

**DEVELOPING A LESSON PLAN FOR “ENGLISH FOR LAW” COURSE  
AT ISLAMIC FAMILY LAW STUDY PROGRAM**



**A Thesis**

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Teaching Training Departement  
State Islamic College of Majene

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Skripsi yang berjudul “Developing a Lesson Plan for “English for Law” Course at Islamic Family Law Study Program” yang disusun oleh **Ali. H, NIM. 10256119004**, mahasiswa Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Senin, 31 Juli 2023 M bertepatan dengan 13 Muharram 1445 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.


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## TABLE OF CONTENTS

HALAMAN SAMPUL .....	i
LEMBAR PENGESAHAN .....	ii
PERSETUJUAN PEMBIMBING.....	iii
PERNYATAAN KEASLIAN SKRIPSI.....	iv
ACKNOWLEDGMENTS .....	v
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF APPENDIXES.....	xii
ABSTRACT .....	xiii
CHAPTER I.....	1
INTRODUCTION .....	1
A. Research Background.....	1
B. Research Problems .....	5
C. Research Objectives .....	5
D. Research Significances.....	5
E. Research Scope .....	6
CHAPTER II.....	7
LITERATURE REVIEW.....	7
A. Previous Related Research Findings.....	7
B. Pertinent Ideas .....	12
CHAPTER III .....	21
RESEARCH METHODOLOGY .....	21
A. Research Method.....	21
B. Research Design.....	21
C. Research Instruments .....	25
D. Data Sources.....	26
E. The Procedures of Collecting Data .....	28
F. The Techniques of Data Analysis .....	31

CHAPTER IV .....	35
FINDINGS AND DISCUSSION.....	35
A. Findings.....	35
B. Discussion .....	70
CHAPTER V.....	74
CONCLUSIONS AND SUGGESTIONS.....	74
A. Conclusions .....	74
B. Suggestions .....	75
BIBLIOGRAPHY .....	78
APPENDICES .....	82
CURRICULUM VITAE .....	127

## LIST OF TABLES

<b>Table 3. 1.</b> Score Category of Validity Questionnaire .....	31
<b>Table 3. 2.</b> Score Category of Practicality Questionnaire .....	32
<b>Table 3. 3.</b> Score Category of Effectiveness Questionnaire .....	32
<b>Table 4. 1.</b> The Result of Validity Test .....	65
<b>Table 4. 2.</b> The Result of Practicality Test .....	66
<b>Table 4. 3.</b> The Result of Effectiveness Test from Implementer .....	68
<b>Table 4. 4.</b> The Result of Effectiveness Test from Students .....	69

## LIST OF FIGURES

<b>Figure 3. 1.</b> Branch's Model of the ADDIE Approach.....	22
<b>Figure 4. 1.</b> The Reason for Study English .....	38
<b>Figure 4. 2.</b> The Expectation after Learning English.....	38
<b>Figure 4. 3.</b> Form of Question/Assessment by Lecturer .....	40
<b>Figure 4. 4.</b> The Obstacles in Learning English .....	41
<b>Figure 4. 5.</b> Skills Needed by Students .....	43
<b>Figure 4. 6.</b> Speaking Material .....	43
<b>Figure 4. 7.</b> Listening Material .....	44
<b>Figure 4. 8.</b> Reading Material.....	45
<b>Figure 4. 9.</b> Writing Material.....	45
<b>Figure 4. 10.</b> Student's Preferred Method.....	46
<b>Figure 4. 11.</b> Student's Preferred Media.....	47
<b>Figure 4. 12.</b> Facilities Desired by Students.....	47
<b>Figure 4. 13.</b> Student's Preferred Learning Style.....	48
<b>Figure 4. 14.</b> Learning Activities that Students Like .....	49
<b>Figure 4. 15.</b> Form of Assessment that Students Like .....	49
<b>Figure 4. 16.</b> Law Material Needed in Learning English.....	50
<b>Figure 4. 17.</b> Previous Design .....	52
<b>Figure 4. 18.</b> Revised Design.....	52
<b>Figure 4. 19.</b> Previous Lesson Plan.....	55
<b>Figure 4. 20.</b> Developed Lesson Plan .....	55
<b>Figure 4. 21.</b> Previous Lesson Plan.....	56
<b>Figure 4. 22.</b> Developed Lesson Plan .....	56
<b>Figure 4. 23.</b> Previous Lesson Plan.....	57

## LIST OF APPENDICES

<b>Appendix 1.</b> Research Permit .....	82
<b>Appendix 2.</b> Students' Need Analysis Questionnaire.....	83
<b>Appendix 3.</b> Lecturers' Need Analysis Interview .....	87
<b>Appendix 4.</b> Result of Islamic Family Law Students' Questionnaire .....	88
<b>Appendix 5.</b> Result of Islamic Family Law Lecturers Interviews.....	94
<b>Appendix 6.</b> Lesson Plan Validity Questionnaire.....	107
<b>Appendix 7.</b> Lesson Plan Practicality Questionnaire.....	110
<b>Appendix 8.</b> Lesson Plan Effectiveness Questionnaire .....	116
<b>Appendix 9.</b> Interview Documentation .....	117
<b>Appendix 10.</b> Implementation Documentation .....	118
<b>Appendix 11.</b> Observation Documentation .....	119
<b>Appendix 12.</b> Product.....	120

## ABSTRACT

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Lesson plan is one of the most important parts of learning because it serves as a guide in the lecture process for one semester. However, Islamic Family Law study program at STAIN Majene does not yet have a standard Lesson plan for English for Law that can be used by lecturers of that course, so the lecturers use different lesson plan. Therefore, this research aims to develop lesson plan for the English for Law course in the Islamic Family Law study program at STAIN Majene. This research involved Islamic Family Law students from class 2018 to 2023, and several lecturers from the Islamic Family Law study program and English for Law course lecturers. This research uses a research and development model from the Branch Model which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation (ADDIE). At the analysis stage, the researcher conducted a need analysis to find out the needs of Islamic Family Law students for the English for Law course; at the design stage, the researcher makes a lesson plan design; the development stage compiles a complete lesson plan and tests the validity of the lesson plan; the implementation stage consists of trying out the lesson plan in learning and testing the practicality and effectiveness of the lesson plan; and the evaluation stage consists of formative evaluation and summative evaluation. The validity test of this RPS shows an average value of 3.4; the practicality test shows an average of 3.0; and the effectiveness test shows 3.5 from implementers and 3.4 from students. So it can be concluded that the lesson plan that has been developed fulfills the valid, practical, and effective categories. Through this research, researcher also found that Islamic Family Law lecturers and students have very high needs and expectations for English so researcher hope that in the future lecturers and further researchers can conduct research that focuses on developing teaching materials and increasing learning motivation and English language skills of Islamic Family Law students.

**Keywords:** *Islamic Family Law, English for Law, Lesson Plan, R&D, ADDIE*

Rencana Pembelajaran Semester (RPS) adalah salah satu bagian terpenting dalam pembelajaran karena berfungsi sebagai petunjuk dalam proses perkuliahan selama satu semester. Namun, program studi Hukum Keluarga Islam di STAIN Majene belum memiliki RPS English for Law yang standar untuk digunakan oleh dosen mata kuliah tersebut sehingga dosen-dosen tersebut menggunakan RPS yang berbeda-beda. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan RPS mata kuliah *English for Law* di program studi Hukum Keluarga Islam di STAIN Majene. Penelitian ini melibatkan mahasiswa Hukum Keluarga Islam dari angkatan 2018 hingga 2023, dan beberapa dosen dari program studi Hukum Keluarga Islam dan dosen mata kuliah *English for Law*. Penelitian ini menggunakan model penelitian dan pengembangan dari Branch Model yang terdiri atas lima tahap yaitu *Analysis, Design, Development, Implementation, dan Evaluation (ADDIE)*. Pada tahap *analysis*, peneliti melakukan need analisis untuk mengetahui kebutuhan mahasiswa Hukum Keluarga Islam terhadap mata kuliah *English for Law*; pada tahap *design*, peneliti membuat rancangan RPS; tahap *development* menyusun RPS yang utuh dan menguji kevalidan RPS; tahap *implementation* terdiri atas uji coba RPS dalam pembelajaran dan uji kepraktisan serta keefektifan RPS; dan tahap *evaluation* terdiri atas *formative evaluation* dan *sumative evaluation*. Uji validitas dari RPS ini menunjukkan nilai rata-rata 3.4; uji kepraktisan menunjukkan rata-rata 3.0; dan uji efektivitas menunjukkan 3,5 dari implementer dan 3.4 dari mahasiswa. Maka dapat disimpulkan bahwa RPS yang telah dikembangkan memenuhi kategori valid, praktis, dan efektif. Melalui penelitian ini peneliti juga menemukan bahwa dosen dan mahasiswa Hukum Keluarga Islam memiliki kebutuhan dan ekspektasi yang sangat tinggi terhadap Bahasa Inggris sehingga peneliti berharap kedepannya dosen dan peneliti selanjutnya dapat melakukan penelitian yang berfokus dalam pengembangan bahan ajar dan peningkatan motivasi belajar dan kemampuan berbahasa Inggris mahasiswa Hukum Keluarga Islam.

***Kata Kunci:*** *Hukum Keluarga Islam, English for Law, RPS, R&D, ADDIE*

## CHAPTER I

### INTRODUCTION

This chapter provides a general explanation of the research. They are research background, research problem, research objective, research significance, and research scope.

#### *A. Research Background*

The purpose of teaching English in Indonesia has been outlined in the Decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967, namely to develop students' communicative abilities in English which include listening, reading, writing, and speaking skills. According to Paramita and Sujono (2020), teaching English is generally divided into two categories based on learning purposes. The first is learning English aimed at the general public which focuses on improving listening, reading, writing, and speaking skills in general. The second is English for Specific Purposes (ESP) where in this category, English is taught with specific communication purposes based on certain fields.

According to Rahman (2015), ESP is learning English which is more concerned with learning a language in context than learning grammar. In other words, ESP is learning English that is not taught separate from the wishes of the learner and the lessons need to be integrated into the learner's disciplines. Hutchinson & Waters (1987) added that even though the language is taught

for a specific purpose, it does not mean that the form of teaching and language used is different from the teaching and form of language for general use, but only needs to be adapted to the target situation.

One of the English for Specific Purposes (ESP) courses is English for Law. English for Law is a course taught to students majoring in law. The existence of this course is important because English is the language that is often used in the world of law. This is supported by Künnecke (2016) statement, English is the language used as an international language in the world of law.

Learning English in the field of law is certainly different from learning English in general where learning must be adapted to the needs of law students. Learning outcomes, methods, and learning materials need to be adapted to the law context. Thus, English language skills and competencies can have a good impact on graduates.

Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Standards for Higher Education as stipulated in article 10 paragraph 1, the minimum criteria for implementing learning in study programs are standard learning processes to achieve graduate learning outcomes. One of the process standards referred to in this article is the planning of the learning process or lesson plan as stated in article 10 paragraph (2) letter b.

The lesson plan is a projection of the learning process in class. According to Nurdin (2018), Lesson plan is a crucial part that cannot be

separated from lectures in class because lesson plan is guidelines for creating effective and efficient learning. Sitepu & Lestari (2018) also added that lesson plan made by lecturers and distributed to students can help students prepare for active and independent learning. However, in various cases, it is stated that there are conditions where the lesson plan can not be used as a guide by lecturers in conducting lectures because the lesson plan is arranged too generally and out of the context of the scientific discipline so students are confused about learning it. Therefore, the preparation of lesson plans needs to involve students' needs so that students become more critical of the subject being studied.

Based on preliminary research that has been conducted through interviews with several lecturers, at State Islamic College of Majene each lecturer for the English for Law course in the Islamic Family Law study program has used a different lesson plan. Apart from that, the lesson plans that have been used are still common where Islamic family law and sharia economic law use the same lesson paln. Even though they are in different disciplines.

According to the statement from Deputy Head 1 of the Islamic College of Majene, in the academic and institutional fields, currently, the Islamic Family Law Masters Study Program is in the registration process. Therefore the researcher views that the existence of English courses for the law is increasingly needed in this study program. Proficiency in English can help master students study foreign literature in English. Therefore, in order for

students to obtain learning English that is right on target, the lesson plan for English for Law used in undergraduate programs, especially in the Islamic Family Law Study Program, needs to be adapted to the needs of the law discipline.

To produce a standard lesson plan, the department needs to carry out good planning. According to Harjanto (2008), teaching planning has a very important role so it requires the right data collection and analysis process. One way that can be done is through research and development. Research and development are believed to improve the quality of education because in research and development the objects studied are not only researched but also developed, produced, and tested.

The research and development of lesson plan aim to produce lesson plan that can make it easy for students to be able to obtain learning materials that are relevant to their majors and according to their needs. So that students can have adequate learning provisions. It is the same with English, with learning English that suits the needs of students, there is a greater chance for students to be motivated to learn English (Hutchinson & Waters, 1987). In this way, graduates can have adequate English language skills.

Based on the phenomena mentioned above, the researcher was interested in conducting a research entitled **“Developing a Lesson Plan for “English for Law” Course at Islamic Family Law Study Program”**

## ***B. Research Problems***

In State Islamic College of majene, there is no standard lesson plan for “English for Law” established by the Islamic Family Law study program so the lecturers of the course have difficulty determining learning that is following the law discipline. The researcher saw that developing a lesson plan for an English course for law for Islamic Family Law is necessary. Therefore, the researcher formulates the research problem, how is the lesson plan for English for Law developed? And how is the validity, practicality, and effectiveness of the lesson plan?

## ***C. Research Objectives***

Based on the formulation of the problem that the researcher compiled, the objectives of this research are to develop lesson plan for English for Law and to find out the validity, practicality, and effectiveness of the lesson plan.

## ***D. Research Significances***

This section describes the significance of research in theory, namely to contribute to the development of knowledge that is relevant to the field of science being studied. And the practical significance, namely the use of research for related parties in the field.

### **1. Theoretically**

- a. The Researcher can gain new knowledge and can make this research a reference for further research.
- b. The further Researchers can use this research as reference material.

## **2. Practically**

- a. The heads of Islamic Family Law study program can use this research as a reference in compiling a syllabus for english for law at Islamic Family Law study program.
- b. The lecturers of English for Law can use this research as a reference in preparing lesson plan and can use the product of this research in the learning process.
- c. The law students can use this research to find out how to learn English according to their needs so that they can learn according to their discipline.

### ***E. Research Scope***

The focus of this research was to develop a lesson plan for English for Law at Islamic Family Law, State Islamic College of Majene. This research explored the English needs of Islamic family law students to develop a lesson plan. This research involved the students of Islamic Family Law as the research object. And in this research, the researcher conducted the test of the validity, practicality, and effectiveness of the lesson plan. The validity carried out by several experts, the practicality assessed by observers, and the effectiveness assessed by the lectures of English for Law and the students after using the product in several meetings.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a literature review. It consists of previous related research, explains some previous research that has similarities and differences with this research and the some pertinent ideas about lesson plan and English for Law.

#### ***A. Previous Related Research Findings***

Research related to this research has also been carried out by several researchers. The first is the research entitled "Developing an English Course Teaching Plan from the Task-Based Language Teaching Perspective for Students of Mechanical Engineering Department of State Polytechnic of Medan", was conducted by Kusmanto & Siregar (2019). The research aimed to find students' needs for learning English and to develop materials based on students' needs. In this research, it was found that the needs of learners in English need to be adjusted according to their level. So, in order for lesson plan to be fully developed to meet industry needs, English input skills need to be improved with certain limitations. Besides that, the researchers also said that the learning process for ESP students can only be carried out optimally if students have general English skills.

The second is the research conducted by Sudipa et al. (2020). In the research, the researchers also reviewed the Syllabus and Lesson for English for Occupational Purposes, specifically for the Hospitality Management Study

Program at the International Bali Tourism Institute. The research was conducted because researchers saw that semester 5 students in the study program still used a general syllabus. In the research, the researcher developed the syllabus and lesson plans using several stages, namely the needs analysis stage, product design stage, design validation stage, design revision stage, and product testing stage. In their research, they managed to develop syllabus and lesson plans based on student needs. So that the resulting product is suitable for use. The development of the syllabus and lesson plans that are made includes the topics of Greetings, Introduction, making appointments, offering information about services and products, giving suggestions or recommendations, helping guests, asking for opinions and feedback, handling complaints, apologizing, thanking, and goodbye.

The third research that is related is research conducted by Paramita & Sujono (2020) entitled "Analysis of the Needs of Graduate and Student Users on Learning English at the Faculty of Law, University of Widayagama Malang". This research was conducted to find out the suitability between learning and student needs and the needs of the world of work for graduates of the law faculty at Widayagama University, Malang. The researchers stated that learning which includes English methods and materials that suit the needs of law students helps students improve their English skills both passively and actively. The researchers also stated that English language skills have a very important role in the world of work for law graduates. The researchers added

that writing and speaking skills need to be added to learning English for law students.

The next research is the research conducted by Fachruddin (2022) entitled "Developing Interactive Instructional Module Core Principles of English Language Teaching". The research aimed to develop a learning module for the core principles of EFL material related to the curriculum of the English Language Education Program at the Tarbiyah and Teaching Training Departement of State Islamic College of Majene. The researcher stated that students really needed the development of core principles in ELT classes and the ADDIE model really helped lecturers in developing teaching materials.

In this research, there are several similarities and differences from previous research. The similarities and differences are:

**1. Similarities and differences between this research and the research conducted by Kusmanto & Siregar (2019)**

The similarity lies in the variables and research methods. Joko and Sarmedi's research and this research both use lesson plans and English for specific purposes as research variables. In addition, these two researches also use the terms research and development as a type of research.

However, the research conducted by Kusmanto & Siregar (2019) used a variable in the form of Task-Based Language Teaching and Mechanical Engineering, while in this research, English for Law was used as a variable. Joko and Sarmedi conducted the research in the 2019 period while this research carried out in the 2023 period. In addition, the object

of research by Joko and Sarmedi is a Task-Based Language-based Lesson plan for Mata Muliah Teaching (TBLT) while the object of this research is the lesson plan for English for Law.

## **2. Similarities and differences between this research and the research conducted by Sudipa et al. (2020)**

This research has similarities with the research conducted by Sudipa et al. (2020), where both use the same type of research, namely research and development. The variables studied and developed are also the same, namely lesson plans and English for Specific Purposes. However, on the other hand, these two studies also have differences. Research conducted by I Nengah Sudipa et al also developed a syllabus but this research only developed one component of the syllabus, namely a lesson plan. In addition, although both research and develop English for specific purposes, previous research focused on the English course for Hospitality Management, while this study focused on English for Law. And the difference that is most easily seen is in the year of observation where the previous research was carried out in 2020 while this research carried out from the period 2023. In addition, the difference is also very visible in the object of research where the previous research object was the Syllabus and lesson plan for English course for Hospitality Management Study Program while the object of this research is the lesson plan for English for Law.

### **3. Similarities and differences between this research and the research conducted by Paramita & Sujono (2020)**

The research conducted by Paramita & Sujono (2020) used Need analysis and English for Law as variables. This research also uses these two variables. However, the previous research only conducted a need analysis, while in this research, after conducting a need analysis, the research will continue with developing a lesson plan. In addition, the previous research was conducted in the 2020 period using qualitative research, while this research conducted in the 2023 period using research and development. The difference can also be seen in the object of research where the previous research used the English needs of graduates and law students as the object of research, while this research used lesson plans and English for Law as the object of research.

### **4. Similarities and differences between this research and the research conducted by Fachruddin (2022)**

The similarity lies in the type and research model, and research location. The type of research used in the research is research and development and used the ADDIE model. And the research was conducted at State Islamic College of Majene.

The difference lies in the product that has been developed, and the research object. That research developed module, while this research developed lesson plan. The research was conducted in the English

Education study program, while this research carried out in the Islamic Family Law study program.

## ***B. Pertinent Ideas***

### **1. Lesson Plan**

#### **a. Definition of Lesson Plan**

According to Chatib (2011), lesson plan is a plan prepared by the lecturer or teacher before carrying out the teaching and learning process in the classroom so that learning can be carried out properly. This is also supported by Mulyasa (2009) who said that the lesson plan is a teaching guide made by the lecturer or teacher who can determine the quality of learning.

Lesson plan can include engaging in annual, semester, unit, weekly, and daily lesson plan (Yinger, 1980). As stated in the Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 concerning National Higher Education Standards, In the university, the lesson plan is called the Semester Lesson Plan. It is a lesson plan compiled as a guide for lecturers and students in carrying out lecture activities for one semester to achieve predetermined learning outcomes.

#### **b. Functions of Lesson Plan**

According to Nurdin & Adriantoni (2019), there are two functions of lesson plans, namely planning and implementation. The function of lesson plan planning is to carefully shape the readiness of

lecturers in carrying out teaching and learning activities in the classroom. Lectures readiness is very necessary because this will determine the professionalism of a lecturer. The second function is implementation. Lesson plans are believed to be able to streamline the teaching and learning process in the classroom. However, for the lesson plan to be used effectively, the lesson plan must be designed based on the students' needs, have conceptual and contextual functional value.

There are several functions of lesson plans. First, the lesson plan aims to make the delivery of learning materials more controlled and the lecturer does not hesitate in carrying out the learning steps. Second, the existence of a lesson plan helps to learn to be more focused and students are more enthusiastic because they understand the learning objectives. Third, lecturers can use their time more optimally. Fourth, that learning has limits so that the material can be delivered more focused. Fifth, lecturer can determine their learning strategies (Damayanti, 2020).

In addition, the lesson plan can also be used as a lecture contract between students and lecturers. As stated by Boak, the lesson plan is a formal agreement between students and lecturers about what will be studied and what the assessment system will be like. Therefore, the preparation of a lesson plan must include the roles and approval of students (Boak, 1998).

### **c. Principles of Lesson Plan Development**

The lesson plan is a guide that will be used by the lecturer in carrying out the teaching and learning process. So that the guide does not come out of interactive, inspiring, fun, efficient, motivating learning, according to the talents and interests of students and right on target, several principles need to be considered in preparing the lesson plan.

First, the lesson plan accommodates all forms of student differences such as ability, intellectual, and socio-cultural. Second, the lesson plan contains the active involvement of students. Third, student-centered learning so that students can explore interests, creativity, and independence, and foster a love of learning. Fourth, the lesson plan contains literacy-based learning. Fifth, the teacher provides positive feedback, reinforcement, enrichment, and remedial. Sixth, lesson plans contain interrelated learning tools, and lecturer must be able to accommodate integrated learning between subjects and cultural diversity. Seventh, the lesson plan is developed based on the development of science and technology (Machali & Hidayat, 2018).

Iriani & Ramadhan (2019) also added several principles that need to be considered in preparing lesson plans, namely the application of pedagogical principles in learning activities so that students can develop attitudes, character, knowledge, skills, and

experiences in learning. They also added that learning can support the skills and characteristics of 21<sup>st</sup> century learning. The characteristics in question are communication, collaboration, critical thinking and problem solving, and creativity and innovation.

#### **d. Components of Lesson Plan**

According to Nurdin (2018), a lesson plan consists of several components, the main contents of which are as follows.

- 1) Identity consisting of the name of the study program, the name and code of the course, credits, and the name of the lecturer.
- 2) Learning Outcomes include abilities gained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience or also known as graduate learning outcomes that are charged to courses.
- 3) Indicators are markers of fulfilling specific learning outcomes marked by measurable changes in student behavior. Indicators are used as the basis for developing assessment instruments. Fourth
- 4) Learning methods are methods or techniques used by lecturers in carrying out learning activities (lectures). Or a method that can be used to implement lecture strategies, such as lectures, questions and answers, and discussions.
- 5) Time is the opportunity provided by the lecturer for students to learn to achieve abilities at each stage of learning.

