following reasons:

1. in response to the needs of the students,
2. the centrality of the learners' needs,
3. to design courses that have relevance to the students' needs in relation to academic studies,
4. to find out what language skills are needed for successful performance of task in some jobs.

All these statements, and many more on the same lines, are obviously based on the key assumption that the learner is at the heart of any teaching program. Thus, information on his/ her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course syllabus and materials. In short, the syllabus and materials of ESP should be in accordance with the learning aims which generally come from needs, and accordingly, teaching should be in accordance with needs from which learning aims come. In other words, before deciding or designing ESP syllabus and materials, embarking needs analysis is inevitable so that the learning/teaching objectives can be achieved. Only through needs analysis can we identify students' needs in terms of necessities, wants and interests as well as students' weaknesses and strengths.

In Indonesia, ESP is mostly offered at tertiary level of education. Usually, it is offered to students who have passed general English. At Muhammadiyah University Palu itself and at Faculty of Law to be exact, ESP is offered at Semester 3 after students passed General English i.e. English I and English II. In this faculty, ESP constitutes a compulsory/obligatory subject and it has two credit points.

University Muhammadiyah Palu consists of nine Faculty and twenty four Department i.e. Faculty of Law and Management etc. The main purpose of teaching and learning ESP at the faculty of laws are to prepare students to develop productive communication skills via topics that are closely connected with the study programs of faculty and to enable them to keep abreast with current information. But so far, at least in the eyes of the researcher, the result was not yet satisfying. This statement is supported by the fact that students still complain about their English and through a casual observation it has been found out that their average grade on ESP is below average.

In teaching English at this faculty, teachers heavily depend on the materials available in the market. What they usually do is selecting topics from some commercial books according to their perception and preferences. In a sense, materials from the commercial books can fit the students' needs, but again it is a matter of personal judgment, not based on needs analysis.

Thus, Instructional materials based on needs analysis are very important for the students and the lecturers in teaching and learning process, without learning material, might be difficult for the lecturers to improve the effectiveness of teaching and learning process, as the same cases, the students might be difficult to adjust to the learning, especially if the lecturer teaches the materials quickly and less clearly. Therefore, the materials can be used both by the lecturers and students, as an attempt to improve the quality of learning. Cunningsworth (1984) states that learning materials are a key component of teaching and learning process. They are printed material, for example, books, magazines, newspapers and other printed instructional materials and non-printed material, such as electronic materials, articles published in an e-journals.

Since ESP was firstly introduced at Law Department, Muhammadiyah University Palu, materials and syllabus have never been based on the needs analysis which actually provides valuable information for syllabus and materials design, test, teaching activities (method) and evaluation strategies. Needs analysis also can be used to identify learners' present situation, learners' learning needs, learners' target needs. It is assumed that a course design based on the learners' necessities, wants and interests will highly motivate them. ESP course design has become the focus on investigation.

B. REVIEW OF RELATED LITERATURE

A. ESP in Historical Perspective

Hutchinson and Waters (1987:6) argue that like most developments in human activity, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. They identify three main reasons common to the emergence of all ESP: the expansion of demand for English to suit particular needs and development in the fields of linguistics and educational psychology, (Wello and Nur, 1999: 2-3).

1. The Expansion of English

The present stage in the development of English, which began around 1945, has to do with the emergence of a number of activities, movements and subjects that are carried out mostly in English around the world. One of the earliest examples was the international agreement to adopt English for air-traffic control: another was the use of English in many bodies providing international aid administration, the United Nations was one of the earliest examples of this. English also became dominant in the international media during the telecommunications revolution of this period. The international pop-music industry relies on English, so also the space science and computer technology (Shewmaker, 2000).

Hutchinson and Waters (1987:6) explain that the end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and law activity on an international scale. The result of this all was a world unified and dominated by two forces-technology and commerce-which soon generated a demand for an international language. Crystal (1997: 72) states that the role of international language fell to English because of a strong power-base, whether political, military or law.

The effect of the expansion was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of mastering the language, but because English was the key to the international currencies of technology and commerce. In the past the reasons of people to learn English had not been well defined. But as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language. Businessmen and women wanted to sell their products, mechanics had to read instruction manuals, doctors needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals are only available in English. All these and many others needed English and, most importantly, they knew why they needed it.

The general effect of all this development was to create cost-effective courses with clearly defined goals. One thing is for sure, English now becomes subject to the wishes, needs and demand of people other than language teachers, (Hutchinson and Waters, 1987: 6-7).

2. A Revolution in Linguistics

At the same time as the demand was growing for English courses tailored to specific needs, influential new ideas began to emerge in the study of language. In the past, through the long history of linguistics, grammarians or linguists focused their attention on sentence (Crane et.al. 1981:102) because they believed the aim of linguistics had been to describe the rules of English usage, that is, the grammar (Hutchinson and Waters, 1987: 7). In the modern time, linguists became aware that learning a language involves acquiring the ability to compose correct sentences. That is one aspect of the matter. But it also involves acquiring and understanding of which sentences or parts of sentences are appropriate in particular context. The distinction between language

and parole is similar to Chomsky's similar distinction between competence and performance. (Widdowson, 1978: 2-3; Chomsky, 1971: 37 and in Loveday, 1986: 59).

The culmination of language learning, however, is not simply in the mastery of the forms of language, but the mastery of forms in order to accomplish the communicative functions of language. Mastery of vocabulary and structures results in nothing if the learner cannot use those forms for the purpose of transmitting and receiving thoughts, ideas, and feelings between speaker and hearer, or researcher and reader. While forms are the manifestation of language, functions are the realization of those forms (Brown, 1980: 189). This statement is in line with Larson's (1984: 26) statement that an analysis of the surface structure of a language does not tell us all that we need to know about the language. Cook (1990: 24) argues that in order to understand what is said or written, one has to look behind the formal meaning or the form, see also Richard and Richard (1987:17).

From the above statements, it is clear that the new studies shifted attention away from defining the formal features of linguistic usage to discovering the way in which language is actually used in real communication. One finding of this research was that the language we speak and write varies considerably in a number of different ways, from one context to another depending on who speaks to whom, when, what and where to speak. So, one's register shows what you are doing (Hudson, 1980: 45). In English language teaching this gave rise to the view that there are important differences between, say, the English of commerce and that of engineering. These ideas married up naturally with the development of English courses for specific groups of learners. The idea was simple: if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learner's course.

