

## **STUDENT PERCEPTIONS OF ENGLISH COURSES IN THE LAW DEPARTMENT: A CASE STUDY AT NURUL JADID UNIVERSITY**

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### **Abstract**

The focus of this study is on how students perceive their prior English-language learning experiences. The study intends to carefully investigate these perceptions in order to provide useful information to university administration and academics. The outcomes are anticipated to act as a basis for well-informed decision-making, helping the institution to raise the standard of English instruction as a whole. This research has the potential to help educators better personalize English learning programs to meet the various requirements and expectations of the students. This study examined the complex web of students' views related to the English learning process using a quantitative descriptive method and survey techniques. The research incorporated a wide range of opinions by polling students enrolled in the Undergraduate Law Study Program at the University of Nurul Jadid who had taken English courses. The third, fifth, and seventh semesters of the law undergraduate study program were the focus of the data collecting, which took place between October 7 and 15, 2023. The findings, revealed in-depth tables, revealed the subtleties of students' perspectives, concentrating on cognitive, affection, and conation aspects inside the English courses of the Nurul Jadid University Law Study Program. Among 21 respondents, 23.8% perceived their understanding as poor, with 33.3% feeling sufficient and another 33.3% considering their understanding good. Only 9.5% felt very good about their grasp of the subject matter, indicating varying levels of comprehension. Regarding affection, 9.5% felt poor, 42.9% felt sufficient, 19.0% felt good, and 28.6% felt very good. Additionally, 9.5% had weak conation, 38.1% had sufficient, and 42.9% had good conation. Identifying factors influencing these aspects is crucial to enhancing student motivation and engagement in English courses.

**Keywords:** English Courses, Law Department, Student Perceptions

## **INTRODUCTION**

The quality and academic abilities of students are greatly shaped by higher education, especially in the face of international competition (Altbach, et al., 2019). English language proficiency has grown more and more important in the context of globalization, especially for students in the law department (Doiz, et al., 2013). To comprehend international legal literature, communicate with lawyers from different nations, and access international legal resources, one must be fluent in English (Liu, 2013). However, it was found that students' English proficiency was low, especially students majoring in law at University of Nurul Jadid. It's true that individual interest in English varies, so there are those who openly express their displeasure. The fact that their mastery of English is low can also be seen from the low test results since they were in junior high, high school, and even university. Its value remains low; there is no change for the better. In addition, the law department does not yet have a standardized curriculum design for English courses. So that the lecturer who teaches the course goes according to his own will.

English courses are a required component of the law department's curriculum (Tomlinson, 2023), especially at Nurul Jadid University. Students' impressions of English classes, however, may differ and may have an impact on their motivation levels and academic

success in these courses (Martin, et al., 2014). While some students may view learning English positively and understand its value for their future careers, others may experience anxiety or lack of confidence when faced with the difficulties of doing so (Teng, 2019).

Understanding students' perspectives and experiences with these subjects requires conducting research on how they interpret English courses in the law department at Nurul Jadid University. This study will identify a number of variables that have an impact on how students view English classes and what that means for English language instruction in this setting.

This study intends to investigate how students' perception on prior English learning experiences. It is hoped that the results of this research will be useful for the campus to take into consideration in making decisions in order to improve the quality of English learning. For lecturers, it is hoped that it will be useful as input for designing English learning designs that are more appropriate to students' conditions and expectations.

Previous research has highlighted the importance of English language proficiency for law students, especially in the context of global competition (Altbach et al., 2019). English language skills are becoming increasingly vital amidst globalisation, especially for law students (Doiz et al., 2013). English language skills are needed to understand international legal literature, communicate with advocates from various countries, and access international legal resources (Liu, 2013). However, research shows that students, especially those majoring in law at Nurul Jadid University, have low English proficiency.

At Nurul Jadid University, English language courses are a mandatory part of the law department curriculum (Tomlinson, 2023). However, students' views on this course vary and can influence their level of motivation and academic success (Martin et al., 2014). Some students may view learning English as a positive thing and understand its value for their future careers, while others may experience anxiety or lack confidence when faced with difficulties in learning it (Teng, 2019).

The research described highlights several key gaps in the current understanding of English language proficiency among law students at Nurul Jadid University. Firstly, while emphasizing the importance of English proficiency in the context of globalization and international legal practices, the study identifies a significant discrepancy in the actual proficiency levels of students, particularly those majoring in law. The low test results across different academic levels indicate a persistent issue that has not seen improvement over time, suggesting a gap in effective language instruction or curriculum design. Additionally, the absence of a standardized curriculum for English courses within the law department raises concerns about consistency and quality in language education. Furthermore, although the research aims to explore students' perceptions of prior English learning experiences, it does not explicitly address the root causes of the observed low proficiency or propose specific strategies for improvement. Therefore, the research gap lies in the need for a more in-depth investigation into the factors contributing to low English proficiency and concrete recommendations for enhancing language education within the law department at Nurul Jadid University.