- 6) The learning experience is a description of activities or tasks that must be carried out by students through lecturer guidance for one semester (16 sessions, including Mid Test and Final Test). Each activity or task is given through a conducive academic atmosphere created by lecturers to assist students in achieving learning outcomes. Learning experiences can be in the form of lectures, responses, tutorials, seminars, practicums, studio practices, workshop practices, or field practices. In the learning experience column, write down the specific activities and tasks given to students by referring to the concept of credit.
- 7) The criteria and assessment weights are learning outcomes for each attitude, knowledge, and skill.
- 8) A reference list in the form of library sources in the form of books or sources of study materials used in each topic/sub-topic.

The lesson plan components used in State Islamic College of Majene are as follows:

- 1) The identity of the department and study program
- 2) Course identity consisting of code, course group, and weight (credits).
- 3) Semester information, lesson plan preparation date, and document number
- 4) Approval from the developer lecturer and study program head

- 5) Learning outcomes consisting of graduate learning outcomes, course learning outcomes, and sub-course learning outcomes
- 6) Course description
- 7) Study materials and learning materials/subject matter
- 8) References consisting of main references and supporting references
- 9) Learning media consisting of software and hardware
- 10) Course requirements
- 11) Supporting lecturer

## **2. English for Law as English for Specific Purposes**

### **a. English for Specific Purposes (ESP)**

Hutchinson and Waters define English for Specific Purposes as learning English that is tailored to the needs of learners. They stated that ESP learning must prioritize the language needs of the learner so that learning does not get out of the context of the learner's discipline (Hutchinson & Waters, 1987).

Even more complex was conveyed by Robinson, who stated that English for Specific Purpose is learning English which is designed by considering several criteria. First, the ESP must be designed after knowing the needs of the learner. Second, ESP learning has some limitations such as implementation time and age. Learning objectives should be achieved within a predetermined timeframe, ESP is taught to adults in homogeneous classes. Third, ESP learning includes language

knowledge, pedagogy, and student interests (Robinson, 1991). Otilia also added that English for Specific Purposes has several characteristics, namely the ESP design is tailored to the needs of students, contains certain learning content, and still contains language learning such as syntax, lexis, discourse, semantics, and others related to the needs of participants (Otilia, 2015).

According to Stern and Allen, the ESP course has four objectives. First, in order to non-English students have language skills, namely reading, writing, listening, and speaking English. Second, in order to non-English students have knowledge related to linguistics such as language rules to socio-cultural and societal norms so that participants can adapt to the community environment. Third, in order to students can develop positive feelings towards their studies. Fourth, in order to the English learned can be useful for students not only when studying but also to prepare for situations after completing their studies (Stern & Allen, 1992).

#### **b. English For Law**

Haigh (2013) categories law into two, namely national law and international law. National law is a means that regulates the relationship between the state and its subjects (criminal law) and between related subjects (civil law). At the same time, international law is a tool for international relations between states and for relations between individuals and organizations of various states. English has an

important role in the field of law because English is an international language. However, he also added that English for Law is different from general English because the main purpose of English for Law is not to communicate but to organize.

Xhaferi & Xhaferi (2011) state that English has a significant role in the study and career of law students. He also stated that law students had difficulty understanding English terms when communicating so learning English needs to be focused on vocabulary mastery.

This statement is also supported by Herlina & Said (2022) through their research. They found that certain terms were a formidable challenge for students in communicating in English. So they also suggest that vocabulary development in learning English for law students needs to be emphasized.

In contrast to the statement above, Samsudin & Sukarismanti (2020) state that speaking skill is the most crucial to be taught. Because speaking is the most common difficulty experienced by law students. They also added several things that need to be added to learning English, namely legal vocabulary, using English when meeting other people, using English in customary law in Indonesia, using English in general election practices, and games related to law with English.

Sasmita et al. (2022) also added that law students still have difficulties in mastering vocabulary, pronunciation, speaking, and grammar in learning English. In addition, a problem that can also be found in law students is a lack of motivation in studying. So this is a challenge for lecturers in adapting learning to the needs of students.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

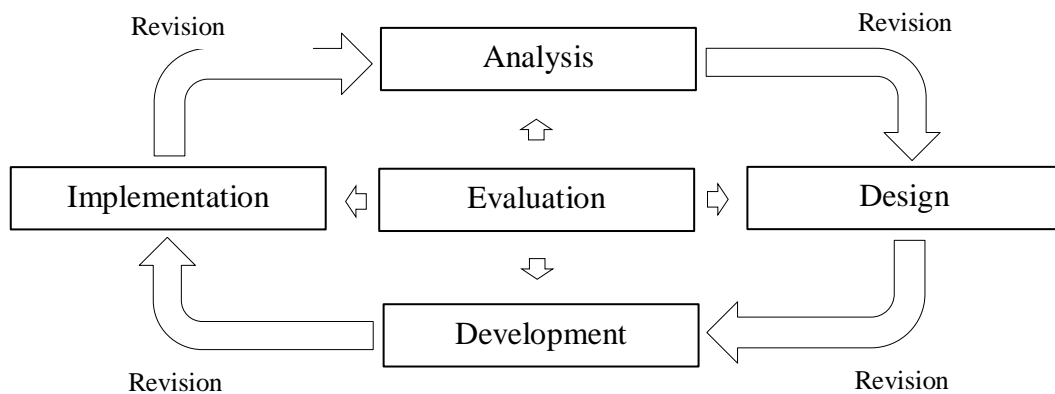
In this chapter, the researcher explains about research methodology. It consists of several items. They are research method, research design, research instrument, population and sample, the procedure of collecting data, and the technique of data analysis.

#### ***A. Research Method***

The type of this research is research and development. Research and development is research carried out by researching, designing, producing, and testing the validity, the practicality, and the effectiveness of product results scientifically. So, this research does not only focus on solving problems by finding out but also on developing products by designing, manufacturing, and then testing the resulting products.

#### ***B. Research Design***

In this research, researcher developed lesson plan, especially lesson plan for English for Law courses. In conducting this research, the researcher used the Branch's Model. He divides the stages of research and development using the term ADDIE or Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009).



**Figure 3.1.** Branch's Model of the ADDIE Approach

### 1. Analysis

In this stage, the researcher conducted a need analysis to determine the learning needs of law students' English. Need analysis carried out because previously there was no standard lesson plan that could be used by English for law lecturers in Islamic Family Law study program. According to Kusumaningputri (2011), need analysis is an analysis carried out to determine the suitability between lessons and students, between policies and situations faced by students such as obstacles faced by students, characteristics of students, and the use of English by students. Hutchinson & Waters (1987) stated that there are three components of need analysis namely target situation analysis, present situation analysis, and learning need analysis.

In this stage, the research sources that was involved by researcher are second-semester law students and lecturers consisting of the head and the lecturers of the Islamic Family Law study program. This stage uses two

instruments, namely a questionnaire for students and interviews for lecturers.

## **2. Design**

In this stage, the researcher designed the lesson plan. There are several stages carried out at this stage. First, the researcher drafted a blue print of lesson plan for English for Law based on the needs of law students. Second, the researcher looked for several sources as a guide for designing lesson plans, including reviewing several English for-Law lesson plans that have been used in the Islamic family law study program at State Islamic College of Majene. Third, researcher developed product testing instruments to determine the validity, practicality, and effectiveness of the product.

## **3. Development**

In the development stage, the researcher fleshed out the draft into a complete lesson plan. In this stage, the researcher assessed the validity of the product using questionnaire. This assessment conducted by some experts. By this assessment, the researcher concluded whether the product is worth to be tested.

## **4. Implementation**

At this stage, the researcher implemented the lesson plan. This stage should be divided into two types of testing, namely limited testing and wide testing. In the limited trial, first, the trial will be carried out by the English for Law lecturer as the implementer in the class and observed by

the observers. In wide testing, the product would be widely tested. But in this research, the product was only tested on a limited testing because the time to complete this research was also limited. so, the product was only used by a lecturer in the learning process in class. After that, the questionnaire was given to the lecturer to get a conclusion on whether the product was close to perfect or not. The implementation process was also observed by several observers and filled in the observation sheet provided. This observation was made to review the extent to which the developed lesson plan was implemented in the learning process.

After the implementation stage was complete, The researcher gave a questionnaire to the lecturers and students, conducted interviews with the implementer regarding the material to be contained in the lesson plan. Based on the results of questionnaire and interview the researcher will conclude whether the lesson plan made is effective or not.

## **5. Evaluation**

This stage was divided into two, namely formative evaluation and summative evaluation. Formative evaluation carried out during and between stages starting from analysis, design, development to implementation. Summative evaluation carried out at the final stage. This evaluation is the decision making regarding the feasibility of the lesson plan that has been developed.

### ***C. Research Instruments***

In this research, researcher used four kinds of research instruments, namely interview, questionnaire, documentation, and observation.

#### **1. Lecturers' Need Analysis Interview**

This interview was used in the analysis stage. It used to analyze the English needs of law students based on the lecturers' points of view. The interview with the head and the lecturers of the Islamic Family Law study program consists of 10 questions that contained topics of material needed by Islamic Family Law students, time allocation, and lecturer expectations for graduating Islamic Family Law students.

#### **2. Students' Need Analysis Questionnaire**

This instrument was used in the analysis stage. It was used to analyze the English needs of law students based on the student's points of view. This questionnaire consists of 16 items to explore the objectives of Islamic family law students learning English, learning methods, skills needed, assessment, learning media, problems, and hope.

#### **3. Validity Questionnaire**

A validity questionnaire is an instrument that was used to assess the validity of the product being developed. This instrument was used at the development stage. Three aspects were assessed, namely the format, content, and language used in the lesson plan.

#### **4. Practicality Questionnaire**

This instrument was used at the implementation stage. This instrument was filled by several observers. This instrument was used to find out that the learning process implements the developed lesson plan.

#### **5. Effectiveness Questionnaire**

The effectiveness questionnaire is the instrument that was used at the evaluation stage. This questionnaire consists of 15 items which include clarity of instructions, content and language, suitability of materials and media for students, and time allocation. This instrument was used to determine the effectiveness of the product.

#### **6. Documentation**

What is meant by documentation is the identification of lesson plans that have been used by lecturers of the English for Law course in the Islamic Family Law study program, State Islamic College of Majene.

#### **7. Effectiveness Interview**

This instrument is used to see the implementer's point of view on the effectiveness of the developed lesson plan. This instrument consists of 10 question items that contain students' interest in learning English, the accuracy of materials, methods, and media with law students, as well as what needs to be added to the lesson plan that has been developed.

#### ***D. Data Sources***

The researcher focused on developing a lesson plan for the English for Law for Islamic Family Law study program at State Islamic College of

Majene. In this case, the researcher involved two data sources, namely from respondents and participants.

### **1. Respondents**

In this research, researcher involved law students from the 2018 to 2022 Islamic Family Law as respondents. Based on the initial observation the total population was 222 students. However, currently, the population is not quite at that rate. The total population consists of members who are homogeneous and proportionally stratified. Therefore, the researcher will use a proportionate stratified random sampling technique to determine the sample. Based on the technique, researcher involved 94 students.

In this research, researcher also involved several lecturers as respondents. First in the development stage, in this stage, the researcher involved 3 experts to assess the validity of the product. Secondly in the implementation stage, in this stage, the researcher involved 6 observers to test the practicality of the product. And third in the evaluation stage, in this stage, the researcher involved implementers to test the effectiveness of the product used in several meetings.

### **2. Participants**

Participants who were involved in this research are several lecturers. Participants consisted of head of Islamic Family Law study program, the lectures at Islamic Family Law study program and English lecturers who have taught or are currently teaching in Islamic family law study program.

These participants will be involved in the English needs analysis stage of Islamic family law students.

### ***E. The Procedures of Collecting Data***

In this research, researcher collected the data using several procedures based on the stages in research and development. These procedures are as follows:

#### **A. Primary Data**

##### **a. Questionnaire**

In this research, researcher used a questionnaire to collect data in several stages based on the research and development design. The stages that used questionnaire as a data collection tool are the analysis, the validity test, the practicality test, and the effectiveness test.

##### **1) Student's Need Analysis Questionnaire**

In the analysis stage, researcher distributed questionnaires to students of Islamic Family Law study program using Google form. This stage is carried out to find out the English needs of Islamic Family Law study program students. The results of this analysis were designed into a product in the form of a lesson plan.

##### **2) Validity Questionnaire**

In the validity testing stage, researcher used a questionnaire to find out whether the product made is feasible to be tested or

not. At this stage, the product was validated by several experts. The expert examined the product in terms of format, content, and language. If the product is close to perfect when the product is feasible to be tested. But if it is still far from perfect, the product will be re-evaluated.

### 3) Practicality Questionnaire

At the practicality test stage, the survey was filled in by observers who observe the learning process in the classroom using the developed lesson plan. The observer observed the lecture process to find out whether the lesson plan is being implemented or not.

### 4) Effectiveness Questionnaire

Product effectiveness test will be carried out at the evaluation stage. The test will be carried out by the implementer after implementing the product by filling out a questionnaire provided by the researcher. Apart from that, a questionnaire was also distributed to law students who had used the lesson plan which was developed for 3 meetings. This student questionnaire aims to see how far the lesson plan makes them interested in learning English and how appropriate the media, materials, and methods are to their disciplines.

b. Interviews

In the analysis stage, the researcher did not only use a questionnaire to collect data but also conducted interviews. Interviews were conducted to find out the English needs of Islamic Family Law study program students based on the lecturer's point of view. So, at this stage, the researcher conducted interviews with the head of the Islamic Family Law study program and the lectures of Islamic Family Law study program. In the data collection process, the researcher recorded the interview process using a smartphone. And the results of this analysis then become data to be designed into a product.

c. Observation

In this research, researcher involved other people to observe the lecture process using the developed lesson plan. Observers filled out the questionnaires distributed by researcher. Observers were provided with the developed lesson plan and SAP created by the researcher.

**B. Secondary Data**

The data that was used in this research are not only primary data but also secondary data in the form of lesson plans that have been or are being used by English for Law lecturers who teach students of the Islamic Family Law study program. Besides that, the researcher also reviewed some of the literature related to this research.

## ***F. The Techniques of Data Analysis***

### **1. Lectures' Need Analysis Questionnaire**

In the analysis stage, the researcher used a combination of open and closed questionnaires in which the students might choose more than one answer and can add other answers. The questionnaire was distributed to students via Google Forms. So, the results of the questionnaire was analyzed automatically by Google Forms.

### **2. Validity Questionnaire**

This questionnaire data analysis used a Likert Scale. The data were analyzed on a percentage basis to see how the expert's assessment of the product. To interpret validity, researcher looked for the average validity score. The average was obtained by adding up the total score and then dividing it by the number of statement items. Valid questionnaire requirements can be seen from the following rubric:

<b>Score</b>	<b>Category</b>
$3,5 \leq M \leq 4$	Highly Valid
$2,5 \leq M < 3,5$	Valid
$1,5 \leq M < 2,5$	Moderately Valid
$M < 1,5$	Not Valid

*\*Adopted from Djalaluddin et al., (2021)*

**Table 3.1.** Score Category of Validity Questionnaire

### **3. Practicality Questionnaire**

Analysis of this questionnaire data used a Likert Scale. The data were analyzed on a percentage basis to see how practical the product is. To

interpret practicality, the researcher looked for the average practicality score. The average was obtained by adding up the total score and then dividing it by the number of statement items. Practical questionnaire requirements can be seen from the following rubric:

Score	Category
$3 \leq M \leq 4$	Fully Implemented
$2 \leq M < 3$	Partially Implemented
$1 \leq M < 2$	Not Implemented

*\*Adopted from Djalaluddin et al., (2021)*

**Table 3.2.** Score Category of Practicality Questionnaire

#### 4. Effectiveness Questionnaire

Analysis of this questionnaire data used a Likert Scale. The data were analyzed on a percentage basis to see how effective the product is. To interpret practicality, the researcher looked for the average effectiveness score. The average will be obtained by adding up the total score and then dividing it by the number of statement items. Effectiveness questionnaire requirements can be seen from the following rubric:

Score	Category
$3,5 \leq M \leq 4$	Highly Effective
$2,5 \leq M < 3,5$	Effective
$1,5 \leq M < 2,5$	Moderately Effective
$M < 1,5$	Ineffective

*\*Adopted from Djalaluddin et al., (2021)*

**Table 3.3.** Score Category of Effectiveness Questionnaire

## 5. Interview

Interview data in this study were interviews with the lecturers of English for Law and the heads of Islamic family law study programs. The data were analyzed using the data analysis technique of the Miles and Huberman model (Miles et al., 2018). There are four stages of this technique, namely:

### a. Data Collection

Data were collected through interviews with the head and some lecturers of Islamic Family Law study program and English for law lecturers as implementer. The interview process was carried out face-to-face using structured interviews.

### b. Data Reduction

Data reduction aims to provide a clearer picture of the results of the data obtained. At this stage, the researcher summarized, chose the main things, focused on the important things, and looked for themes and patterns.

### c. Data Display

Presentation of this data aims to categorize data and arrange data in a relationship pattern so that it will be easier to understand. Presentation of data was done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like.

d. Conclusion Drawing

Decision-making and verification are the last steps to determine conclusions from the data obtained. The researcher decided how the English needed by Islamic Family Law students needs to be included in the lesson plan.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents about findings and discussion to answer the problem in chapter one which about developing lesson plan for English for Law and finding out the validity, practicality, and effectiveness of the lesson plan.

#### ***A. Findings***

##### **1. The Process of Developing Products**

This section explains the stages of developing the lesson plan. In the previous section, it has been described that developing this lesson plan followed the ADDIE development model which consist of five stages, namely (1) Analysis (2) Design (3) Development (4) Implementation, and (5) Evaluation.

##### **a. Analysis**

The background of this research is that there is no standard lesson plan for English for Law that can be used by the lecturers of the course so the lecturers use different lesson plan that have not been adapted to the needs of law students. Therefore, to get a lesson plan that fits the needs of law students, it is necessary to conduct a need analysis. At this stage, researcher used two instruments namely lectures' need analysis interview and students' need analysis questionnaire. First, interviews were conducted with three lecturers of Islamic Family Law study program which were carried out in face to face on Wednesday, May 03, 2023, and Friday, May 5, 2023.

Second, questionnaires were distributed to students of Islamic Family Law Study Program with a total of 94 respondents which began to be distributed on Saturday, 1 April 2023 - Saturday, 15 April 2023. At this stage, the researcher studied 3 components of needs analysis according to Hutchinson & Waters (1987), namely as follows:

1) Target Situation Analysis

This component aims to analyze the situations or conditions in which law students use English. Based on the interviews that have been conducted, the researcher found that English is important for law students both while studying and after completing their studies. This is supported by the statement of secretary of Islamic Family Law study program who revealed that with English proficiency, law students can study legal references from abroad to solve the problems in Indonesia. He also added that the ability to speak English can help improve students' self-ability and make it easier to find jobs.

*.... facilitates both finding legal sources and solving a problem, then the second is making it easier for students to find jobs.*  
(Secretary of Islamic Family Law study program)

Another opinion was also expressed by the head of the Islamic Family Law study program who stated that English proficiency is currently required by all students from any major, including law students. English can not only be used when students want to go abroad but can also help students when they want to publish articles or

journals in English. She stated that English plays a role in self-development for lecturers, students, and even institutions.

*...for the self-development of lecturers and campuses, students, and so on. As for the need for indexed journal publications.*  
(The head of the Islamic Family Law study program)

One of lecturer of Islamic Family Law also said that law students were expected not only to understand the law but also to have additional skills including the ability to speak English. In addition, the ability to speak English can also be used as a provision for studying criminal law because several terms in criminal law use English.

*...they must also have additional skills or additional abilities outside of the law...*  
*...they still have to master English because they will use English in learn criminal law.*  
(Lecturer of Islamic Family Law)

Apart from conducting interviews with several lecturers, the researcher also distributed questionnaires to students. The first question in the questionnaire discusses the reasons law students want to learn English. Based on a questionnaire distributed by researcher, the percentage of students' reasons for learning English showed that 63.8% of students learned English because they wanted to have the ability to communicate using English, 50% of students studied English because English is an international language, 17% of students studied English because it is mandatory, and there are 1.1% of students learning English because they like English because English will be very influential in the future of students so that they can speak English

even if a little, and so that they do not only focus on learning Indonesian but also English.



**Figure 4.1.** The reason for study English

In line with the questions in the questionnaire above, the next question discusses students' expectations after learning English. The percentage shows that 70.2% of students hope to be able to speak English well, 16% hope to have a lot of English vocabulary, 10.6% hope to be able to write English properly and accurately, and there are 1.1% do not hope at all, can speak English, and knows a lot of vocabulary, and can speak and write English properly and precisely.



**Figure 4.2.** the expectation after learning English

## 2) Present Situation Analysis

The purpose of this component is to collect information regarding the condition or language skills possessed by law students in the

current situation. After conducting interviews, it was found several conditions faced by law students related to the English for Law course. First, the head of the Islamic Family Law study program revealed that learning English which was programmed in two semesters was still considered lacking because, in the Islamic Family Law study program, the discussion of law was quite extensive, ranging from civil law to criminal law. This is motivated by a new policy that stipulates that law students no longer receive a Bachelor of Islamic Law (S.H.I) degree, but a Bachelor of Laws degree (SH). So law students are required to have a broader knowledge of the law, including mastery of legal terms in English.

*... our bachelor's title is no longer S.H.I., Bachelor of Islamic Law, but S.H. So we are also required to learn about criminal law...*  
(The Head of The Islamic Family Law Study Program)

A similar view was expressed by the secretary of the Islamic Family Law study program who said that the existence of English courses was still not enough to support students' legal English proficiency. The English for Law course requires mastery of the basics of English, while students' abilities are still considered to be lacking.

*... at STAIN Majene, I think students English skill still lacking...*  
(The Secretary of The Islamic Family Law Study Program)

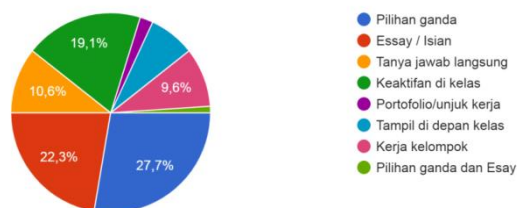
Furthermore, another opinion came from a lecturer of Islamic Family Law who revealed that the lesson plans currently used in several Islamic Family Law study programs are following the needs of law students but still need to be added and developed. In addition, the

current number of credits still needs to be reviewed by the departments and study programs.

*I think that some of the points have already been affected, but I think there is still a need for additional credits...* (Lecturer of Islamic Family Law)

The learning situation of Legal English in the Islamic Family Law Study Program was also conveyed by several law students through their responses to a questionnaire distributed by researcher. The first situation is related to the evaluation or assessment of learning outcomes. Based on the questionnaire distributed to students, the percentage of assessments that are often used by lecturers shows that there is 27.7% use of multiple choice assessment forms, 22.3% essays, 19.1% activeness in class, 10.6 direct questions and answers, 9.6% group work, 7.4% performing in front of the class, 2.1% portfolio/performance, and 1.1% multiple choice and essays.