In short, the view gained ground that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. 'Tell me what you need English for and I will tell you the English that you need' became the guiding principle of ESP (Hutchinson and Waters, 1987: 8).

3. Focus on the Learner

The late twentieth century of the world education was marked by a new and unprecedented approach. This approach has changed the old view which treated students as a storehouse to be filled by teachers rather than tools to be used (Toffler, 1974:20). This approach concerns with the interpersonal and student-centered approach.

The most well-known advocate of humanistic psychology is Carl Rogers whose client-centered psychology has influenced the interpersonal approach of learning (Dembo, 1988:380). In such an approach, the personality of a learner plays a more important part in the language teaching process. The focus is on affective, rather than on instrumental or cognitive variables in language learning.

Through this theory, people are helped to remove whatever obstacles lie in the way to self-actualization. It focuses on the student's present feelings, emotions and attitudes. This view is in line with Krashen's (1985:31) Affective Filter Hypothesis which says that affective variables such as low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.

Humanistic teachers believe in a world of autonomous, creative and emotionally secure people and they believe that education assists the process of creating such a world (Brumfit, 19 85:79). Humanistic theory shifts the focus away from teaching towards learning. One of the best ways to facilitate the learning process is to establish an interpersonal relationship with the learner (Titone and Danesi, 1985: 60).

In the humanistic theory, the teacher should always try to humanize the learning atmosphere. Humanistic psychology views the student as a whole person, a physical and cognitive, but primarily emotional being. There is a strong belief that the fully functioning person lives at peace with all of his feelings and reactions. He is able to be what he potentially is. He exists as a process of being and becoming himself.

The humanistic theory of learning has important implication for education. The focus is away from teaching toward learning. The goal of education is the facilitation of change and learning how to learn is more important than being taught. What is needed is real facilitators of learning, and one can only facilitate by establishing an interpersonal relationship with learner (Brown, 1980:77).

On the basis of the students' needs, Combs in Dembo (1988: 387) describes some major goals of humanistic education:

1. Accepting the learners' needs and purpose;
2. Facilitating the learners' self-actualization and feelings of personal adequacy;
3. Fostering the acquisition of basic skills and competencies for living in multicultural society;
4. Personalizing educational decision and practices,
5. Recognizing the importance of human feelings, values, and perceptions in the educational process;
6. Developing a learning climate that is challenging, understanding, exciting and free from threat;
7. Developing in the learners' genuine concern and respect for the work with others and skill in resolving conflicts.

In short, learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which 'relevance' to the learners' needs and interests was paramount. The standard way of achieving this was to take texts from learners' specialist area- texts about Laws for students of laws etc. The assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster.

B. ESP: Definition, Characteristics, Subcategories, The Concepts of Designing and Developing the ESP Course

1. Definition of ESP

ESP is a major activity around the world today. It is an enterprise involving education, training and practice, and drawing upon three major realms of knowledge: language, pedagogy and the students' specialist areas of interest (Robinson, 1991: 1).

ESP, as the name implies, may be seen as pluralistic, because many approaches to it are concurrently being followed around the world today. The full form of ESP is generally given as 'English for Specific Purposes', and this would imply that what is specific and appropriate in one part of the globe may well not be elsewhere. Thus, it is impossible to produce a universally applicable definition of ESP. Strevens (1980: 109) suggests that 'a definition of ESP that is both simple and watertight is not easy to produce. Hutchinson and Waters (1987: 18) prefer to say what ESP is not as follows:

- a) ESP is not a matter of teaching 'specialized varieties, but Mackay (1978:4) argues that it is;
- b) ESP is not just a matter of science words and grammar for scientists, hotel words and grammar for hotel staff and so on;
- c) ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.

To clearly understand ESP, it must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. It is an approach to language learning, which is based on learner's needs. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

2. Characteristics of ESP

Wello and Nur (1999: 6) explain that ESP courses can be characterized by some features but in practice it is common to find courses which the organizers wish to think of as ESP courses but which do not seem to fit the agreeable criteria. Therefore, it is essential that the subject be addressed clearly based on the common ground and similar perception and understanding among ESP practitioners, teachers, course designers, material researchers, and organizers.

Strevens (1981: 116) claims that ESP needs to be distinguished from absolute and two-variable characteristics.

a. Absolute Characteristics

ESP consists of English language teaching which is,

- designed to meet specific needs of learner,
- related in content to a particular discipline, occupation and activities,

- focused on the language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of this discourse.

b. Variable Characteristics

ESP may be, but not necessarily,

- restricted as to the language skills to be learned, e.g. reading only,
- not taught according to any pre-ordained methodology.

The claims for ESP are:

- ESP focuses on the learner's needs-waste no time,
- ESP is relevant to the learner,
- ESP is successful in imparting learning and it is more cost effective than general English.

Similarly, Robinson (1991:1) enumerates ESP characteristics as follows:

- 1) ESP course is normally goal directed.
- 2) An ESP course is based on a need analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English.
- 3) There is usually a very clearly specified time period for course.
- 4) The students of an ESP course are likely to be adults rather than children.
- 5) ESP courses may be written about as though they consist of identical students, that is, that all the students in a class are involved in the same kind of work or specialist studies.

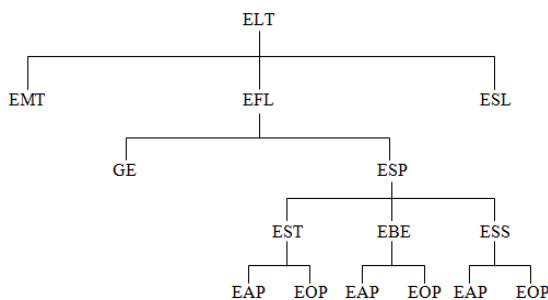
To sum up, there are some salient characteristics of ESP modified from the above accounts:

- 1) The students of an ESP course are likely to be adults rather than children.
- 2) The students are mostly identical.
- 3) ESP course is normally goal-oriented without ignoring process-oriented.
- 4) Needs analysis is fundamental to any ESP course.
- 5) ESP normally focuses on the students' specialist area.

