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## PERCEPTION OF LEGAL STUDENTS IN STATE ISLAMIC UNIVERSITY OF SULTAN MAULANA HASANUDDIN BANTEN ON ENGLISH FOR SPECIFIC PURPOSES: ENGLISH REQUIREMENT AND MATERIALS

by

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### Abstract.

This research aims to determine the English proficiency requirements for students of the Sharia Faculty in the workplace and to ascertain the type of English materials that can be produced using the information gathered from the present investigation. This research was conducted at Maulana Hasanuddin Banten State Islamic University. The participants consisted of 50 students and 15 alumni. They represented the faculty of Sharia, Economic Law, Islamic Law, and Constitutional Law. The study employed a qualitative research interview with open-ended questions to gather data. Data analysis employed coding, data reduction, data display, and drawing conclusions or interpretations were applied to this study. The findings reveal that Sharia Faculty students require four English skills, including ESP materials on various topics. The highly desired speaking skill topics are conversation and communication, as well as studies. Reading is necessary to understand the nuances of English in contracts, interpret English legal documents, examine Authentic Cases, conduct in-depth analyses of cases, and debate written judgments. Writing is needed for applying appropriate English in written letters of advice, understanding the fundamentals of English in contracts, and drafting legal regulations. Listening is needed to understand the client's issues and instructions before offering suggestions. Further research should be conducted to assess the effectiveness of the English materials developed based on this current study.

**Keywords:** *ESP, English requirement, English materials, legal-students, perception*

### Abstrak.

*Penelitian ini bertujuan untuk mengetahui persyaratan kemampuan bahasa Inggris bagi mahasiswa Fakultas Syariah di tempat kerja dan memastikan jenis materi bahasa Inggris yang dapat dihasilkan*

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*dengan informasi yang dikumpulkan dari penyelidikan ini. Penelitian ini dilakukan di Universitas Islam Negeri Maulana Hasanuddin Banten. Peserta tersebut adalah 50 mahasiswa dan 15 alumni Fakultas Syariah dari Program Studi Hukum Ekonomi Syariah, Hukum Keluarga Islam, dan Hukum Tata Negara. Penelitian kualitatif dilakukan di Universitas Islam Negeri Sultan Maulana Hasanuddin Banten; 60 mahasiswa dan 15 alumni berpartisipasi sebagai sampel. Wawancara dengan pertanyaan terbuka diberikan untuk mengumpulkan data. Pengkodean analisis data, reduksi data, tampilan data, dan penarikan kesimpulan atau interpretasi diterapkan pada penelitian ini. Temuan tersebut mengungkapkan bahwa mahasiswa Fakultas Syariah membutuhkan empat keterampilan bahasa Inggris, termasuk materi ESP tentang berbagai topik. Topik keterampilan berbicara yang sangat diinginkan adalah percakapan atau komunikasi dan diskusi studi kasus. Membaca diperlukan untuk memahami nuansa bahasa Inggris dalam kontrak, menafsirkan kontrak hukum bahasa Inggris, memeriksa Kasus Otentik, melakukan analisis aktif kasus, dan memperdebatkan putusan tertulis. Menulis diperlukan untuk menerapkan bahasa Inggris yang tepat dalam surat saran tertulis, memahami dasar-dasar bahasa Inggris dalam kontrak, dan menyusun peraturan hukum. Mendengarkan diperlukan untuk memahami masalah dan instruksi klien sebelum menawarkan saran. Penelitian lebih lanjut harus dilakukan untuk mengevaluasi efektivitas materi bahasa Inggris yang dikembangkan berdasarkan penelitian saat ini.*

***Kata kunci: ESP, persyaratan bahasa Inggris, materi bahasa Inggris, mahasiswa hukum, persepsi***

## INTRODUCTION

English has become increasingly the primary medium for international communication and information access (Kawakibi & Indrawan, 2024). As a universal language and communication tool, English is essential in facilitating communication between people from diverse linguistic and cultural backgrounds (Abimanto et al., 2023). With the increasing interaction among people worldwide, English is used as a means of communication among countries that use English as their primary language, such as the United States, Australia, the United Kingdom, and Canada. It is also used among countries throughout the world due to its position as a global language. Moreover, English is crucial in the sphere of Education because it is one of the tools needed to understand science (Ramírez-Castañeda, 2020) and publish research (Turmudi, 2020). “It is essential to be seen from a strong command of the English language to achieve success in one's professional and academic endeavors” (Sri Andayani, 2022, p. 373). The final study of English is as a tool of contribution of research to International society under Industrial Revolution 4.0 and more over 5.0 (Turmudi, 2020).

