
MODEL OF AUTHENTIC ENGLISH TEACHING MATERIAL FOR LAW FACULTY STUDENTS

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Abstract

In recent years in line with identifying needs and wants of groups of students who learn English for either academic purposes (EAP) or job-related purposes (EOP), teachers or lecturers in the field of ESP have felt an onerous responsibility for fostering appropriate materials and methodologies for these students to maximize their learning. This study aimed to develop an effective model of authentic English teaching material (textbook) for law faculty students. This purpose was obtained through model development research. The students of law faculty at Universitas Bengkulu, the lecturers, and lawyers are used as the subjects of this study. The study was carried out in three steps, which are (1) needs identification and curriculum analysis, (2) learning material (textbook) design and development, and (3) textbook evaluation. In the first part, the students' opinions of their needs and wants are presented based on the analysis of the questionnaires and documentation. This is followed by displaying the theory and the data for the fundamental basis of the second step. Lastly, the material was validated by two experts for the revision and improvement. Then, the material was tried out before gaining the final product. It is to be concluded that material of this kind allows the students to bring their own knowledge of the world to their lessons. At the end of English lesson, the students not only practice English, but also they are better informed about the issue of their field.

Keywords: *Teaching Material Model, Developing Authentic Material, Law Learning Material*

1. INTRODUCTION

As English becomes more required in all areas such as science, social, business, politic, medical and law, good English is particularly important. The English development for professional interaction has been increasing in almost all workplaces. In this situation, not only English for academic purposes (EAP), but also English for specific purposes (ESP) are much needed.

Since ESP provides learners with a learning process that is appropriate with their needs and wants in their future job, it is very important to learn. Most universities in Indonesia provide their students with English for specific purposes based on their major. It means that English is one of the compulsory subjects that should be taken by the students. In some universities in Indonesia such as University of Bengkulu, University of Sumatera Utara, University of Muhammadiyah Medan and the Brawijaya University the students should take English subject twice. English 1 is for general English and English 2 is for English for specific purposes.

In English for Specific Purposes, the learners should get the material related to their future jobs. Automatically after taking an English class, the learners are expected to be ready to face globalization era as English is very required. Therefore, the material should be set up as appropriate as possible with their needs and wants. The materials given to the learners play a very important role in ESP. The materials can help the teacher to deliver the knowledge or skill to the students easier. Teacher also can provide a good learning process for students through materials (Helida, 2015). It means that the materials determine the successful of teaching and learning process of ESP.

Getting well designed material in ESP will take more students' attention. Designing a good material is one factor that differentiates ESP with general English. According to Hutchinson and Waters (1991), in practice, designing material is one of the most characteristic features of ESP. In contrast to General English teaching, a large amount of the ESP teacher's time may well be taken up in designing materials.

The existing current materials of ESP are not enough to cover students' needs and wants. It is happened in almost all institutions that provide their learners with ESP subject. Upton (2013) stated that a current problem of ESP material is not appropriate with students' needs and wants. Most course of ESP does not update their materials, so the materials provided to the learners is not up to date. Meanwhile, the students' needs and wants change continuously as long as world changing.

Another problem of current ESP material is its authenticity. Most ESP materials spread are lack of authenticity because both teachers and institutions do not revise and update the materials. Meanwhile, the authenticity of material will very helpful for students to get the language skill that can be applied in real life. Authentic material will provide the students with material that suitable with the condition of the world. It will help the students to use English in their daily life. Perez (2005) said that it is a challenge for teachers of ESP now to provide the students with authentic material. It means that the authenticity is a serious problem in ESP materials.

Those problems happen in all areas of ESP including English for Law faculty students. Nur (2011) said that almost existing English materials for law faculty students particularly in Indonesia do not support students major. He explained that English for law has many differences with general English especially in term of vocabulary. There are several terms in law that are different if we translate them into English. The students have to know those terms. Factually, those terms are not available in almost existing course books of ESP.

Less good material available automatically will give an effect to the learners. The learners' achievements mostly depend on the materials because the materials have essential role in ESP. The more problem in material, the more problem in student achievement.