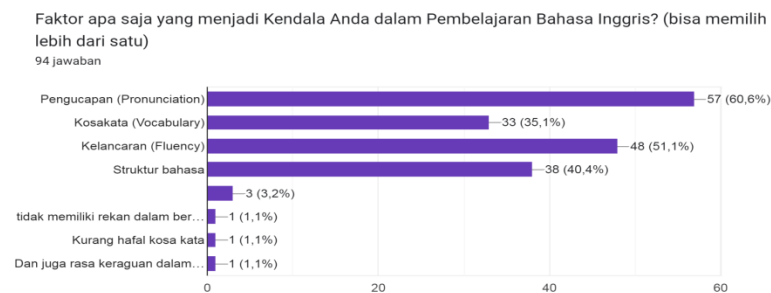
Menurut Anda, bentuk soal/penilaian yang sering diberikan oleh Guru adalah...  
94 jawaban



**Figure 4.3.** Form of question/assessment by lecturer

Apart from that, the questionnaire distributed to students also included the obstacles faced by law students in learning English. The results of the questionnaire filled out by students also show some of the obstacles faced by students in learning English. First, there are 60.6%

of students have problems with pronunciation, 51.1% have problems with fluency, 40.4% have problems with language structure, 35.1% have problems with vocabulary, and 1.1% have problems because they don't have a partner in English dialogue, lacking vocabulary, and not believing in their own abilities.



**Figure 4.4.** The obstacles in learning English

### 3) Learning Needs Analysis

In this component, several aspects are analyzed including the learning process, the skills needed, and the material needed. Based on interviews conducted with the head of the study program, she said that law students need to learn and master all language skills and components. She also hopes that law students can speak English properly and correctly. She also said that there needs to be an adjustment between the material taught by English for Law lecturers and the Islamic Family Law Study Program. According to her, the material that needs to be taught in lectures is material related to the main points of discussion in Islamic Family Law, such as proposal, marriage, and divorce. So, there needs to be an adjustment between the English lecturer and the study program or department.

*...how to apply for marriage, what are the conditions of marriage , and divorce.*

(The Head of The Study Program)

Another opinion was also conveyed by the secretary of the study program, he revealed that the most important skills mastered by law students were writing and reading because these two skills have a very close relationship where grammar is the main supporting component. The materials that need to be taught are topics related to law, legal cases, and social life in society.

*The most important thing is writing and reading, because the two are closely related to each other.*

(The Secretary of The Islamic Family Law Study Program)

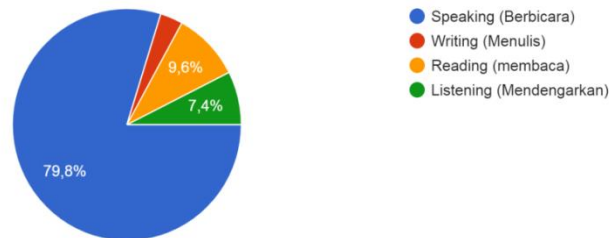
Opinions also came from one of the lecturer who said that the most important skill was the ability to speak and have a lot of vocabulary. While listening and grammar skills are not too emphasized. So the learning method should be used in discussion, asking and giving opinions or arguments.

*So what is really focused on in English for Law is vocabulary, speaking, discussing or giving opinions or arguments.*

(A Lecturer of Islamic Family Law)

The statement above is in line with student responses which show that the skill most needed by students is speaking skill. The percentage of student responses shows that there are 79.8% of students who need speaking skills. The remaining 9.6% needed reading skills, 7.4% needed listening skills, and only 3.2% needed writing skills.

Keterampilan Berbahasa Inggris manakah paling Anda butuhkan?  
94 jawaban



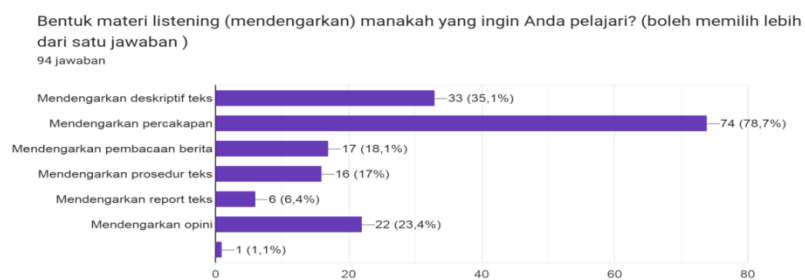
**Figure 4.5.** Skills needed by students

Concerning the student responses above, the most preferred form of speaking material by law students is introductory material with a percentage of 53.2%. Next is the discussion results presentation material with a percentage of 37.2%. Then, the material form in the form of expressing opinions and explaining how to make something has a percentage of 35.1%. The next material is reading news about problems on campus which has a percentage of 21.3%. In addition, some students responded that all forms of the material provided in the questionnaire wanted to be studied with a total percentage of 1.1%. And the last is dialogue and debate material with a total percentage of 1.1%.



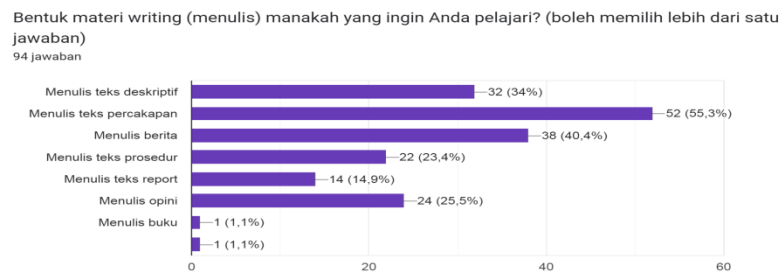
**Figure 4.6.** Speaking material

In addition to students' needs for speaking material, the research questionnaire also included questions related to the form of listening, reading, and writing material. Student responses to their need for listening material showed that the answer most chosen was listening to conversations with a percentage of 78.7%. Then, listen to the descriptive text which shows the percentage is 35.1%. Then the third highest is listening to opinions with a percentage of 23.4%. Next is listening to news readings totaling 18.1%, listening to text procedures as much as 17%, and listening to text reports amounting to 6.4%.



**Figure 4.7.** Listening material

The next skill included in the research questionnaire is a reading skill. In student responses, it was found that the first material students wanted to learn was reading conversational texts with a percentage of 63.8%. The second material is reading descriptive text by 40.4%. Then the third material is reading the news by 33%. Then the next form of material is reading procedural texts 27.7%, reading opinions 24.5%, reading report texts 17%, which only chooses others 3.2%, and all other things that contain information is 1,1%.



**Figure 4.8.** Reading material

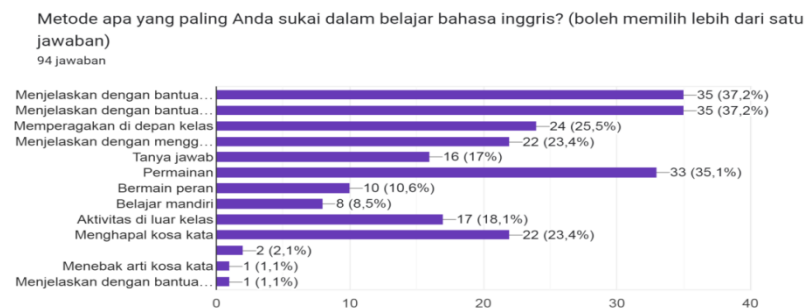
The next skill contained in the questionnaire is writing skill. In the questionnaire, the researchers found that writing conversations was the number one form of writing material desired by students with a percentage of 55.3%. Next is writing news which shows a percentage of 40.4%. Then the third is writing descriptive text as much as 34%. Then the next response was to write opinions 25.5%, write procedure texts 23.4%, write news texts 14.9%, write books 1.1%, and others 1.1%.



**Figure 4.9.** Writing material

The next learning needs that the researcher obtained from student responses was the learning method preferred by law students in learning English. Most students choose to learn with the help of blackboards and learning to explain with the help of LCD/PowerPoint

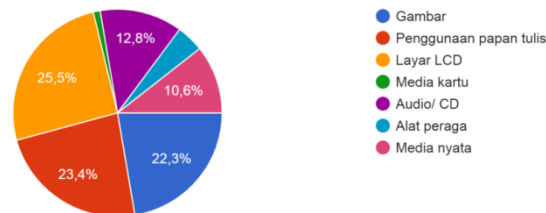
with a percentage of 37.2%. The second position is the method of play with a presentation of 35.1%. The third is the learning method through demonstration in front of the class with a percentage of 25.5%. Fourth is the learning method using pictures in explaining and memorizing vocabulary with a percentage of 23.4%. Next are activities outside the classroom with a percentage of 18.1%, questions, and answers with a percentage of 17%, role-playing with a percentage of 10.6%, independent learning with a percentage of 8.5%, guessing the meaning of vocabulary and explaining with the help of a blackboard and demonstrating in front of the class with a percentage of 1.1%.



**Figure 4.10.** Student's preferred method

Student responses to questionnaires distributed by the researcher also show learning media that students like. The responses showed that 25.5% of students liked using LCD screens as learning media, 23.4% of students liked using blackboards, 22.3% preferred pictures as learning media, 12.8% liked using audio, 4.3% liked the use of visual aids, and 1.1% who liked card media as a medium for learning English.

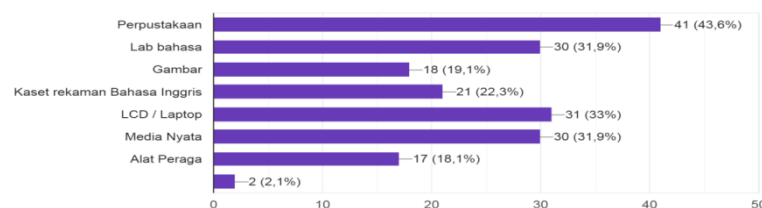
Apa jenis alat bantu/media pembelajaran manakah yang Anda sukai dalam mata pelajaran Bahasa Inggris?  
94 jawaban



**Figure 4.11.** Student's preferred media

The questionnaire distributed to students also asked about what learning facilities students wanted in their majors. Student responses indicated that the facility most desired by students was the library with a total percentage of 43.6%. Next is the LCD/laptop facility with a percentage of 33%. Then, the facilities that students also want are language labs and real media with a percentage of 31.9%. The next facility is an English audio cassette with a percentage of 22.3%. Then the image facility with a percentage of 19.1%. Next is a prop that shows a percentage of only 18.1%.

Apa saja sarana belajar yang Anda inginkan ada di jurusan ini? (boleh memilih lebih dari 1 jawaban )  
94 jawaban



**Figure 4.12.** Facilities desired by students

The next student response is related to the learning style preferred by students. Based on the student responses, the researchers found that there were 39.4% of students liked learning in groups, 30.9% of

students liked class discussions, 19.1% of students liked learning in pairs, and 10.6% of students liked learning individually. individual.



**Figure 4.13.** Student's preferred learning style

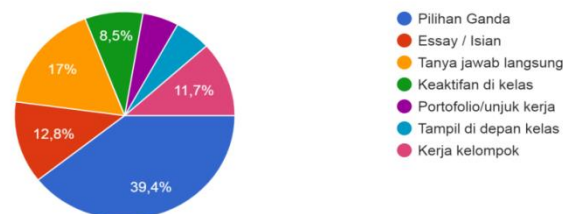
The researcher also asked questions related to activities that students liked when learning English. Through the responses given by students, the researcher found that the activity most liked by students was interpreting vocabulary with a percentage of 54.3%. Then the activity that was also the most liked by students was practicing pronouncing vocabulary with a percentage of 41.5%. The next activity is to make sentences/paragraphs/essays with a percentage of 34%. Then, listening to music/songs which has a percentage of 27.7%, games at 26.6%, playing roles with friends at 21.3%, completing the contents of the missing text at 19.1%, answering questions given by lecturers and matching questions with the right answer with a percentage of 17%, determining true or false statements 16%, filling in song lyrics 13.8%, finding vocabulary in random letterboxes 11.7%, telling stories in front of the class 9.6%, and making works/performance 4.3%.



**Figure 4.14.** Learning activities that students like

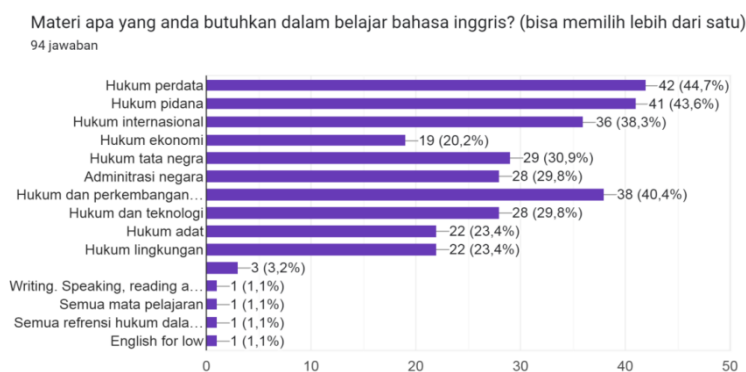
In addition to materials, methods, and learning activities, students also provide responses related to the type of assessment that students like. Based on the responses received by the researchers, it was found that the most preferred type of assessment by students was multiple choice questions with a percentage of 39.4%. Then, the second highest type of assessment is a direct question and answer with a percentage of 17%. The third highest type of assessment is essay with a percentage of 12.8%. Then those that are not included in the top three are the type of group work assessment as much as 11.7%, activeness in class as much as 8.5%, portfolio, and appearing in front of the class amounting to 5.3%.

Bentuk soal/ penilaian manakah yang Anda sukai?  
94 jawaban



**Figure 4.15.** Form of assessment that students like

No less important than all the questions above is the question of what legal materials are needed by law students in learning English. Student responses indicated that civil law was the most preferred choice by students, namely 44.7%. The second most chosen option is criminal law, amounting to 43.6%. Then the third is law and community development, which amounts to 40.4%. Then followed by international law with a percentage of 38.3%, constitutional law at 30.9%, state administration and law and technology at 29.8%, customary law, and environmental law at 23.4%, economic law at 20.2%, and others amounted to 1.1%.



**Figure 4.16.** Law material needed in learning English

## b. Design

At this stage, the researcher made the developed lesson plan design. In this process, there are several things done by researcher, namely as follows:

- 1) Researcher collect several references that can be used in designing lesson plan. These references are in the form of lesson plan documents for the English for Law course that have been used in the Islamic

Family Law study program, a list of the material taught in English for Law course by the lecturer concerned, to references from the internet that can be used as a reference in the development of lesson plan. However, at this stage, the researcher had difficulty getting an English for law lesson plan that had been used in Islamic family law study program. The researcher has met several lecturers who have served as lecturers for the course, but only one still has the lesson plan, and the researcher has also met the head of study program but the lesson plan was also not found there. So, in this research, the researcher only used one lesson plan and a list of materials.

- 2) The researcher determines the lesson plan format used. In this research, researcher used a format based on that used at State Islamic College of Majene. The formats or components in the lesson plan have been described in the previous chapter.
- 3) The researcher designed the lesson plan by referring to the needs analysis and then consulted the design with experts. After consulting with experts, the researcher found that the first design was still lacking in several components. First, the determination of CPL and CPMK still needs to be evaluated because they are not following bloom taxonomy. Second, the preparation of the material is not neat. Third, the use of methods and media that are still less diverse and interesting. Fourth, student assignments are still unclear. At this stage, the researcher

consulted with experts twice. In the second consultation, the expert stated that the design could proceed to the next step.

Capaian Pembelajaran Mata Kuliah (CPMK)	
CPMK 1	Mampu mempelajari sumber-sumber hukum yang berbahasa Inggris
CPMK 2	Mampu memahami istilah-istilah hukum yang berbahasa Inggris
CPMK 3	Mampu memberikan argumentasi hukum menggunakan bahasa Inggris
CPMK 4	Mampu membuat CV, Application Letter dan mempraktekkan Job Interview dalam bahasa Inggris

**Figure 4.17.** Previous Design

Capaian Pembelajaran Mata Kuliah (CPMK)	
CPMK 1	Mampu mengenali dasar-dasar penguasaan Bahasa Inggris (C1)
CPMK 2	Mampu mengidentifikasi istilah hukum dan mempelajari hukum yang menggunakan Bahasa Inggris (C2)
CPMK 3	Mampu menggambarkan diri sendiri dan mengemukakan argumentasi menggunakan Bahasa Inggris(C3)
CPMK 4	Mampu menganalisis surat formal (C4)
CPMK 5	Mampu menyusun pertanyaan dan jawaban dalam wawancara kerja berbahasa Inggris (C6)

**Figure 4.18.** Revised Design

The determination of CPMK above is based on the need analysis that has been carried out by researcher. CPMK 1 is being able to recognize the basics of mastering English, this CPMK was chosen because according to the statements of the head and secretary of the Islamic family law study program, students need to relearn the basics of mastering English such as tenses so that students can use English well.

The second CPMK is being able to identify legal terms and learn laws that use English. According to the lecturers who have been interviewed, researcher found that students are expected to be able to study legal sources from abroad as additional legal references to enrich their knowledge of law. In addition, students are expected to have adequate legal vocabulary.

Based on the need analysis questionnaire that distributed to students, the researcher found that the majority of law students wanted to learn English because they wanted to have the ability to speak. Therefore, the

third CPMK is being able to describe yourself and present arguments using English. Furthermore, the researcher found that the speaking material that students liked the most was self-describing. And in line with the law lecturer's statement which revealed that law students should have the ability to present arguments in English.

Meanwhile, the determination of the fourth and fifth CPMK is chosen to prepare law students when they want to apply for jobs later. The fourth CPMK content is being able to analyze formal letters. The formal letter in question is the Application letter and Curriculum Vitae, where these two formal letters will be very useful for them when applying for a job. The fifth CPMK is being able to predict statements and answers in job interviews. This ability is expected to be able to help students during future job interviews.

In addition to product design, at this stage, the researcher also designed several instruments that used to measure validation, practicality, and effectiveness. The following is a list of the instruments in question:

- 1) Validity questionnaire
- 2) Practicality questionnaire
- 3) Effectiveness questionnaire

**c. Development**

This stage has two stages. The first stage is the developing stage and the second is the validity testing stage.

## 1) Developing Lesson Plan

Researcher developed a lesson plan based on the analysis that has been done. The development of this lesson plan refers to the needs of law students in learning English for law. Therefore, the development of this lesson plan pays attention to several aspects such as the determination of CPL, the selection of materials, the use of learning methods and media, the use of types of assessment, and the link between learning English and law disciplines, specifically in the Islamic Family Law study program. So, the lesson plan developed in this research is an English for law lesson plan which is expected to not only help Islamic family law students learn English in general but also help them learn about law more easily

The lesson plan that has been developed and the previous lesson plan has several differences. The differences are as follows:

### a) CPL

In the previous lesson plan, there were seven CPLs. However, the new lesson plan has added CPL to eight CPLs. In addition, in the new lesson plan, the distribution of CPL is more detailed based on the format used which consists of attitudes, knowledge, general skills, and specific skills.

<b>CAPAIAN PEMBELAJARAN PROGRAM STUDI</b>	1. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; (S1)
	2. Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika; (S2)
	3. Memahami dirinya secara utuh sebagai Sarjana Pendidikan; (S11)
	4. Menguasai konsep, metode keilmuan, substansi materi, struktur, dan pola pikir keilmuan Bahasa Inggris (P21)
	5. Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Inggris dalam perkembangan dunia akademik dan dunia kerja (KU11)
	6. Mampu berkomunikasi secara lisan dan tulisan dalam Bahasa Inggris secara efektif, empatik, dan santun dalam pelaksanaan tugas pembelajaran Bahasa Inggris di sekolah/ madrasah, di instansi lain, dan di komunitas akademik maupun di masyarakat umum (KK5)
	7. Mampu menterjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks bahasa Indonesia ke dalam bahasa Inggris sesuai standar (KK11)

**Figure 4.19. Previous Lesson Plan**

<b>CPL-PRODI yang dibebankan pada MK</b>	
CPL 1 Sikap	<ol style="list-style-type: none"> <li>1. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;</li> <li>2. Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika;</li> </ol>
CPL 2 Pengetahuan	<ol style="list-style-type: none"> <li>1. Menguasai prinsip-prinsip hukum dan kaidah-kaidah hukum yang berlaku di dalam masyarakat, baik yang bersumber dari hukum nasional, hukum internasional, hukum islam, maupun hukum adat.</li> <li>2. Menguasai konsep, metode keilmuan, substansi materi, struktur, dan pola pikir keilmuan Bahasa Inggris Hukum atau salah satu bahasa internasional</li> </ol>
CPL 3 Keterampilan Umum	<ol style="list-style-type: none"> <li>1. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;</li> <li>2. Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja</li> </ol>
CPL 4 Keterampilan Khusus	<ol style="list-style-type: none"> <li>1. Mampu membuat kontrak nasional maupun internasional dengan menerapkan prinsip-prinsip hukum yang berlaku dan berkembang di masyarakat dan dunia internasional, termasuk mampu menjadi pendamping bagi perorangan, perusahaan atau lembaga yang akan membuat atau merancang kontrak.</li> <li>2. Mampu melakukan kajian empirik dan kajian hukum dengan menggunakan metode ilmiah dalam mengkaji persoalan hukum.</li> </ol>

**Figure 4.20. Developed Lesson Plan**

#### b) CPMK

The previous lesson only included 4 CPMK, but in the developed lesson plan, the researcher added the number of CPMK to five CPMK. In addition, the previous lesson did not include the Sub-CPMK or final abilities for each learning stage. However, in the developed lesson, the researcher included 9 Sub-CPMK items.

The addition of CPMK was carried out because there were still CPMK in the previous lesson plan which are not following the need for analysis that had been carried out by the researcher. An

example is recognizing the basics of mastering English that are not available in the previous lesson plan. In addition, the operation of the word taxonomy bloom in the previous lesson plan was still not quite right.

CAPAIAN PEMBELAJARAN MATA KULIAH	1. Mampu memahami teks dengan baik
	2. Mampu mengidentifikasi Legal English Vocabulary
	3. Mampu membuat kalimat menggunakan berbagai tenses baik dalam Active maupun Passive Form
	4. Mampu membuat CV, Application Letter dan mempraktekkan Job Interview dalam bahasa Inggris

**Figure 4.21.** Previous Lesson Plan

Capaian Pembelajaran Mata Kuliah (CPMK)	
CPMK 1	Mampu mengenali dasar-dasar penguasaan bahasa Inggris (C1)
CPMK 2	Mampu mengidentifikasi istilah hukum dan mempelajari hukum yang menggunakan bahasa Inggris (C2)
CPMK 3	Mampu menggambarkan diri sendiri dan mengemukakan argumentasi menggunakan bahasa Inggris(C3)
CPMK 4	Mampu menganalisis surat formal (C4)
CPMK 5	Mampu menyusun pertanyaan dan jawaban dalam wawancara kerja berbahasa Inggris (C6)
Sub-CPMK (Kemampuan akhir tiap tahapan belajar)	
Sub-CPMK 1.1	Mampu menghafal rumus Tenses(C1)
Sub-CPMK 1.2	Mampu mengenali penggunaan rumus Tenses(C1)
Sub-CPMK 2.1	Mampu mengidentifikasi kosa kata hukum dalam bahasa Inggris (C2)
Sub-CPMK 2.2	Mampu menjelaskan ulang isi bacaan berbahasa Inggris (C3)
Sub-CPMK 3.1	Mampu mempraktekkan <i>self introduction</i> (C3)
Sub-CPMK 3.2	Mampu mengemukakan pendapat dalam bahasa Inggris terkait dengan topik Hukum Keluarga Islam(C3)
Sub-CPMK 4.1	Mampu menyusun <i>Application Letter</i> dan <i>Curriculum Vitae</i> (CV) menggunakan bahasa Inggris (C3)
Sub-CPMK 5.1	Mampu mengenali pertanyaan dan jawaban dalam job interview (C1)
Sub-CPMK 5.2	Mampu mempraktekkan <i>job interview</i> menggunakan bahasa Inggris (C3)

**Figure 4.22.** Developed Lesson Plan

### c) Operational Word of Bloom Taxonomy

Bloom's Taxonomy is a cognitive classification that groups abilities into 6 levels developed by Benjamin Bloom in 1956 (Milman, 2020). In the revised edition the 6 levels were divided by Anderson into two, namely Low Order Thinking Skills (LOTS) and High Order Thinking Skills (HOTS), before students master HOTS they need to master LOTS first (Wijayanto et al., 2023). The following is the operation of the taxonomy bloom in the previous lesson plan.