Furthermore, in the current Era of Society 5.0, English language skills have become a absolute competency including non-English language students such as Sharia Faculty students. Sharia Faculty students who will hold a Bachelor of Law degree, will definitely deal with the same challenges, where they are required to be mastered in communication and understand the English texts which are related to the legal topics, therefore they should be

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given the English for Legal Students course which contains materials with a specific purpose. English for Specific Purpose (ESP) is English language teaching which is specially designed, and the materials are adjusted with the needs of the scientific disciplines and achievements of graduates of each study program (Wengrum & Nurhartanto, 2021).

Apart from that, in dealing with Society 5.0 era which is marked by the rapid flow of globalization, the students of Sharia Faculty should have 4 basic competencies (4C's). They have to have critical thinking, creativity, collaboration, and communication. It means that the students of the Sharia Faculty are not only required to be proficient in the field of law, but also to have the ability to think critically, creative in thinking, collaborate with others and have good communication skills in English for both oral and written (Rahmawati et al., 2021). Since English is being dominant in various fields including industry, consequently, its skills become an effective communication tool as well as a requirement for developing professionalism (Uyun, 2020).

In dealing with this situation, one thing which has been implemented by the government is allocating English as mandatory subject in university. This is supported by the issuance of a statement from the Ministry of Education and Culture which decisively stated that Pancasila and Language courses remain mandatory courses in higher Education, where language courses include Indonesian as the national language and English as international language. English as one of the mandatory subjects in universities is written in Law Number. 12 of 2012 concerning Higher Education, where it is written that foreign languages can be used as languages of instruction in higher Education)<sup>1</sup>.

The implementation of English as a mandatory subject is also written in the Government Regulations or National Education Standards. Head of the Public Cooperation and Relations Bureau of the Ministry of Education and Culture Ad interim, Hendarman, stated that Government Regulation Number 57 of 2021 concerning National Education Standards was also a continuation of Law Number 20 of 2003 concerning the National Education System. Curriculum for higher Education as stated in the Government Regulation

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<sup>1</sup> Indonesia (2012). *Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi*. Jakarta. Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158 .

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Number 57 of 2021 is developed and determined by each institution for each study program by referring to national higher education standards based on legislation. As for article 40 paragraph 3 of the National Education Standards Regulation, it is stated that "The higher education curriculum must contain religious education, citizenship education and language (Indonesian for national and English for international language")<sup>2</sup>

By the presence of the Government Regulation about National Education Standards at the end of March 2021, there those regulations accommodate several matters about Education, one of them is curriculum which is written from article 35 to 40. As written in article 40 paragraph 3 of the National Education Standards Regulation, It is said that religious Education, citizenship education, and language instruction (both Indonesian and English) should all be included in higher education curricula.

English is a general course program which is a mandatory university subject by UIN Sultan Maulana Hasanuddin Banten based on the Rector's Decision Letter in order to help their students become competent. Teaching English to Sharia Faculty students nowadays still focuses on the importance of vocabulary knowledge and comprehension of pertinent materials. Many claims that the course is ineffective at helping students achieve the level of competency they want. Because of this, English courses ought to be created to offer increasingly complex, specialized based on their need, and academic content that aligns with the study programs that students are enrolled, especially in higher education settings where they receive on-the-job training based on their professionalism.

A survey is necessary to ensure what the students actually need to learn English. For Sharia Faculty students, learning English should be seen as an investment that will improve their performance in the classroom and in their future careers. Given the circumstances, teaching English for Specific Purposes (ESP) becomes a top priority for academics, especially those at the university level (Sari, 2018).

ESP has advanced to the point where it has its own research team, curriculum, and teaching methodology. An essential component of teaching English in the legal industry is

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<sup>2</sup> *Indonesia (2021). Peraturan Pemerintah Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan. Jakarta. Lembaran Negara Republik Indonesia Tahun 2021 Nomor 87*

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choosing engaging and authentic reading materials that are pertinent to the legal field. Additionally, a variety of educational exercises and legal-related resources that highlight particular rhetorical and discourse elements ought to be offered as a framework to help people comprehend particular texts (Hidayati & Royani Meisani, 2023).