In University of Bengkulu, under graduate students come from different major, so they have different needs, wants and expectations. Based on an interview done by the researcher on June 2014, it is found that the students of law faculty hope that the material of English provided for them could cover their needs and wants. Factually, there was no available authentic material provided by the instructors. Students of Law Faculty at University of Bengkulu said that the materials given to them were not suitable with their needs, wants and their major. The existing materials provided by the instructors did not support their major. In addition, based on the researcher's analysis toward the English material for students of law faculty, there were some texts that were not appropriate with the students major. The task in the book also could not provide students to use English appropriately because its authenticity was still low. The material was also not up to date. Therefore, the researcher intends to identify the use of authentic materials for students of law faculty.

2. REVIEW OF RELATED THEORIES

Designing materials is process that is done in order to provide students with material they need. Tomlinson (1998) refers designing material to anything which is done by writers or teachers to provide sources of language input and to supply information about and/or experience of the language in ways designed to promote language learning.

Designing materials have to get more attention. It is better for teacher to design the effective and suitable materials for learners. Ellington and Race (1997) say that teachers, trainers and instructors need to decide supportive materials in order to enhance the quality and effectiveness of learning. Beside, Block in Jordan (2000) argues that teachers should produce materials. The reasons of it are:

1. Contextualisation : to ensure relevancy and interest
2. Timeliness: to ensure being up-to-date
3. "The personal touch": to appeal directly to the students.

To design a good and appropriate material, we have to take more attention in needs analysis. We have to consider what students needs and wants. Needs analysis is a pre-course design process in which information is collected to help the teacher or course developer decide what the course should focus on, what content of language or skills that should be included and what methodology of teaching or learning that should be employed (Basturkmen, 2010). In other word, needs analysis is very needed in designing ESP material.

In needs analysis there are some information that can be collected. Those information can be about students age, what students know already about English, What subject knowledge do the students have, what are students' interests, what is students' socio-cultural background, what teaching styles are the students used to, what is students' attitude to English or to the cultures of the English-speaking world (Hutchinson and Waters, 1991).

Needs analysis is done to get particular data in order to design a material. Nation and Macalister (2010) say that needs analysis examines what the learners know already and what they need to know. The result of needs analysis will consider to design an appropriate material for learners.

Authentic materials are the materials that are designed from real situation. Authentic materials are needed as well as authentic learning. Authentic learning is about setting up learning situations so that the students learn skills that they can use in their life or real life situation (Fetherston, 2006).

Providing students with the materials that they can use in their social life will make students easier to acquire both knowledge and skill they are learnt. Brown, Collins and Duguid (1989) in Fetherston (2006) believe that by adding authentic materials in which the skill and knowledge apply in learning will make students more able to receive concepts and knowledge that can be used in their life.

3. RESEARCH METHOD

There are some steps of developmental research. Sugiyono (2013) defines eight steps in developmental research. The steps can be seen in the following diagram:

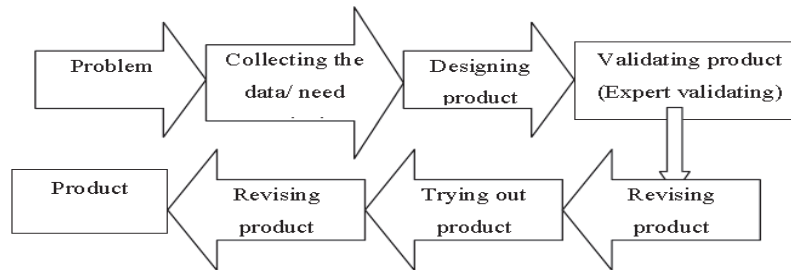


Diagram 1. Steps of Developmental Research

After getting problem, the next step in developmental research was collecting the data. In this research, the researcher collected the data about students' needs and wants from need analysis. The populations of this step were all the students of law faculty at University of Bengkulu who are taking English 2 subject.

