Designing English Reading Materials for Law Students

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Abstract: English is a language that is generally difficult to understand for most students. Providing reading materials is one of the necessary approaches that should be undertaken by professors. This research aims to explore information regarding the needs of students in learning English and describe how reading materials for law students at a university in Surakarta, Indonesia, are designed. The research and development (R&D) method is employed, implementing the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The results indicate that the majority of students greatly require materials that can enhance their reading skills. After the reading materials are designed and implemented in class, an evaluation is conducted to further develop the materials. The evaluation results, as responded to by students and expert professors, indicate that the materials align with the students' needs. The average percentage of students' needs fulfilled by the reading materials is 84%, while the average assessment percentage from the experts is 90.4%. This demonstrates that the reading materials are valid for use as English learning materials for law students.

INTRODUCTION

The importance of reading in ELT is undeniable. It is considered the most fundamental skill (McDonough et al., 2013; Nunan, 2003; Patel & Jain, 2008), in which the students can explore or broaden information, knowledge, and their understanding of the culture (Harmer, 2008; Patel & Jain, 2008), to set up the meaning from the discourse and interpret the information by combining the text with their background of knowledge (Grabe & Stoller, 2019; Harmer, 2008; Nunan, 2003). Reading in English holds significant importance for law students as it brings numerous benefits that cannot be overlooked. By reading in English, students can access global legal resources encompassing various perspectives, cases, and legal viewpoints from different countries. This broadens their understanding of international legal systems and enables them to compare and analyze differences in legal approaches between nations. Additionally, the ability to comprehend legal texts in English also becomes an advantage in the

increasingly interconnected global legal profession. Moreover, since most leading academic literature and legal journals use English as the primary language, proficiency in reading in this language becomes a highly valuable skill for law students aiming to engage in in-depth academic discussions and legal research. Thus, the importance of reading in English for law students not only expands their knowledge but also enhances their skills in understanding, analyzing, and interpreting law within the context of a globally integrated world. Based on the 2018 curriculum (Graduate Competency Standards and Graduate Learning Outcomes, Directorate of Islamic Higher Education, 2018), the main purpose of teaching English is to focus on students' attainment of knowledge, up-to-date, mastering technology, and ability to communicate well spoken and written in the English language to develop their competence in their expertise globally (Zulaiha & Triana, 2023). In other words, it can be said that English subjects especially reading skills will take a crucial role in all non-English major programs. The determination to take reading as the most important English skill is intended to deepen and expand students' knowledge to reach and enter the global world based on their expertise. Related to reading skills, some researchers have examined that reading comprehension for EFL students especially ESP students should be given more attention. By increasing reading ability, the students will have better effects on the others' English skills such as vocabulary, spelling and writing (Umwari & Zulaiha, 2023). Besides, it will make greater progress and development in their academic success for the future as well (Harmer, 2008; Nunan, 2003; Zulaiha & Triana, 2021). It can be said that mastering reading skills will become a key point to mastering the other language aspects.

Many strategies, approaches, and programs have been addressed to meet the reading objectives. Genre-based reading strategies have the potential to facilitate students in easily comprehending and understanding texts. This is attributed to the fact that these strategies provide students with diverse reading activities aimed at enhancing their reading skills, such as fostering vocabulary acquisition and grammatical proficiency (Triana & Zulaiha, 2022). By engaging in these activities, students not only develop a stronger command of language but also become adept at analyzing the structure and features of different genres, further enriching their reading comprehension. Additionally, genre-based reading strategies promote critical thinking and encourage students to engage deeply with the text, fostering a more holistic understanding of the content (Fitrawati, 2012). Genre-based learning can enhance students' critical thinking skills. By understanding the structure and characteristics of each genre, students can develop the ability to analyze information deeply. This is because they are

encouraged to comprehend the purpose and audience of every type of text they study. Reading approaches as the nature of learning to read, namely interactive approach, a combination of bottom-up processing and top-down processing, is almost always a primary ingredient in successful teaching methodology because both processes are important and were suggested to develop reading abilities (Brown, 2000b; Debat, 2006). An intensive reading program serves as an effective and enjoyable method for students to learn English as a foreign language. It provides an alternative to intensive reading courses and offers significant development of their English language proficiency. Moreover, the program fosters intellectual growth, broadens students' perspectives, and enables them to embrace others' thoughts without compromising their ability to make fair judgments. Additionally, students can share positive perceptions about the program (Aka, 2019; Husna, 2019). Therefore, certain approaches, strategies, and programs can be proposed to increase students' reading proficiency.

