

## DEVELOPING AN ENGLISH SYLLABUS FOR STUDENTS OF LAW AT JAMBI UNIVERSITY

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### Abstract

The objective of this study is to develop an English syllabus for undergraduate students of law at the University of Jambi. The subjects therefore involve students of law at the second semester. To get the data of student needs, the questionnaire and interview were implemented in this research. Research and Development were adopted as the research design while the model of develop used instructional design by Branch. The most important stage in this study is to investigate the language needs of students of law. It was done by distributing questionnaires to the students and interviewing them. The develop phases cut off the implement and evaluate phase. Therefore, the study ended up in develop phase. This study proposed to develop a suggested English syllabus for law due to the importance to improve quality of teaching non English department students by renewing the information of student needs as it changes for following the demands of epoch.

**Keywords:** *syllabus, students of law*

### Background

English course is an institutional subject at the University of Jambi. Every student of all study programs but English study program must take this course. Some of the study programs put this course in the first semester for example; students of Law in the University of Jambi have to contract this course with two credits at the first semester. The other study programs put this course in the first and second semester with two credits for each semester for example system information study program.

This study focuses on English for students of Law or it is rather appropriate to call English for law studies. The University has set up this course to be an institutional subject and obligates students of law to contract in the first semester with two credits. For students of English study program, it may begin to emerge the question whether this subject is sub branch of ESP, EGP, and even EAP. In English language teaching, there are three primary branches emerged from this starting from English as a mother tongue, English as second language and English as a foreign

language. Certainly, this case leads to English as a foreign language though sub branches of English as a second language and English as a foreign language are just the same. English as a foreign language contains English for general purposes and English for specific purposes. Therefore, English for law studies encounter the area of English for specific purposes. Basturkmen (2010) in more detail divided areas of ESP teaching which then say that English for law studies is belong to sub branches of English for Specific Academic Purposes (ESAP) and for this case it is linked to pre-experience ESP course because the students never have study or work experience in law professions.

Teaching English at the tertiary level for non-English department is still concentrated on the needs of understanding relevant texts by reinforcing vocabulary mastery. However, there has to be need survey to assure what the students really need in learning English. English for non-English department is sees as investment to increase their performance both in academic environment and future career. The needs can change following the demands of epoch. The ESP practitioner should see this case and do observation and then upgrade the elements of teaching such as, methods, materials, goals, and etc. Those are accommodated in the syllabus. It is intended to do in order to increase the quality of teaching and learning process.

Therefore, the researcher is interested to investigate more about English for law studies. Reflecting to the English language teaching process in the faculty, the researcher is interested to design an English syllabus for law studies. By doing that, it would describe more actual their learning purposes, language needs and learning methods and the teaching process would be more guided in organizing the materials of teaching.

A combination of the learning centered approach and task based approach is used in designing the syllabus for undergraduate students of law at the University of Jambi. The learning centered approach was chosen because it brings the commitment to help students learn both content and process. Process refers to the skill they will need to meet the success as they are learning the content (O'brian, Mills, & Cohen, 2008). The process which means skill development is intended to be done through tasks. The task based approach associate tasks that are linked to the needs.

## **Theoretical Review**

There are four different categories into which language teaching activities can be divided: (1) ways of defining what students need to learn, (2) ways of organizing the instruction to meet those

needs, (3) ways of actually presenting the lessons, and (4) ways of practicing what has been taught (Brown, 1995). Ways of organizing materials that meet students needs are what it is called syllabus. It is also a document which says what will (or at least what should) be learnt (Hutchinson & waters, 1987). Simply, syllabus is statement description of what is to be learnt and guidance for teachers of what to teach. The syllabus specifies the content of the lessons which is used to move the learners toward the goals (Krahnke, 1987).