3. ESP Subcategories

There are some ways of categorizing ESP. Hutchinson and Waters (1987: 16), for example, clearly divides ESP into three branches; English for Science and Technology (EST), English for Business and Laws (EBE), English for Social Science (ESS). Each of this branch consists of English for Academic Purposes (EAP) and English for Occupational purposes (EOP). The divisions can be clearly seen in the following tree diagram:

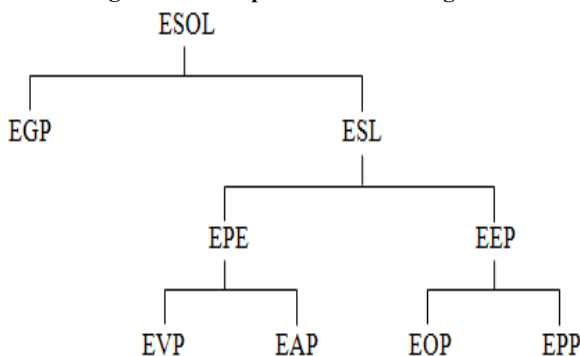
Figure 2.1. Hutchinson and Water ESP subcategories



- ELT = English Language Teaching
- EMR = English as a Mother Tongue
- EFL = English as a Foreign Language
- ESL = English as a Second Language
- GE = General English
- ESP = English for Specific Purposes
- EST = English for Science and Technology
- EBE = English for Business and Laws
- ESS = English for Social Sciences
- EAP = English for Academic Purposes
- EOP = English for Occupational Purposes.

On the other hand, Lomperis (1996) subcategorizes ESP into two main branches; EPE (English in Preparation for Employment) and EEP (English for Employment Purposes). EPE consists of EVP (English for Vocational Purposes) and EAP (English for Academic Purposes) while EEP consists of EOP (English for Occupational Purposes), and EPP (English for Professional Purpose).

Figure 2.2. Lomperis' ESP subcategories



- ESOL = English for Speaker of Other Languages
- EGP = English for General Purposes
- ESP = English for Specific Purposes
- EPE = English in Preparation for Employment
- EEP = English for Employment Purposes
- EVP = English for Vocational Purposes
- EAP = English for Academic Purposes
- EOP = English for Occupational Purposes
- EPP = English for Professional Purposes

English for Vocational Purposes (EVP) is for those preparing for job training. EVP students learn the language of training in specific trades, such as English in order to study auto-mechanics. EVP

classes are frequently held right at vocational training schools, and are sometimes even taught simultaneously with vocational courses through collaboration between English and vocational instructors.

English for academic purposes (EAP) is for those preparing for study to enter the profession. In the past, EAP was called EST (English for Science and Technology), whereas EOP and EPP are for those who are already employed in the job market anywhere along the continuum of trades to professions, as well as along the continuum of entry-level to management level positions. Participants of EOP and EPP program learn the language of job performance.

4. Objectives of Teaching and Learning ESP

The main objective of teaching and learning a foreign language is to provide the learners with communicative competence, that is operational knowledge of a culturally and contextually embedded meaning-system. Or in other words, what a speaker needs to know to communicate appropriately within a particular speech community. Loveday (1986:64) defines communicative competence is, simultaneously, the knowledge and the ability to construct meaning in a way that is socio-culturally appropriate in all contexts of communication.

Communicative competence involves knowing not only the language code but also what to say to whom, and how to say it appropriately in any given situation. It also involves the social and cultural knowledge speakers need to have so that, they can use and interpret linguistic forms. Hymes (1974:39) expanded Chomsky's notion of linguistic competence (knowledge of whether or not an utterance is a possible grammatical structure in a language) by adding knowledge of appropriateness (whether and to what extent something is possible under particular circumstances).

With those competencies, learners are expected to be able to use the language proficiently enough in the target language. This objective sounds very reasonable since anyone who learns a foreign language shares a common goal that is to be proficient enough to use the target language to communicate effectively in a social context. The learners will expect to use the target language to convey messages in purely academic or occupational contexts to define their own attitudes, to protect themselves from criticisms, to express preferences, sympathy and disapproval, and many other purposes.

Philips (1992: 92) states that the first and crucial notion that gives LSP (Language for Specific Purpose) its identity as a distinctive area of language teaching is learners' purpose. He further clarifies what he means by learners' purpose as follows:

- a. to undertake tertiary level studies in a particular discipline through the medium of the specified language,
- b. to acquire proficiency in the formation and execution of marketing strategy in a multinational consumer goods-producing organization where the specified language is the medium of all or some of the relevant transcriptions,

- c. to be able to follow a course of training in the specified language and to use the language in the subsequent execution of professional duties.

In order to meet the purposes mentioned above, the learners should be provided with the course materials which are designed with particular learners in mind, whatever their work or study needs and their personal preferences.

Most ESP practitioners believe that language is most effectively learned in context. Contextualizing lesson presentation has become a widely accepted rule of good teaching. Therefore, content-based language program has recently been developed all over the world. It is also the concern with the context of the ESP course materials and the needs of particular learners that distinguishes ESP from EGP. Besides, Leech (199:1987) argues that there are at least three functions of context in communication:

- a. context eliminates certain ambiguities or multiple meaning in the message,
- b. context indicates the referents of certain types of word we call deictic and of other expressions of definite meaning,
- c. context supplies information which the speaker/researcher has omitted through ellipses.

That is also the reason why Wittgenstein (1953) says that "The true meaning of a word can be found by observing what man does with it, not what he says about it".

5. The Concepts of Designing and Developing the ESP Course

a. Concepts of ESP course design

Dudley-Evans and St. John (1998: 145) discuss criteria for ESP course design and put forward useful steps for ESP teachers and course designers to consider. They list these concerns surrounding course design in the form of the following questions:

- 1) Should the course be intensive or extensive?
- 2) Should the learners' performance be assessed or non-assessed?
- 3) Should the course deal with immediate needs or with delayed needs?
- 4) Should the role of the teacher be that of the provider of knowledge and activities, or should it be as facilitator of activities arising from learners expressed wants?
- 5) Should the course have a broad focus or narrow focus?
- 6) Should the course be pre-study or pre-experience or run parallel with the study or experience?
- 7) Should the materials be common-core or specific to learners study or work?
- 8) Should the group taking the course be homogenous or should it be heterogeneous?
- 9) Should the course design be worked out by the language teacher after consultation with the learners and the institution, or should it be subject to a process of negotiation with the learners?