1. Mampu memahami teks dengan baik
2. Mampu mengidentifikasi Legal English Vocabulary
3. Mampu membuat kalimat menggunakan berbagai tenses baik dalam Active maupun Passive Form
4. Mampu membuat CV, Application Letter dan mempraktekkan Job Interview dalam bahasa Inggris

**Figure 4.23.** Previous Lesson Plan

The lesson plan above shows that there is the use of the word "*memahami*" where the word is not found in the Bloom taxonomy. And supposedly, the operational words used start from C1 (remember) not the operational words from C2 (understand). In addition, number 4 contains the operational words "*membuat*" and "*mempraktikkan*". These 2 words are at different levels, "*membuat*" is an operational word from C6 (Create), and "*mempraktikkan*" is one of the operational words from C3 (Apply). The use of operational words should be arranged from LOTS to HOTS. So, this needs to be evaluated to get a better RPS.

#### d) Lesson Plan Form

The form used in this developing is the format issued by P2M STAIN Majene. This form is different from the form used in the previous lesson plan English for Law. Differences can be seen in the inclusion of Sub-CPMK, subject matter, and learning media where the previous lesson plan did not contain Sub-CPMK, subject matter, and learning media but the developed lesson plan did. However, there are some similarities such as courses, codes, weights, semesters, and so on.

e) Material

In the developed lesson plan there are several differences in the material contained in the previous lesson plan. At the first meeting on the previous lesson plan discussed lesson plans, meetings 2 to 6 focused on translating text, and identifying law vocabulary and tenses, meeting 7 quizzes, meeting 8 MID, meetings 9 to 13 studying the structure, meetings 14 to 15 were speaking and writing practice, and meeting 16 is the final test. Whereas in the developed lesson plan, meetings 1 and 2 discuss tenses and identify tenses in legal documents, meetings 3 to 6 study English texts related to Islamic family law and identify legal vocabulary and understand legal readings, meeting 7 is a vocabulary review, meeting 8 is MID, then meetings 9 to 13, and 15th is speaking skill practice, 14th meeting is writing skill practice, and 16th meeting is the final test.

The changes are made based on the analysis that has been done. The researcher found that law students need English learning that emphasizes mastery of legal vocabulary and the ability to speak English as well as the ability to understand law references in English. Therefore, in the lesson plan that was developed, the researcher put more emphasis on mastering law vocabulary and improving speaking skills.

At the beginning of the lesson, the researcher determined Tenses as material because law students also need to have the ability to speak English properly and correctly. Furthermore, to increase the richness of students' legal vocabulary, researcher made reading activities as a learning method. In reading activities, students will read readings related to Islamic family law such as an introduction to Islamic family law in general, marriage, inheritance, and domestic violence. Through reading activities, students can add to their legal vocabulary and train them to understand the contents of the reading. So that through reading activities students can practice studying legal sources in English.

Meanwhile, in improving speaking skills, researcher used two types of speaking material, namely self-introduction and asking and giving opinions. The researcher includes self-introduction material because this material is the speaking activity most liked by law students. And the material asking and giving opinions is included because law students are expected to be able to provide legal arguments well. In the speaking activity, the researcher included the same topic as the topic of the reading activity so that students could apply vocabulary and understanding of reading in the activity of asking and giving opinions. In addition, the researcher also included three other materials, namely, how to make a CV, how to write a job application letter and practice job

interviews. Those material aims to prepare law students for the world of work later.

In addition, in the developed lesson plan, researcher used more group learning methods. This was done based on the results of the student needs analysis which revealed that they preferred group study and discussion. In addition, the use of media also varies based on suggestions and input from experts.

## 2) Validating The Lesson Plan to The Experts

At this stage, the lesson plan is assessed by the experts. This stage aims to test the validity of the lesson plan so that it can be tested. There are several aspects assessed, namely, format, language, and content.

The results of the assessment carried out by the expert show that the lesson plan that has been developed is valid. However, there are some inputs from experts on the lesson plan.

### a) There is no need to include tenses and application letters

At meetings 1 and 2, the researcher included tense material but the validator suggested that the tense material be omitted. Apart from that, the application letter material included in the final parts of the meeting was also suggested to be removed by the validator.

### b) It is better to use integrated learning

The suggested learning in the lesson plan developed by the researcher emphasizes learning that focuses on one ability per

meeting. However, the validator suggests using integrated learning where at each meeting students can practice all their language skills.

#### **d. Implementation**

At this stage, the lesson plan that has been developed is tested in classroom learning. The trial was used by one of the English Law lecturer in the Islamic Family Law course. This trial stage should be carried out in two stages, namely limited trials and widely trials. However, one of the obstacles in this study was the matter of time so lesson plan was only tested on a limited basis.

The trial process lasted for three meetings. The first meeting discussed the material for asking and giving opinions, the second meeting discussed the material for making CVs and Application Letters, and the third meeting discussed the material for job interviews. Implementer carried out lectures based on the lesson plan, starting from lecture methods, using instructional media, to student assessments. So that at this stage, the researcher not only prepared the lesson plan for implementer but also provided SAP, learning materials, learning media, and assessment guidelines.

In the first trial, the implementer provided asking and giving opinion material. The theme raised in this material is Domestic Violence. First of all the implementer opened the class by checking student attendance and then informing the material to be discussed. Furthermore, the implementer provided a review regarding the expressions used in asking and giving

opinions. Then, the implementer presented a video related to Domestic Violence. Then, students made opinions related to the video presented. Next, students practiced asking and giving opinions based on the statements they make in pairs.

Based on the questionnaire distributed to the observers, the observers' responses indicated that the lesson plan used by the implementer had been implemented even though there were still several phases that were partially implemented. In addition, at this stage one obstacle was also found, namely students should be introduced to vocabulary related to the theme raised, namely Domestic violence first. So, when making opinions they can use more varied terms. However, this lesson plan was not implemented from the beginning of the lecture.

In the second trial, the materials raised were Application Letters and Curriculum Vitae (CV). The media used in this material are presentation slides, projectors, laptop, whiteboard, and markers. As in the first meeting, the implementer first informed the material to be studied. Then he presented the material through a projector. He explained the meaning of an Application letter, the purpose of an Application Letter, its parts, and how to make an Application Letter. Then, the implementer gave the task of making an Application Letter.

At this meeting, there were several deficiencies found by researcher. First, the implementer conveyed to the researcher that the Application Letter and CV materials could not be presented in the same meeting

because the ability to understand English by students was still lacking. Therefore, the two materials must be taught separately. On the other hand, the observer's response also shows that several components in the learning process are only partially implemented.

In the third trial, the material taught was a job interview. In this material, the implementer introduces several questions that usually arise in job interviews. Then, he give assignments to students to compose answers to some of these questions. Then, students will practice job interviews in pairs. This meeting was held online so there were problems with the unstable internet network. However, based on the observations made, the researcher saw that the material being studied could still be captured by students.

**e. Evaluation**

This stage is divided into two types, namely formative evaluation and summative evaluation. Formative evaluation was carried out at each stage of development by looking at the improvements made at each stage. The first evaluation was to test the validity of the product which was carried out by several Islamic Family Law lecturers as experts. At this stage, the feasibility of the product was assessed for the next stage, namely implementation. At this stage the lesson plan was evaluated based on the assessment and suggestions given by the expert. Then the lesson plan would be followed up for the next stage.

The second evaluation is a product practicality test. This evaluation was carried out at the implementation stage. In this evaluation, the researcher evaluated the product based on the assessment carried out by observers who observe the lecture process using the lesson plan that has been developed. After the implementation phase, the researcher gave a response questionnaire to the implementer and students to provide an assessment of the effectiveness of the lesson plan that had been developed. Apart from giving a questionnaire to the implementer, the researcher also conducted an interview session with the implementer to get advice on the lesson plan that had been implemented.

Summative evaluation is an evaluation carried out at the end of the development stage. This evaluation was carried out after the lesson plan has gone through the stages of analysis, design, development, and implementation. At this stage the researcher made a decision on the feasibility of the developed lesson plan.

## **2. The Validity, The Practicality, and The Effectiveness of The Product**

### **a. The Validity**

The validity of the product was tested using a validity questionnaire filled in by several experts. The purpose of this validity is to determine the feasibility of the lesson plan for the implementation process. Three components of the lesson plan are tested for validity, namely, format, content, and language.

No	Components	Validator I	Validator II	Validator III	Average	Information
		Score	Score	Score		
<b>I</b>	<b>FORMAT</b>					<b>Valid</b>
	It is in accordance with the standard rules	4	4	3	3,7	
	The content is clear and easy to understand	3	3,5	3	3,2	
	<b>Total</b>	3,5	3,8	3	3,4	
<b>II</b>	<b>CONTENT</b>					<b>Valid</b>
	Clearly define final capabilities	3	3,5	2,5	3	
	Learning indicators to be achieved are formulated clearly and measurably	3	4	3	3,3	
	The study material is in accordance with the learning indicators	2	3,5	3	2,8	
	The learning approach/ method/ model/ strategy is clear and easy to understand	4	3,5	3	3,5	
	Learning resources / media in accordance with the study material	3	3,5	3	3,2	
	Time according to credits	4	4	3	3,7	
	<b>Total</b>	3,2	3,7	2,9	3,3	
<b>III</b>	<b>LANGUAGE</b>					<b>Valid</b>
	Clear and easy to understand	4	3	3,5	3,5	
	The use of language in accordance with the rules of Indonesian	4	3	3,5	3,5	
	<b>Total</b>	4	3	3,5	3,5	

**Table 4.1** The result of validity test

**Validity Category:**

$3,5 \leq M \leq 4$

Highly Valid

$2,5 \leq M < 3,5$

Valid

$1,5 \leq M < 2,5$

Moderately

$M < 1,5$

Not Valid

The data above shows that the average value of the lesson plan format is 3.4, content is 3.3, and language is 3.5. So it can be concluded that the lesson plan developed is valid and can be tested. Although with some comments and suggestions that need to be included in the lesson plan.

#### b. The Practicality

The purpose of the practicality test is to determine whether the lesson plan that has been developed can be implemented easily by the implementer. This test phase was observed by two observers. Observers aim to review how far the lesson plan is implemented in the learning process. At this test stage, the observers filled out a questionnaire distributed by the researcher which consisted of three aspects, namely syntax, social system, and reaction principles. This test phase is divided into three parts, namely the first meeting, the second meeting, and the third meeting. Each meeting consists of two observers.

No	Aspect	Meeting 1		Meeting 2		Meeting 3		Ave.	Info.
		O1	O2	O1	O2	O1	O2		
I	<b>SINTAX</b>								
	Phase delivery of learning objectives	2	3	1	1	2,5	3	2,1	PI
	The phase of delivering information on the implementation of learning	4	4	4	4	3	4	3,8	FI
	The phase of presentation or knowledge construction	3	4	4	4	1,5	2	3,1	FI
	Phase checking understanding and providing feedback	2	3	3	2	3	3,5	2,8	PI

<b>II</b>	<b>SOCIAL SYSTEM</b>								
	Multi-way interaction (communication) between lecturers and students and between students and students	4	4	4	4	3	4	3,8	FI
	Awards and opportunities for students to be actively involved in group learning	2	3	2	1	3	3	2,3	PI
<b>III</b>	<b>PRINSIP REAKSI</b>								
	Arouse student motivation and create a comfortable atmosphere for learning	2	3,5	3	4	3	3	3,1	FI
	Provide relevant learning resources that can support the smooth learning process	3	3	4	4	2	3,5	3,2	FI
	Provide positive reinforcement	2	3	2	2	2	3	2,3	PI
	<b>AVERAGE</b>	<b>3</b>							<b>PI</b>

**Table 4.2.** The result of practicality test

**Practicality Category:**

$$3 \leq M \leq 4$$

Fully Implemented (FI)

$$2 \leq M < 3$$

Partially Implemented (PI)

$$1 \leq M < 2$$

Not Implemented (NI)

Based on the table above it can be seen that the lesson plan developed is practical. It can be seen from the implementer's response rate which shows an average of 3.0 where this figure includes indicating that the lesson plan is fully implemented.

**c. The Effectiveness**

According to the Oxford Dictionary, effectiveness is an achieving the desired or intended result. So, this effectiveness test aims to determine the success of the developed lesson plan. And to achieve the effectiveness of this lesson plan, the researcher gave a questionnaire to lecturers and students who had used the lesson plan. The results of the questionnaire are as follows.

No.	Responded Aspects	Lecturer Response
1	The language used in the RPS is in accordance with the EYD	4
2	Presentation of sentences easily understood by lecturers	4
3	The language used is clear so that it does not lead to multiple interpretations	4
4	Instructions on RPS make it easier for lecturers to convey the aims and objectives of various activities to students	4
5	RPS makes it easier for lecturers to teach the material to students	4
6	The steps in the RPS are according to the available time allocation	3
7	The learning method used is following the material presented	3
8	RPS Format Accuracy	4
9	RPS makes it easy for lecturers to interest students in learning	3
10	This RPS can be used as a source of data for the assessment of the learning process	3
11	Material suitability with student characteristics	3
12	The suitability of learning media with learning materials	3
13	The suitability of learning media with student characteristics	3
<b>Average</b>		<b>3,5</b>

**Table 4.3.** The result of effectiveness test from implementer

**Effectiveness Category:**

$3,5 \leq M \leq 4$	Highly effective
$2,5 \leq M < 3,5$	Effective
$1,5 \leq M < 2,5$	Moderately effective
$M < 1,5$	Ineffective

Based on the table above, it can be seen that the average value of the lecturer's response is 3.5 which indicates that the lesson is made effective. Even so, there are also some suggestions and input that still need to be added to the lesson plan. One of them relates to student assessment, the implementer revealed that the types of assessment still need to be varied so that lecturers can choose a more appropriate type of assessment.

*...activities that we can give to students, maybe that can be added, the more varied the better so that the lecturers can also choose...*  
(Mr. A as Implementer)

Apart from that, the questionnaire given to students also showed that the lesson plans that had been implemented in Islamic Family Law class during 3 meetings are effective. This can be seen from the average score given by students which shows 3.4. The table can be seen below.

Statement	Score															Ave.
	NR	IA	RA	NI	AK	LI	SA	PA	NF	MI	MU	NA	AR	SA	MA	
The lessons that I have followed have raised my interest in learning English	4	3	4	3	3	4	3	2	1	3	2	4	4	3	3	3,1
The material presented is according to my needs	4	3	4	3	3	4	4	4	3	4	4	4	4	4	4	3,7
I can understand the material presented	3	3	4	3	2	4	4	3	1	3	4	3	4	4	3	3,2
The method used makes it easier for me to understand the lesson	3	3	4	3	3	4	4	2	4s	4	4	3	4	3	4	3,5
The learning method used is following my major	3	3	4	3	3	4	4	2	2	3	4	2	4	4	4	3,3
The media used makes it easier for me to understand the lesson	3	3	4	3	4	4	3	3	4	4	4	3	4	4	4	3,6
The media used is following my major	3	3	4	3	3	4	3	2	3	3	4	3	4	3	4	3,3
The learning process runs effectively	3	3	4	3	3	4	3	4	3	2	3	3	4	4	4	3,3
<b>Average</b>	<b>3,4</b>															

**Table 4.4.** The result of effectiveness test from students

**Effectiveness Category:**

$3,5 \leq M \leq 4$

Highly effective

$2,5 \leq M < 3,5$

Effective

$1,5 \leq M < 2,5$

Moderately effective

$M < 1,5$

Ineffective

In addition, implementer also feel that the lesson plan can change students' perceptions of English. He revealed that students are more confident and better able to translate and pronounce what they translated. Even so, students should always be encouraged to learn English.

*At least they can translate and are confident in translating and pronouncing what they translated. So I think there has been a change, maybe not much but there has been a change in their perspective on English.*

(Mr. A as Implementer)

## **B. Discussion**

This research uses a research and development model from the Branch which consists of analysis, design, development, implementation, and evaluation (ADDIE). This research was conducted to develop a lesson plan for English for Law course that suits the needs and disciplines of Islamic family law.

Based on the needs analysis that has been carried out, the researcher found that law students want to learn English following the science of law. They need to learn English which is different from what English students learn like grammar rules, in other words, law students learn English as English for Specific Purposes (ESP). Rahman (2015) explained that ESP is learning English that focuses more on context than grammar rules.

Researcher also found that English is important to law students because many legal terms are in English. Künnecke (2016) stated that English is an international language in the world of law. Consequently, mastery of English for law students can help them learn international law more easily.

The results of the need analysis also show that vocabulary is one of the most important components that law students need to have. It is supported by Xhaferi & Xhaferi (2011) who stated that law students usually have difficulty understanding English terms so they should be more encouraged to learn vocabulary. Vocabulary mastery can also help law students learn legal references in English. In addition, vocabulary also has a very large role in language learning because vocabulary is a very important element in a language (Bai, 2018).

Apart from vocabulary, researcher also found that speaking skill is the skill most law students want to master and one of the skills they need in their careers. This was also expressed by Samsudin & Sukarismanti (2020), they stated that law students need to have speaking skills. This is in line with the research by Paramita and Sujono (2020), who found that English skills have a very important role for law graduates and one of the skills that needs to be learned is speaking skill. Stern & Allen (1992) also argued that learning English is not only beneficial when students are still in college but also after they have completed their education. This is also supported by Rao (2019) who revealed that in the current era, mastering communication skills can help someone succeed in their respective fields.

Besides that, the researcher also found that the top three obstacles faced by law students in learning legal English were pronunciation, fluency, and language structure. This is not much different from what was found by Sasmita et al., (2022) that the difficulties faced by law students in learning

foreign languages are vocabulary, pronunciation, speaking, and grammar. In this research, it was found that pronunciation is the biggest obstacle experienced by students in learning English. It turns out that this problem is not only experienced by law students. According to Sholeh & Muhaji (2015), many English students also faced several pronunciation problems.

Researcher also found that currently learning needs to use a lot of E-learning media. One of the English for Law lecturers considered that the use of E-learning as a learning medium was quite interesting. According to Aziz (2020), E-learning can help students access learning more easily and can increase student learning motivation. Consequently, choosing the right method and media can help students be more interested in learning English. Using the right media can create a learning atmosphere that is not boring (Tafonao, 2018).

The purpose of this research is to develop a lesson plan. The developed this lesson plan was prepared based on the needs of students and has gone through several stages of testing, namely testing validity, practicality, and effectiveness. The test results show that this lesson plan is valid, practical, and effective. Devianti & Sari (2020) revealed that learning that is carried out based on student needs can create a more efficient learning process. Beside that, Hutchinson & Waters (1987) argued that English learning that suits students' needs has the opportunity to motivate them to learn English

This research is in line with Sugiyono (2021) statement who stated that there are two research and development functions, namely the validation and development functions. The validation function means testing the validity and effectiveness of existing products. And the development function is updating existing products through testing the practicality and effectiveness of new products.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts, the first part contains conclusions from the research results, and the other part contains suggestions.

#### *A. Conclusion*

This research uses a research design from Branch's model. This model has five stages, namely analysis, design, development, implementation, and evaluation or abbreviated as ADDIE. At the analysis stage, the researcher conducted a need analysis to find out the needs of law students in learning English. At the analysis stage, three components are analyzed, namely the target situation analysis, present situation analysis, and Learning need analysis. At the design stage, the researcher designed lesson plan and instruments for validity, practicality, and effectiveness. At the development stage, the researcher perfected the lesson plan design to become a complete lesson plan and the lesson plan was assessed for validity by 3 lecturers of Islamic family law as experts. At the implementation stage, the lesson plan is tried out in classroom learning by the implementer and is observed by 2 observers. At the end of the implementation phase, the researcher also gave a effectiveness questionnaire to implementer and students who had used the lesson plans developed in the learning process. And at the evaluation stage, the researcher tabulated the results of implementer responses and students responses to see whether the lesson plans made are effective.

Based on several test stages that have been passed, the researcher found that the lesson plan developed was valid, practical, and effective. The validity of this lesson plan can be seen from the assessment of several experts who show an average value of 3.4 which is categorized as valid. Practicality can be seen from the responses or assessments of several observers who have observed the lesson plan implementation. The average score given by observers is 3.0 which indicate that the lesson plan has been fully implemented. The effectiveness of this lesson can be seen from the 2 types of questionnaires, namely the implementer response questionnaire and the student response questionnaire. The implementer's response questionnaire shows an average value of 3.5 which is in the highly effective category. And the student response questionnaire shows a value of 3.4 which means it is effective.

### ***B. Suggestions***

Based on the research that has been done and the conclusions above, the researcher makes several suggestions for English for Law lecturers and future researchers.

#### **1. For English for Law Lectures**

The ability of lecturers to deliver lectures by referring to student needs is very much needed. Learning that suits student needs can help students be more interested in learning. In addition, the suitability between learning and student needs can have a more long-term effect on students. Therefore, the researcher hopes that this lesson plan can be used by

English for Law lecturers. But with a note, lecturers can better adapt this lesson plan to the students being taught.

In addition, researcher found that law students and lecturers have very high expectations of law students' ability to use English. However, the ability of students is still lacking. Thus, more efforts are needed from lecturers and students to improve students' English skills so that students' expectations and learning outcomes can be in line.

## **2. For The Next Researcher**

Researcher realizes that research cannot be separated from obstacles. The biggest obstacle of this research is time constraints. Thus, the lesson plan implementation stage was only carried out in a limited way even though it should also have been implemented widely. Therefore, the researcher hopes that further research can carry out the limited testing and wide testing of product to get a more optimal product.

This research only develops an English for Law lesson plan. Furthermore, the researcher hopes that there will be researchers who will also develop teaching materials for English for Law so that law students have the opportunity to learn more about English for Law. The researcher also hopes that further researcher can conduct the research that focuses on improving the ability of law students to use English. In addition, further researchers are expected to conduct the research related to the TOEFL practice because law students also need it. In the lesson plan that was

developed, the researcher did not include the TOEFL because there was already too much material contained in the lesson plan.