By paying attention toward the importance of English to support the competence of Sharia Faculty Students, English for Legal Students should be considered as one of the topics in designing English language materials, so that Course Learning Outcomes and Study Program Graduate Learning Outcomes can meet students' actual needs (Fitria, 2024).

Mobashshernia explained that four pillars remained the foundation of ESP: (1) Needs analysis: asking about the actual needs, wants, and deficiencies of the target learners; asking about the setting and context in which learning is anticipated to occur; (2) Learning objectives: creating sets of learning strategy objectives for the ESP class; identifying the language, genres, and abilities that target learners may be anticipated to master and employ in a target setting; (3) Resources and approaches: creating a teaching strategy, specialized textbooks, or other kinds of resources (such as audios, films, etc.); and (4) Assessment: gauging students' test-taking improvements; assessing the effectiveness of the ESP course and the caliber of teaching (Rizal, 2017b).

There were many rules to follow when developing ESP's English teaching resources (Tomlinson, 2010) cited in Rizal, (2017b). First, the results of the needs analysis and the incorporation of authentic materials into the design process can serve as the basis for choosing authentic materials. Second, students must be able to consider their own desires as they acquire particular knowledge from reliable sources. Third, achieving the goal requires giving students lots of chances to use the target language. Fourth, instructors' input is essential to helping students develop their skills. Fifth, one of the most important duties of lecturers is to give pupils the right answers. Instructors are ready to assist pupils who might need more explanation. Last but not least, creating materials that meet the needs of the students will benefit them once they arouse their feelings, intellect, and aesthetic sense.

Several studies have explored English for Specific Purposes. One of them was conducted by Susanti et al., (2024b) who investigated students' need analysis of English for law subject at Muhammadiyah University of West Sumatera. The research focused on

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speaking and understanding legal vocabulary without explaining writing, reading and listening as other skills of English. Thus, this study aims to address the need for English language resources for law faculty students, particularly those studying sharia, from four skill perspectives, all of which promote English language proficiency to enhance the professionalism.

Meanwhile, Anindhyta (2023) investigated the need of ESP in Faculty of Law. The findings indicated that the Faculty of Law's ESP curriculum focused on communication skills, particularly speaking and writing, to better equip students to represent clients in the future (Anindhyta, 2023). The research just focused on the skills especially in productive. It did not discuss either topic or materials. Therefore, this study adds to the body of knowledge regarding the analysis of ESP needs in legal students of Sharia Faculty through analyzing the materials needed for developing students' skills in their future professional needs.

Besides that, Arroyyani et al. (2022) discussed A need analysis of ESP for public health students. The researchers just focused on students' want in learning English and how is their confidence. It was not discussed the detail of topic and materials that students need to learn (Arroyyani et al., 2022). Meanwhile, Pranoto and Suprayogi (2020) conducted research about A need analysis of ESP for physical education students in Indonesia. It found the viewpoint of the lecturers, where students need to have strong speaking and writing skills to compete on a global scale as professional athletes, coaches, journalists, and so forth. The content offered is unquestionably different, though, as this study will seek for subjects required by law faculty students with a greater emphasis on Islamic law, whereas earlier research concentrated on themes pertaining to physical Education (Parnawati & Ulinuha, 2019).

Parnawati and Ulinuha (2019) discuss the importance of English in higher Education as also other scholars (Pranoto & Suprayogi, 2020). Diana and Mansur (2018) studied about A need analysis on English teaching materials for ICT students (Diana & Mansur, 2018), while Susandi and Krishnawati (2016) studied ESP syllabus design for Indonesian EFL. It focused on ESP for nursing students (Susandi & Krishnawati, 2016). These studies sought to develop the best objective, subject, and study techniques for each study program so that students would have the English proficiency they would need in the future. However, there

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was currently no research that addresses ESP for the Legal Students of Sharia Faculty materials design and need analysis. Thus, this study determines the value of English, and the resources required, with an emphasis on examining the requirements of legal students.

Therefore, analytical studies regarding English language needs should have special attention and need to be carried out as an effort to investigate important aspects before designing English language teaching materials for Sharia Faculty Students, so that they can meet their actual needs which require them to master English both oral and written, and make them easier to compete in the work field, because national and international companies really need resources who have communication skills by using foreign languages (Thi To Hoa & Thi Tuyet Mai, 2016).

