



## ANALYSIS OF ENGLISH LANGUAGE NEEDS FOR ISLAMIC ECONOMIC LAW STUDENTS AT STITNU SAKINAH DHARMASRAYA

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### Abstract

This study investigates the English language needs of Islamic Economic Law students at STITNU Sakinah Dharmastraya. In the era of globalization, English proficiency is crucial for academic and professional success, particularly in fields that intersect with global issues, such as Islamic economic law. This research is using a qualitative descriptive approach, the research involved interviews, observations, and data analysis to identify students' English competencies and challenges. The Findings in this research show that students require strong skills in reading, writing, speaking, and listening, especially to understand international literature, compose academic and legal documents, and participate in global discourse. However, students face major obstacles such as limited vocabulary related to Sharia and economic terminology, and a lack of confidence in speaking due to minimal exposure. Despite these challenges, students demonstrate high motivation to improve their English for academic advancement and career opportunities. The study emphasizes the need for English instruction tailored to the specific demands of Islamic economic law to better prepare students for global competitiveness.

**Keywords :** *Academic Need, English For specific Purpose, Islamic Economic Law*

### Abstrak

Penelitian ini mengkaji kebutuhan bahasa Inggris mahasiswa Hukum Ekonomi Islam di STITNU Sakinah Dharmastraya. Di era globalisasi, kemahiran bahasa Inggris sangat penting untuk keberhasilan akademis dan profesional, khususnya di bidang yang bersinggungan dengan isu global, seperti hukum ekonomi Islam. Penelitian ini menggunakan pendekatan deskriptif kualitatif, penelitian ini melibatkan wawancara, observasi, dan analisis data untuk mengidentifikasi kompetensi dan tantangan bahasa Inggris mahasiswa. Temuan dalam penelitian ini menunjukkan bahwa mahasiswa memerlukan keterampilan yang kuat dalam membaca, menulis, berbicara, dan mendengarkan, terutama untuk memahami literatur internasional, menyusun dokumen akademis dan hukum, dan berpartisipasi dalam wacana global. Namun, mahasiswa menghadapi kendala utama seperti terbatasnya kosakata yang terkait dengan Syariah dan terminologi ekonomi, dan kurangnya kepercayaan diri dalam berbicara karena paparan yang minim. Meskipun ada tantangan ini, mahasiswa menunjukkan motivasi yang tinggi untuk



meningkatkan bahasa Inggris mereka demi kemajuan akademis dan peluang karier. Penelitian ini menekankan perlunya pengajaran bahasa Inggris yang disesuaikan dengan tuntutan khusus hukum ekonomi Islam untuk lebih mempersiapkan mahasiswa menghadapi daya saing global.

**Kata Kunci :** *Kebutuhan Akademis, Bahasa Inggris untuk Tujuan Khusus, Hukum Ekonomi Islam*

## 1. INTRODUCTION

In the era of globalization, English language skills have become a basic requirement in various disciplines, including Islamic economic law. As a global lingua franca, English not only functions as a means of international communication but also as the primary medium for accessing academic literature, legal regulations, and international policy documents. (Hasanah et al., 2022) The field of Islamic economic law, which integrates Islamic legal principles with modern financial theory and practice, is increasingly connected to the dynamics of the global economy. Therefore, Islamic economic law students must have adequate English language competence to understand global concepts, communicate professionally, and compete internationally.

Four main competencies must be mastered in learning English to achieve effective communication: reading, writing, speaking, and listening. (Kaniadewi Nita & Sriyanto Widi, 2019) First, reading competency includes understanding written texts, such as articles, books, newspapers, and other documents. Mastery of vocabulary, grammar, and the ability to analyze and interpret information are important elements of this competency. Second, writing competency focuses on the ability to convey ideas or information in writing with a good structure, including grammar, spelling, organization of ideas, and writing style appropriate to the purpose of communication. Third, speaking competency includes the ability to express ideas, opinions, or feelings orally with proper pronunciation, intonation, vocabulary, and interaction skills. Finally, listening competency includes the ability to understand oral information from various sources, such as conversations, speeches, or audio media, with an understanding of the context, intonation, and words used. The integration of these four competencies enables English learners to achieve fluency and authentic communication in various situations. (Yulientinah et al., 2020)