By asking these questions prior to planning course design, the ESP teacher can be better prepared, more so if the teacher has to balance

out some of these parameters which are linked to institutional and learner expectations (Dudley-Evans and St. John, 1998). In this respect, these parameters of course design are considered and adhered to by the researcher and will be addressed in the next section in this proposal.

In most instances, the content of any ESP course should only be determined by a comprehensive needs analysis as this first step is seen as being absolutely crucial if ESP practitioners wish to design a course that will maximally benefit their learners (Wright, 2001).

At present, there are three major approaches to ESP course design mentioned by Hutchinson and Water (1987:65); language-centred, skills-centred, and learning-centred approaches.

- 1) The language-centred approach is the simplest kind of approach to draw a direct connection between the analysis of the target situation and the content of the ESP course. This approach provides a very logical procedure which starts with the learner, proceeds through various stages of analysis to a syllabus, then to materials used in the classroom and finally to evaluation of mastery of the syllabus items. However, the logical, straightforward language-centred approach has some weaknesses. It fails to recognize the fact that, as learners are people, learning is not a straightforward, logical process.
- 2) The skill-centred approach has two fundamental principles; one theoretical and one pragmatic. In theoretical basis, a skill-centred approach looks at the competence that underlies the performance. Thus, this approach will present its learning objectives in terms of both performance and competence. With the pragmatic basis, this approach derives from a distinction between goal-oriented courses and process-oriented courses. The skill-centred approach helps the learners to develop skills and strategies which will continue to develop after ESP course itself. Its aim is not to provide a specific corpus of linguistic knowledge but to make the learners better processors of information.
- 3) The learning-centred approach contrasts with learner-centred approach. Learner-centred infers that 'learning is totally determined by the learner'; whereas learning-centred involves learning as a 'process of negotiation between individuals and society' (which includes teaching, syllabus, methods, materials, etc.). Hutchinson and Water compare 'target needs' (what the learners need to do in the target situation) with 'learning needs' (what the learner needs to do in order to learn). So, in the learning process, there is more than just the learner to consider.

Based on the three approaches described above, it seems that all approaches emphasize on the learner. In the language-centred approach, the learner is discarded and target situation analysis is allowed to determine the content of the course with little further reference to the learner. While the skill-centred approach does not fully take the learner into account because it still makes the ESP learning situation too dependent on the target situation. The learner

is used to identify and to analyze the target situation needs. In the learning-centred approach involves target needs and leaning needs.

In this present study, the researcher applied the learning-centred approach to design the course. It is because with this approach the learner is taken into account at every stage of the design process.

This has two implications:

- 1) Course design is a negotiated process. The ESP learning situation and the target situation will both influence the nature of syllabus, materials, methodology and evaluation procedures. Similarly, each of these components will influence and be influenced by the others.
- 2) Course design is a dynamic process. It does not move in a linear fashion from initial analysis to completed course. Needs and resources vary with time so course design needs to have built-in feedback channels to enable the course to respond to development.

b. The Concepts of Developing the ESP Course

Tomlinson (1998) stated that materials are anything which is used to help to teach language learners. Materials development refers to anything which is done by researchers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language.

Flores (2002) stated that materials development is a creative process. Congruent to this goal is the development of communicative competence in English for use in school and in the workplace. Major decision in the development of the curriculum materials include: formulation of objective, choice of content, and design and organizing of learning activities. The basic assumptions and principles are: the goal of language instruction is the development of the learners ability to use language as a tool for conveying meaning rather than as a mean to demonstrate correct sentence forms or observance of grammar rules. The choice of content refers to curriculum, syllabus and students' needs. In this case, the students use English in performing various function, such as: describing, explaining, agreeing or disagreeing, inquiring, giving directions, informing or requesting.

Since there is no single ESP textbook can fulfill the students' needs, the teacher should create or develop the materials in order to meet their needs. The knowledge of material development is very important. The teacher should pay fully attention to the several basic considerations before conducting ESP material development.

The basic principles materials developments are clearly listed by Nunan (1991) as follows:

- 1) We have to consult the syllabus to identify the theme, sub-theme, the objectives that are prescribed in it. Then, we select some sources related to the theme (book, magazine, newspaper, or other authentic materials)
- 2) Materials should be workable (for the students) and teachable (for the teacher)
- 3) Materials are relevant to the students' level and their real world

- 4) Materials should suit the students' needs and interests
- 5) Materials should be feasible to be developed / designed for the language skills or language components
- 6) Materials should stimulate interaction
- 7) Materials should encourage learner to apply their developing language skills to the world beyond the classroom

Based on the principles of material development above, it seems that developing the materials should involve integrated language skills: listening, speaking, reading, and writing which at the same time gives room for language elements: structure, vocabulary, pronunciation, and spelling in the teaching learning process which take place in the class.

One of the importance things should be considered in developing ESP materials is the using of authentic materials. Sworth (1987) states that authentic materials are materials, which are originally used in real situation and are not designed for use in language teaching, such materials are used in the classroom to expose the learners to language in real use. Rechar and Rogers (1986) define it as appropriate and quality in terms of goals, objective, learner needs and interest and nature in terms of real life and meaningful communication.

The using of authentic materials are significant since it increases students' motivation for learning, makes the learner be exposed to the real language. The main advantages of using authentic materials have pointed out by Richards (2007) as follows: 1) they have a positive effect on learners motivation, 2) they provide authentic cultural information, 3) they provide exposure to real language, 4) they relate some closely to learners' needs, and 5) they support a more creative approach to teaching.

A number of criteria need to be considered in selecting authentic texts for classroom use according to McGrath (cited in Wello and Dollah, 2008:37) are:

- 1) Relevance (to syllabus, to learners, needs)
- 2) Intrinsic interest of topic/theme (interest learners)
- 3) Cultural appropriateness (religiously, social, political)
- 4) Linguistic demands (language proficiency)
- 5) Cognitive demands (maturity and knowledge)
- 6) Logistical consideration (length, legibility/audibility)
- 7) Quality and exploitability

The types and sources of authentic materials are books, media, company-specific materials (annual report, product information, newsletter and magazine), public information material.

C. Needs Analysis

Needs analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it. The researcher has stated earlier that ESP is not a product but an approach to a course design which starts with the question 'why do these learners need to learn English?' But, it could be argued that this should be starting question to any course, general or ESP.