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## Appendix 1. Research Permit



**PEMERINTAH KABUPATEN MAJENE**  
**DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU**  
(DPM-PTSP)  
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



### IZIN PENELITIAN

Nomor : 289/IP/DPM-PTSP/MM/VII/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/301/VII/2023 Tanggal 07 Juli 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: ALI. H
Pekerjaan	: Mahasiswa
N I M	: 10256119004
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Arabua Desa Arabua Kec. Tutar Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"DEVELOPING A LESSON PLAN FOR "ENGLISH FOR LAW" COURSE AT ISLAMIC FAMILY LAW STUDY PROGRAM"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar cofy hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene  
Pada Tanggal : 12-07-2023



**PI. HES HIRAWATI THAHIR, S.Sos, M.AP**  
Pangkat Pembina Utama Muda  
Nip. 196809281992032011

## Appendix 2. Students' Need Analysis Questionnaire

### Angket Analisis Kebutuhan Mahasiswa Prodi Hukum Keluarga Islam dalam Mata Kuliah English for Law di STAIN Majene

*\*Diadopsi dari Nasrah (2022)*

1. Apa alasan anda belajar Bahasa Inggris? (bisa memilih lebih dari satu)
  - a. Karena wajib
  - b. Agar mampu berkomunikasi menggunakan Bahasa Inggris
  - c. Bahasa Inggris merupakan bahasa Internasional
  - d. Lainnya (sebutkan) ...
2. Metode apa yang paling Anda sukai dalam belajar bahasa inggris? (boleh memilih lebih dari satu jawaban)
  - a. Menjelaskan dengan bantuan papan tulis
  - b. Menjelaskan dengan bantuan LCD/power point
  - c. Memperagakan di depan kelas
  - d. Menjelaskan dengan menggunakan gambar
  - e. Tanya jawab
  - f. Permainan
  - g. Bermain peran
  - h. Belajar mandiri
  - i. Aktivitas di luar kelas
  - j. Menghapal kosa kata
  - k. Lainnya (sebutkan) ...
3. Keterampilan Berbahasa Inggris manakah paling Anda butuhkan?
  - a. *Speaking* (Berbicara)
  - b. *Writing* (Menulis)
  - c. *Reading* (membaca)
  - d. *Listening* (Mendengarkan)
4. Bentuk materi *listening* (mendengarkan) manakah yang ingin Anda pelajari? (boleh memilih lebih dari satu jawaban )
  - a. Mendengarkan deskriptif teks
  - b. Mendengarkan percakapan
  - c. Mendengarkan pembacaan berita
  - d. Mendengarkan prosedur teks
  - e. Mendengarkan report teks
  - f. Mendengarkan opini
  - g. Lainnya (sebutkan) ...
5. Bentuk materi *speaking* (berbicara) manakah yang ingin Anda pelajari? ( boleh memilih lebih dari satu jawaban )

- a. Mendeskripsikan diri sendiri/orang lain/dll.
  - b. Presentasi hasil diskusi
  - c. Membaca berita mengenai permasalahan di kampus
  - d. Menjelaskan cara pembuatan sesuatu.
  - e. Menyampaikan opini
  - f. Lainnya (sebutkan) ...
6. Bentuk materi *reading* (membaca) manakah yang ingin Anda pelajari?  
( boleh memilih lebih dari satu jawaban )
- a. Membaca teks deskripsi
  - b. Membaca teks percakapan
  - c. Membaca berita
  - d. Membaca teks prosedur
  - e. Membaca teks report
  - f. Membaca opini
  - g. Lainnya (sebutkan) ...
7. Bentuk materi *writing* (menulis) manakah yang ingin Anda pelajari?  
(boleh memilih lebih dari satu jawaban)
- a. Menulis teks deskriptif
  - b. Menulis teks percakapan
  - c. Menulis berita
  - d. Menulis teks prosedur
  - e. Menulis teks report
  - f. Menulis opini
  - g. Lainnya (sebutkan) ...
8. Apa jenis alat bantu/media pembelajaran manakah yang Anda sukai dalam mata pelajaran Bahasa Inggris?
- a. Gambar
  - b. Penggunaan papan tulis
  - c. Layar LCD
  - d. Media kartu
  - e. Audio/ CD
  - f. Alat peraga
  - g. Media nyata
  - h. Lainnya (sebutkan) ...
9. Menurut Anda, bentuk soal/penilaian yang sering diberikan oleh Guru adalah...
- a. Pilihan ganda
  - b. Essay / Isian
  - c. Tanya jawab langsung
  - d. Keaktifan di kelas
  - e. Portofolio/unjuk kerja

- f. Tampil di depan kelas
  - g. Kerja kelompok
  - h. Lainnya (sebutkan) ....
10. Bentuk soal/ penilaian manakah yang Anda sukai?
- a. Pilihan Ganda
  - b. Essay / Isian
  - c. Tanya jawab langsung
  - d. Keaktifan di kelas
  - e. Portofolio/unjuk kerja
  - f. Tampil di depan kelas
  - g. Kerja kelompok
  - h. Lainnya (sebutkan) ....
11. Bentuk kegiatan apa yang anda senangi dalam belajar Bahasa Inggris?  
(boleh memilih lebih dari 1 jawaban )
- a. Membuat kalimat/paragraf/essay
  - b. Mengartikan kosakata
  - c. Mendengarkan musik/lagu
  - d. Mengisi lirik lagu
  - e. Latihan pengucapan kosakata
  - f. Menjawab pertanyaan yang diberikan oleh Dosen
  - g. Melengkapi isi teks yang hilang
  - h. Menjodohkan pertanyaan dengan jawaban yang tepat
  - i. Bercerita di depan kelas
  - j. Membuat karya/unjuk kerja
  - k. Games/permainan
  - l. Menentukan pernyataan benar atau salah
  - m. Menemukan kosakata dalam kotak huruf acak
  - n. Bermain peran bersama teman-teman
  - o. Lainnya (sebutkan) ...
12. Apa saja sarana belajar yang Anda inginkan ada di jurusan ini?  
(boleh memilih lebih dari 1 jawaban )
- a. Perpustakaan
  - b. Lab bahasa
  - c. Gambar
  - d. Kaset rekaman Bahasa Inggris
  - e. LCD / Laptop
  - f. Media Nyata
  - g. Alat Peraga
  - h. Lainnya (sebutkan) ....
13. Bagaimanakah cara belajar yang Anda Sukai?

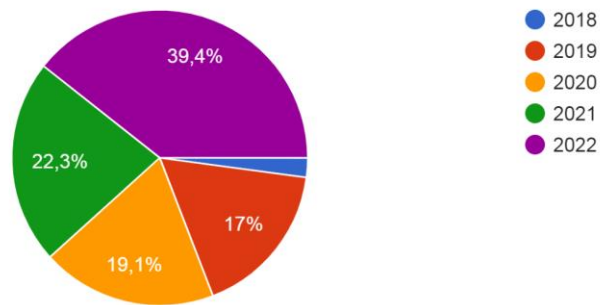
- a. Individu
  - b. Berpasangan
  - c. Berkelompok
  - d. Diskusi Kelas
14. Faktor apa saja yang menjadi Kendala Anda dalam Pembelajaran Bahasa Inggris? (bisa memilih lebih dari satu)
- a. Pengucapan (*Pronunciation*)
  - b. Kosakata (*Vocabulary*)
  - c. Kelancaran (*Fluency*)
  - d. Struktur bahasa
  - e. Lainnya (Sebutkan) ...
15. Apakah Harapan Anda setelah belajar Pembelajaran Bahasa Inggris?
- a. Dapat berbicara menggunakan Bahasa Inggris dengan baik.
  - b. Memiliki banyak Kosakata (*Vocabulary*) Bahasa Inggris.
  - c. Dapat menulis Bahasa Inggris dengan Baik dan tepat.
  - d. Lainnya (Sebutkan) ...
16. Materi apa yang anda butuhkan dalam belajar bahasa inggris? (bisa memilih lebih dari satu)
- a. Hukum perdata
  - b. Hukum pidana
  - c. Hukum internasional
  - d. Hukum ekonomi
  - e. Hukum tata negara
  - f. Adminitrasi negara
  - g. Hukum dan perkembangan masyarakat
  - h. Hukum dan teknologi
  - i. Hukum adat
  - j. Hukum lingkungan
  - k. Lainnya (sebutkan) .....

### **Appendix 3. Lecturers' Need Analysis Interview**

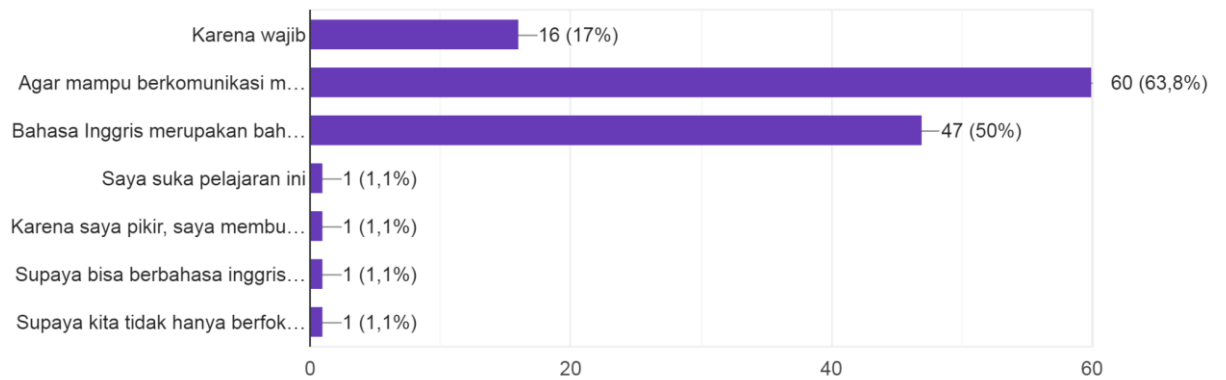
1. Menurut bapak/ibu apa tujuan pembelajaran bahasa Inggris untuk mahasiswa hukum?
2. Dalam kondisi seperti apa bahasa Inggris itu digunakan atau dibutuhkan oleh mahasiswa hukum?
3. Apa capaian yang diharapkan bapak/ibu kepada mahasiswa setelah belajar English for Law?
4. Apakah Empat skills (speaking skill, writing skill, reading skill, dan listening skill) yang ada dalam bahasa Inggris perlu dipelajari oleh mahasiswa hukum? Mana yang lebih dibutuhkan oleh mahasiswa hukum?
5. Apakah komponen-komponen (grammar, vocabulary, dan pronunciation) bahasa Inggris juga perlu diajarkan kepada mahasiswa hukum? Mana yang lebih dibutuhkan oleh mahasiswa hukum?
6. Apakah penguasaan bahasa Inggris berpengaruh terhadap pekerjaan bapak/ibu saat ini?
7. Materi atau pembelajaran bahasa Inggris apa saja yang menurut bapak/ibu yang dibutuhkan dalam dunia kerja bapak/ibu saat ini?
8. Apa saja pokok pembahasan atau materi yang ada pada prodi Hukum Keluarga Islam?
9. Menurut ibu materi/topik apa yang cocok diajarkan kepada mahasiswa?
10. Apakah jumlah SKS untuk mata kuliah English for Law saat ini sudah cukup untuk pembelajaran yang optimal?

## Appendix 4. Result of Islamic Family Law Students' Questionnaire

Angkatan  
94 jawaban

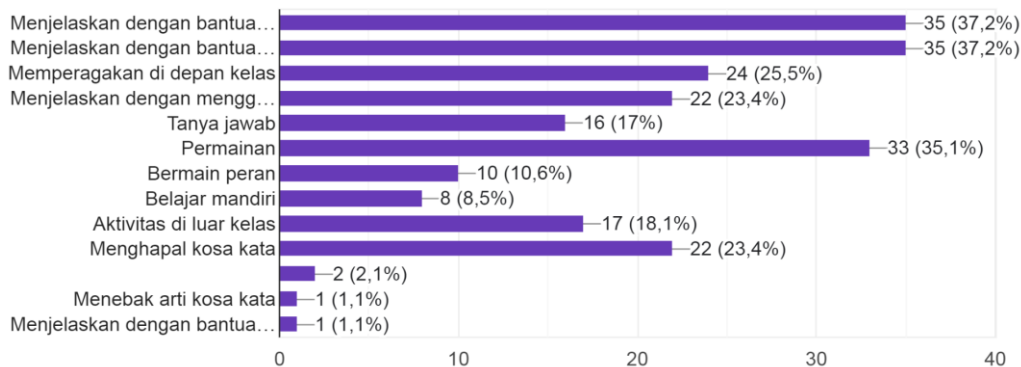


Apa alasan anda belajar Bahasa Inggris? (bisa memilih lebih dari satu)  
94 jawaban



Metode apa yang paling Anda sukai dalam belajar bahasa Inggris? (boleh memilih lebih dari satu jawaban)

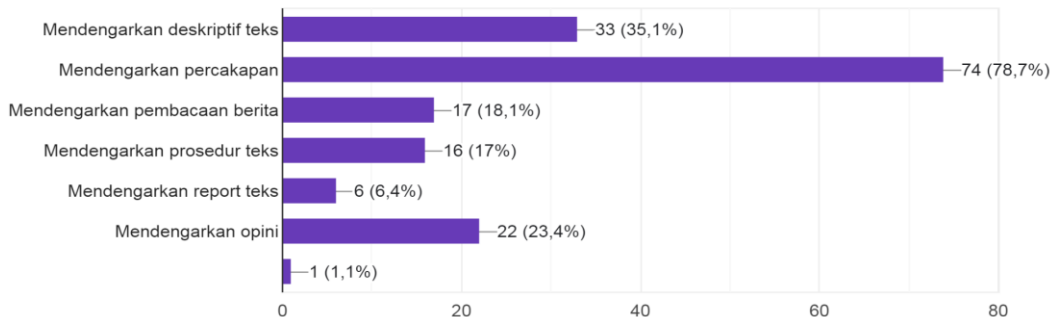
94 jawaban



z

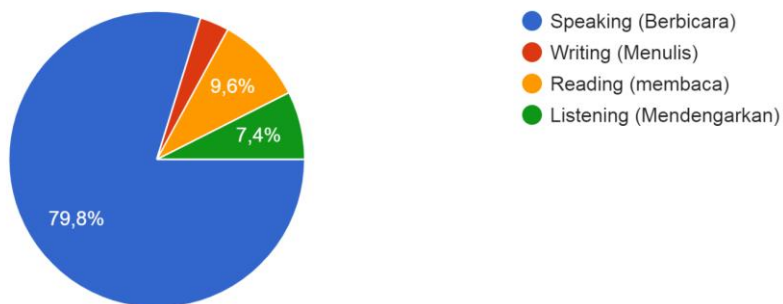
Bentuk materi listening (mendengarkan) manakah yang ingin Anda pelajari? (boleh memilih lebih dari satu jawaban )

94 jawaban



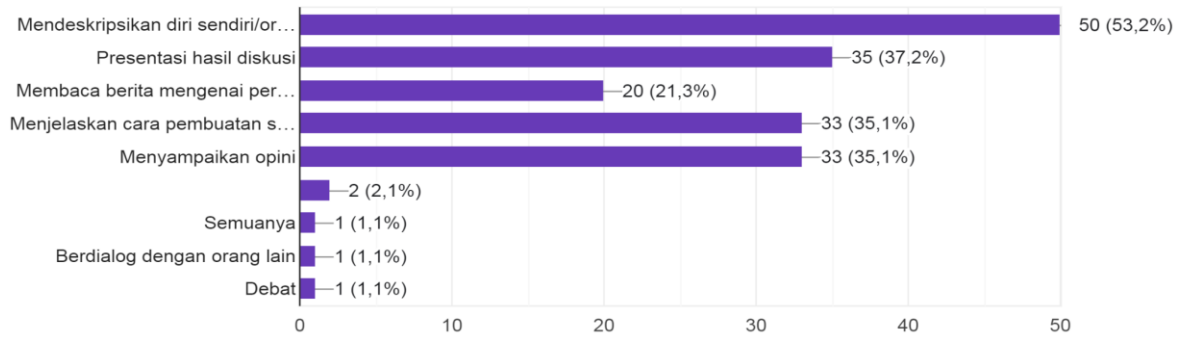
Keterampilan Berbahasa Inggris manakah paling Anda butuhkan?

94 jawaban



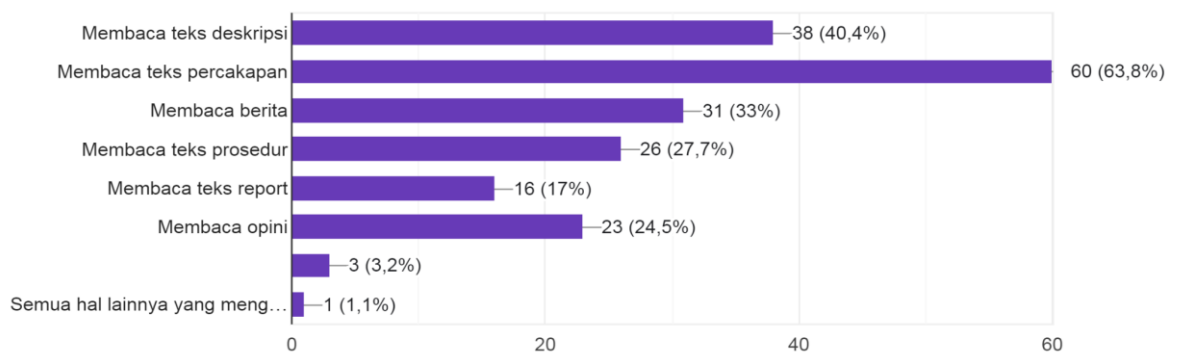
Bentuk materi speaking (berbicara) manakah yang ingin Anda pelajari? (boleh memilih lebih dari satu jawaban)

94 jawaban



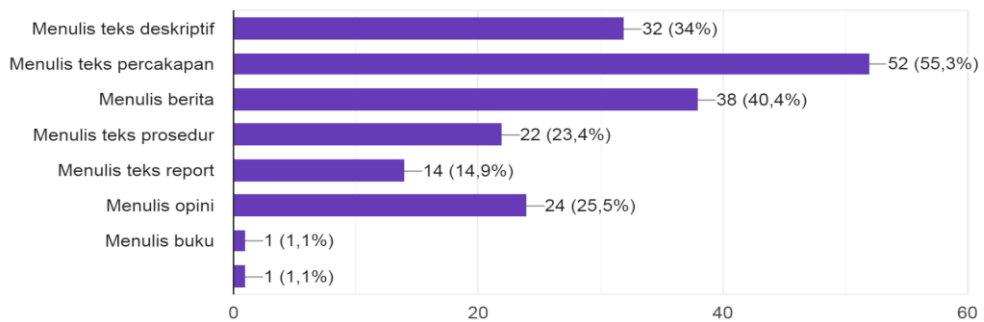
Bentuk materi reading (membaca) manakah yang ingin Anda pelajari? (boleh memilih lebih dari satu jawaban)

94 jawaban



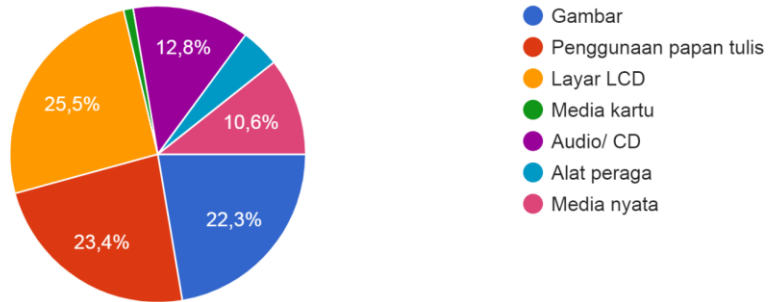
Bentuk materi writing (menulis) manakah yang ingin Anda pelajari? (boleh memilih lebih dari satu jawaban)

94 jawaban



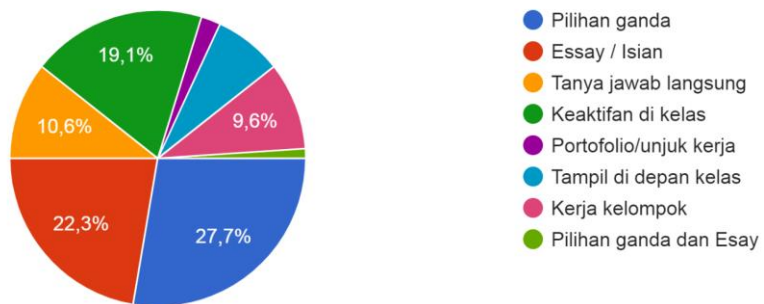
Apa jenis alat bantu/media pembelajaran manakah yang Anda sukai dalam mata pelajaran Bahasa Inggris?

94 jawaban



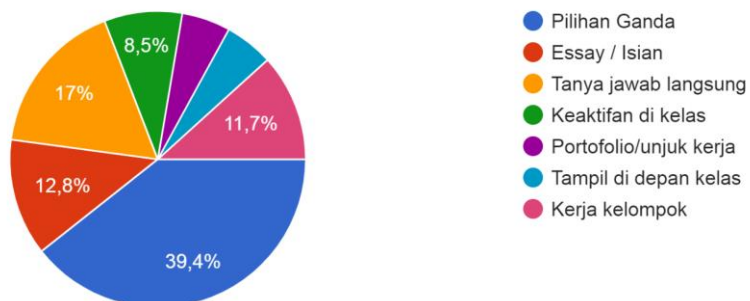
Menurut Anda, bentuk soal/penilaian yang sering diberikan oleh Guru adalah...

94 jawaban



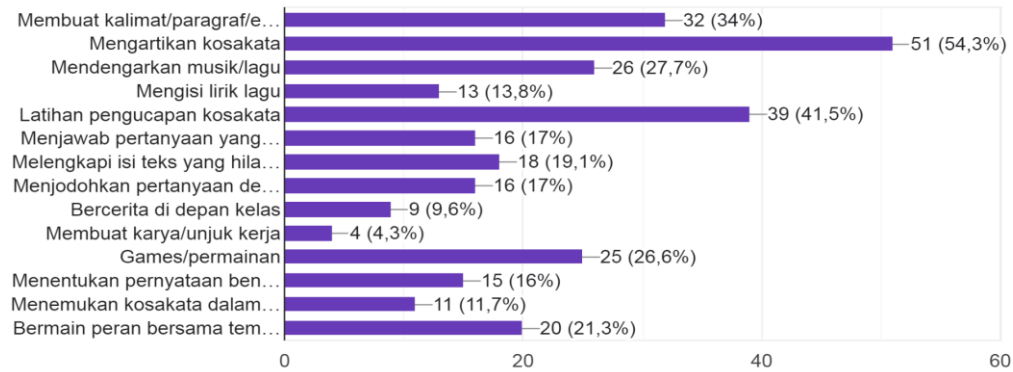
Bentuk soal/ penilaian manakah yang Anda sukai?

94 jawaban



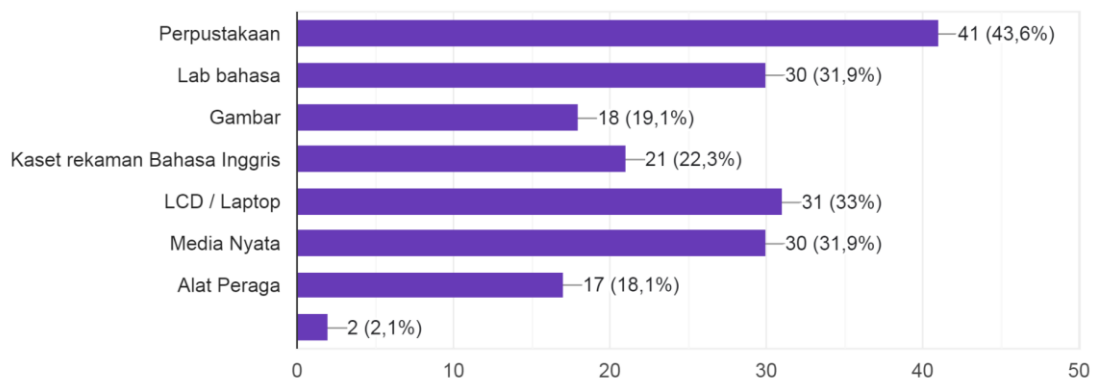
Bentuk kegiatan apa yang anda senangi dalam belajar Bahasa Inggris? (boleh memilih lebih dari 1 jawaban)

94 jawaban



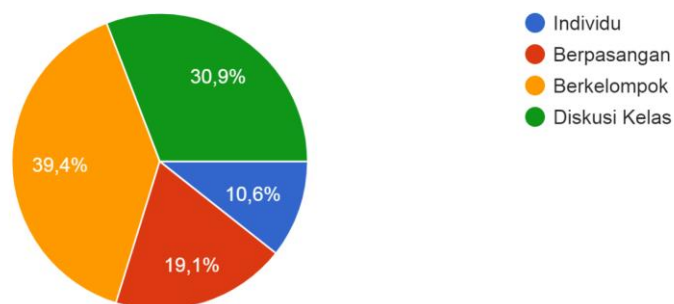
Apa saja sarana belajar yang Anda inginkan ada di jurusan ini? (boleh memilih lebih dari 1 jawaban )

94 jawaban



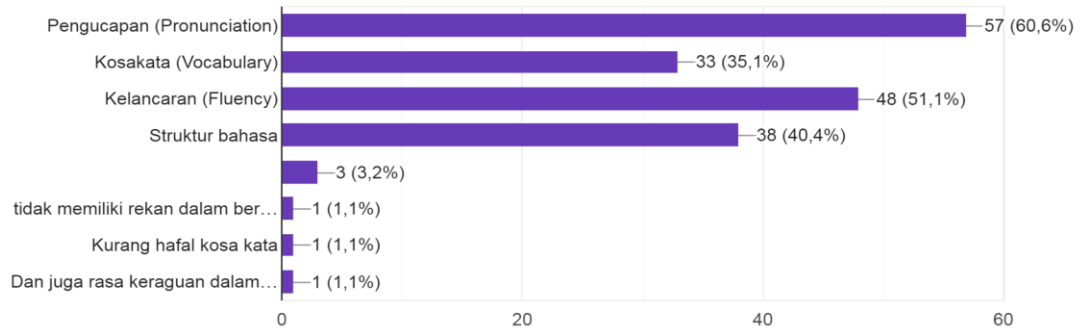
Bagaimanakah cara belajar yang Anda Sukai?