The next step of the developmental research was designing product. After getting the data about students' needs and interests, the researcher studied some documents or did library research in order to support the data from needs analysis to design model of authentic English material for law faculty students. Then, the researcher designed a model of authentic English materials for law faculty students as a first draft.

The first draft of materials was commented by some experts, i.e two English lecturers in University of Bengkulu. The experts are chosen because based on some requirements. The requirements are; have minimum ten years experience in teaching English, have the knowledge about English for specific Purposes (ESP) and have the experience in designing teaching materials. In order to gain the data, the researcher used questionnaire as an

instrument. Based on the comment from experts, the researcher revised the model materials to gain the second draft.

Then, the researcher tried out the second draft of authentic English materials for law faculty students that has been designed. The second draft was tried out to the ten law faculty students at University of Bengkulu. After trying out the materials, the researcher asked students' responses toward the model. To collect the data about students' responses, the researcher used questionnaire as an instrument. Since the students were not English students, the questionnaire was in Bahasa Indonesia. It made them easier in answering each question in the questionnaire.

Based on the data about students' and teacher's responses toward the model of authentic English materials for law faculty students, the researcher revised that model of materials. It produced the final draft of English materials model for law faculty students.

4. DATA ANALYSIS AND DISCUSSION

In order to gain the data about students' needs and wants, the researcher has been distributed the questionnaire to the students of law faculty, the lecturers and the lawyer. According to the students of law faculty, speaking was the skill that should be served more in materials for students. In line, the lecturers also said that it was hard for most of students to remember "legal term". Meanwhile, in language structure, the most problem with the students based on lecturers' opinion was in the basic grammar. Sometimes the students knew the meaning of a word but they could not put it in the right place in a sentence.

About activities that interesting for the students, lecturers' said that it were all text about law and criminal case. The students like reading such kind of that text. They felt it was support their major. Beside, the lecturers thought that the skill materials that must be provided more to the students were reading, writing and speaking.

Moreover, based on the questionnaire given to a lawyer in Bengkulu, students of law faculty have to have many vocabularies and have to know terminology of law in English. The students have to have many vocabularies in order to help them to comprehend text, document or article in English since reading is important in lawyer activities. Besides, vocabulary also can help the students to speak in English. The lawyer said that it is better for students of law faculty to learn more about speaking. She said that it is important to prepare them in facing global market. Global market will bring many investors from many countries who want to build a company. In a company there are many cases, therefore they need a lawyer as well. If the students can communicate in English, they can compete in the global market. It will make their opportunities to get a job bigger.

In addition, from studied some documents such as current English material for law faculty, the researcher found that there were many texts that too long for the students. In addition, there were few activities that ask students work in group. The layout and picture in the book were not interactive. There was almost no picture in that book. It made the students bored when learning English. Therefore they thought that learning English is difficult and it is not interested.

Needs analysis was the guide for the researcher in designing authentic English material for law faculty students. Based on the needs analysis, the researcher designed the syllabus first. After that, the researcher designed the material. It is important to have a syllabus before designing the material because the main purpose of syllabus itself is to arrange the mass of knowledge to be learnt into manageable units in the material (Hutchinson and Waters, 1991). The syllabus developed by the researcher was task-based syllabus. Task-based syllabus is the language syllabus which contain of materials organized based on some tasks and learning activities that have to be done by the students in learning target language (Farhan, 2007). The task designed was based on the result of needs analysis. Nation and Macalister (2010) stated that "the most appropriate tasks are those that needs analysis determines are most useful for the learners". That is why in designing the syllabus, the researcher went

back to the result of needs analysis in order to make the task appropriate with the students' needs and wants. The sequence of tasks determined by the difficulty and complexity of the tasks. For the example, the first task was the less difficult one, the second task was difficult, the third task was more difficult so it will help the students to use the target language easily. The students will also feel that the target language is not that difficult. The researcher also designed various tasks in each chapter.