Based on the explanation above, the English reading material for students is planned with the primary aim of enhancing language comprehension within legal contexts. Besides furnishing general knowledge of the English language, the material is designed to offer specific insights within legal frameworks, introducing pertinent terms and concepts, and providing a profound understanding of legal texts in English. Consequently, students will not only enhance their language proficiency but also acquire a better understanding of legal terminology and structures in English, as well as issues pertaining to legal cases. The researcher formulates the problem as the following: (1) What are the needs of law students regarding reading skills? And (2) How are the reading materials of law students at a university in Indonesia, in this case, Universitas Islam Negeri Raden Mas Said Surakarta, developed?

LITERATURE REVIEW

The Needs of ESP Students

The analysis of ESP students' needs in higher education institutions is crucial due to the significant diversity among students. The needs analysis for ESP (English for Specific Purposes) students is crucial as it plays a pivotal role in directing the design and development of learning programs tailored to their needs (Yahya & Said, 2019). Each student possesses varying educational backgrounds, interests, and learning objectives. By conducting a needs analysis, educators can identify the specific needs and capabilities of each student (Nunan, 2004). Consequently, learning materials can be tailored precisely to match the individual needs

and capacities of students. This not only enhances the effectiveness of learning but also ensures that each student can achieve their learning goals optimally.

The importance of needs analysis for ESP students is also evident in the curriculum development process. Every academic program or course has specific contexts and requirements that need to be considered when designing learning materials (Bartnikaite & Bijeikiene, 2017). By analyzing students' needs, instructors can design materials that align with the field of study or expertise being pursued. This approach makes learning more relevant and engaging for students, facilitating better comprehension of concepts. Educational research emphasizes the importance of aligning curriculum materials with students' needs and preferences. When students perceive the taught material as relevant to their needs, they are more likely to be motivated to learn and actively participate in the learning process (Kanokpermpoon, 2023). Therefore, needs analysis for ESP students not only aids in enhancing the quality of learning but also fosters a more inclusive learning environment focused on students' needs.

The needs analysis for ESP (English for Specific Purposes) students pursuing law programs at the university level holds significant importance. As law students, they require a strong command of the English language to comprehend and apply various legal terminologies in the current global context (Bhatia, 2023). In this regard, needs analysis can assist instructors in identifying the specific needs of law students, including their understanding of legal language, skills in writing legal documents in English, and ability to communicate effectively in professional settings (Zulaiha & Triana, 2023). Furthermore, needs analysis can also direct attention to particular aspects of the English language necessary for the success of students in legal studies. For instance, law students may need strong listening and speaking skills to engage in class discussions, negotiations, or legal presentations. Tailored ESP instruction addressing these needs can help students develop the communication skills required in the legal professional environment.

Needs analysis enables instructors to design curricula and learning materials aligned with students' career goals in the field of law and related technological advancements. Needs analysis allows ESP teaching to be tailored to the diverse needs of students, including career preparation in various legal fields, ranging from international law to information technology law (Nugroho et al., 2021; Triana & Nugroho, 2021). By considering this spectrum of needs, learning programs can be designed to encompass various aspects of legal language and technology relevant to current developments in the legal profession. This includes mastering