The significance of this research lies in addressing the critical issue of low English proficiency among law students at Nurul Jadid University and its potential impact on their academic success and future careers. The internationalization of legal practices necessitates a strong command of the English language, as highlighted by previous studies (Altbach et al., 2019; Doiz et al., 2013; Liu, 2013). The findings reveal a disparity in English proficiency levels among students, raising concerns about the effectiveness of the current curriculum and teaching methods. The absence of a standardized curriculum design for English courses in the law department further exacerbates the situation. By exploring students' perceptions of their prior English learning experiences, this study aims to uncover variables influencing their views on English classes. The outcomes of this research have practical implications for the university, offering insights that can guide decisions to enhance the quality of English language learning. For lecturers, the study provides valuable input for designing tailored English language instruction that aligns with students' needs and expectations. Ultimately, the research contributes to a better understanding of the challenges in English language education within the law department at Nurul Jadid University, offering a foundation for targeted improvements.

This study aims to investigate students' perceptions of previous English learning experiences. It is hoped that the results of this research can provide valuable input for universities in making decisions to improve the quality of English language learning. For lecturers, it is hoped that the results of this research can be input in designing English language learning designs that are more appropriate to students' conditions and expectations. This in-depth research will identify a number of variables that influence students' views of English language courses and their implications for English language teaching in this environment.

## **METHOD**

### **Respondents**

This study employed a survey method to gather information from students enrolled in the Undergraduate Law Study Program at University of Nurul Jadid who had undergone English courses. The research was carried out between October 7 and 15, 2023. Data came from students in the third, fifth and seventh semesters of the law undergraduate study program. The study was conducted within the confines of the undergraduate law study program at University of Nurul Jadid, and the university provided the research funding. This survey methodology aimed to offer a thorough understanding of students' perspectives regarding English learning within the context of the law department.

### **Instruments**

Data was collected by distributing questionnaires to respondents. The questionnaire contains statements about English language learning with five alternative answers: very good, good, fair, and poor. Each answer is given a weighted value of 4, 3, 2, and 1 according to the student's level of satisfaction.

### **Procedures**

This study followed a number of systematic methodological stages to gain an in-depth understanding of students' perceptions of English learning in the law department context. The following is a series of research stages carried out:

#### ***Research Planning***

The planning stage involves formulating research objectives and designing a questionnaire based on Walgito's theory (1990; 54), which includes aspects of "cognition, affection, and conation". Determination of the population and sample was carried out on students in the third, fifth, and seventh semesters of the Bachelor of Law Study Program at University of Nurul Jadid.

#### ***Data Collection***

Data was collected by distributing questionnaires to respondents. The questionnaire contains statements about English language learning with five alternative answers: very good, good, fair, and poor. Each answer is given a weighted value of 4, 3, 2, and 1 according to the student's level of satisfaction.

#### ***Data Processing***

The collected data was processed using SPSS version 17.00 computer software. Data processing involves descriptive statistical analysis to determine the frequency of respondents' answers, percentages, and interpretations of the results.

#### ***Data Analysis***

Data analysis involves determining the frequency of respondents' answers and the percentages for each answer category. This analysis provides an in-depth picture of students' perceptions of English language learning in the law department at University of Nurul Jadid.

#### ***Result Interpretation***

The results of the data analysis are interpreted to understand students' perceptions of English language learning. This interpretation includes an interpretation of the levels of "cognition, affection, and conation" in student learning, in accordance with Walgito's theory. It is hoped that the research findings will provide a basis for the development of more effective and comprehensive English language learning strategies in legal departments.

#### **Data analysis**

Data analysis involves determining the frequency of respondents' answers and the percentages for each answer category. This analysis provides an in-depth picture of students' perceptions of English language learning at the law department of Nurul Jadid University. By identifying how often an answer occurs and calculating the percentage, researchers can understand students' preferences and views on teaching methods and curricula. This data is important for decision-making at universities, helps improve the quality of learning, and guides the development of academic programs that are more effective and suited to student needs.

## **FINDINGS AND DISCUSSION**

### **Law Students' Perceptions of English Courses at the University of Nurul Jadid**

Below is presented data on the results of law students' perceptions of English courses at the University of Nurul Jadid, which include aspects of cognition, affection, and conation.

#### ***Students' Perceptions on Aspects of Cognition***

Table 1. Students' Perceptions on Aspects of Cognition

Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Poor	5	23,8	23,8	23,8
	Fair	7	33,3	33,3	57,1
	Good	7	33,3	33,3	90,5
	Very Good	2	9,5	9,5	100,0
	Total	21	100,0	100,0	

The table above shows students' perceptions of the cognitive aspect of the English course in the Law Study Program at Nurul Jadid University. Of a total of 21 respondents, 23.8% thought their understanding was poor, while 33.3% felt they had sufficient, and the same number, 33.3%, felt they had a good understanding. Only 9.5% felt very good at understanding the subject matter. This data reflects variations in student perceptions regarding their level of understanding and cognition when taking English courses. The majority of students feel that their understanding is sufficient or good, but there is still room for improvement, especially in increasing understanding of the material in English courses within the Nurul Jadid University Law Study Program.