The first chapter was entitled "We Love You, Indonesia". The purpose in this unit was students could understand vocabularies related to the law. There were some law vocabularies will be learnt in this unit. This unit focused on the vocabularies because according to the need analysis, vocabularies were the most problem of the students in learning English. There were also some activities that focus on the vocabularies in this unit like matching, filling the blank, and finding synonym. The vocabularies that learned were taken from the text or material, so the materials have to be selected. It means that there some texts or material reading in this unit. Based on the text or material, there were some tasks that have to be done by the students in order to check their comprehension and also to use their vocabularies that have learnt. Actually, there was vocabulary focus in each chapter, but the amount was different.

The second unit entitled "You Should Elect". The purpose of this unit was students can make an English sentence about law. In this unit, the students learn to use the vocabularies that have been learnt into a sentence in written form. There were some tasks to check students' achievement. The third unit was "I agree". This unit aimed to make students are able to communicate about law in English. The students use the vocabularies that have been learnt in spoken form. There were some tasks to check students' achievement in this unit. The fourth unit was "What is the Problem". This unit focus on the listening skill. It is aimed to make students be able to catch and comprehend the text that is heard. There were some tasks to check students' achievement. After set a syllabus, the researcher started to design the material. In choosing the texts, activities and tasks, the researcher went back to the needs analysis. The result of needs analysis was the guideline for the researcher to design the material.

The result of needs analysis was very important because it lead the researcher to choose appropriate materials for students. Appropriate materials lead the students to effective learning process. Garcia (2012) stated that „being aware of the needs of the learners influences not only the content of the language course but also what potential can be exploited through such course". The result of needs analysis from students, lecture and also lawyer were the standard for the researcher in designing each unit of the material. The text and activities chosen are based on the needs analysis. Through the result of needs analysis, the material chosen can be suitable with students' life. Besides, it is aimed to make the learning English be more valuable for the students of law faculty.

Considering the importance of authentic materials, the researcher concern with the authenticity in the materials designed. The materials chosen were taken from many sources like news, internet and article. The researcher also choose the update materials in order to make the students interest with the materials. According to Heitler (2005), authentic material gives some benefits such as itbrings learners into direct contact with a reality level of English, drawn from periodicals are always up-to-date and constantly being update, and it provide the students with a source of up-to-date materials that can be directly relevant with the learners' needs. The activities in this material were also designed based on the students' preferred activities. In designing the activities, the researcher saw the result of needs analysis. The activities designed have to appropriate with the students' preferred activities because it can make them involved in learning activities in the classroom. Their involvement will be increase if they like the learning activities.

The materials designed have been commented by experts and have been tried out. The experts' comment and the result of try out was the guideline for the researcher to revise the material. Through revising the materials based on the experts' comment and the result of tried out, the material was more effective.

5. CONCLUSION

This research aimed at designing authentic English teaching materials forlaw faculty students. In designing the authentic English materials for law facultystudents, the researcher concluded the following steps:

The first step was needs analysis. Needs analysis showed some information about students' needs and wants in learning English. Those information were; first, the most difficulties faced by students in learning English was vocabulary, second, it was hard for students in remembering "legal terms", third, it was hard for students in comprehending English text, fourth, students difficulty in comprehending language structure was general structure, fifth, students' preferred learning activities were group discussion, reading a text, watching and speaking, the last, students' interested text was text about law.

The second step was the first draft. There are four chapters of material in first draft of syllabus and material. The material designed was based on the result of needs analysis. The third step was validating the first draft. In this step, there are some suggestions about the syllabus, activities, grammar usage and instructions from the experts.

The fourth step was second draft. In this step, the researcher add 6 chapters in the syllabus. There were also some changes in activities, instructions and grammar usage. The fifth step was trying out the product. In this step, Students gave positive responses to the material. Besides, they still have any suggestions especially in term of picture and layout.

The last step was final draft. There were ten chapters in syllabus and four chapters in material. The final changes were based on the result of try out. The design of the material is based on the students' needs and wants. There are four chapters in material that designed by the researcher in this study. Meanwhile, there are ten units set by the researcher in the syllabus. It is done to make a guideline of the material for one semester. The material chosen were authentic and up to date material which is taken from many sources. The activities set also suitable with the students' preferred activities.

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