specialized vocabulary, developing effective communication skills in professional contexts, and gaining a deep understanding of the implications of technology in legal practice (Retnaningsih et al., 2023; Rizqi, 2023). To ensure relevance with legal practice and contemporary jurisprudence, English reading materials should be regularly reviewed and updated. This can be achieved through collaboration with leading legal practitioners, lawyers, and academics engaged in the latest legal research. Additionally, the publication of recent articles and case studies reflecting current legal developments can also be incorporated into the reading materials. The frequency of review and updates should align with significant changes in law and legal practice, which may vary depending on specific legal fields and legislative changes. Ideally, reading materials should be reviewed at least once per semester or academic year, but more frequent reviews may be necessary if there are significant legal developments impacting the learning materials. With this approach, reading materials will remain relevant and beneficial for law students in understanding the evolving legal practice. By understanding the specific needs and learning objectives of students, instructors can develop learning programs that not only provide a deep understanding of legal language but also strengthen English language skills, and prepare students to become competent legal professionals in an increasingly interconnected international context (Yatroon, 2020). Thus, needs analysis plays a crucial role in ensuring the relevance and effectiveness of ESP instruction for students in law programs at the university level.

The Concept of English Language Material Design

The design of English language course materials for ESP (English for Specific Purposes) students should be based on a deep understanding of the needs, preferences, shortcomings, and learning objectives of the students (Hutchinson & Waters, 1987). Firstly, instructors need to conduct a needs analysis to thoroughly understand the learning context of the students, including their backgrounds, learning objectives, and areas of expertise they aim to master. By understanding these needs, instructors can design materials that are suitable and relevant to the specific context of ESP students, thereby enhancing the effectiveness of learning. Moreover, instructors also need to consider the desires or preferences of students in designing course materials. In the context of learning English for specific purposes such as ESP, students may have preferences regarding topics or communicative situations they wish to learn (Umwari & Zulaiha, 2023). By taking these preferences into account, instructors can integrate materials that are interesting and relevant to students, thus motivating them to actively engage in the

learning process. The design of the materials is based on the principle of diverse learning styles, incorporating visual, auditory, and kinesthetic elements to facilitate effective learning for various types of learners. There is also an emphasis on using clear and simple language, with additional explanations and examples provided to support students with diverse levels of English proficiency. Thus, the approach to material design aims to create an inclusive and supportive learning environment for all law students, regardless of their backgrounds or needs.

Furthermore, the design of course materials should also consider the shortcomings and learning objectives of students. Instructors need to identify areas where students may struggle or lack understanding of English for specific purposes (Nunan et al., 2003). By understanding this, instructors can design materials that target specific problem-solving or provide the necessary support for students. Additionally, instructors should also direct the learning materials toward achieving the set learning objectives, enabling students to measure their progress and achieve the expected outcomes (Hutchinson & Waters, 1987). By considering all these factors, the concept of designing English language course materials for ESP students can become more effective and relevant.

The concept of English language materials for ESP (English for Specific Purposes) students in law programs at the university level should be based on a deep understanding of the students' needs and learning context (Brown, 2000b). Law programs have unique requirements regarding English language proficiency, as students will encounter legal documents, case reports, and courtroom procedures in English (Wyatt, 2006). Therefore, instructors need to design materials that integrate English language skills with relevant legal content. Furthermore, it is important to consider the specific needs of students in understanding legal terminology and concepts in English. Learning materials should be designed to facilitate students' understanding of legal language in contexts relevant to their future practice. The use of case studies, role-playing games, and problem-based discussions can be effective approaches to strengthen students' understanding of English in legal contexts. Lastly, in designing materials, it is important to consider students' communication skills in professional situations, such as writing official letters, making presentations, or negotiating. Materials should provide opportunities for students to develop English communication skills relevant to their careers in law. Thus, the concept of English language materials for ESP students in law programs at the university level should integrate academic needs with comprehensive professional preparation.