For general language teaching, Krahnke (1987) separated syllabus into six types following; structural (or formal) syllabus, notional / functional, situational syllabus, skill-based syllabus, task-based syllabus and content-based syllabus. On the other hand, Hutchinson & waters (1987) appeared to present their ideas on listing types of syllabus. After defining a syllabus as a document of what will be learnt by the students Hutchinson & Waters (1987) argued from the fact that the statement of what will be learnt passes through several different stages before it reaches its destination in the mind of the learner. As a result, the stages become the fundamental basis to Hutchinson and Waters separated syllabus into six types as follows: the evaluation syllabus, the organizational syllabus, the material syllabus, the teacher syllabus, the classroom syllabus, and the learner syllabus.

To interpret the raw data about learning needs, the course designer needs to have a way to theoretically and practically information before producing a syllabus. There are three main types of approaches identified namely language-centered, skills-centered and learning-centered. In developing an ESP syllabus, it has to reflect two dimensions which are approach and design. Approach is a theory of language and language learning. Design concerns with the specification of actual content and a description of the role of teacher, learner, and teaching materials.

## **Research Method**

In line with the title of the research, developing syllabus can be categorized as the educational research and development (R&D). According to Rusdi (2018), R and D is a research activity that changes the existing situation, transforms the situation to improve individual, group and organizational performance. In educational insight, it represents a series of circle in which particular education products such as syllabus and material development is made on the basis of need survey (Borg and Gall, 1983). Therefore, the model of development in this research used the ADDIE model

by Branch (2009). ADDIE itself is an acronym for Analyze, Design, Develop, Implement, and Evaluation. It gives freedom to practitioner for doing evaluation in every step of the ADDIE process. This study didn't implement the implement and evaluate phase.

The study was conducted at the first year of undergraduate program of students of law of 2018/2019 academic year at the University of Jambi. The subjects were students of law at the second semester and have completed the English course at the first semester. The data of this study were the responses of students. Two instruments were implemented to collect the data. They are questionnaire and interview. The questionnaire was adapted from Djebbari (2016) and interview was made following reasons or purposes of learning, learning struggles on English, most needed skills, and learning methods.

There were several steps in this developing process. First step was to distribute 10 copies of questionnaires. Then, two of them were voluntarily asked to be interviewed. The data collected were analyzed using descriptive analysis. After that jumping to analyze phase, this phase included the activities following; analyze learners, determine students' characteristics, and determine the objectives of the course. Second phases was to design the syllabus by continuing to reaffirm the purpose statements and the objectives of the course, identify and select the possible performance tasks, and generate assessment strategy. The last phase conducted in this research was to develop the syllabus reflected the components of syllabus under the influence of the format of Jambi University's syllabus and the format of Philippine Normal University.

### **The Result of Development**

The data collected are analyzed in descriptive qualitative. The data from the questionnaire is analyzed descriptively as well as the descriptive analysis is applied to analyze the result of the interview. The process of need analysis involved 10 students of law who was enrolled at the second semester at the University of Jambi as the participants of questionnaire and two of them were taken to participate in the interview.

From the result of need analysis, it denotes that the students learn English to increase academic performance and invest for future job. The data deduced that speaking is the most needed skill followed by reading, writing, and listening. Thus, it can be inferred that the purpose statement of the course in both academic and future job purpose is to develop students with the ability to

produce oral form of communicative function of the language targeted in the area of their field and understand written text that relates their discipline. The course objectives are not seen merely from the cognitive aspect but also the affective and psychomotor.

The cognitive aspect is resulted in the need analysis and two other aspects are reflecting the curriculum. In affective aspects, the syllabus promotes (1) uphold human values, academic ethics, cooperation, discipline, respect of others, and the spirit of struggle, (2) show an attitude of responsibility for work in his area of expertise independently, (3) have sincerity, commitment, and sincerity to develop the attitudes, values, and abilities of students. Cognitive aspects portray four language skills which are speaking, reading, writing, and listening. Those four skills are demonstrated through their sub skills following; (1) use background knowledge and conceptual theories for academic and critical reading, (2) participate in a discipline related conversation, (3) read discipline-related publications, (4) read and understand in technical and academic vocabulary in students' related discipline, (5) integrate technical and academic vocabulary in writing, (6) summarize and paraphrase information, (7) listen to lectures and speech related to students' discipline to get specific information, (8) pronounce the academic and work vocabularies correctly. The other, psychomotor aspect demands students to utilize technology wisely in finding the information and solve procedural problems through English language teaching for education.