Upon all, this study aimed to know students' need on the English language proficiency in the legal and law fields due to the gaps in the literature, as well as the general contextual requirements and parallels of English for Specific Purposes (ESP) for legal students. The following formulation of the research objectives considers the circumstances:

1. What are the English proficiency requirements for students of Sharia Faculty in the workplace, and
2. What kind of English materials are needed by Sharia Faculty students of Sultan Maulana Hasanuddin Banten State Islamic University based on the analysis of ESP?

## METHOD

### *Design*

This study employed a qualitative descriptive design. The study tracks definition by scholars (Djafar et al., 2021). The focuses are on the English proficiency requirements for students of Sharia Faculty in the workplace, and English materials are needed by Sharia Faculty students of Sultan Maulana Hasanuddin Banten State Islamic University. To provide a more comprehensive comprehension of the research findings, all the data gathered for this study were presented as narrative accounts.

### *Participant*

The respondents' demographic was as follows: 60 Sharia Faculty students and 15 alumni. Purposive sampling was utilized to choose the sample for this study. Purposive

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sampling is employed when the sample target possesses specific attributes, thereby excluding samples that lack the identified qualities. Purposive sampling is a method for selecting samples based on particular criteria since it is employed when the sample target has particular qualities to report (See Table 1). For this reason, the researcher used purposive sampling to collect samples (Moleong, 2017).

**Table 1. Participants of the research**

<i>No</i>	<i>Department</i>	<i>Occupation</i>	<i>Total</i>
1	<i>Sharia Economic Law</i>	<i>Students</i>	<i>20 Students</i>
2	<i>Islamic Family Law</i>	<i>Students</i>	<i>20 Students</i>
3	<i>Constitutional Law</i>	<i>Students</i>	<i>20 Students</i>
4	<i>Alumni of Sharia Economic Law</i>	<i>Banking Financial Institution Employee, Civil Servants, law firm, Notary Public &amp; Official Certifier of Title Deeds</i>	<i>5 Students</i>
5	<i>Alumni of Islamic Family Law</i>	<i>Religious Court, National Amil Zakat Agency, Civil Servants, law firm</i>	<i>5 Students</i>
6	<i>Alumni of Constitutional Law</i>	<i>Constitutional Court, Civil Servants, law firm</i>	<i>5 Students</i>

At the time of the study, all students who were majoring in Sharia Economic Law, Islamic Family Law, and Constitutional Law had completed English Subject Levels 1 and 2.

***Instrument***

Interview guide was used as the first instrument in this research. The researchers employed structured interviews in which they were aware of the information they wished to elicit from the informant. To obtain the necessary data and information, the researcher prepares many methodical questions for the informant to answer during a structured interview. Ten questions from this study were included in the collection of research instruments.

An audio recorder served as the study's second tool. Data from interviews was captured using audio recorders. In this study, the researcher's media or instruments were a smartphone, which they utilized to capture audio and, if needed, take images as proof of their investigation. It used to help the researchers remember the data or information that the informants had shared.

***Data collecting technique***

The data collection method employed was interviews, a courteous conversation involving two or more people in which questions are asked of the subject to obtain the

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information needed. Interview with the research participants was used to collect the qualitative data. The researchers conducted interviews by asking the participants if the learning of English 1 and English 2 met their expectation, which language skill(s) was mostly needed for their professionalism in the legal field, what were the specific materials that should be covered in English language class and what was aspects needed to be assessed.

***Data analysis technique***

The four stages of Miles and Huberman's theory (2014) : coding, data reduction, data display, and drawing conclusions or interpretation—were applied in this study's data analysis. The process of gathering data comes first, and then the data is condensed to become more targeted. After that, the gathered data are extracted, coded, and categorized into themes. Matrix illustrations are used to depict the themes and categories. Drawing conclusions and verifying them can be done from these. Following that, the conclusions of the distributed interpretation of the data are derived and cross-checked with data extracted from field notes or currently available studies. Data verification is done by elaborating on the results based on promoter and peer arguments and evaluations to establish an inter-subjective consensus (Miles, M.B, Huberman, A.M, & Saldana, 2014) cited in Sukendar et al., (2019). Below is coding the interview data by using Miles and Huberman's Methodology (2014):