METHODS

The present research designs in the form of Research and Development (R&D) which intended to expand reading material for English for Specific Purposes (ESP) students. The definition by (Gall et al., 2003) is that educational R&D is a development model in which the outcome is used to design new products and procedures that are systematically field tested, evaluated, and revised until they require the specified criteria of effectiveness, quality, or similar standard. In other words, in R&D, the researcher develops a product and then conducts an evaluation based on the result of testing the product on the subject of the study to make sure that the final result is appropriate. The model of this research used the ADDIE model proposed by (Gustafson & Branch, 2002). ADDIE model stands for analyze; design; develop; implement; and evaluate phase. This model was expected to be able to answer the question of this study.

To find the phenomenon, this study involved the use of questionnaires and interviews to collect the data. Cohen et al. (2007) stated that "surveys typically gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events." In this research, the researchers used questionnaires to obtain the survey data. Gall et al., (2003) define questionnaires as "documents that ask the same questions of all individuals in the sample". They provide an explanation that questionnaires play a role in collecting data on phenomena that cannot be directly observed, such as interests, opinions, and inner experiences. They also highlight two advantages of using questionnaires. Firstly, the cost of sampling respondents in a wide geographic area is reduced. Secondly, the time required for data collection becomes more efficient. A type of questionnaire which is needs analysis, is utilized in this study. This questionnaire is intended to collect the data of target needs and learning needs of law students. The questions consist of open-ended and close-ended ones. The blueprint of the needs analysis questionnaire for law students is described in Table 1.

Table 1. The organization of the needs analysis questionnaire

No	Aspect	Item Number	Question Goal	Reference
1.	Demographic Data		to find out personal information about the students	
	Target Needs			

2.	Necessities	3,4	to find out the students' needs in terms of target situation	(Hutchinson & Waters, 1987)
3.	Lacks	5,6	to find out the gap between students' current proficiency and the target proficiency	(Hutchinson & Waters, 1987)
4.	Wants	7,8	to find out the students' needs based on their point of view	(Hutchinson & Waters, 1987)
Learning Needs				
5.	Goals	9,10	to find out the reason of learning English	(Nunan, 2004)
6.	Procedures	11,12	to find out the activities that the students like most	(Nunan, 2004)

The interview was done after completing the need analysis questionnaire. This aims to get further and deeper data information from the interviewee. In an interview section, the investigator can probe responses and thus gain an in-depth understanding of the opinions and information offered. Additionally, unclear questions or answers can be clarified during an interview (Basturkmen, 2010). The result of the interview was used to support the need analysis result. Furthermore, the instrument was able to gather the lecturer's opinions, wants, problems, settings, and needs of the program. In this study, the researchers interview the English lecturer to gain information on the learning process, the capability of students in English learning, and the sources supporting language learning.

Data Analysis Techniques

In this study, quantitative information was obtained through the use of questionnaires. The data collected from the questionnaires were analyzed by calculating the mean value and subsequently organized in tabular form. Subsequently, the results of the analysis were utilized for conducting descriptive analysis. The researcher employed a data conversion table for this purpose proposed by (Perez & Mardapi, 2015).

Table 2. Category of the likert scale

Criteria	Category
$X \geq 3$	Strong
$2.5 \leq X < 3$	Strong
$2 \leq X < 2.5$	Weak
$X < 2$	Strong weak

Qualitative data is obtained through carefully conducted and structured semi-structured interviews during the needs analysis stage. The applied method for qualitative data analysis,

proposed by (Miles et al., 2013), involves important steps such as data condensation, data presentation, and data conclusion. In the data condensation process, relevant and significant information gathered from observations and interviews is carefully summarized and selected into relevant categories. Subsequently, data presentation is carried out meticulously, where compressed and well-organized information is arranged in an understandable format that allows for drawing conclusions and taking appropriate actions. Furthermore, the data is systematically processed and organized through data processing, which includes further steps of analysis. Through this entire process, researchers can draw strong and reliable conclusions based on data that has been carefully condensed, presented, and analyzed.