94 jawaban



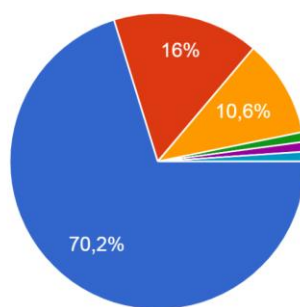
Faktor apa saja yang menjadi Kendala Anda dalam Pembelajaran Bahasa Inggris? (bisa memilih lebih dari satu)

94 jawaban



Apakah Harapan Anda setelah belajar Pembelajaran Bahasa Inggris?

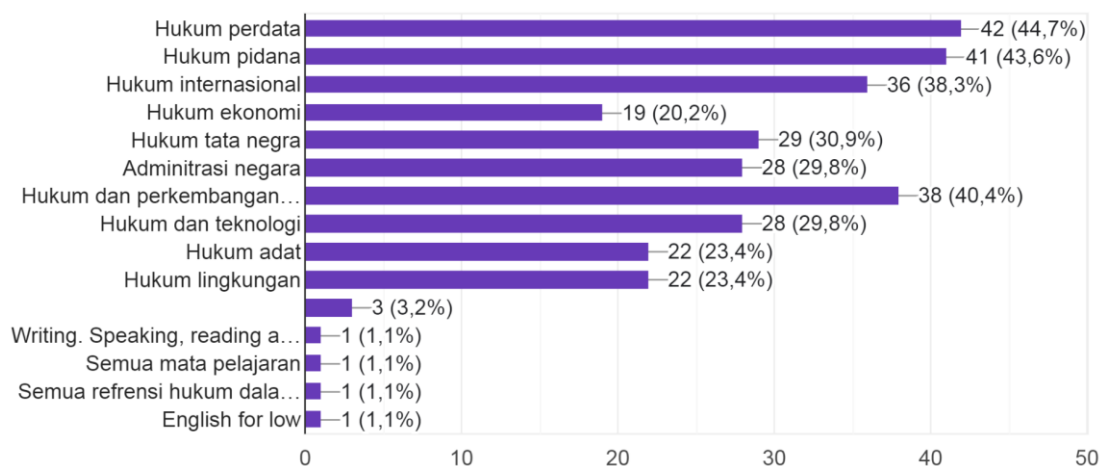
94 jawaban



- Dapat berbicara menggunakan Bahasa Inggris dengan baik.
- Memiliki banyak Kosakata (Vocabulary) Bahasa Inggris.
- Dapat menulis Bahasa Inggris dengan Baik dan tepat.
- Tak ada sama sekali
- Dapat berbicara menggunakan bahasa Inggris, dan mengetahui banyak kosa...
- Dapat berbicara dan menulis bahasa I...

Materi apa yang anda butuhkan dalam belajar bahasa inggris? (bisa memilih lebih dari satu)

94 jawaban



## Appendix 5. Result of Islamic Family Law Lecturers Interviews

Responden	: Ketua Prodi Hukum Keluarga Islam
Tanggal Wawancara	: 05/05/2023

1. Menurut bapak/ibu apa tujuan pembelajaran bahasa Inggris untuk mahasiswa hukum?

**Answer** : Tujuan pembelajaran Bahasa Inggris untuk mahasiswa hukum itu sekarang saya kira Bahasa Inggris itu semua jurusan sudah harus mempelajarinya karena modal itu bukan hanya untuk misalnya mau keluar negeri atau bagaimana sekarang banyak tulisan yang diterbitkan dengan tulisan atau dalam Bahasa Inggris apalagi jurnal. Jadi, penting sekali kalau saya, apalagi di era global sekarang ini.

2. Dalam kondisi seperti apa bahasa Inggris itu digunakan atau dibutuhkan oleh mahasiswa hukum?

**Answer** : Untuk mahasiswa hukum saya rasa semua sekarang itu mahasiswa hukum kenapa diwajibkan untuk bisa berbahasa Inggris dalam segala bidang sebenarnya jadi termasuk kosa kata ketika dia mau misalnya menyusun jurnal, misalnya sudah selesai skripsinya mau diterbitkan di jurnal itu sudah misalnya, kalau misalnya dia mau masukkan misalnya di Sinta 4 atau 3 harus berbahasa Inggris ya kan. Jadi memang betul-betul tidak bisa dikatakan bahwa sekarang .... memang di perkuliahan itu yah justru memang harus di pelajari baik-baik. Bahkan saya kira mungkin waktunya kalau di HKI dua kali yah? Bahasa Inggris 1 dan English for Law, 3 kali itu. Jadi memang betul-betul harus dimaksimalkan disitu speakingnya, bukan hanya untuk menulisnya tapi juga speaking.

3. Apa capaian yang diharapkan bapak/ibu kepada mahasiswa setelah belajar English for Law?

**Answer** : Kalau untuk mahasiswa hukum capaian yang diharapkan tentunya mahasiswa itu dapat berbahasa Inggris yang baik dan benar terutama juga vocabnya di bidang hukum karena memang kadang-kadang setiap jurusan itu beda-beda vocabnya kan hukum pasti beda, pendidikan pasti beda. Jadi, capaiannya ya di speakingnya tadi di vocabnya tadi harus di menulisnya juga, di writingnya juga itu betul-betul diharapkan semua mahasiswa di jurusan prodi HKI tentunya khususnya yah itu bisa menguasainya.

4. Apakah komponen-komponen (grammar, vocabulary, dan pronunciation) bahasa Inggris juga perlu diajarkan kepada mahasiswa hukum? Mana yang lebih dibutuhkan oleh mahasiswa hukum?

**Answer** : Harus, jadi wajib diajarkan ke mahasiswa jadi ini harapannya mudah-mudahan dosen TBI yang ajarkan keempat komponen tadi itu semuanya itu terpenuhi mulai dari writingnya, speakingnya, dan di writing itu kan struktur dan lain sebagainya, grammar nya, itu semuanya mudah-mudahan bisa terpenuhi semuanya untuk mahasiswa di HKI. Iya penting semuanya, saya tidak bisa memilih yang mana karena semuanya itu penting yah.

5. Apakah penguasaan bahasa Inggris berpengaruh terhadap pekerjaan bapak/ibu saat ini?

**Answer** : Bangat, kalau pengaruhnya ini kan kayak misalnya sekarang kan yah, kayak saya ambil bapak sana, karena bapak sana kan, pak Sukri beliau itu apa lagi wawancara, salah satu dosen HKI, beliau itu sekarang ini tinggal menunggu pengumuman beasiswa LPDP. Jadi beliau itu kemarin TOEFL. Jadi beliau itu menurut pengalaman beliau. Jadi untuk pentingnya bahasa Inggris untuk dosen sendiri sangat penting, terutama, sebenarnya bukan untuk cari beasiswa, menulis juga sama dengan mahasiswa itu writing, speaking, semua itu komponen harus dikuasai juga dengan sama dosennya. Jadi, untuk perkembangan dosen itu sendiri maupun juga kampus, mahasiswa, dan lain sebagainya. Seperti untuk kebutuhan publikasi jurnal yang terindeks.

6. Materi atau pembelajaran bahasa Inggris apa saja yang menurut bapak/ibu yang dibutuhkan dalam dunia kerja bapak/ibu saat ini?

**Answer** : Kalau saya tidak lari yang ada hubungannya dengan hukum yah maksudnya

7. Apa saja pokok pembahasan atau materi yang ada pada prodi Hukum Keluarga Islam?

**Answer** : Kalau di Hukum Keluarga Islam pokok pembahasannya itu mulai dari khitbah, peminangan. Itu mungkin yang bisa dikasih masukan nanti sama dosennya di mulai dari pelamaran, bagaimana tata caranya melamar terus perkawinan apa saja rukun dan syaratnya, terus kalau cerai, cerai itu terbagi dua, cerai talak kalau suami yang ajukan dan cerai gugat kalau istri yang ajukan. Terus itu juga proses-prosesnya di pengadilan

dan lain sebagainya. Sebenarnya memang kalau saya lihat untuk bahasa Inggris kalau sampai bahasa Inggris 2 sebenarnya tidak cukup karena banyak sekali hukum keluarga itu masih bagian keluarga yah karena sarjana kita juga titelnya sudah bukan S.HI., Sarjana Hukum Islam tetapi S.H. toh. Jadi kita juga dituntut hukum pidana seperti masalah KDRT, masalah pembunuhan tadi, kan kayak bunuh diri sudah ada masuk dan lain sebagainya, masalah tanah itu semua dipelajari mahasiswa hukum, sebenarnya luas kalau bicara masalah hukum. jadi, kalau masalah hukum Islamnya, hukum keluarganya itu tadi bagian Munakahat, bagian perkawinan, fiqh munakahat. Hukum perdata dan hukum pidana

8. Menurut ibu materi/topik apa yang cocok diajarkan kepada mahasiswa?

**Answer** : Jadi, memang perlu ada penyesuaian dengan apa antara dosen Bahasa Inggris dengan prodi atau jurusan lah kalau bisa, kan ada prodi HES kan prodi HES kan juga mirip-mirip dengan HKI gitu.

9. Apakah jumlah SKS untuk mata kuliah English for Law saat ini sudah cukup untuk pembelajaran yang optimal?

**Answer** : Belum optimal, ada bahasa Inggris 1, masih ada Bahasa Inggris 1 karena itu mata kuliah institusi. Dan disitu dipelajari mungkin structure, itukan, kayak untuk menulis writing speaking dan lain sebagainya tapi itu tadi dilihat materinya itu tadi masih perlu pengembangan gitu. Untuk 2 sks tadi yah memang saya kira masih kurang.

Responden	: Sekretaris Prodi Hukum Keluarga Islam
Tanggal Wawancara	: 05/05/2023

1. Menurut bapak/ibu apa tujuan pembelajaran bahasa Inggris untuk mahasiswa hukum?

**Answer** : Sebenarnya dalam hukum di Indonesia terkait dengan hukum, terkait dengan bahasa Inggris itu, itu hanya dijadikan sebagai sumber alat untuk mendapatkan referensi lebih banyak karena kita ketahui bahwa hukum di Indonesia ini bukan murni hukum yang dibuat di Indonesia. Tetapi ada tiga sumber hukum di Indonesia yang pertama adat, hukum Islam, dan hukum Eropa. Ini hukum Eropa, ini bisa dengan penguasaan bahasa Inggris itu bisa dijadikan sebagai alat untuk memudahkan untuk mencari

referensi-referensi atau literatur tentang hukum di luar dari hukum di Indonesia. Kalau misalnya kan kita pake konsep hukumnya dari penjelajah Belanda. Jadi kemungkinan hukum hukum di Eropa kita jadikan rujukan hukum yang lain untuk menambah ketika terjadi kekosongan hukum. selain itu, kan di Indonesia juga menggunakan sumber hukum yang disebut dengan traktat. Jadi perjanjian antara satu dengan negara yang lain. Itu bisa, otomatis bahasa yang digunakan dalam aturan itu, traktat itu pasti bukan bahasa Indonesia. Tapi pasti menggunakan bahasa dari luar, bahasa, pada umumnya ya bahasa internasional yaitu Bahasa Inggris yang paling banyak yang digunakan, paling umum digunakan Bahasa Inggris. Otomatis ketika penguasaan mahasiswa tau tentang bahasa, maksud saya Bahasa Inggris ini, dia akan lebih mudah untuk mencari referensi misalnya dia diperhadapkan pada suatu kasus dimana kasus itu terjadi kekosongan hukum atau tidak hukum yang mengatur tentang itu, dia bisa mengambil konsep-konsep hukum melalui sumber hukum yang lain yaitu traktat ataukah dari konsep-konsep pakar-pakar hukum di luar dari Indonesia dalam hal ini semacam doktrin, pendapat pakar hukum, misalnya dari Belanda, dari Prancis, dari di luar Indonesia ataukah pakar-pakar hukum Islam dari Malaysia itu bisa diambil konsep hukumnya kemudian dijadikan sebagai sumber hukum untuk menafsirkan persoalan yang ada di Indonesia ketika terjadi kekosongan hukum karena kita kan negara hukum otomatis setiap persoalan hukum itu pasti bedasarkan ada hukumnya, ada aturannya yang diatur, walaupun terjadi kekosongan baru dia bisa menggunakan konsep itu. istilahnya hukum progresiflah, bisa dijadikan yang membuat hukum baru terhadap masalah yang baru yang baru ditemukan itu, itu tujuannya.

2. Dalam kondisi seperti apa bahasa Inggris itu digunakan atau dibutuhkan oleh mahasiswa hukum?

**Answer** : Kondisinya, itu tadi ketika terjadi kalau dia mau menambah referensi. Dia bisa mencari, dia bisa menggunakan bahasa Inggris untuk mencari sumber hukum di luar konteks yang ditetapkan oleh pemerintah di Indonesia, semacam traktat, atau hukum internasional. dia bisa jadikan konsep itu, ataukah misalnya dia bisa mencari sumber hukum Islam di luar dari yang ada di Indonesia sekalipun hukum Islam di Indonesia itu ada. Jadikan, kita di Indonesia itu ada tiga konsep, ada tiga sumber hukum yaitu

hukum Eropa, hukum Islam, dan hukum adat. Kalau hukum adat kan kita harus ke masyarakat adat mengetahui itupun masalah hukum bisa dijadikan sebagai sumber hukum ketika terjadi kekosongan hukum. Tidak hukum positif yang mengatur tentang itu baru bisa beralih ke hukum adat. Jadi kita, walaupun itu hukum positif itu kan sudah ada di undang-undang dan pasti bahasa Indonesia. yang dibutuhkan itu ketika tidak ada hukum yang mengatur tentang itu. Contoh misalnya di tahun-tahun di 2020an itu, sebelum diterbitkan undang-undang IT tentang alat-alat IT tentang pembuktian dalam pengadilan. Itu kan misalnya video, misalnya chat, ataukah foto, itu tidak bisa dijadikan sebagai sumber alat bukti atau alat bukti dalam persidangan karena memang tidak ada aturan itu. Itu bisa mencari sumber-sumber hukum yang di luar negeri atau dalam bentuk doktrin atau pendapat pakar yang ternyata di Eropa itu sudah menggunakan konsep itu bahwa video ataukah foto atau alat-alat elektronik, sumber-sumber dari elektronik itu bisa dijadikan sebagai alat bukti, menguatkan bahwa dia melakukan ini, contoh misalnya pencurian, kan ada cctv. Dan itu tidak bisa dijadikan sebagai alat bukti sebelum diterbitkan undang-undang IT itu. itu dengan kita paham bahasa Inggris bisa mencari sumber-sumber yang lain. Jadi memperkaya sumber hukum di Indonesia itu dengan mudah dengan penguasaan Bahasa Inggris.

3. Apa capaian yang diharapkan bapak/ibu kepada mahasiswa setelah belajar English for Law?

**Answer** : Setidaknya ketika dia paham Bahasa Inggris itulah akan memudahkan dia, memudahkan baik itu mencari sumber-sumber hukum dalam menyelesaikan suatu persoalan, kemudian yang kedua adalah memudahkan mahasiswa untuk mencari lapangan pekerjaan. Tidak dapat kita pungkiri bahwa di Indonesia ini setiap pelamaran setiap instansi baik itu pemerintah maupun swasta itu pasti biasanya memprioritaskan bagi calon pelamar yang memiliki kemampuan bahasa asing. Itu artinya, pasti kita, saya saja pada waktu misalnya pada waktu mendaftar jadi PNS itu kan ada interview dalam bahasa asing. Bisa tidak bahasa Inggris. Apalagi kalau kita sekarang itu kenaikan pangkat atau apa kita pasti disuruh TOEFL atau apa, memudahkan dia disitu. Jadi dua tujuan utamanya, pertama adalah dengan capaian itu pertama memudahkan sumber hukum di luar dari hukum positif dan yang

kedua adalah meluaskan, menambah kapasitas dia untuk mudah dalam mencari lapangan kerja.

4. Apakah Empat skills (speaking skill, writing skill, reading skill, dan listening skill) yang ada dalam bahasa Inggris perlu dipelajari oleh mahasiswa hukum? Mana yang lebih dibutuhkan oleh mahasiswa hukum?

**Answer** : Dalam sepengetahuan saya yah dalam bahasa Inggris itu memang harus keempat-empat itu harus dibutuhkan karena tidak bisa hanya menguasai di reading saja tanpa menguasai listening karena keempat-empatnya ini atau writingnya kurang pasti sulit juga apalagi misalnya masalah grammar. Jadi, sangat sulit kalau ada yang, tapi kecenderungan itu yang setidaknya dia paham di bidang writing. Itu karena kita sekalipun dia tidak mampu dalam untuk di listening, di persidangan itu kan tidak menggunakan, jarang sekali menggunakan asing, pasti bahasa Indonesia yang kita pakai. Kalaupun menggunakan bahasa asing itu hanya pencarian referensi atau misalnya ada ada orang asing. Tapi kan kalau di pengadilan itu kalau misalnya ada orang asing yang berpakara di pengadilan itu kan ada translate. Jadi tidak ada hubungannya dia tahu bahasa inggris dalam hal speaking tidak terlalu signifikan. Yang paling utama itu adalah writingnya dan readingnya. Reading dengan writing, kan artinya dia kan sama dengan writing dan reading berkaitan sekali. Setidaknya dia bisa cari referensi keilmuan di dunia maya, di internet dengan membaca.

5. Apakah komponen-komponen (grammar, vocabulary, dan pronunciation) bahasa Inggris juga perlu diajarkan kepada mahasiswa hukum? Mana yang lebih dibutuhkan oleh mahasiswa hukum?

**Answer** : Sangat perlu yah, karena sekalipun memang kalau kita dari segi yang mana lebih diprioritaskan itu tadi reading termasuk sebenarnya grammarnya karena untuk mentranslate, menentukan apakah ini noun atukah past. Itu kan harus ditau, bahwa ini anunya ini sudah lama ini, kan harus tau segi readingnya itu kan. Jadi harus tau juga sekalipun mungkin kalau skala prioritas memang ya harus di reading saja, reading dengan writing.

6. Apakah penguasaan bahasa Inggris berpengaruh terhadap pekerjaan bapak/ibu saat ini?

**Answer** : Pengaruh yah, tapi tidak terlalu signifikan karena kita mengajar tetap menggunakan bahasa Indonesia hanya saja terkadang dalam hal kenaikan pangkat atukah mengikuti suatu pelatihan-pelatihan itu kita butuh itu. Kemudian kalau kita mau mencari referensi-

referensi, sekarang kan sangat minim kalau referensinya hanya bersumber dari bahasa Indonesia. Tentu kita cari juga dari Bahasa Inggris. Kemudian, selain itu, di pekerjaan saya juga kan terkadang kita juga dianjurkan untuk melakukan publikasi. Publikasi ini kalau misalnya publikasinya itu yang para, kan ada istilahnya jurnal kemudian jurnal itu kan ada tiga tingkatannya. Apalagi sudah jurnal berapa, sudah sinta, sinta 2, sinta 2 ke atas sinta ketiga ke atas itu kan biasa sinta 5 itu sudah ada yang menerapkan tentang harus pakai bahasa Inggris otomatis untuk memperoses, sekalipun kan di jurnal itu kan di lembaga jurnal itu kan biasa ada translatenya, dia sendiri yang tranlate kita hanya, penerjemahnya kan. Kita hanya kirim dalam bentuk bahasa Indonesia nanti dia yang terjemahkan dalam bahasa Inggris tetapi mau tidak mau kita dituntut kita harus tau itu. tapi kalau dari segi dibutuhkan sekali yah fifti-fifti lah. Karena kita kan tidak fokus disitu.

7. Materi atau pembelajaran bahasa Inggris apa saja yang menurut bapak/ibu yang dibutuhkan dalam dunia kerja bapak/ibu saat ini?

**Answer** : Pertama memang topik tentang tentunya masalah masalah hukum, tentang kehidupan sosial di masyarakat itu kan terkadang kalau di masyarakat itu kan kalau ada yang berbahasa asing ataukah peristiwa-peristiwa yang terjadi di luar Indonesia yang menggunakan berita-berita yang bahasa asing itu kan kurasa kita bisa pahami terhadap peristiwa karena itu bisa dijadikan sebagai contoh dalam memberikan penjelasan kepada mahasiswa supaya di lebih paham bahwa begini konsepnya terutama misalnya kalau kita pelajari hukum internasional karena di bawah kuliah kita juga ada hukum internasional kan pasti. Ini juga termasuk tadi tarketat, hukum perjanjian antara satu negara dengan negara yang lain.

8. Apa saja pokok pembahasan atau materi yang ada pada prodi Hukum Keluarga Islam?

**Answer** : Kalau di Hukum Keluarga Islam pertama adalah utamanya itu adalah ilmu hukum, kemudian ilmu hukum islam khususnya masalah syariah tentang halal haramnya sesuatu. Itu juga paling pokok dipelajari, kehidupan sosial, hubungan anara sosial, hukum keluarga. Itu yang diutamakan.