***Table 2. Data analysis coding***

<i>Coding Roots</i>	<i>Category/ Themes</i>
<i>Communicating</i>	<i>Speaking</i>
<i>Discussing</i>	<i>Speaking</i>
<i>Recognizing</i>	<i>Reading</i>
<i>Interpreting</i>	<i>Reading</i>
<i>Using and understanding</i>	<i>Reading</i>
<i>Examining</i>	<i>Reading</i>
<i>Analyzing</i>	<i>Reading</i>
<i>Using and Understanding</i>	<i>Writing</i>
<i>Drafting</i>	<i>Writing</i>
<i>Listen Instruction</i>	<i>Listening</i>

The result of data analyses used to know the Sharia Faculty students view about their need in English proficiency and to identify the materials that they should study in ESP. The data was also subjected to an inductive analysis to make sure the students' answers were accurately and completely captured.

**RESULT AND DISCUSSION*****Result***

As stated in the opening, the first step in creating a successful ESP classroom is to analyze the needs of the students in terms of learning English. In this study, the authors examined the demands of students in three different study programs. The findings showed that while students studying Sharia Economic Law, Islamic Family Law, and Constitutional Law have diverse demands, they also share some similarities. The authors used students' perceptions of the demands of English competence in the workplace to interpret the findings to respond to the first and second study questions.

***1. The English proficiency required for students of sharia faculty in the workplace.***

The result of interview with Sharia Economic Law, Islamic Family Law and Constitutional Law alumni and students of Sharia Faculty of UIN Sultan Maulana Hasanuddin Banten, the English proficiency required for them in the workplace consist of Speaking, Reading, Writing and Listening.

***(a) Speaking***

The respondents stated that they wanted to become proficient in speaking. Specific speaking abilities needed by students in the sharia faculty are doing presentation. They need to improve their ability to communicate in order to convey the essential ideas of their nation's legal system. They typically participate in international conference forums with lecturers while they are still students, thus they must be prepared to talk in front of legal representatives from different universities.

Then in social networks, Of course, speaking requires that everyone a basic understanding of polite conversation in English as well as how other people communicate. Therefore, the students of sharia faculty need to be able to:

- *Communicate with people from other nations since they could eventually find employment abroad.*

They must therefore be able to pronounce English words correctly, as mispronunciation would naturally alter the meaning of the word. Besides that, direct communication is used to explore and investigate societal issues. The second aspect involves engaging with the global

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community, as the Criminal Investigation Unit needs to be proficient in English to offer services to visitors and non-Indonesians.

They further disclosed that proficiency in English is required for notary candidates because potential clientele may include both foreign and Indonesian nationals. A lawyer is another legal profession that necessitates strong communication abilities. A lawyer must have the ability to read demands or indictments, make arguments, and conduct courtroom trials if they are prosecuting cases. Being able in English speaking is therefore crucial in Sharia Faculty.

- *Discuss Case Studies*

The students of sharia faculty need to know about Examples of language used in breach of contract. When they are in the professional field of law, they must be able to clarify the terms and conditions that were agreed upon. It happens when one or more parties do not carry out the responsibilities specified in the contract, speak with the distribution agreement and take the property dispute seriously.

**(b) Reading**

Reading is widely understood to be the process of identifying and understanding written content. Furthermore, in understanding a text, the students obviously needs to be able to (1) read the words; (2) retrieve the words' meanings; (3) put the words together to form meaningful ideas, and (4) assemble a larger model of what the text is about.

For students of Sharia Faculty to perform better, it is critical that they be interested in reading. Since without interest, they will not be motivated to read. Understanding English texts is essential in this digital era. It is a difficult task, though, for a number of Sharia Faculty Students. The text, task, reader, and contextual factors all affect how well a reader comprehends what they are reading.

The students and alumni of Sharia Faculty of Maulana Hasanuddin Banten State Islamic University stated that reading skill was needed for them because they need to understand English terminology within the judicial system and the background of the legal system. Then, they also need to understand the English language basic for Contracts which include:

- *Recognizing the subtleties of English used in contracts.*
  - Interpreting English legal contracts

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- Using and understanding legal collocations
- Examining authentic cases
- Actively analyzing cases
- Analyzing and arguing over written rulings

Besides, reading skill enables them to comprehend positive law, Islamic legal literature, and issues pertaining to English language law, and reading materials like international journals, legal articles and foreign magazines in particular, legal documents, events, and facts in order to create and interpret legal theories, and the majority of court cases where English is the primary language of instruction.