Validity and Reliability of the Instruments

The data are called reliable when the results show consistency over time. Reliability is a measure of consistency over time and similar samples. Reliability in quantitative research is essentially a synonym for dependability, consistency, and replicability over time, over instruments, and groups of respondents (Cohen et al., 2007). Reliability in quantitative analysis takes two main forms, both of which are measures of internal consistency: the split-half technique and the alpha coefficient. Both calculate a coefficient of reliability that can lie between 0 and 1.

This is a method used to assess the internal consistency among items (not, for example, individuals). It represents the average correlation among all the items being examined and is employed in scales that involve multiple items. SPSS calculates Cronbach's alpha with a single click; the formula for alpha is:

$$alpha = \frac{n r_{ii}}{1 + (n - 1) r_{ii}}$$

where n = the number of items in the test or survey (e.g., questionnaire) and rii = the average of all inter-item correlations. Where r = the actual correlation between the halves of the instrument (this requires the instrument to be divisible into two matched halves in terms of content and difficulty). The alpha coefficients are presented in Table 1 of the Statistical Tables Appendix. The following guidelines can be used for the split-half coefficient and the alpha coefficient (see Table 3).

Table 3. Reliability coefficient interval

Interval	Criteria
> .90	very highly reliable
.80 – .90	highly reliable
.70 – .79	Reliable
.60 – .69	marginally/minimally reliable

Based on (Bryman & Cramer, 1990; Riduwan, 2008), the reliability level is acceptable at .80 or above. In this study, the researchers adapted the instrument from a student questionnaire used at the University of Auckland, New Zealand (Gravatt, Richards, and Lewis 1997). The results of the reliability test for the students' questionnaires were found as α = .95 (Cronbach's Coefficient Alpha). It means that the instrument is reliable with very high of reliability criteria.

FINDINGS
The Nature of ESP Students

Prior to designing the reading materials, a needs analysis is conducted to identify the requirements and preferences of law students through a questionnaire. This analysis aims to explore the specific needs and preferences of law students to develop reading materials that effectively cater to their learning goals and interests.

Table 4. Material development outline

Aspects	Indicator	Percentage
Necessities	The students do not comprehend the intended meaning within the context of the sentence.	91,2%
	The students do not grasp the intended meaning within the context of the paragraph.	90,4%
Lacks	Students rarely read English texts.	95,6%
	Students seldom write in English.	96,4%
Wants	Students aspire to be proficient in both written and spoken English.	97%
	Students aim to master English vocabulary.	89%
Procedure	Students prefer to enhance their reading skills rather than their listening skills.	92,8%
	Students prefer to improve their writing skills rather than their speaking skills.	94%
Goals	Students require English in the field of law.	87%
	Students feel the need to communicate in English.	85,4%
Average		92%

Table 4 shows the percentages for each indicator are above 85.4%. This demonstrates a consistent trend among students, indicating their need for materials that address their

weaknesses and enhance their skills. These findings highlight the importance of providing targeted resources to support their learning journey.

Creating English Material

After distributing the questionnaire, the researchers proceeded to develop a material design (see Table 5). This material design serves as an initial design that potentially aligns with the needs of law students at UIN Raden Mas Said Surakarta. By creating this design, the researchers aim to tailor the material specifically to address the requirements of the students and enhance their learning experience.

Table 5. Material development outline

Unit	Title	Learning Objectives
1	Important words of law	Memorizing general words of law
2	Expressing keywords	Creating sentences
3	Law case	Understanding a case referring to law

After the material design was created, the researchers proceeded to develop the material based on the initial design. The researchers created comprehensive materials in accordance with the learning objectives. In Unit 1 (see Figure 1), the researchers designed an exercise specifically aimed at enhancing vocabulary proficiency. This exercise is intended to provide students with opportunities to expand their vocabulary knowledge and usage.

Developing Material

Important Words of Law
Match the definitions on the left with the words on the right.