Hutchinson and Waters (1987:53) claims that what distinguishes ESP from General English is not the existence of a need as such, but rather an awareness of the need, an awareness of the target situation. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as a reasonable content in the language course and, on the positive side, what potential could be exploited. In short, need refers to comprehend and/or produce the linguistic features of the target situation. Whereas need analysis or need assessment refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students. Once identified, need can be stated in terms of goals and objectives which, in turn, can serve as the basis for developing test, materials, teaching activities, and evaluation strategies as well as for reevaluating the precision and accuracy of the original needs assessment.

1. Meanings of Needs

The important thing to note is that needs do not have of themselves an objective reality. What is finally established as “need” is a matter for agreement and judgment, not discovery (Lawson, 1979:37). Besides, needs mean different thing to different people. So far there are some meanings of needs proposed by different people as follows:

- a. Needs can refer to students’ study or job requirements, that is, what they have to do at the end of their language course: This is a goal-oriented definition of needs and can be described as “objectives” (Widdowson, 1981: 64).
- b. Needs can mean “what the user-institution or society at large regards as necessary or desirable to be learnt from a program of language instruction, (Mountford, 1981: 102)
- c. We can consider what the learner needs to do to actually acquire the language. This is a process-oriented definition of needs and relates to transitional behavior, the means of learning (Widdowson, 1981: 84).
- d. We can consider what the students themselves would like to gain from the language course. (Robinson, 1991:67).
- e. Needs can be interpreted as lacks, that is, what the students do not know or cannot do in English. (Robinson, 1991: 23).
- f. Needs can also mean a gap or measurable discrepancy between a current state of affair and a desired future state (Berwick, 1989:

C. METHODOLOGY

This research design has designed Research and Development method (R&D) in four main steps; to identify the learning needs of the students, to identify the language needs of the students for their ESP Course, to design syllabus that is most suitable to meet the students’ need for ESP course, and to identify the instructional material model that should be applied based on needs analysis and syllabus type. The four steps applied in this research is called Educational Research and Development (Educational R&D) as defined by Gall and Borg (2003: 569) that say educational Research and Development (R&D) is an industry based

development model in which the findings of the research are used to design new products and procedures, which then systematically field tested, evaluated, and refine until they meet specified criteria of effectiveness, quality, or similar standard.

In addition, Borg and Gall (2003) have introduced ten steps of research and development method which are modified by Sukmadinata (2008) into three main steps: introduction, development, and testing. The three main steps in this research and development will be combined with ADDIE stages in designing and developing ESP course.

This research used mix method (qualitative and quantitative). It employed questionnaire and interview to know the learning and language needs of the students of Law at Muhammadiyah University Palu for their ESP Course, type of syllabus is most suitable to meet the ESP course and kinds of instructional material model should be applied in Law department of Muhammadiyah University Palu based on needs analysis and syllabus type.

The procedure of conducting research and development in this research have applied steps of research and development method introduced by Gall, Gall and Borg (2003) and modified by Sukmadinata (2008) into three main steps: introduction, development, and testing or evaluation. The three main steps in this research and development have been combined with ADDIE stages in designing and developing course introduced by Gagne, et al., (2005). In implementing and trying out the teaching material and in the field testing, the researcher has applied the formative evaluation procedures introduced by Tesser (1993) into expert review, one to one, small group, and field testing. The procedures can be seen on the following figure;

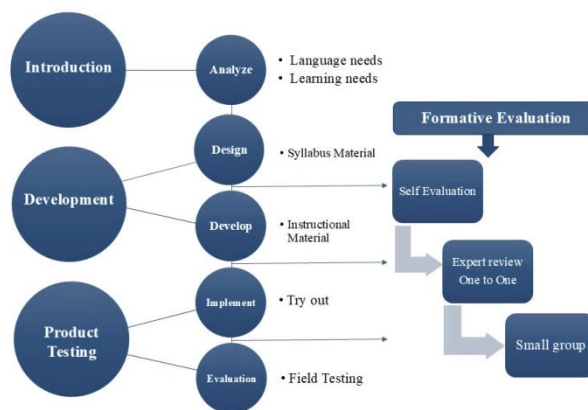


Figure 3.1. Conceptual Framework

D. FINDING AND DISCUSSION

1. The perception of learning needs of the students in the ESP classroom

This part explain the perceptions of the students, lecturers, and employees of learning needs in the ESP classroom for law students. It covers general perception of English language used for law students, the English language skills which are mostly

required, and the learning and teaching activities which are mostly preferred.

a. General perception of English language use for law students

English is very important for those who are studying and working in. To be successfully in a carrier, the employees should perform the English competencies. Most of the respondents recognized that English competency skills are very important for the students of Law department for their future career with the average score is 3.65 out of 4.00 (very important) and followed by using English as the tool for getting succesful in study (3.58) as described in the following table.

The Importance of English

Respondents	To be succesful in study	To be succesful in career	To exchange information	To get scholarship	To fulfill personal needs
Students	3.70	3.68	3.60	2.67	3.13
Lecturers	3.53	3.57	2.93	3.21	3.53
Employees	3.51	3.70	3.57	2.63	3.23
Average	3.58	3.65	3.37	2.84	3.30

0 – 1.50 = Not important;
2.51 – 3.50 = Important;

1.51 – 2.50 = Less important
3.51 – 4.00 = Very important

0 – 1.50 = Not important;
2.51 – 3.50 = Important;

1.51 – 2.50 = Less important
3.51 – 4.00 = Very important

Table 4.1 The Importance of the English for Students of Law department

English language is recognized to be at the important level (between 2.84 to 3.37) as a tool for getting scholarship, fulfilling personal needs and exchanging information. The importance of English for succeeding in study has been recognized by the respondents differently. Most of the lecturers, the students and the employees think that English is very important for succeeding in study (3.70, 3.53 and 3.51 respectively). As English language is recognized to be very important for the students' future career, the English language needs in the workplaces should be taken into account when designing the English course.

0 – 1.50 = Not important;
2.51 – 3.50 = Important;

1.51 – 2.50 = Less important
3.51 – 4.00 = Very important

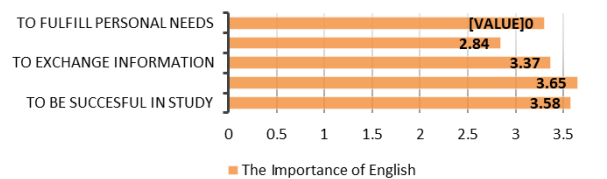


Chart 4.1 Average score of the Importance of the English for Students of Law department.