**(c) Writing**

One of the most crucial talents that students needed to acquire was writing. Writing ability is particularly crucial, since it is one of the ways that people communicate and share knowledge with one another, and writing skills will also support other skills, especially in English. The students may express their ideas and feelings to one another through it, since it allows them to communicate with each other in the most effective way possible when they put their thoughts and feelings on paper.

The explanation above shows that writing is an essential skill that students should master in learning English foreign language. Writing enables attorneys, paralegals, and other legal professionals to present their cases and express legal judgments in an efficient manner. To successfully convey and properly express legal arguments in documents such as legal memoranda and briefs, the most roles in the legal sector require candidates to have good legal writing abilities. Learning how to improve their legal writing abilities can assist Sharia Faculty students advance in their legal careers and elevate their professionalism if they go on to work in the legal profession after graduation.

Therefore, writing skills need to be developed in dealing with the documents. As the candidate of Bachelor of Law, because Sharia Faculty students need to be able in:

- *Using proper grammar in letters of recommendation*

The students of Sharia Faculty as prospectus legal experts are probably assisting someone with a specific issue via a letter of advice. There can be many issues, both civil and criminal. So, they must be able in learning the appropriate functional language, looking at

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guidance and recommendation formats, knowing how to be consistent, maximizing the impact of succinct English, and appreciating the benefits of using more traditional versus more current language.

▪ *Understanding the English basic contracts*

The most contracts prepared for foreign transactions are written in English. These agreements provide a legal framework for international commerce by establishing trade and cooperative partnerships between various nations and legal systems. English contracts that are clear, consistent, and account for cultural and legal variations are crucial when working with foreign businesses. Since of that, Sharia Faculty students need to enhance their writing skill in order to make them comprehend the subtleties of using English in contracts, be familiar with the principles of contract drafting, be able to apply and interpret appropriate contractual phrases in English legal contracts and utilize and comprehend legal collocations effectively negotiate terms of the contract in English and design contract sections in English.

▪ *Drafting legal regulations and documents*

Being associated to the legal field; for example, it is required of police officers to write reports, attorneys to defend themselves, judges to write decisions, notaries to prepare deeds, draft legal regulations, draft legal documents, and prosecutors to make demands. The sharia faculty students must be able to write official letters when they eventually become notaries. Notaries can create a Power of Attorney using a structure, however writing abilities still need to be improved. Apart from that, another accomplishment that students and alumni of Sharia faculty are proud of is their ability to write and publish in international journals concerning law.

**(d) Listening**

One of the four crucial abilities that students must master in to learn English is listening. The listening portion is the initial step in helping students to become capable of speaking or creating sentences in a paper. Other language skills and development may not function properly if listening is not learned first. Furthermore, this listening ability is necessary in an academic setting in a classroom.

It means that one of the most important abilities that Sharia Faculty students can acquire for their future legal careers is active listening. They will be more equipped to comprehend

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their clients varied socioeconomic backgrounds and obtain precise information on which to base a case if they do this. They need to be able to listen to the client's issues and instructions before you can offer suggestions. In this manner, the legal professional, especially lawyer can subsequently offer pertinent legal guidance.

The four abilities are inextricably linked to grammar, vocabulary, and phrases since proper grammar, vocabulary, and phrases are necessary for effectively conveying meaning when creating sentences, both orally and in written. However; General English (GE) and ESP instruction should use entirely different English instructions. All four language skills are taught to the students, with equal emphasis placed on them, using extremely generic instructions. Thus, it is evident that these abilities are significant enough to be considered when creating English language curriculum for students studying sharia faculty.

## ***2. English materials that can be produced with the information gathered from the present investigation.***

This outcome further supports the students' belief that English for Law was the language required. To effectively meet their communicative demands, the most respondents stressed the significance of establishing English language classes and workshops for legal students as non-English study programs, respectively. A descriptive analysis summarizing the needs of sharia faculty students regarding the existence of English for Specific Purposes is conducted based on Tomlinson by number of rules given.