English language proficiency has significant relevance in the context of Islamic economic law, especially in understanding legal terminology in international literature, writing legal documents according to global standards, and following the development of Islamic economic policies in the world. Academic activities, such as scientific publications, participation in international conferences, and the development of cross-country cooperation, also require superior English language skills. Therefore, an analysis of English language needs focused on Islamic economic law students is a strategic step to answer their academic and professional demands. (Routledge, 2016)

Furthermore, adequate English language skills provide a competitive advantage for Islamic economic law students in the global job market. In an increasingly connected world, many



international companies and organizations are looking for professionals who not only understand Islamic economic law but are also able to communicate effectively in English. This includes the ability to prepare professional reports, negotiate, give presentations, and understand complex contracts and legal documents. Thus, the integration of English language teaching that is relevant to the specific needs of Islamic economic law is an important step in preparing competent graduates who are ready to compete internationally.

However, while the importance of English language proficiency in the field of Islamic economic law has been recognized, there is a gap in research on the specific needs of students in this field. Most English language learning programs in higher education are designed in a general manner without considering the unique characteristics of each field of study. As a result, students often face challenges in applying their English language skills in academic and professional environments relevant to Islamic economic law.

Therefore, based on the phenomenon above, the researchers conducted research entitled Analysis of English Language Needs for Islamic Economic Law Students at STITNU Sakinah Dharmasraya.

## 2. RESEARCH METHOD

The approach used in this study is qualitative descriptive. Qualitative research is research that produces descriptive data in the form of written or spoken words from people and observable behavior (Dian Ardiansah, 2025). In qualitative research, the researcher is the key instrument. This research was conducted at STITNU Sakinah Dharmasraya. The data collection techniques are observation, interviews, and data analysis. The data analysis technique uses an interactive model that includes data collection, data presentation, data reduction, and conclusions (Sugiyono, 2017).

## 3. RESULTS AND DISCUSSION

### 3.1 Analysis of English Language Needs of Islamic Economic Law Students of STITNU Sakinah Dharmasraya

The analysis of students' English language needs was conducted to understand the extent of competencies needed to support their academic and professional achievements in the field of Islamic economic law. (Kunci, n.d. 2022). This approach involves identifying English language skills that are relevant to students' specific needs, both in academic and professional contexts.

#### Academic Requirements

Understanding Academic Literature: Islamic Economic Law students need reading skills in English to understand scientific literature discussing Islamic economic law, both from international journals and textbooks written by global authors. This literature often uses specific Islamic legal terms, as well as modern economic vocabulary, which, if not mastered, can hinder understanding of the material. Based on the results of interviews with several students, most



admitted to having difficulty understanding journals or articles published in English, especially those discussing technical Islamic economic law topics. They hope to be equipped with more vocabulary so that they can more easily understand the literature.

**Academic Writing:** The ability to write in English is essential to produce papers, assignments, reports, or research in the form of scientific articles. Students need to understand the formal writing structure, the right choice of words, and the use of grammar that is by international academic standards. Based on interviews with lecturers, they stated that students' ability to write papers in English still needs to be improved. Academic assignments often require students to formulate ideas clearly and logically in English, but many of them still have difficulty in this regard.

**Academic Presentations and Discussions:** The ability to speak English is needed to present research results or ideas in international seminars. Students must also be able to communicate effectively in discussions with lecturers or fellow colleagues in English, especially in formal contexts. Most students expressed that they felt anxious or lacked confidence when asked to make presentations in English, even though they understood the material well. Lecturers also stated that English speaking skills need to be further honed.

#### Professional Needs

**Analyzing and Writing Legal Documents:** In the professional world, Islamic economic law students will often be faced with legal documents in English, such as international contracts, business agreements, and legal reports. Mastery of English in this context is essential to ensure that the documents are understood correctly and drafted according to international standards. According to interviews with several alumni who are now working in law firms or international institutions, they revealed that the ability to write and analyze legal documents in English is one of the main skills needed. Many of them are given assignments to write agreements or contracts in English.

**Professional Communication:** The ability to speak English is necessary to communicate professionally, whether in business meetings, contract negotiations, or interactions with international clients. The ability to convey ideas clearly and convincingly will greatly support their careers in the professional world. Most students hope to improve their speaking skills for this professional need, as many of them aspire to work in international law firms or institutions that use English as their primary language.