On the other hand, regarding the purposes of learning English in the ESP classroom, most of the respondents think that to work is very important as the purpose of learning ESP with the average score of 3.66 (very important), followed by to continue study and to attend examination that have similiar average score of 3.63, while to study abroad and go around the world is important with the average score of 2.83 and 2.69. While the other purposes such as to improve personality and study foreign culture are recognized to be at the less important level with the average scores 2.48 and 2.27 as indicated in the following table.

The Purpose of Learning ESP	Respondents			
	Students	Lecturers	Employees	Average
To improve personality	2.20	3.31	1.93	2.48
To study abroad	3.15	3.10	2.24	2.83
To study foreign culture	1.83	3.32	1.66	2.27
To attend examination	3.60	3.67	3.63	3.63
To work	3.77	3.57	3.65	3.66
To go around the world	3.63	2.17	2.27	2.69
To continue study	3.57	3.70	3.63	3.63

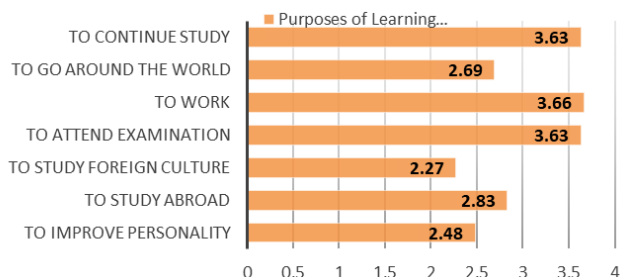
0 – 1.50 = Not important;
2.51 – 3.50 = Important;

1.51 – 2.50 = Less important
3.51 – 4.00 = Very important

Table 4.2 The Purpose of Learning ESP for Students of Law department

Table 4.2 shows that the main purpose of learning English in the ESP classroom is mostly for the examination and to countinue study (3.63). Most of the students state that learning English is very important for working (3.77). In other words, the main purpose of learning English for the students of Law department is only for the work. It seems that the students in ESP classroom do not realize the importance of English competency skills for their future career. They attend the ESP classroom only for the examination and to countinue study. It indicates that the students of Law department learn English lecturers in designing the content of

the examination that should be relevant to the workplace demands. Therefore, the students in learning ESP do not only fulfill the examination content but also fulfill the workplace demands.



0 – 1.50 = Not important; 1.51 – 2.50 = Less important
2.51 – 3.50 = Important; 3.51 – 4.00 = Very important

Chart 4.2. Average score of respondent towards the Purpose of Learning ESP in Law department

a. Perceptions of using language skills for the students of Law department

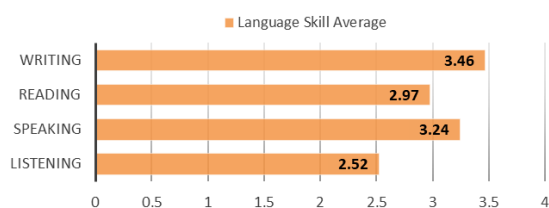
The four English language skills are important for the students of Law department. All the skills cannot be separated from each other as they are all integrated skills. Speaking skills, for example, cannot be separated from listening skill, writing skill cannot be separated from reading skill. as described in the following table.

Respondents	Language Skills			
	Listening	Speaking	Reading	Writing
Students	2.47	3.00	3.00	3.10
Lecturers	2.80	3.70	2.83	3.70
Employees	2.30	3.03	3.07	3.57
Average	2.52	3.24	2.97	3.46

0 – 1.50 = Almost Never; 1.51 – 2.50 = Rarely
2.51 – 3.50 = Often; 3.51 – 4.00 = Always

Table 4.3 The Level of the Frequency of Using Language Skills in the ESP Classroom

Table 4.3 shows the frequency of language skills that are mostly used by the students of Law department are slightly different for each skill. All of the language skills (listening, speaking, writing, and reading) are categorized “often and always” used by the students of Law department in learning ESP with the average score between 2.52 (often) and 3.46 (often).



0 – 1.50 = Almost Never; 1.51 – 2.50 = Rarely

2.51 – 3.50 = Often; 3.51 – 4.00 = Always

Chart 4.3 Average score of the Level of the Frequency of Using Language Skills in the ESP Classroom

All the fourth language skills are often used by the students of Law department both in the ESP classroom as indicated by one of the English lecturers in the interview.

Keempat keterampilan Bahasa yaitu membaca, menulis, mendengar, dan berbicara sering digunakan oleh mahasiswa jurusan Hukum, baik di kelas Bahasa Inggris untuk Tujuan Khusus (ESP) maupun dalam praktik akademik dan profesional mereka, sebagaimana diungkapkan oleh salah satu dosen Bahasa Inggris dalam wawancara. Mahasiswa Hukum perlu menguasai keterampilan membaca untuk memahami teks-teks hukum yang kompleks, keterampilan menulis untuk menyusun dokumen perundangan seperti opini hukum atau kontrak, keterampilan mendengar untuk mengikuti perdebatan atau sidang pengadilan, serta keterampilan berbicara untuk berkomunikasi dengan klien, kolega, atau di ruang sidang. Semua keterampilan ini saling mendukung dalam mempersiapkan mahasiswa untuk menghadapi tantangan komunikasi dalam studi mereka dan di dunia hukum profesional, di mana kemampuan berkomunikasi yang efektif dan tepat sangat diperlukan.

Similarly, the level of frequency of using English language skills in the workplace is also categorized to be “often” used in the workplaces as indicated in the following table.

Respondents	Language Skills			
	Listening	Speaking	Writing	Reading
Students	3.73	3.63	3.50	3.53
Lecturers	3.70	3.67	3.60	3.50
Employees	3.03	3.67	2.87	3.00
Average	3.49	3.65	3.32	3.34

0 – 1.50 = Almost Never; 1.51 – 2.50 = Rarely
2.51 – 3.50 = Often; 3.51 – 4.00 = Always

Table 4.4 The Level of the Frequency of Using Language Skills in the Wokplace

Table 4.4 above shows that all language skills are often and always used in the workplace, the average score is between 3.32 (often) and 3.65 (always). It can be seen in chart.