First, the results of the needs analysis and the incorporation of authentic materials into the design process can serve as the basis for choosing authentic materials. The results of interviews regarding needs seen at a macro level for four main aspects, which consist of speaking, listening, writing, and reading. The most specific materials consist of doing communication, reading textbooks, preparing research papers, and reading scholarly publications and journals.

Second, students must be able to consider their own desires as they acquire particular knowledge from reliable sources. Interviews are done at this point to learn more about the needs of the students, particularly those pertaining to their legal English requirements.

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Third, achieving the goal requires giving students lots of chances to use the target language. Communicative language teaching, which emphasizes student engagement as a means or an end in learning the target language, will be used at this level to teach English to legal students as a foreign language.

Fourth, instructors' input is essential to helping students develop their skills. Fifth, one of the most important duties of lecturers is to give pupils the right answers. Instructors are ready to assist pupils who might need more explanation. Establishing the learning pace and directs pupils' thought processes. Lectures, handouts, explanations, modeling, and sample provision are just a few of the various ways that input can be provided.

Last but not least, creating materials that meet the needs of the students will benefit them once they arouse their feelings, intellect, and aesthetic sense. The creation of English for Specific Purposes (ESP) resulted from the development of ESP and was intended to satisfy the particular academic and professional needs of law students and legal specialties.

The results showed the required materials related to the language abilities, which students expected to acquire; the materials and skills are shown in the table 2 below:

*Table 2. Synopsis of legal students' views of their ESP needs (n=75)*

<b>Skills</b>	<b>Materials</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Speaking</b>	1. Daily conversation or communication	75	100%
	2. Discussing case studies		
<b>Reading</b>	1. Understanding the nuances of English in contracts	73	97,33%
	2. Interpreting English legal contracts		
	3. Using and understanding legal collocations		
	4. Examining Authentic Cases		
	5. Actively analyzing cases		
	6. Analyzing and arguing over written rulings		
<b>Writing</b>	1. Using proper grammar in letters of recommendation	73	97,33%
	2. Understanding the English basic for contracts		
	3. Drafting legal regulations and documents		
<b>Listening</b>	1. Listening to the client's issues and instructions before offering suggestions.	70	93,33%

### **Discussion**

The first objective of this study is to determine the English proficiency requirements for students of Sharia Faculty in the workplace, and ascertain the kind of English materials.

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According to the need analysis's findings, Sharia Faculty students study English to improve their academic standing and prepare for future employment. Speaking is the most important skill, followed by reading, writing, and listening, according to the evidence. Therefore, it can be deduced that the course's stated goal is to equip students with the skills necessary to comprehend written material related to their field and to produce oral forms of communication using the language targeted in their field, both for academic purposes and for future employment.

Students viewed speaking as a necessary skill that focuses on the ability to interact with individuals from different countries, because they might someday be able to work overseas, and engage in discussions or conversations pertaining to a certain topic such as breach of contract. They must be able to explain the terms and circumstances that were agreed upon when practicing law professionally. So that the study materials cover topics related to everyday communication and conversation as well as case study discussions. The result is matched to Muntiningsih (Muntiningsih, 2018). Both studies analyzed speaking skill as an essential part in ESP course approach designed. The result showed that speaking was needed for communicating. Developing speaking skills is particularly crucial as the students will frequently interact with individuals from diverse cultural backgrounds and navigate various professional situations, so the students must be able to communicate effectively and adapt their language to suit various contexts and situations specific to the industry.

Based on the result of the research, it can be seen that teaching speaking in English for Specific Purposes is more important. In addition, legal-related materials that are deemed essential for instruction that involve English law, law vocabulary, meeting people, Indonesian custom law, and experience using the language during general elections. Based on this research, it is anticipated that law students should be able to enhance their English language proficiency (Susanti et al., 2024).

In case of reading proficiency in ESP materials, it places a strong emphasis on understanding the texts by applying prior knowledge and critical reading to comprehend them, recognizing legal jargon, locating specific material and supporting data, and summarizing and paraphrasing the texts' content. In Rizal (Rizal, 2017a), it was stated that the ability to comprehend the reading texts is an important part in increasing the students' knowledge and

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experience, especially the text, which connects to the law field to prepare them in their future professional field.