**Understanding the Global Context:** Islamic economic law students need to have the ability to follow global Islamic economic developments, most of which are available in English. This understanding is important to maintain relevance and competitive advantage in an increasingly globally connected world. (Gavioli Laura, 2005). According to several students, they feel the need to know international regulations and policies on Islamic economics, but are constrained by their limited English language skills. They hope that there will be an increase in English skills that can help them understand this global information.



### Personal Needs and Learning Motivation

In addition to academic and professional needs, students' motivation is also an important factor in learning English. Many students want to improve their English skills to open up international career opportunities. Others see English as a means to broaden their horizons and gain a deeper understanding of global issues. (Gavioli Laura, 2005)

Students also expressed that their motivations for learning English varied. Some hoped to study or work abroad, while others felt that good English skills would give them an advantage in competing in an increasingly global workplace.

### Integration of Four Key Skills

Comprehensive mastery of English involves the integration of four main skills (Kunci, n.d. 2022), namely:

#### Reading:

Students must be able to read and understand Islamic economic law literature in English, with a focus on legal and economic terminology used in international sources.

#### Writing:

Write legal reports, papers, or other documents in English that follow a formal structure and style and comply with academic standards.

#### Speaking:

Speaking in formal forums, such as presentations at seminars or legal negotiations, with the ability to convey ideas or arguments clearly and persuasively (Tarigan, 2009).

#### Listening:

Listen and understand oral information from international sources, such as lectures or seminars discussing the topic of Islamic economic law in English

Overall, this analysis shows that students of Islamic Economic Law of STITNU Sakinah Dharmasraya need comprehensive and integrated English language skills to support their academic and professional success. Improvement in speaking and listening skills, as well as increasing vocabulary and understanding of global literature, will greatly assist students in facing challenges in the academic and professional world.

Based on the interviews, in general, English can be categorized into 2 large categories, namely (1) learning English to prepare for college and (2) to prepare for competition in the world of work. In preparation for the competition in the world of work, students feel they have the ability and can more or less master the material related to job interviews as provisions in finding a job. This is because students consider that interviews are very important when entering the world of work. Mastery of the use of English in job interviews makes the value or points higher so that there is a greater possibility of being accepted by the relevant agency. On the other hand, in the competition in the world of work, students feel the need to prepare



themselves to master English fluently, especially in the ability to communicate verbally or speaking

### 3.2. What are the main challenges faced by Islamic economic law students at STITNU Sakinah Dharmastraya in implementing English language competency

#### Limited Special Vocabulary (Sharia Law and Economic Terminology)

One of the main challenges students faced is the limited English vocabulary specific to Islamic economic law. Many students expressed difficulty understanding and using Islamic law and modern economic terms in English, which hampers their understanding of the international literature on these topics.

Several students admitted that they found it difficult to read international articles or journals because of the many technical terms they had not mastered in English. Even when they understood the gist of the reading, comprehension was hampered by the lack of appropriate vocabulary.

#### Lack of English-Speaking Skills

Sharia Economic Law students often feel insecure when asked to speak in English, both in academic presentations and professional communications. This is due to the lack of opportunities to practice speaking in formal academic contexts and professions that require English.

From the results of interviews with students, many feel anxious when speaking in front of the class or in international seminars. They stated that the lack of opportunities to speak English in everyday activities makes them feel less prepared to communicate effectively in the language.

## 4. CONCLUSION

Students of Islamic Economic Law at STITNU Sakinah Dharmastraya have a high need for English language proficiency, both in academic and professional contexts. They require comprehensive skills in reading, writing, speaking, and listening, particularly to understand English literature related to Islamic economic law, produce academic and legal documents, and communicate effectively in international forums. However, they face several major challenges, including limited vocabulary specific to Islamic law and economics, and a lack of speaking skills due to minimal practice opportunities in formal settings. Despite these challenges, students show strong motivation to learn English, especially to pursue further studies and prepare for the global job market. Therefore, integrating English language learning that is tailored to the specific needs of Islamic economic law is a crucial step toward enhancing students' overall competencies and meeting global demands.





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