### ***Students' Perceptions on Aspects of Affection***

Table 2. Students' Perceptions on Aspects of Affection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	9,5	9,5	9,5
	Fair	9	42,9	42,9	52,4
	Good	4	19,0	19,0	71,4
	Very Good	6	28,6	28,6	100,0
	Total	21	100,0	100,0	

This table shows students' perceptions of the affection aspect of the English course in the law study program at Nurul Jadid University. Of the total 21 respondents, 9.5% felt that their affection for the course was poor, while 42.9% felt that it was sufficient, and 19.0% felt that their affection for the course was good. As many as 28.6% felt very good about this course. This data reflects variations in the level of student affection for English courses. Even though the majority of students have sufficient or good affection, there is still room for improvement, especially in building a more positive emotional connection to English courses within the Nurul Jadid University Law Study Program environment.

### ***Students' Perceptions on Aspects of Conation***

Table 3. Students' Perceptions on Aspects of Conation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weak	2	9,5	9,5	9,5
	Enough	8	38,1	38,1	47,6
	Good	9	42,9	42,9	90,5
	Very Good	2	9,5	9,5	100,0
	Total	21	100,0	100,0	

This table describes students' perceptions of the conation aspect in the English course at Nurul Jadid University. Of the total 21 respondents, 9.5% of them felt that their connection to the subject was weak, while 38.1% felt that it was sufficient, and 42.9% felt that they had a good connection. As many as 9.5% felt very good about the course. This data shows variations in the level of student conation towards English courses. Even though the majority of students have adequate or good communication, there are still some who feel less motivated or motivated at a lower level. Therefore, it is necessary to identify the factors that influence this



conation to increase student motivation and participation in English courses at the Nurul Jadid University Law Study Program.

The data presented in the tables reveals students' perceptions of the cognitive, affection, and conation aspects of the English courses within the Nurul Jadid University Law Study Program. Among 21 respondents, 23.8% perceived their understanding as poor, with 33.3% feeling sufficient and another 33.3% considering their understanding good. Only 9.5% felt very good about their grasp of the subject matter, indicating varying levels of comprehension. Regarding affection, 9.5% felt poor, 42.9% felt sufficient, 19.0% felt good, and 28.6% felt very good. Additionally, 9.5% had weak conation, 38.1% had sufficient, and 42.9% had good conation. Identifying factors influencing these aspects is crucial to enhancing student motivation and engagement in English courses.

### **Discussion**

The results of this research reflect variations in student perceptions of aspects of cognition, affection, and conation in English courses at the Nurul Jadid University Law Study Program. A number of students felt that their understanding was inadequate, especially in the aspect of cognition, although the majority felt that it was adequate or good. These results are consistent with previous research findings, which highlight the importance of English language skills for law students in facing global competition.

Previous studies (Altbach et al., 2019) show that law students need to acquire good English language skills to understand international legal literature, communicate with advocates from different countries, and access international legal resources. However, research shows that students, especially those majoring in law at Nurul Jadid University, have low English language skills. Students' perceptions of English courses influence their level of motivation and academic success (Martin et al., 2014). Some students may view learning English as a positive thing and understand its importance for their future careers, while others may experience anxiety or lack self-confidence when faced with difficulties in learning it (Teng, 2019).

The results of this research provide deep insight into students' views of previous English language learning. These results can be valuable input for universities to improve the quality of English language learning, especially in identifying factors that influence students' perceptions of this course. Teachers can use these findings in designing English language learning designs that are more appropriate to students' conditions and expectations, so as to increase student motivation and involvement in English courses within the Nurul Jadid University Law Study Program.

### **CONCLUSION**

The results of this research illustrate variations in student perceptions of aspects of cognition, affection, and communication in English courses at the Law Study Program at Nurul Jadid University. A number of students felt that their understanding was inadequate, especially in the aspect of cognition, although the majority felt that it was sufficient or good. This finding is in line with previous research, which emphasizes the importance of English language skills for law students in facing global competition.

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students, especially those majoring in law at Nurul Jadid University, have low English language skills. Students' perceptions of English courses influence their level of motivation and academic success (Martin et al., 2014). Some students may view learning English as a positive thing and understand its importance for their future careers, while others may experience anxiety or a lack of self-confidence when faced with difficulties in learning it (Teng, 2019).

The results of this research provide in-depth insight into students' views of previous English language learning. These findings can be valuable input for universities to improve the quality of English language learning, especially in identifying factors that influence students' perceptions of this course. Teachers can use these findings in designing English language learning designs that are more appropriate to students' conditions and expectations, so as to increase student motivation and involvement in English courses within the Nurul Jadid University Law Study Program.

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