1.	a person appointed to act for or represent another	court of law
2.	a lawyer who pleads before a superior court	guilty
3.	written statement of facts for a court.	evidence
4.	statement of the facts in a trial.	contract
5.	a formal agreement, usually in writing, between two or more parties.	attorney
6.	the place where law cases are hear and decided	brief
7.	information presented to a court to prove or support a point in question.	barrister
8.	responsible for wrong.	case
9.	public official with authority to hear and decide cases in a court of law.	lawyer
10	a group of people chosen to hear the evidence of a case and give a decision.	lawsuit
11	a trial at court between two private parties.	plead
12	decision of a court, esp. as to the punishment	sum up
13	a person trained in law and who advises or represents others	sentence
14	to defend a law case to declare oneself to be guilty or not guilty	solicitor
15	lawyer advising clients & briefing barristers	sue
16	to start legal action against someone in a court of law.	judge
17	to summarise & review the evidence of a case	jury

Figure 1. Unit 1

For Unit 2 (see Figure 2), the researchers also provided a second material that consists of exercises developed from Unit 1. The researchers included exercises that involved taking several words from the first material and constructing sentences using those words. This exercise aims to reinforce students' understanding of vocabulary usage within the context of meaningful sentences.
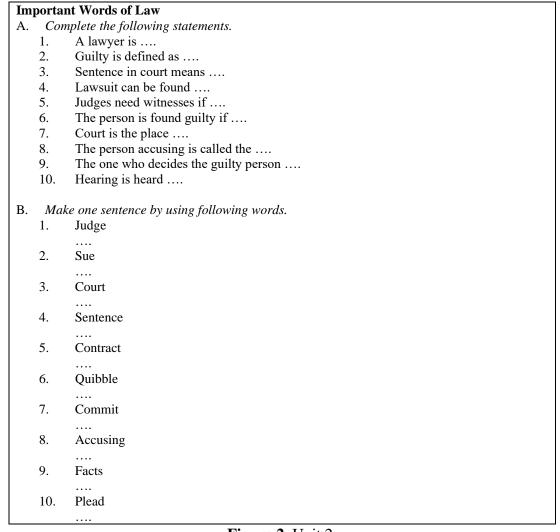
Important Words of Law
A. *Complete the following statements.*
    1. A lawyer is ….
    2. Guilty is defined as ….
    3. Sentence in court means ….
    4. Lawsuit can be found ….
    5. Judges need witnesses if ….
    6. The person is found guilty if ….
    7. Court is the place ….
    8. The person accusing is called the ….
    9. The one who decides the guilty person ….
    10. Hearing is heard ….

B. *Make one sentence by using following words.*
    1. Judge
    ….
    2. Sue
    ….
    3. Court
    ….
    4. Sentence
    ….
    5. Contract
    ….
    6. Quibble
    ….
    7. Commit
    ….
    8. Accusing
    ….
    9. Facts
    ….
    10. Plead
    ….

Figure 2. Unit 2

In the third material (see Figure 3), the researchers provided a reading passage derived from Unit 2. The researchers selected a sample reading and expected the students to comprehend the passage based on their vocabulary proficiency acquired in Unit 1. By incorporating this exercise, students are encouraged to apply their vocabulary knowledge in a practical context, further enhancing their reading comprehension skills. The exercise aims to foster a deeper understanding of how vocabulary usage contributes to overall comprehension of written texts.

> *Read the following passage!*
> **Lawyers, business players call for revision of business dispute resolution law**
> Lawyers and business players are calling on the government to amend Law No. 30/1999 on arbitration and business dispute resolution as it does not follow international standards and is no longer relevant to current situation. A senior partner at the Karim Syah Law Firm, Firmansyah, said recently that the law had yet to adopt the internationally recognized Model Law on International Commercial Arbitration formulated by the United Nations Commission on International Trade Law in 1985 to provide a template that lawmakers in every country can adopt as part of their domestic legislation and arbitration procedures. He also highlighted that the law was not in line with the latest trends in the industry, which was going through digitalization in many sectors.
>
> This article was published in thejakartapost.com
>
> **Comprehension Precis and composition**
> **Answer these questions in not more than 20 words.**
> 1. What are the lawyers doing?
> 2. Why are they asking for an amendment?
> 3. What do they think about the regulation?
> 4. What's wrong with that law?
> 5. Why is law irrelevant to technological developments?
>
> **Key Structure**
> Study these sentences. Pay attention to the structure of the sentences.
> *What is happening?*
> I am writing a book now.
> Lawyers are calling to amend a problematic law.
>
> *What was happening?*
> I was reading a book when you came.
> It was going through digitalization.