9. Menurut ibu materi/topik apa yang cocok diajarkan kepada mahasiswa?

**Answer** : Kalau dari segi, karena sebenarnya karena baiknya itu reading aja yang paling dipertamakan, reading sekalipun memang sebenarnya diperlukan semua sangat diperlukan semua karena bisa kita

karena tidak semua mahasiswa di prodi HKI atau jurusan syariah itu paham tentang ilmu mata kuliah bahasa Inggris. Dia tidak paham semua jadi kalau kita mau ambil umumnya itu seharusnya dari awal karena pasti tidak bisa kita pastikan oh ini kita kasih reading tetapi parahnya masih di tahapan awal, vocabulary saja masih berapa dia tau kalau kita langsung otomatis kita susah jadi memang harus dia belajar dari awal. Jadi sekalipun dengan ada mata kuliah yang khusus bahasa Inggris tetapi itu saya pikir tidak cukup tapi kalau terkait dengan English for Law memang harus kalau dia sebenarnya dianggap bahwa mahasiswa ini harus paham bahasa Inggris, basicnya sudah paham. Jadi harus kalau dari segi kebutuhan mahasiswa apalagi yang di STAIN Majene saya pikir masih kurang sekali bahasa Inggrisnya. Jadi memang harus dipancinglah dulu di awal artinya harus diketahui bahwa sejauh mana mahasiswa paham ini tentang bahasa Inggris. Apakah tau dasarnya atau tidak. Kalau sudah tau sudah bisa ini sudah bisa dibawa ke reading. Bisa jadi dalam bentuk vocabulary dalam bentuk speaking sekalipun bukan lagi, langsung reading lebih enak. Jadi dalam bentuk reading dan itu terkait peristiwa-peristiwa hukum yang terjadi di masyarakat. Kalau topik-topiknya itu seharusnya topik-topik hukum, peristiwa-peristiwa hukum di masyarakat atau kejadian-kejadian hukum di masyarakat, itu yang lebih menarik misalnya tentang kasus-kasus pencurian kemudian dibarengi, atau belajar tentang putusan saja, jadi ada peristiwa dimana putusan dikaji, jadi putusan itu dapat dalam bentuk teks, jadi itu dikriteriakan saja dan harus dipahami apa maksud dari putusan itu atukah peristiwa-peristiwa hukum yang betul-betul pertama kita dapat ilmu hukumnya dan kedua dapat ilmu bahasa Inggrisnya, yaitu ilmu bahasanya, karena kita translate kemudian kita pahami, kita baca, oh iya ini yang dimaksud dalam peristiwa ini adalah peristiwa kasus pembunuhan. Itu lebih menarik apalagi dibanding dengan mencari peristiwa-peristiwa atau kasus-kasus di luar yang notabenehnya bukan prestasi hukum, setidaknya ada pasalnya disitu. Kedua adalah ketika kita terjemahkan atau kita pelajari dalam bentuk reading, dalam peristiwa-peristiwa hukum maka kita akan otomatis mempelajari istilah-istilah hukum dalam bahasa Inggris, itu misalnya apa sih bahasa Inggrisnya hukum, apa sih sebenarnya bahasa Inggrisnya pengadilan, apa bahasa Inggrisnya ini, apa bahasa Inggrisnya jaksa, apa bahasa Inggrisnya hakim. Dari situ kita tahu, dari teks itu, setidaknya

memudahkan dia dan menguntungkan dia pada saat ketika dia betul-betul berhadapan dengan kasus-kasus hukum yang notabenehnya yang harus berhubungan dengan bahasa Inggris.

Responden	: Dosen Prodi Hukum Keluarga Islam
Tanggal Wawancara	: 03/05/2023

1. Menurut bapak/ibu apa tujuan pembelajaran bahasa Inggris untuk mahasiswa hukum?

**Answer** : Untuk berbicara mengenai tujuan bahasa Inggris, tujuan mata kuliah bahasa Inggris di jurusan atau untuk mahasiswa hukum. Kita kan begini, program studi Hukum Keluarga Islam itu kan fokusnya ke hukum Islam utamanya mengenai hukum keluarga, jadi ketika kita berbicara apa tujuannya mata kuliah bahasa Inggris di HKI ini itu sebenarnya mata kuliah hukum bahasa Inggris atau English for Law itu kan mata kuliah dasar dijadikan sebagai mata kuliah dasar. Itu harapannya supaya mahasiswa hukum itu tetap mempunyai bekal skill bahasa Inggris. Karena kita ketahui bersama bahwa bahasa Inggris itu salah satu skill yang harus dipunyai entah itu mahasiswa apa, khusus di hukum ini, mahasiswa hukum itu, calon sarjana hukum itu diupayakan, diharapkan ada skill bahasanya. Yang paling sering kita gunakan adalah ya bahasa Inggris makanya dijadikan, dimasukkanlah bahasa Inggris atau English for Law itu, bahasa Inggris hukum itu sebagai salah satu mata kuliah di program studi hukum Keluarga Islam. Itu harapannya tadi supaya mahasiswa memiliki skill bahasa Inggris, skill bahasa, salah satunya adalah bahasa Inggris. Itu juga mungkin untuk tujuannya, tujuan dari mata kuliah.

2. Dalam kondisi seperti apa bahasa Inggris itu digunakan atau dibutuhkan oleh mahasiswa hukum?

**Answer** : Dalam proses perkuliahan kan begini, tadi kan saya katakan tujuannya itu adalah untuk melatih skillnya mereka. Jadi ada nilai tambahnya bukan hanya materi hukum yang dia pahami, tapi dia juga harus ada skill tambahan atau kemampuan tambahan di luar dari hukum itu. Jadi kemampuan bahasanya, jadi kalau misalnya apa saja, makanya English for Law istilahnya karena bukan, bahasa Inggris hukum itu tidak mempelajari sama seperti mahasiswa bahasa Inggris yang di tarbiyah misalnya dia mempelajari mulai dari sastranya sampai

sastranya, dia tidak. Tapi kita hanya menggunakan istilah English for Law berarti ada beberapa istilah-istilah hukum itu yang bisa dibahas Inggris, begitu, makanya istilahnya English for Law, misalnya di kalau misalnya hukum keluarga Islam kan ada mata kuliah hukum pidana, hukum pidana, nah, hukum pidana itu kan ada beberapa istilah-istilah yang memang ada istilah bahasa Inggrisnya. Makanya dibutuhkan ada bekalnya anak-anak, meskipun dia bukan jurusan bahasa Inggris, tapi tetap dia harus kuasai bahasa Inggris karena bekalnya dia pelajari nanti itu hukum pidana ketika dia berbahasa Inggris, seperti itu. Nah kalau setelah, kalau misalnya setelah sarjana, makanya tadi itu skill, jadi kalau misalnya sarjana hukum ki biasa kalau sudah sarjana mau melamar pekerjaan misalnya itu kan ada di biodata atau CV itu kan ada misalnya skill tambahan setidaknya ada kemampuan tambahan untuk bahasa, menguasai bahasa Inggris misalnya, kalau sudah mempelajari di mata kuliah dasarnya, ada mata kuliah English for Law itu. Jadi seperti itu tujuannya.

3. Apakah Empat skills (speaking skill, writing skill, reading skill, dan listening skill) yang ada dalam bahasa Inggris perlu dipelajari oleh mahasiswa hukum? Mana yang lebih dibutuhkan oleh mahasiswa hukum? Apakah komponen-komponen (grammar, vocabulary, dan pronunciation) bahasa Inggris juga perlu diajarkan kepada mahasiswa hukum? Mana yang lebih dibutuhkan oleh mahasiswa hukum?

**Answer** : Sebenarnya, makanya tidak sama dengan mahasiswa yang memang jurusan bahasa Inggris toh, dia memang hanya fokus ke English for Law dalam artian istilah-istilah hukum yang berbahasa Inggris saja, itu yang harus dipahami, misalnya kalau dalam hukum pidana, pembunuhan, pencurian, apa bahasa Inggrisnya itu kan hal yang kayak vocabulary ji, kalau untuk grammarnya ndak terlalu fokus kesitu, speaking oke bisa, karena speaking misalnya anak-anak sekarang kan sarjana kalau misalnya bisa opening pake bahasa Inggris, anak hukum pun, anak kedokteran, anak sains, anak apapun ya bagus to. Makanya speaking juga perlu tapi kalau untuk grammar tidak terlalu didalami karena memang bukan jurusan bahasa Inggris, setidaknya vocabulary kayaknya itu istilah-istilah seperti ya vocab itu yah kosa kata ya, speaking. Listening, grammar tdiak terlalu ini ji. Listening boleh tapi ndak terlalu difokuskan. Jadi

yang memang difokuskan dalam English for Law itu hanya vocab kemudian berbicara, speakingnya.

4. Apakah pembuatan CV itu juga penting?

**Answer** : Iya, CV berbahasa Inggris toh, pokonya harus ada bekalnya, masa mau disuruh lagi teman yang dari bahasa Inggris. Setidaknya kalau sudah ki belajar atau misalnya ada nilai tambahan kalau misalnya ada skill bahasa Inggris ta toh. Setidaknya pernah ada mata kuliahnya terkait English for Law jadi ada ininya, ada skill tambahan yang dimiliki oleh mahasiswa hukum dari mata kuliah itu.

5. Apakah penguasaan bahasa Inggris berpengaruh terhadap pekerjaan bapak/ibu saat ini?

**Answer** : Berpengaruh sih kalau saya, toh kalau misalnya kalau dosen yah, perekrutan kemarin kan yang ditanyakan apa ada skill tambahan atau misalnya dosen itukan menulis jurnal misalnya ya kan jurnal internasional otomatis harus menggunakan bahasa Inggris, kan iya begitu tidak lepas ki dari bahasa Inggris, jurusan apapun termasuk kerjaan saya sekarang sebagai dosen hukum tidak terlepas harus dikesampingkan bahasa Inggris tidak harus tetap dipelajari. Apalagi kan ini kalau hukum banyak referensi-referensi yang berbahasa Inggris, bahasa Inggris Belanda, jadi makanya ada skill bahasa yang harus ditingkatkan. Kan kalau standar itu kalau bahasa Inggris kan bahasa Internasional jadi referensi hukum itu banyak yang berbahasa Inggris, jurnal-jurnal internasional berbahasa Inggris.

6. Materi atau pembelajaran bahasa Inggris apa saja yang menurut bapak/ibu yang dibutuhkan dalam dunia kerja bapak/ibu saat ini?

**Answer** : Begini, makanya tadi kubilang vocab dan speaking karena kalau kita sarjana hukum itukan memberikan argumentasi, argumentasi hukum, nah kan ada nilai plusnya ketika dia mampu memberikan atau membuat opinion, pendapat hukum itu mungkin dengan berbahasa Inggris, kan nilainya lebih tinggi dibandingkan yang berbahasa Indonesia. misalnya jasa-jasa hukum yang diberikan itu kalau berbahasa Inggris kan ada nilai plusnya.

7. Apa saja pokok pembahasan atau materi yang ada pada prodi Hukum Keluarga Islam?

**Answer** : Kalau Islam misalnya hukum perkawinan, perdata, kewarisan, jadi berakitan dengan hukum keluarga, perceraian,

perkawinan, kewarisan, kemudian mengenai termasuk juga hukum pidana, hukum perdata, hukum murni pada umumnya. Itu semua kan menggunakan bahasa Inggris, referensi banyak yang menggunakan bahasa Inggris, bahkan dalam istilah-istilah perkawinan banyak menggunakan bahasa Inggris. Kan istilah-istilah hukum banyak yah makanya saya waktu kemarin kuliah saya pelajari bahasa Inggris hukum itu memang ada modul tersendiri. Jadi dia beda ki, dia hanya menekankan ke istilah-istilah hukum yang berbahasa Inggris karena berbeda, misalnya pembunuhan, beda ki kalau pembunuhan besar, pembunuhan yang korbannya memang modusnya, beda ki bahasa Inggrisnya. Ada istilah-istilahnya begitu, murder apakah semua, kan itukan ada istilah-istilah hukum yang ada bahasa Inggrisnya dan harus ditau. Bukan grammar yang dipelajari. Mengenai isu-isu hukum, argumentasi hukum, legal opinion, pendapat hukum, itukan menggunakan Bahasa Inggris, tapi kalau misalnya, makanya kubilang vocab kayaknya entahlah grammar penting, tapi kayaknya tidak terlalu maksimal untuk grammar. Saya juga tidak terlalu paham apakah beda kalau kita membuat pendapat hukum tapi dengana bahasa Inggris apakah harus disesuaikan dengan grammar kah atau bagaimana kah, entahlah bagaimana ininya, di bahasa Inggrisnya sendiri. Kalau kita mau membuat legal opinion.

8. Menurut ibu materi/topik apa yang cocok diajarkan kepada mahasiswa?

**Answer** : Diskusi, diberikan argumentasi, kayak dikasihkan, diperbanyak, bagaimana kalau misalnya mau speaking harus vocabnya banyak toh. Harus kosa katanya banyak, memang harus diperkenalkan. Seingatku memang ndak pernah ka mengampuh mata kuliah tapi pernah ka belajar English for Law. Pernah ka jadi mahasiswa gitu. Dosenku memang dari Bahasa Inggris dan memang ada modulnya dan isinya itu kebanyakan kosa kata yang misalnya, kosa kata di pengadilan, suasana persidangan, hakim apa bahasa Inggrisnya, persidangan apa bahasa Inggrisnya, jaksa apa bahasa Inggrisnya, jadi memang lebih banyak kosa kata. Saya ndak pernah, ndak ada ji grammar, ndak tau kalau dosennya ndak pernah pi.

9. Apa harapan ibu terhadap RPS yang akan dikembangkan ini?

**Answer** : Harapanku untuk English for Law ini tetap diadakan karena masih biarpun misalnya anak sarjana, mahasiswa hukum atau jurusan hukum , khususnya prodi hukum keluarga Islam kalau kita lihat ya tidak hubungannya dengan Bahasa Inggris tapi tetap dianggap penting karena itu saya katakan tadi bahwa Bahasa Inggris merupakan skill tambahan, yang bisa menjadi nilai poin tambahan bagi mahasiswa. Kalau misalnya ada pengujian bahasa Inggris dan memang penting juga karena referensi-referensi hukum itu banyak berbahasa Inggris, jadi bagus memang kalau tetap diadakan English for Law di jurusan HKI

## Appendix 6. Lesson Plan Validity Questionnaire

### ANGKET VALIDITAS RPS

Nama :

Jabatan :

**Petunjuk**

Isilah angket berikut ini dengan memberikan skor dari rentang 1-4. Kategori penilaian dapat dilihat pada tabel bagian bawah angket berikut ini.

No	Aspek yang dinilai	Skor
1	<b>Format RPS</b>	<del>4</del>
	a) Sudah sesuai dengan aturan yang baku	4
	b) Isi jelas dan mudah dipahami	3,5
2	<b>Isi RPS</b>	
	a) Menentukan kemampuan akhir dengan jelas	3,5
	b) Indikator pembelajaran yang ingin dicapai dirumuskan dengan jelas dan terukur	4
	c) Bahan kajian sesuai dengan indikator pembelajaran	3,5
	d) Pendekatan/ metode/ model/ strategi pembelajaran jelas dan mudah dipahami	3,5
	e) Sumber belajar/ media sesuai dengan bahan kajian	3,5
	f) Waktu sesuai SKS	4
3	<b>Bahasa dan Tulisan</b>	
	a) Jelas dan mudah dipahami	3
	b) Penggunaan bahasa yang sesuai dengan kaidah Bahasa Indonesia	3
<b>Catatan Revisi dan Komentar</b>		

**Kategori Validitas:**

$3,5 \leq M \leq 4$	Sangat Valid
$2,5 \leq M < 3,5$	Valid
$1,5 \leq M < 2,5$	Cukup Valid
$M < 1,5$	Tidak Valid

### ANGKET VALIDITAS RPS

Nama : \_\_\_\_\_

Jabatan : \_\_\_\_\_

**Petunjuk**

Isilah angket berikut ini dengan memberikan skor dari rentang 1-4. Kategori penilaian dapat dilihat pada tabel bagian bawah angket berikut ini.

No	Aspek yang dinilai	Skor
1	<b>Format RPS</b>	
	a) Sudah sesuai dengan aturan yang baku	4
	b) Isi jelas dan mudah dipahami	3
2	<b>Isi RPS</b>	
	a) Menentukan kemampuan akhir dengan jelas	3
	b) Indikator pembelajaran yang ingin dicapai dirumuskan dengan jelas dan terukur	3
	c) Bahan kajian sesuai dengan indikator pembelajaran	2
	d) Pendekatan/ metode/ model/ strategi pembelajaran jelas dan mudah dipahami	4
	e) Sumber belajar/ media sesuai dengan bahan kajian	3
	f) Waktu sesuai SKS	4
3	<b>Bahasa dan Tulisan</b>	
	a) Jelas dan mudah dipahami	4
	b) Penggunaan bahasa yang sesuai dengan kaidah Bahasa Indonesia	4
<b>Catatan Revisi dan Komentar</b>		

**Kategori Validitas:**

$3,5 \leq M \leq 4$	Sangat Valid
$2,5 \leq M < 3,5$	Valid
$1,5 \leq M < 2,5$	Cukup Valid
$M < 1,5$	Tidak Valid

### ANGKET VALIDITAS RPS

Nama

Jabatan

Petunjuk

Isilah angket berikut ini dengan memberikan skor dari rentang 1-4. Kategori penilaian dapat dilihat pada tabel bagian bawah angket berikut ini.

No	Aspek yang dinilai	Skor
1	<b>Format RPS</b>	
	a) Sudah sesuai dengan aturan yang baku	3
	b) Isi jelas dan mudah dipahami	3
2	<b>Isi RPS</b>	
	a) Menentukan kemampuan akhir dengan jelas	2.5
	b) Indikator pembelajaran yang ingin dicapai dirumuskan dengan jelas dan terukur	3
	c) Bahan kajian sesuai dengan indikator pembelajaran	3
	d) Pendekatan/ metode/ model/ strategi pembelajaran jelas dan mudah dipahami	3
	e) Sumber belajar/ media sesuai dengan bahan kajian	3
	f) Waktu sesuai SKS	3
3	<b>Bahasa dan Tulisan</b>	
	a) Jelas dan mudah dipahami	3.5
	b) Penggunaan bahasa yang sesuai dengan kaidah Bahasa Indonesia	3.5
<b>Catatan Revisi dan Komentar</b>		
<i>Tidak perlu di manfaatkan materi Teses &amp; Soalcan lenger.</i>		

Kategori Validitas:

$3,5 \leq M \leq 4$

Sangat Valid

$2,5 \leq M < 3,5$

Valid

$1,5 \leq M < 2,5$

Cukup Valid

$M < 1,5$

Tidak Valid

## Appendix 7. Lesson Plan Practicality Questionnaire

### ANGKET KEPRAKTISAN

Nama : *Khairunnisa*

Jabatan : *Mahasiswa*

#### Petunjuk

Isilah angket berikut ini dengan memberikan skor dari rentang 1-4. Kategori penilaian dapat dilihat pada tabel bagian bawah angket berikut ini.

No	Aspek yang dinilai	Skor
<b>Sintaks</b>		
1	Fase penyampaian tujuan pembelajaran	3
2	Fase penyampaian informasi pelaksanaan pembelajaran	4
3	Fase penyajian atau pengkonstruksian pengetahuan	2
4	Fase mengecek pemahaman dan pemberian umpan balik	3,5
<b>Sistem Sosial</b>		
1	Interaksi (komunikasi) multi arah antara dosen dengan mahasiswa dan antara mahasiswa dengan mahasiswa	4
2	Penghargaan dan pemberian kesempatan kepada mahasiswa untuk terlibat secara aktif dalam pembelajaran kelompok.	3
<b>Prinsip Reaksi</b>		
1	Membangkitkan motivasi mahasiswa dan menciptakan suasana yang nyaman untuk pembelajaran.	3
2	Menyediakan sumber belajar yang relevan yang dapat mendukung kelancaran proses pembelajaran	3,5
3	Memberikan penguatan positif	3

Observer



KHAIRUNNISA

### ANGKET KEPRAKTISAN

Nama : Nur Zamzam

Jabatan : Mahasiswa

#### Petunjuk

Isilah angket berikut ini dengan memberikan skor dari rentang 1-4. Kategori penilaian dapat dilihat pada tabel bagian bawah angket berikut ini.

No	Aspek yang dinilai	Skor
<b>Sintaks</b>		
1	Fase penyampaian tujuan pembelajaran	3
2	Fase penyampaian informasi pelaksanaan pembelajaran	4
3	Fase penyajian atau pengkonstruksian pengetahuan	4
4	Fase mengecek pemahaman dan pemberian umpan balik	3
<b>Sistem Sosial</b>		
1	Interaksi (komunikasi) multi arah antara dosen dengan mahasiswa dan antara mahasiswa dengan mahasiswa	4
2	Penghargaan dan pemberian kesempatan kepada mahasiswa untuk terlibat secara aktif dalam pembelajaran kelompok.	3
<b>Prinsip Reaksi</b>		
1	Membangkitkan motivasi mahasiswa dan menciptakan suasana yang nyaman untuk pembelajaran.	3,5
2	Menyediakan sumber belajar yang relevan yang dapat mendukung kelancaran proses pembelajaran	3
3	Memberikan penguatan positif	3

Observer



### ANGKET KEPRAKTISAN

Nama : Nisya Aniyah Aco

Jabatan : Manajawi

#### Petunjuk

Isilah angket berikut ini dengan memberikan skor dari rentang 1-4. Kategori penilaian dapat dilihat pada tabel bagian bawah angket berikut ini.

No	Aspek yang dinilai	Skor
<b>Sintaks</b>		
1	Fase penyampaian tujuan pembelajaran	1
2	Fase penyampaian informasi pelaksanaan pembelajaran	4
3	Fase penyajian atau pengkonstruksian pengetahuan	4
4	Fase mengecek pemahaman dan pemberian umpan balik	3
<b>Sistem Sosial</b>		
1	Interaksi (komunikasi) multi arah antara dosen dengan mahasiswa dan antara mahasiswa dengan mahasiswa	4
2	Penghargaan dan pemberian kesempatan kepada mahasiswa untuk terlibat secara aktif dalam pembelajaran kelompok.	2
<b>Prinsip Reaksi</b>		
1	Membangkitkan motivasi mahasiswa dan menciptakan suasana yang nyaman untuk pembelajaran.	3
2	Menyediakan sumber belajar yang relevan yang dapat mendukung kelancaran proses pembelajaran	4
3	Memberikan penguatan positif	2

Observer



Nisya Aniyah Aco

### ANGKET KEPRAKTISAN

Nama : Aslia Alwi

Jabatan : Mahasiswa

#### Petunjuk

Isilah angket berikut ini dengan memberikan skor dari rentang 1-4. Kategori penilaian dapat dilihat pada tabel bagian bawah angket berikut ini.

No	Aspek yang dinilai	Skor
<b>Sintaks</b>		
1	Fase penyampaian tujuan pembelajaran	1,5
2	Fase penyampaian informasi pelaksanaan pembelajaran	3
3	Fase penyajian atau pengkonstruksian pengetahuan	1,5
4	Fase mengecek pemahaman dan pemberian umpan balik	3
<b>Sistem Sosial</b>		
1	Interaksi (komunikasi) multi arah antara dosen dengan mahasiswa dan antara mahasiswa dengan mahasiswa	3
2	Penghargaan dan pemberian kesempatan kepada mahasiswa untuk terlibat secara aktif dalam pembelajaran kelompok.	3
<b>Prinsip Reaksi</b>		
1	Membangkitkan motivasi mahasiswa dan menciptakan suasana yang nyaman untuk pembelajaran.	3
2	Menyediakan sumber belajar yang relevan yang dapat mendukung kelancaran proses pembelajaran	2
3	Memberikan penguatan positif	2

Observer



ASLIA ALWI

### ANGKET KEPRAKTISAN

Nama : MUTMAINNAH HADI

Jabatan : MAHASISWA

#### Petunjuk

Isilah angket berikut ini dengan memberikan skor dari rentang 1-4. Kategori penilaian dapat dilihat pada tabel bagian bawah angket berikut ini.

No	Aspek yang dinilai	Skor
<b>Sintaks</b>		
1	Fase penyampaian tujuan pembelajaran	1
2	Fase penyampaian informasi pelaksanaan pembelajaran	4
3	Fase penyajian atau pengkonstruksian pengetahuan	4
4	Fase mengecek pemahaman dan pemberian umpan balik	2
<b>Sistem Sosial</b>		
1	Interaksi (komunikasi) multi arah antara dosen dengan mahasiswa dan antara mahasiswa dengan mahasiswa	4
2	Penghargaan dan pemberian kesempatan kepada mahasiswa untuk terlibat secara aktif dalam pembelajaran kelompok.	1
<b>Prinsip Reaksi</b>		
1	Membangkitkan motivasi mahasiswa dan menciptakan suasana yang nyaman untuk pembelajaran.	4
2	Menyediakan sumber belajar yang relevan yang dapat mendukung kelancaran proses pembelajaran	4
3	Memberikan penguatan positif	2

Observer



MUTMAINNAH HADI

### ANGKET KEPRAKTISAN

Nama : AFREDY KRISMAHADDIN

Jabatan :

#### Petunjuk

Isilah angket berikut ini dengan memberikan skor dari rentang 1-4. Kategori penilaian dapat dilihat pada tabel bagian bawah angket berikut ini.