This research also showed similar results. In this skill, the research showed that the legal students must study many materials includes classify and compare information from various sources, grasp and use legal collocations, analyze English legal contracts, and recognize the nuances of English used in contracts, analyze and debate written rulings, actively examine cases, and examine authentic cases.

This is supported by the result of the research conducted by Luke (Luke, 2018) who points out the fact that reading is a fundamental lawyering talent in this context emphasizes how important it is for law students to be able to read powerful genres like court rulings to get access to the field and, eventually, the profession.

The next skill needed is writing. In the research conducted by (Nazarova et al., 2020), It has been discovered that writing in ESP entails having learning objectives in a particular field, with contents tailored to the needs of its students. Legal professionals should be able to persuade the court to find in their favor by using persuasive writing in pleadings, motions, and appeal briefs. This calls for a logical application of the law, a well-organized argument, and a clear presentation of the facts.

The result is similar with this research where it's found that the goal of writing skills is to use academic language and construct sentences correctly. The ability to write recommendation letters is the main focus of writing skills. It helped achieve this by focusing on grammar in each meeting according to the required books. In addition, the students are expected to comprehend and compose fundamental English contracts for international transactions. To effectively negotiate terms of the contract in English and design contract sections in English, they must improve their writing skills, understand the nuances of using English in contracts, be familiar with the principles of contract drafting, and be able to apply and interpret appropriate contractual phrases in English legal contracts.

The facts above showed that writing has begun to occupy an increasingly important place in determining the tasks of forming professional skills of intercultural communication (Wahyuni, 2021).

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Lastly listening. The result of the research conducted by Manzura (2024) mentioned that as the cornerstone of successful communication in legal contexts, listening is an essential ability for legal professionals. Attorneys need to pay close attention to what their clients have to say, evaluate arguments in court, and understand complex legal jargon. Teachers can help law students develop their critical comprehension, analytical, and note-taking skills while preparing them for their future employment by customizing listening activities to their needs.

This is in line with the results of this research. This research found that listening is a critical skill for legal professionals, serving as the foundation for effective communication in legal settings. Lawyers must listen attentively to clients, analyze courtroom arguments, and comprehend nuanced legal discourse. Despite its importance, listening is often underemphasized in traditional legal Education.

Both studies showed that the first step in assisting in developing the ability to talk or construct sentences on a paper is the listening component. If listening is not mastered first, other language skills and development may not work as intended. So that, the material that legal students will study is about listening to the client's issues and instructions before offering suggestions. Therefore, in their future professional activities, when searching for information, graduates of universities will have to deal not only with printed materials, but also with audio and video resources (Buriyeva & Buriyeva, 2021).

## CONCLUSION AND SUGGESTION

### *Conclusion*

This study sought to determine and examine the requirements of an ESP course and the English language proficiency of its students. The research findings indicate that a significant proportion of Sharia Faculty students are concerned about their professional future and their ability to utilize English in that field. As a result, they anticipate that lecturers will offer unique content pertaining to legal cases which include speaking, writing, reading and listening skills, so they can meet their professional goals.

Materials specifically designed to meet the needs of law students are developed for each of English language proficiency. For speaking, there will be daily conversation or communication and discussing case studies. For reading, understanding the nuances of

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English in contracts, interpreting English legal contracts, using and understanding legal collocations, examining authentic cases, actively analyzing cases and analyzing and arguing over written rulings will be implemented. For writing, the students will be treated to use proper grammar in letters of recommendation, understand the English basic for contract, and draft the legal regulations and documents. And for listening, the students will study to listen to the client's issues and instructions before offering suggestions.

***Limitation***

The research methodology and participants are the study's limitations. Instead of collecting data from students or alumni of law departments at other colleges, the researchers conducted interviews with students and alumni of the State Islamic University of Sultan Maulana Hasanuddin Banten's Sharia Faculty. More participants would be ideal for future studies as they could influence how applicable the results are. To obtain a more complete picture, future research might combine qualitative and quantitative methods and use a larger and more varied participant group from several universities.

***Implication***

This study has made it easier to examine English law students from the standpoint of their needs. Legal students require it to improve communication, advance their careers, and stress the importance of ongoing language learning in specialized disciplines. Furthermore, this study adds to the body of knowledge already available on English instruction for law students, specifically at Sultan Maulana Hasanuddin Banten's State Islamic University. Additionally, the results may give university administrators important information about how to help instructors enhance instruction.

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