0 – 1.50 = Almost Never; 1.51 – 2.50 = Rarely
2.51 – 3.50 = Often; 3.51 – 4.00 = Always



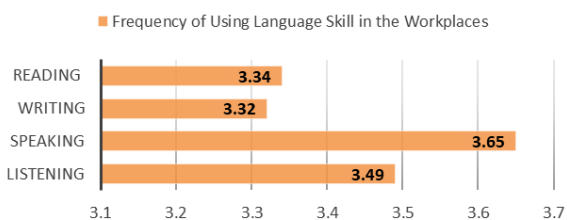


Chart 4.4 Average score of respondents towards the Frequency of Using Language Skills in the Wokplace

However, speaking is used a little bit more always than other skills. This is related to the statement of one student who has worked in the Law field in the interview.

Berbicara seringkali lebih sering digunakan daripada keterampilan bahasa lainnya oleh mahasiswa jurusan Hukum, terutama dalam praktik profesi hukum, sebagaimana diungkapkan oleh salah seorang mahasiswa yang pernah bekerja di bidang Hukum dalam wawancara. Hal ini disebabkan oleh sifat pekerjaan di bidang hukum yang sangat bergantung pada komunikasi verbal, baik dalam konteks persidangan, pertemuan dengan klien, maupun negosiasi antar pihak. Sebagai contoh, seorang pengacara atau konsultan hukum harus mampu menyampaikan argumen dengan jelas dan persuasif di pengadilan, berdiskusi dengan klien untuk memberikan nasihat hukum, atau berbicara di depan publik untuk membela suatu kasus. Keahlian berbicara ini menjadi lebih dominan karena proses hukum sering kali melibatkan interaksi langsung dan komunikasi langsung yang tidak bisa digantikan oleh keterampilan lain seperti membaca atau menulis. Selain itu, banyak situasi dalam hukum yang memerlukan pengambilan keputusan cepat dan kemampuan berbicara yang efektif untuk mempengaruhi atau meyakinkan orang lain, baik hakim, klien, maupun rekan kerja. Oleh karena itu, berbicara menjadi keterampilan yang paling sering digunakan dan sangat penting dalam praktik hukum sehari-hari.

Table 4.3 and 4.4 above provide useful information that all the language skills are often used both in the ESP classroom and in the workplace. The descriptions of the frequency of using language in the ESP classroom and in the workplace are a little bit different. Speaking and writing skills are used a little bit more often than reading and listening skills in the ESP classroom while speaking, listening and writing skills are used a little bit more often than reading skills in the workplace.

In terms of identifying the needs in English language for designing the course, besides identifying the level of frequency of language skills which are mostly used, it is also important to identify the level of importance and the level of difficulties of the language skills used by the students of Law department. The level of the importance and the level of difficulty of the English language skills will influence the content of the course design. The skills which are categorized to be more important and more difficult for the students should be given more priority in teaching activities than others.

To find out the skills which are most important and difficult for law students, the researcher in this research analyzed the data using SPSS 26 program on the Scatter diagram and the Crosstab table. The Scatter diagram was used to see the flow of the respondents' answer and Crosstab was used to find out the numbers of the repondents for each point in the Scatter diagram.

Based on the results of the Scatter diagram and crosstab, it is slightly different from the writing skill as indicated in the figure 4.1.

Figure 4.1 The Level of Importance and Difficulties of Reading Skill

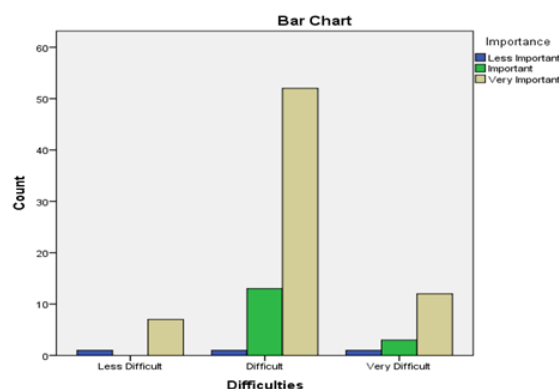


figure 4.1 illustrates different answers of the students regarding the level of importance and difficulties of reading skill. The descriptions of answers from the students can be seen in the following table.

Table 4.5 The Level of Importance and Difficulties of Reading Skill in Learning ESP

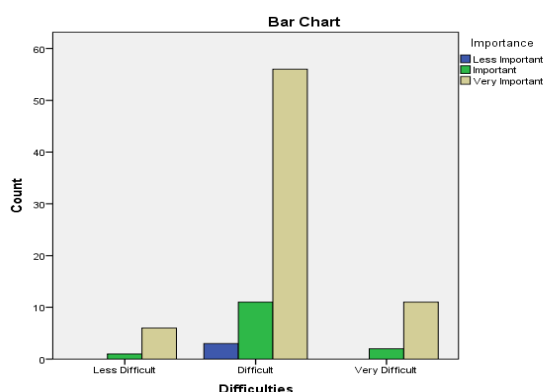
The Difficulties of Reading Skills in Learning ESP	The Imporntance of Reading Skills in Learning ESP				
	1	2	3	4	Total
1	0	0	0	0	0
2	0	1	0	7	8
3	0	1	13	52	66
4	0	1	3	12	16
Total	0	3	16	71	90

Table 4.5 above indicates that 12 students recognize that reading is very important and very difficult skill, 52 students say that it is very important and difficult, 3 students mention that it is important and very difficult, and 13 students think that it is important and difficult. Therefore, there are 80 out of 90 respondents or 11.11% who think that writing is also more important and difficult for the students of Law department and it is slightly different from the speaking skill, 73 out of 90 respondents. Both Tables 4.5 and 4.6 above illustrate that speaking and writing skills are more important and more difficult for the students of Law department in ESP classroom and in the workplace than the other skills. These

findings should be taken into account in designing the course, such as giving more portions of the teaching materials and activities for speaking and writing skills rather than listening and reading skills.

Based on the result of the Scatter diagram and crosstab, it was found that reading is one of the skills recognized by the respondents as the important and difficult skill (81.11% from 90 respondents) and followed by writing skill (15,55%) then listening and reading skills (67.37% and 65.26% respectively). The Scatter diagram of the speaking skill and writing skill can be seen in the Figures 4.1 and 4.2

Figure 4.2 The Level of Importance and Difficulties of Speaking Skill



The Figure 4.2 above illustrates that the flows of the respondents' opinion of the importance and difficulties of the English language skill is varied with nine different answers. However, this diagram needs to be described in the quantity to see the number of students at each point as indicated in the following table.