Using the learning centered approach, it underscores that through appropriate and selected contents which reflect the needs can support the success of reaching the objectives of the course. The contents are intended to be integrated with the language skills that meet the objectives. Therefore, the selected topics invest the skills through the tasks and learning activities. The faculty allocates the course to be completed in 16 weeks in one semester. However, the effective course only takes 13 weeks as the other three weeks are spent for course introduction, midterm and final test. The topics are selected based on the content subjects being discussed in their field to support their understanding of the topics and to supply them with the ability to express and produce ideas of their content subjects in English. The topics and distribution are presented in the table.

Week	Topics	Week	Topics
1.	Course introduction	9	Legal profession
2	Definition of law	10	Criminal

3	Constitution	11	Freedom of the press
4	Ideology	12	Elections
5	The legislature	13	Judiciary
6	The executive	14	International law
7	Civil and political rights	15	Case of human rights
8	Mid-term test	16	Final test

The learning activities are planned to be the learners centered activities for instance group work, discussion, role play, debate, and simulation as here, the teacher is placed on the role of facilitator. The syllabus is not only centered on the content. The tasks or performance that will be presented in the classroom are indicated from each skill of the language.

Speaking as the needed skill perceived by the students emphasizes on being able to speak with the right grammatical rules, pronounce words correctly, and participate in a related discipline conversation or talks. Students are intended to be brave to synthesize the information from the texts using their own words and get involved in every discussion that will be held in the class. By doing that, the students are unconsciously learning to pronounce the words correctly through practice.

Reading skill emphasizes on comprehending the texts by using background knowledge and critical reading to understand the texts, identifying legal vocabularies and main idea of the texts, finding the supporting details and specific information, and summarizing and paraphrasing the information of the texts. Because students of law are demanded to read lots sources, they are asked to categorize information and compare information from different sources.

Writing skill is intended to write the sentence with correct structure and using academic words. The focus of writing skill is able to produce simple paragraph. To achieve these, it is supported with the grammar focus in every meeting related to the texts given. Students are asked to write the sentences from the information that they know from the texts and video before they are asked to express ideas in written form about the topic given.

Lastly, listening is done in the classroom as the way to convey the topics. The material is not only from the texts. It can be added from the audio or video without omitting listening material.

During the process, the students are asked to get the information from the listening material. All activities are mostly done through group work in order to increase the values of cooperation, responsibility, and respect.

To measure the success of the course, an assignment should be implemented. As the goal is to develop students with the ability to produce oral form of communicative function of the language targeted in the area of their field and understand written text that relates their discipline, the types of assignments are the written test for midterm and final test and the performance one which is shown in the form of discussion, participation, and answering the questions. Having analyzed the data, the proposed syllabus is following:

<b>Proposed syllabus for undergraduate students of law</b>
Content and task based
Need analysis
Included four skills
Language is selected based on its use to explain the contents

## Conclusion

The syllabus for an ESP course, undergraduate students of law is developed and completed with the model of lesson plan. This proposed syllabus is a combination of learning centered and task based approach with the consideration it suited to the needs of students' background knowledge. The learning centered approach is chosen because it brings the commitment to help students learn both content and process. The process which means skill development is intended to be done through tasks. The task based approach associate tasks that are linked to the needs. The elements of syllabus consists of course description, course objectives (affective, cognitive, and psychomotor aspects), grading (referring to the university's stipulation), reading resources, and class schedule presented in a table which consists of meetings, course learning outcomes, performance indicators, course content, instructional delivery, and assessment. The syllabus is suggested to the English teacher who teaches English at the law faculty and the law department and hopefully to be the referring information before teaching English for students of law.

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