Figure 3. Unit 3

After providing the first and second materials, validation was conducted by administering surveys to both students and expert English education professors. Table 6 illustrates the validation results as responded to by students who have received the learning materials. The validation process serves to assess the effectiveness and suitability of the materials in meeting and the intended learning outcomes and to address the students' needs.

Implementing Material

Table 6. Validation from the students' perspective

Aspects	Indicator	Percentage
Necessities	The materials provide understanding of the intended meaning within the context of sentences.	90%
	The materials provide comprehension of the intended meaning within the context of paragraphs.	91,2%
Lacks	The materials can enhance reading skills in English texts.	94%
	The materials can improve writing skills in English.	84,2%
Wants	The materials can enhance vocabulary in the field of Islamic economics and finance.	83,4%

	The materials can improve both oral and written productive skills.	74%
Procedure	The materials are delivered in a communicative and interactive manner.	75,5%
	Practice can enhance motivation to learn English.	80%
Goals	The materials are related to Shariah economics and law.	81,2%
	The materials assist in obtaining English legal references.	83,4%
	Average	84%

Table 6 presents the validation results as responded by the students. The majority of students found the materials to meet their expectations. More than 75.5% of the students expressed that the materials fulfilled their needs and addressed their shortcomings, preferences, instructional procedures, and learning outcomes. Additionally, 94% of the students reported that the materials were effective in improving their reading skills. These positive feedback and high satisfaction rates indicate the successful alignment of the materials with the students' needs and their positive impact on learning outcomes.

Table 7. Validation by experts

No	Aspects	Percentage
1.	Language	90,5%
2.	The alignment of the materials	89,6%
3.	Illustrations	91,2%
	Average	90,4%

Table 7 illustrates the validation results as responded to by expert professors in the field of English language education. The reading materials received an average rating of 90.4% in terms of language proficiency, appropriateness of the content, and illustrative materials. This indicates a high level of suitability and effectiveness of the reading materials as evaluated by the expert professors. The positive evaluation further confirms the quality and relevance of the materials in supporting English language learning in the specific context of law students.

DISCUSSION

Before creating reading materials for law students, a needs analysis of the students is crucial in this research to assess the extent of their needs and shortcomings in reading skills. Students with lower reading abilities are identified as those who exhibit significant weaknesses in reading comprehension (Hutchinson & Waters, 1987). The results from the table indicate that law students at UIN Raden Mas Said Surakarta have a significantly high weakness in reading. This could be attributed to their infrequent engagement with English reading materials in their daily lives, resulting in a lower cognitive ability in reading. As a consequence, they

struggle to comprehend the meaning and intention of both sentences and paragraphs. Consequently, they face difficulty in expressing their opinions in English as well.

Furthermore, the needs analysis also targeted their desires or requests regarding reading skills (Hutchinson & Waters, 2005). They aim to improve their language skills, both in speaking and writing. The results indicate that they have a strong desire to produce language, but their receptive skills are significantly low. Apart from their existing abilities, they seek communicative and interactive learning approaches. Additionally, language learning is expected to enhance motivation in specific areas of reading (Nunan, 2004). The results reported high statistical values regarding the classroom learning mode in reading. The students were categorized as having significant goals in studying law in English.

English language learning is also used to fulfill ESP (English for Specific Purposes) objectives. Students are expected to delve deeper into English language learning in specific fields, where they are not only required to communicate in English but also have a command of legal terminology and concepts. They engage in ESP learning through various stages. According to Bloom's taxonomy, (1956), students should be classified based on their cognitive ability levels, which is utilized in the development of ESP materials. If there are students who have no prior knowledge of English, materials with low-order thinking skills are necessary, and vice versa.