Table 4.5 The Level of Importance and Difficulties of Speaking Skill in Learning ESP

The Difficulties of Speaking Skills in Learning ESP	The Importance of Speaking Skills in Learning ESP				
	1	2	3	4	Total
1	0	0	0	0	0
2	0	0	1	6	7
3	0	3	11	56	70
4	0	0	2	11	13
Total	0	3	14	73	90

Table 4.5 shows the importance and difficulties level of the speaking skill. There are 71 respondents say that speaking skill is very important and very difficult, 16 respondents say that speaking skill is important and very difficult, 69 respondents say that speaking skill is very important and difficult, and 14 respondents say that speaking skill is important and difficult. Therefore, there are 170 respondents out of 170 or 100% state that speaking skill is more important and more difficult skill in English language.

a. Perception of the learning preferences of the students in learning ESP

Students' communicative ability is significant to enable them to adapt well with the real working environment. This aspect is vital to promote the marketability in the ever challenging industrial realm. This part looks at students' perspective of their learning preferences. Learners' perception on how they learn well and how and what the teachers teach could provide guidance for teachers to improve teaching quality because knowing students' perceptions of, and preferences for their academic environment, particularly those related to teaching characteristic, can aid the instructor in selecting appropriate teaching strategies and structuring the academic environment to better serve students' needs in learning.

In this research, the perception of the students' preferences in learning and teaching activities for learning ESP for Law department was divided into two main categories, learning preferences and teaching activities. In ESP classroom, learning preferences are varied among respondents. From the students' perception, it has been found that 'study in pairs' is more important than others; lecturers' perception mentioned that 'study in small group' is more important than other, and employees' perception categorized 'study alone' is more important than others. The perception of each respondent about learning preferences are different. It indicates that each respondent has their own learning preference in learning English.

Overall, the average score of all the respondents is that 'study in pairs' is more important than other ways with the average score of 3.24 (important), the same perceptions of the students' learning preferences and followed by 'study alone' and 'study in small group' with the average score 3.16 and 3.05 respectively. While 'studying in a big group' has the lowest score, only 2.87. Table 4.7 shows the detailed information of the learning preferences and teaching activities which are mostly required by the students of Law department.

4.7 Learning and Teaching Activities that are Mostly Preferred by the Law Students

Learning and Teaching Activities	Respondents			
	Students	Lecturers	Employees	Average
Study Alone	3.10	3.70	3.67	3.49
Study in Pairs	2.97	3.63	3.63	3.41
Study in Small Group	3.10	3.13	2.63	2.95
Study in a Big Group	2.73	3.33	2.93	3.00
Study by Listening	3.00	3.63	3.07	3.23
Study by Reading & Note Tweaking	2.97	3.70	2.90	3.13
Study by Speaking and Pronouncing	3.00	3.73	2.97	3.23

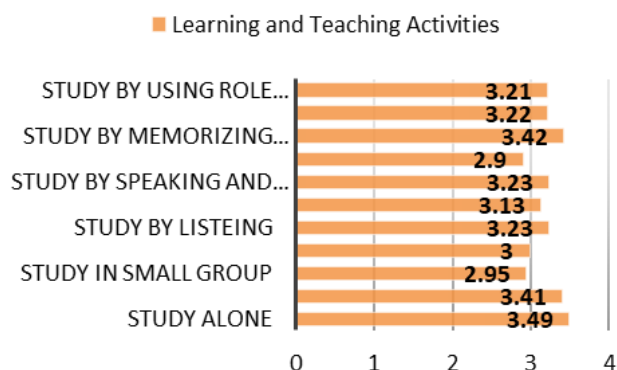
Study by Writing	2.97	2.90	2.83	2.90
Study by Memorizing Conversation	3.03	3.63	3.60	3.42
Study by Using Games	2.93	3.60	3.13	3.22
Study by using Role Plays	3.03	3.63	2.97	3.21
0 – 1.50 = Not important;	1.51 – 2.50 = Less important			
2.51 – 3.50 = Important;	3.51 – 4.00 = Very important			

Table 4.7 indicates that 'study alone' is most preferred way of learning English, followed by 'Study by Memorizing Conversation' and 'study in pairs'. 'Study by writing' is not much preferred in learning English. These findings indicate that in designing the course for ESP, study alone, study by memorizing conversation and study in pairs should be taken into consideration in designing the activities to fulfill the learning preferences in learning ESP such as giving different priority for each activity in the reaching and learning process.

Besides identifying the learning references in terms of the ways of learning with others, it is also important to find out the students' learning preferences in terms of the ways of learning by using the teaching equipment. Table 4.7 shows that most of the respondents said that 'study by listening' and 'study by speaking and pronouncing' are much preferred in learning English, followed by 'study by reading and note taking' and than 'study by using role plays' with the average scores of 3.13 and 3.21. The other learning preferences 'study by listening', 'study by writing' and 'by memorizing' are also categorized important (the average score is 3.23, 3.42, 2.90 and respectively). All the learning preferences are categorized to be 'important' in learning English. Their scores are slightly different. It can be seen in chart

Chart 4.5 Average score of the respondents towards Learning and Teaching Activities that are Mostly Preferred by the Law Students

0 – 1.50 = Not important; 1.51 – 2.50 = Less important
2.51 – 3.50 = Important; 3.51 – 4.00 = Very important



However, these findings indicate that listening activities followed by pronouncing the word and reading the text, followed by taking notes is more preferred by the students than listening, repeating

and memorizing conversation. These learning preferences could be taken into account in designing the course in this research.

In addition, teaching activities should also be considered in designing the course. Table 4.7 shows that teaching English by using role plays and games are preferred mostly in learnig ESP. The perceptions of each respondent are slightly different with regard to using 'role play' and "games" at the level of 'important' while the lecturers categorized them at the level of 'very importan' Overall , using role plays and games as the teaching activities in learning English are important. Although the scores for the role plays is a little bit higher (3.22) than games (3.21).

Role plays are more suitable to be used in the ESP classroom as the students will learn and use English as in the real world situation in the workplaces. The results of the observation in the ESP classroom for Law department show that:

Role play is very important in teaching English, particularly for the speaking skill because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person place for a while. Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. (Classroom observation, 24 May 2023)

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