No	Aspek yang dinilai	Skor
<b>Sintaks</b>		
1	Fase penyampaian tujuan pembelajaran	2
2	Fase penyampaian informasi pelaksanaan pembelajaran	4
3	Fase penyajian atau pengkonstruksian pengetahuan	3
4	Fase mengecek pemahaman dan pemberian umpan balik	2
<b>Sistem Sosial</b>		
1	Interaksi (komunikasi) multi arah antara dosen dengan mahasiswa dan antara mahasiswa dengan mahasiswa	4
2	Penghargaan dan pemberian kesempatan kepada mahasiswa untuk terlibat secara aktif dalam pembelajaran kelompok.	2
<b>Prinsip Reaksi</b>		
1	Membangkitkan motivasi mahasiswa dan menciptakan suasana yang nyaman untuk pembelajaran.	2
2	Menyediakan sumber belajar yang relevan yang dapat mendukung kelancaran proses pembelajaran	3
3	Memberikan penguatan positif	2

Observer

  
AFREDY KRISMAHADDIN

## Appendix 8. Lesson Plan Effectiveness Questionnaire

### ANGKET EFEKTIVITAS RPS

Nama : Achmad Taglibul Chair F.

Jabatan : Dosen

**Petunjuk**

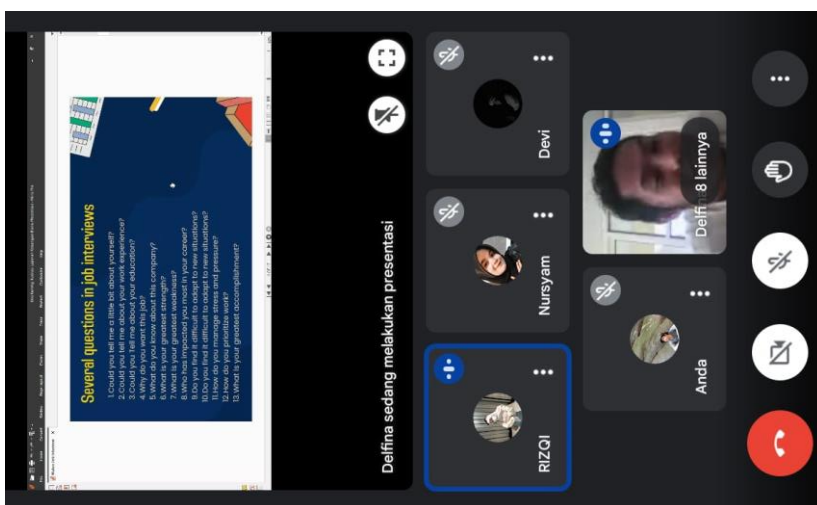
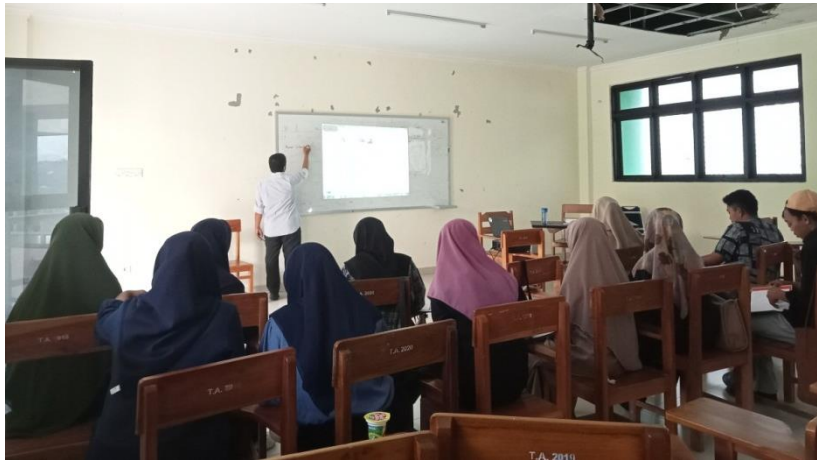
Isilah angket berikut ini dengan memberikan skor dari rentang 1-4. Kategori penilaian dapat dilihat pada tabel bagian bawah angket berikut ini.

No	Pernyataan	Skor
1	Bahasa yang digunakan pada RPS sesuai dengan EYD	4
2	Penyajian kalimat mudah dipahami oleh dosen	4
3	Bahasa yang digunakan jelas sehingga tidak menimbulkan penafsiran ganda	4
4	Petunjuk pada RPS memudahkan dosen untuk menyampaikan maksud dan tujuan berbagai kegiatan kepada mahasiswa	4
5	RPS memudahkan dosen untuk mengajarkan materi pada mahasiswa	4
6	Langkah-langkah dalam RPS sesuai alokasi waktu yang tersedia	3
7	Metode pembelajaran yang digunakan sesuai dengan materi yang disampaikan	3
8	Ketepatan Format RPS	4
9	RPS memudahkan dosen untuk menarik minat mahasiswa dalam pembelajaran	3
10	RPS ini dapat dijadikan sebagai salah satu sumber data untuk penilaian proses pembelajaran	3
11	Kesesuaian materi dengan karakteristik mahasiswa	3
12	Kesesuaian media pembelajaran dengan materi pembelajaran	3
15	Kesesuaian media pembelajaran dengan karakteristik mahasiswa	3
<b>Komentar</b>		

## Appendix 9. Interview Documentation



## Appendix 10. Implementation Documentation



## Appendix 11. Observation Documentation





**SEKOLAH TINGGI AGAMA ISLAM NEGERI MAJENE**

**PERIODE**

JURUSAN Syariah dan Ekonomi Bisnis Islam  
PROGRAM STUDI Hukum Keluarga Islam

Genap 2022-2023

**RENCANA PEMBELAJARAN SEMESTER**

MATA KULIAH	KODE	RUMPUN MK	BOBOT (SKS)	SEMESTER	TGL PENYUSUNAN	NO. DOKUMEN
English for Law			2 SKS	Genap		
OTORISASI/PENGESAHAN	<b>Dosen Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Ketua Prodi</b>	
	Nama: Tanda tangan		Nama: Tanda tangan		Nama: Tanda tangan	
CAPAIAN PEMBELAJARAN (CP)	<b>CPL-PRODI yang dibebankan pada MK</b>					
	CPL 1 Sikap	<ol style="list-style-type: none"> <li>Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;</li> <li>Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika;</li> </ol>				
	CPL 2 Pengetahuan	<ol style="list-style-type: none"> <li>Menguasai prinsip-prinsip hukum dan kaidah-kaidah hukum yang berlaku di dalam masyarakat, baik yang bersumber dari hukum nasional, hukum internasional, hukum Islam, maupun hukum adat.</li> <li>Menguasai konsep, metode keilmuan, substansi materi, struktur, dan pola pikir keilmuan Bahasa Inggris Hukum atau salah satu bahasa internasional</li> </ol>				
	CPL 3 Keterampilan Umum	<ol style="list-style-type: none"> <li>Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;</li> <li>Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja</li> </ol>				
	CPL 4 Keterampilan Khusus	<ol style="list-style-type: none"> <li>Mampu membuat kontrak nasional maupun internasional dengan menerapkan prinsip-prinsip hukum yang berlaku dan berkembang di masyarakat dan dunia internasional, termasuk mampu menjadi pendamping bagi perorangan, perusahaan atau lembaga yang akan membuat atau merancang kontrak.</li> <li>Mampu melakukan kajian empirik dan kajian hukum dengan menggunakan metode ilmiah dalam mengkaji persoalan hukum.</li> </ol>				

	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>	
CPMK 1	Mampu mengenali dasar-dasar penguasaan Bahasa Inggris (C1)	
CPMK 2	Mampu mengidentifikasi istilah hukum dan mempelajari hukum yang menggunakan Bahasa Inggris (C2)	
CPMK 3	Mampu menggambarkan diri sendiri dan mengemukakan argumentasi menggunakan Bahasa Inggris(C3)	
CPMK 4	Mampu menganalisis surat formal (C4)	
CPMK 5	Mampu menyusun pertanyaan dan jawaban dalam wawancara kerja berbahasa Inggris (C6)	
	<b>Sub-CPMK (Kemampuan akhir tiap tahapan belajar)</b>	
Sub-CPMK 1.1	Mampu menghafal rumus Tenses(C1)	
Sub-CPMK 1.2	Mampu mengenali penggunaan rumus Tenses(C1)	
Sub-CPMK 2.1	Mampu mengidentifikasi kosa kata hukum dalam Bahasa Inggris (C2)	
Sub-CPMK 2.2	Mampu menjelaskan ulang isi bacaan berbahasa Inggris (C3)	
Sub-CPMK 3.1	Mampu mempraktekkan <i>Self Introduction</i> (C3)	
Sub-CPMK 3.2	Mampu mengemukakan pendapat dalam bahasa Inggris terkait dengan topik Hukum Keluarga Islam(C3)	
Sub-CPMK 4.1	Mampu menyusun <i>Application Letter</i> dan <i>Curriculum Vitae</i> (CV) menggunakan Bahasa Inggris (C3)	
Sub-CPMK 5.1	Mampu mengenali pertanyaan dan jawaban dalam <i>Job Interview</i> (C1)	
Sub-CPMK 5.2	Mampu mempraktekkan <i>Job Interview</i> menggunakan Bahasa Inggris (C3)	
<b>DESKRIPSI SINGKAT MK</b>	Pada mata kuliah ini mahasiswa mempelajari tentang penggunaan bahasa inggris dalam ranah hukum. Mahasiswa akan diberikan pemahaman dan praktik dalam berbicara dan membaca dokumen hukum dan tulisan lain yang berhubungan dengan kajian ilmu hukum.	
<b>BAHAN KAJIAN</b>	<ol style="list-style-type: none"> <li>1. 16 Tenses</li> <li>2. Introduction to Islamic Family Law (Legal Vocabulary)</li> <li>3. Marriage (Legal Vocabulary)</li> <li>4. Inheritance (Legal Vocabulary and Reading Comprehension)</li> <li>5. Domestic Violence (Legal Vocabulary and Reading Comprehension)</li> <li>6. Self-Introduction</li> <li>7. How to Asking and Giving Opinion?</li> <li>8. Asking and Giving Opinion: Marriage</li> <li>9. Asking and Giving Opinion: Inheritance</li> <li>10. Asking and Giving Opinion: Domestic Violence</li> <li>11. Application Letter and Curriculum Vitae</li> <li>12. Job Interview</li> </ol>	
<b>MATERI PEMBELAJARAN/POKOK BAHASAN</b>		

<b>PUSTAKA</b>	<b>Utama</b>	
	<ul style="list-style-type: none"> <li>• Baderin, M. A. (2021). <i>Islamic Law: A Very Short Introduction</i>. Oxford University Press.</li> <li>• Murphy, R. (2015) <i>English grammar in use, 4th ed.</i> Cambridge: Cambridge University Press.</li> <li>• Richards, J. C., Hull, J., &amp; Proctor, S. (2004). <i>Interchange Level 1 Student's Book 1 with Audio CD</i>. Cambridge University Press.</li> <li>• Wild, S. E. (2006). <i>Websters's New Word: Law Dictionary</i>. Wiley Publishing, Inc.</li> </ul>	
	<b>Pendukung</b>	
	<ul style="list-style-type: none"> <li>• "Make A Match": (<a href="https://radarsemarang.jawapos.com/untukmu-guruku/721397007/metode-make-a-match-untuk-penguasaan-vocabulary">https://radarsemarang.jawapos.com/untukmu-guruku/721397007/metode-make-a-match-untuk-penguasaan-vocabulary</a>)</li> <li>• Snowball Throwing: (<a href="https://jatengpos.co.id/pembelajaran-reading-text-dengan-metode-snowball-throwing/arif/">https://jatengpos.co.id/pembelajaran-reading-text-dengan-metode-snowball-throwing/arif/</a>)</li> <li>• Toilet Paper Game: (<a href="https://radarsemarang.jawapos.com/untukmu-guruku/721373254/mudah-belajar-asking-and-giving-opinions-melalui-toilet-paper-game">https://radarsemarang.jawapos.com/untukmu-guruku/721373254/mudah-belajar-asking-and-giving-opinions-melalui-toilet-paper-game</a>)</li> </ul>	
<b>MEDIA PEMBELAJARAN</b>	Perangkat Lunak ( <i>software</i> )	Perangkat Keras ( <i>Hardware</i> )
	Ppt presentasi (Audio-Visual) Aplikasi Hot Potatoes Canva Video Gambar	Papan Tulis Proyektor Speaker Wheel of Tenses Flash Card Crossword
<b>MATA KULIAH SYARAT</b>	Bahasa Inggris 1	
<b>DOSEN PENGAMPU</b>		

Minggu ke-	Sub-CPMK (Kemampuan akhir tiap tahapan belajar)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa [Estimasi Waktu]	Materi Pembelajaran [Pustaka]	Bobot Penilaian
		Indikator	Kriteria dan Bentuk Penilaian			
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Sub-CPMK 1.1: Mampu menghafal rumus Tenses(C1)	a. Kesepakatan dalam memahami tujuan perkuliahan dan kontrak belajar dalam	a. Kriteria: Pedoman Penskoran (Marking	a. Ceramah b. Pembelajaran menggunakan media "Wheel of Tenses" c. Tugas 1: Menghafal rumus tenses	a. RPS b. 16 Tenses (Mempelajari dan menghafal	

		perkuliahan b. Ketepatan dalam menghafal rumus Tenses	Scheme) b. Bentuk: Penilaian individu	yang telah dipelajari secara individu	rumus Tenses)	
2	Sub-CPMK 1.2: Mampu mengenali penggunaan rumus Tenses(C1)	a. Ketepatan dalam mengenali rumus tenses	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian kelompok dan individu	a. Diskusi kelompok b. Tugas 2: Mengidentifikasi bacaan dan menentukan tenses setiap kalimat secara berkelompok.	16 Tenses (Mengidentifikasi Tenses dalam bacaan)	
3	Sub-CPMK 2.1: Mampu mengidentifikasi kosa kata hukum dalam bahasa Inggris (C2)	a. Ketepatan dalam mengidentifikasi kosa kata bahasa Inggris terkait Inggris terkait Hukum Keluarga Islam dengan benar	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian individu	a. Ceramah & Games b. Mengidentifikasi kosa kata hukum dalam teks bacaan yang telah ditandai, menguji pemahaman mahasiswa menggunakan games "Make A Match" c. Tugas 3: Latihan/Vocabulary exercise: Matching words meaning and multiple choice	<i>Introduction to Islamic Family Law (Identify Legal Vocabulary)</i>	
4	Sub-CPMK 2.1: Mampu mengidentifikasi kosa kata hukum dalam bahasa Inggris (C2)	a. Ketepatan dalam mengidentifikasi kosa kata bahasa Inggris terkait dengan Hukum Keluarga Islam dengan benar	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian individu	a. Ceramah & Diskusi Terbimbing b. Pembelajaran vocabulary terkait pernikahan menggunakan Flashcard c. Quiz menggunakan Hot Potatoes (fill the Crossword) d. Tugas 4: Latihan/Vocabulary exercise menggunakan multiple choice and fill the blanks spaces	<i>Marriage (Identify Legal Vocabulary)</i>	
5	Sub-CPMK 2.2: Mampu menjelaskan ulang isi bacaan berbahasa Inggris (C3)	a. Ketepatan dalam menjelaskan ulang isi bacaan yang berbahasa Inggris terkait warisan.	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian individu dan	a. Diskusi kelompok b. Membaca teks bacaan bahasa Inggris terkait warisan (Undang-undang, surat putusan, artikel, dan lain-lain) c. Tugas 5: Mengidentifikasi kosa kata terkait hukum dalam teks bacaan dan mengisi multiple choice	<i>Inheritance (Identify Legal Vocabulary and Reading Comprehension)</i>	

			kelompok			
6	Sub-CPMK 2.2: Mampu menjelaskan ulang isi bacaan berbahasa Inggris (C3)	a. Ketepatan dalam menjelaskan ulang isi bacaan yang berbahasa Inggris terkait KDRT.	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian individu dan kelompok	a. Diskusi kelompok b. Membaca teks bacaan bahasa Inggris terkait KDRT (Undang-undang, surat putusan, artikel, dan lain-lain) c. Tugas 6: Mengidentifikasi kosa kata terkait hukum dalam teks bacaan dan menyampaikan ulang isi bacaan secara berkelompok	<i>Domestic Violence (Identify legal Vocabulary and Reading Comprehension)</i>	
7	Sub-CPMK 2.2: Mampu menjelaskan ulang isi bacaan berbahasa Inggris (C3)	Ketepatan dalam menjelaskan ulang isi bacaan yang berbahasa Inggris terkait KDRT.	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian individu	a. Ceramah & <i>Discussion Class</i> b. Membaca bacaan teks berbahasa Inggris secara berkelompok c. Pembelajaran reading menggunakan metode <i>Snowball Throwing</i>	<i>National and International Legal Issues</i>	
8	UTS / Evaluasi Tengah Semester: melakukan validasi hasil penilaian, evaluasi dan perbaikan proses pembelajaran berikutnya (Multiple Choice)					
9	Sub-CPMK 3.1: Mampu mempraktekkan <i>Self Introduction</i> (C3)	Ketepatan dalam memperkenalkan diri dengan bahasa Inggris.	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian individu	a. Ceramah & <i>Role Play</i> b. Menyimak penjelasan dosen terkait materi <i>Self Introduction</i> c. Tugas 7: Memperkenalkan diri dalam bahasa Inggris secara individu	<i>Self-Introduction (Speaking Practice)</i>	
10	Sub-CPMK 3.2: Mampu mengemukakan pendapat dalam bahasa Inggris terkait dengan topik Hukum Keluarga Islam(C3)	a. Ketepatan dalam memahami pengertian " <i>Asking and Giving Opinion</i> " b. Ketepatan dalam menentukan ungkapan meminta dan memberi pendapat c. Ketepatan dalam mengidentifikasi ciri	a. Kriteria: Pedoman Penskoran (Marking Scheme) c. Bentuk: Penilaian kelompok dan individu	a. Ceramah & Diskusi Terbimbing b. Menyimak penjelasan mengenai definisi, ungkapan- ungkapan, dan ciri kebahasaan " <i>Asking and Giving Opinion</i> " c. Tugas 8: mengidentifikasi ungkapan-ungkapan dan unsur kebahasaan " <i>Asking and Giving Opinion</i> " dari bacaan yang diacak d. Tugas 9: membuat ungkapan " <i>Asking and Giving Opinion</i> " berdasarkan isu-	<i>Asking and Giving Opinion (Definition, Expressions, and Language Feature)</i>	

		kebahasaan “ <i>Asking and Giving Opinion</i> ”		isu yang diberikan oleh dosen		
11	Sub-CPMK 3.2: Mampu mengemukakan pendapat dalam bahasa Inggris terkait dengan topik Hukum Keluarga Islam(C3)	a. Ketepatan dalam memahami teks opini b. Ketepatan dalam mengemukakan pendapat	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian kelompok dan individu	a. Works in Pairs b. Membaca referensi/ bahan bacaan secara serius c. Tugas 10: Membuat dan mengemukakan kalimat pendapat terhadap bacaan secara berpasangan.	<i>Asking and Giving Opinion: Marriage (Reading and Speaking Practice)</i>	
12	Sub-CPMK 3.2: Mampu mengemukakan pendapat dalam bahasa Inggris terkait dengan topik Hukum Keluarga Islam(C3)	Ketepatan dalam mengemukakan pendapat	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian kelompok dan individu	a. Ceramah & Diskusi Terbimbing b. Membaca referensi/ bahan bacaan secara serius c. Tugas 11: Membuat kalimat pendapat terhadap bacaan. d. Tugas 12: Mahasiswa mengemukakan pendapat dan saling memberikan pendapat terhadap pendapat mahasiswa lain.	<i>Asking and Giving Opinion: Inheritance (Reading and Speaking Practice)</i>	
13	Sub-CPMK 3.2: Mampu mengemukakan pendapat dalam bahasa Inggris terkait dengan topik Hukum Keluarga Islam(C3)	Ketepatan dalam mengemukakan pendapat	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian kelompok dan individu	a. Ceramah & Games b. Menyimak gambar/video secara serius dan menggunakan <i>Toilet Paper Game</i> c. Tugas 13 : membuat kalimat pendapat terhadap video. d. Tugas 14: Mahasiswa mengemukakan pendapat mereka secara bergantian	<i>Asking and Giving Opinion: Domestic Violence (Speaking Practice)</i>	
14	Sub-CPMK 4.1: Mampu menyusun <i>Application Letter</i> dan <i>Curriculum Vitae (CV)</i> menggunakan bahasa Inggris (C3)	a. Ketepatan dalam menjelaskan pengertian dan fungsi CV dan <i>Application Letter</i> b. Ketepatan membuat <i>Application Letter</i> c. ketepatan melengkapi isian CV	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian individu	a. Ceramah & Diskusi Terbimbing b. Dosen menjelaskan materi <i>Application Letter</i> dan CV menggunakan LCD c. Tugas 15: Menyusun <i>Application Letter</i> d. Tugas 16: Melengkapi CV	<i>Application Letter and Curriculum Vitae (Definition, Structure, and Language Feature)</i>	

		menggunakan bahasa inggris				
15	Sub-CPMK 5.1: Mampu mengenali pertanyaan dan jawaban dalam <i>Job Interview</i> (C1) Sub-CPMK 5.2: Mampu mempraktekkan <i>Job Interview</i> menggunakan bahasa Inggris (C3)	a. Ketepatan mengenali pertanyaan dan jawaban dalam <i>Job Interview</i> b. Mampu mempraktekkan <i>Job Interview</i> menggunakan bahasa Inggris secara berpasangan	a. Kriteria: Pedoman Penskoran (Marking Scheme) b. Bentuk: Penilaian individu dan kelompok	a. Ceramah & <i>Role Play</i> b. Menyimak penjelasan dari dosen c. Tugas 17: Mempraktekkan Wawancara kerja secara berpasangan melalui video	<i>Job Interview (Identify several questions in job interview and How to answer the questions in job interview)</i>	
16	UAS / Evaluasi Akhir Semester: melakukan validasi penilaian akhir dan menentukan kelulusan mahasiswa					

## CURRICULUM VITAE



**Ali. H** was born on June 14 1999 in Arabua, Polewali Mandar, West Sulawesi. He is the third of 4 children of Hamza and Bicing. He started his education at SDN 046 Arabua in 2007 - 2013. Then, he continued his education at SMPN 6 Wonomulyo in 2013 - 2016. Then, in 2016 - 2019 he studied at MAN 1 Polewali Mandar. In 2019, he continued his studie at State Islamic College of Majene (STAIN Majene), he took the English Education study program, Department of Tarbiyah and Teacher Training, and finished in 2023. During college, he was active in the Manarang English Club (MEC). He was also a member of the Lembaga Penelitian Mahasiswa (LPM) Cendekia for the 2022-2023 period. And he was also the administrator of the Tarbiyah and Teacher Training Department Student Association (HMJ) for the 2022-2023 period.