Based on the above analysis, the researchers attempted to create a design that could assist and motivate students to understand the reading materials. The researchers developed the first material, which focused on basic vocabulary in the field of law. Exercises were created to enhance their memory of legal vocabulary (Wyatt, 2006). To address their difficulty in reading sentences, the researchers provided a passage with longer phrases. The role of the instructor in the classroom is crucial in explaining the meaning of these phrases in a communicative manner, while students are expected to find the appropriate words based on the provided word definitions. This interactive learning approach is expected to enhance the effectiveness of the English reading materials (Brown, 2000a). The instructor plays a guiding role in the classroom, facilitating engagement between the students and the material.

In the second material, the researchers provided exercises that build upon the first material. The second material can be approached once the tasks in the first material are completed. Several vocabulary terms from the first material reappear in the second material. Students are expected to practice constructing statements or sentences using the basic words from Unit 1. These statements are self-generated based on the knowledge acquired, placing the

students at an application level where they can recall and comprehend legal vocabulary in English (Bloom, 1956).

In the third material, the researchers provided a reading passage that discusses an event. Students are expected to comprehend the reading and answer questions related to the legal context of the passage. Reading is a process of constructing experiences, allowing students to develop their understanding and knowledge within the field of law (Anggia & Habók, 2023; Rizqi, 2023). In this unit, students are expected to have acquired knowledge of law vocabulary from their experiences in Units 1 and 2. Students' comprehension can be easily observed through their performance in answering the questions. If students can answer correctly, it indicates their proficiency in vocabulary, whereas incorrect answers may indicate a need for further vocabulary development (Ha, 2022; Nugroho et al., 2022). Furthermore, the validation results indicated that the reading materials were able to enhance students' knowledge. Students who received special guidance from the instructor demonstrated improved vocabulary mastery. This provides evidence that both receptive and productive experiences in the classroom can contribute to the construction of vocabulary knowledge (Edmonds et al., 2022; Umwari & Zulaiha, 2023). By employing this approach, students' cognitive abilities are developed simultaneously. The integration of receptive and productive language skills, along with meaningful and interactive learning experiences, fosters holistic cognitive growth. This comprehensive approach ensures that students not only acquire knowledge but also actively apply and engage with the language, promoting deeper understanding and cognitive development (Anderson et al., 2023). Designing the materials from easy to complex levels aids students in gradually understanding the content. This is crucial because students often struggle with comprehending lengthy readings, both in terms of sentences and paragraphs. The progressive approach allows students to build their comprehension skills step by step, providing scaffolding and support as they navigate more challenging texts.

CONCLUSION

Needs analysis is required to assess the abilities and demands of law students regarding English reading instruction in the field of law. The results indicate that law students at UIN Raden Mas Said Surakarta have weaknesses in reading within the context of English. They have a desire to communicate in English, but their fundamental language skills are lacking. They encounter difficulties in understanding the meaning and intention of readings due to poor

vocabulary mastery. Therefore, it is necessary to provide materials that can address their challenges in comprehending readings.

The researchers introduced the field of law through matching exercises in the first unit. Students were expected to actively answer the exercises by understanding the meanings of words and phrases in the legal context. In the second unit, the researchers provided higher complexity level exercises where students were expected to write sentences based on the words learned in the first unit. In the third unit, the researchers presented a short paragraph and several exercise questions. Students were expected to comprehend longer readings after studying the first and second units. The validation results from both students and expert professors indicated that the designed materials were effective in enhancing knowledge and providing new experiences. Students reported improvements in their language proficiency due to the materials, while the professors found the materials to be suitable in terms of language and illustrations. Further research is recommended to develop English materials for other specific purposes based on student needs. Additionally, the activity design of this book still appears monotonous, suggesting the need for improvement.

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