

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings are designed to address the research question of how students perceive English for Attorney and students' difficulties in facing English class at Muara Teweh Attorney.

A. Findings

The researcher provides the data gathered through an online questionnaire and an interview in the results section. The data is given in narrative language to show how the students see English for Attorney and the students' problems in facing English lesson at Muara Teweh Attorney.

1. The Students Perceive English for Attorney

The researcher recruited 10 students as questionnaire responders and 4 students for interviews. The questionnaire was distributed to students using a Google form or a link. Students were interviewed did the direct interview or face to face. The results of the questionnaire and interview are provided below, with a focus on describing their perception.

Begin collecting and evaluating data after the research is over. The survey findings show a fraction of students' impressions about studying English for legal training. This information was gathered via delivering a questionnaire to the study's ten participants. The Guttman scale, which employs the terms agree - disagree, is used in the questionnaire. The table below demonstrates this.

The table below shows how many students responded positively to the survey and how many responded negatively. The proportion of student numbers is also shown in the table below.

Tabel 4.1 *Student Questionnaire of Number*

No.	Yes	Percentage	No	Percentage
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	Statement		Statement	
1.	8	80%	2	20%
2.	6	60%	4	40%
3.	7	70%	3	30%
4.	7	70%	3	30%
5.	8	80%	2	20%
6.	9	90%	1	10%
7.	6	60%	4	40%
8.	7	70%	3	30%
9.	9	90%	1	10%
10.	8	80%	2	20%

a. The Importance of English

According to the interview findings, all respondents believed that English is required and advantageous for their work, personal traits, and the Attorney's credibility. Aside from their current work, respondents felt that English was vital for their future, whether or not it was still relevant to their career. Because the ability to speak or practice English might reduce competition and increase the likelihood of advancement. Respondents with English skills might also develop stronger relationships and advance in their careers.

b. Proficiency

The result was collected through questionnaire and interview about proficiency as below:

Table 4.2		
The students' English skills		
Questions	Frequency	Percentage (%)
1. Level of students listening skill		

a. Basic/Beginner	7	70%
b. Intermediate	3	30%
c. Advance/ Proficient	0	0
2. Level of students speaking skill		
a. Basic/Beginner	6	60%
b. Intermediate	4	40%
c. Advance/ Proficient	0	0
3. Level of students reading skill		
a. Basic/Beginner	9	90%
b. Intermediate	1	10%
c. Advance/ Proficient	0	
4. Level of students writing skill		
a. Basic/Beginner	7	70%
b. Intermediate	3	30%
c. Advance/ Proficient	0	0
5. Level of students vocabulary		
a. Basic/Beginner	5	50%
b. Intermediate	5	50%
c. Advance/ Proficient	0	0
6. Level of students grammar		
a. Basic/Beginner	9	90%
b. Intermediate	1	10%
c. Advance/ Proficient	0	0
7. Level of students pronunciation		
a. Basic/Beginner	8	80%
b. Intermediate	1	10%
c. Advance/ Proficient	1	10%
8. Students' need to improve		
a. Reading skill	9	90%

b. Writing skill	5	50%
c. Listening skill	4	40%
d. Speaking skill	5	50%
e. Vocabulary	7	70%
f. Grammar	2	20%
g. Pronunciation	6	60 %
9. Students' need to improve that skill because....		
a. That skill is very important	7	70%
b. That is my favorite skill	2	20%
c. I want to get good score	1	10%
d. That skill is easy to master	0	0

According to the statistics shown above, most respondents felt the importance of learning English higher when it came to their employment depending on their English language skills.

1) Students Listening Skill

According to the statistics shown above, 70% of respondents, or 7 people, claimed that their listening ability is basic/beginner. In contrast, 30% of respondents, or three, said that her/his speaking ability is moderate. This is consistent with the findings of the interview, which included four of the ten people who completed the questionnaire. Three out of four people said their listening ability is basic/beginner. Two respondents, for example, said that "*kemampuan saya dalam bahasa inggris sangat tidak baik*" (Interview result, January 07, 2023). In addition, another respondent stated, "*saya dapat memahami, tapi hanya beberapa*" (Interview result, January 14, 2023). Finally, one responder claimed that their listening ability is moderate. For example, they stated, "*saya dapat memahami ketika orang sedang berbicara.*"

The researcher also discovered that 40% of respondents, or four people, need to enhance their listening abilities since it is crucial. This is consistent with the findings of an interview with four of the ten respondents who completed the questionnaire. 7 out of 10 respondents felt that learning to listen isn't that crucial. Three out of ten respondents rated listening ability as highly important while watching a YouTube English video on a case in another country.

2) Students Speaking Skill

According to the statistics provided above, 60% of respondents (or six) claimed that their speaking ability is

basic/beginner. Similarly, 4%, or 40 respondents, claimed that her/his speaking ability is moderate. This is consistent with the findings of an interview with four of the ten respondents who completed the questionnaire. Four respondents stated that their speaking ability is basic/beginner. Three respondents, for example, said that *"saya merasa kemampuan dalam bahasa inggris sangat tidak baik dan kaku"* (Interview result, January 16, 2023). Furthermore, one respondent stated, *"kemampuan bahasa Inggris saya sangat tidak baik"* (Interview outcome, January 8, 2023). Finally, one responder claimed that their listening ability is moderate. For example, the respondent said *"saya dapat berbicara bahasa Inggris dengan cukup baik"*.

The study also discovered that 50% of respondents, or 5 out of 10, believe they need to enhance their speaking skills. Seven respondents said the talent is significant, while two said it is their favorite skill. This is consistent with the findings of an interview with four of the ten respondents who completed the questionnaire. Learning to talk is vital, according to three out of four respondents. They stated that "speaking ability for interacting and communicating with foreigners/tourists because English is a global language." In contrast, two out of four respondents indicated that learning to talk isn't really significant. *"Belajar bahasa Inggris untuk kejaksaan juga tidak akan terpakai karena tidak ada presentasi memakai bahasa Inggris,"* they stated.

3) Students Reading Skill

According to the statistics in the table, 10% of respondents, or one, claimed that their reading ability is intermediate. In contrast, 90% of respondents, or 9 people, claimed that their reading ability is basic/beginner. This is consistent with the findings of the interview, which included four out of ten

questionnaire respondents. Three out of four respondents stated that their reading ability is basic/beginner. For instance, two respondents indicated, *"saya merasa kemampuan dalam bahasa Inggris masih kurang karena jarang sekali belajar bahasa Inggris"* (Interview result, January 13, 2022). Furthermore, one respondent stated, *"saya merasa kurang memahami beberapa teks bahasa Inggris"* (Interview result, June 20, 2023). Finally, one responder indicated that their reading ability is intermediate and that *"saya mengerti teks-teks berbahasa Inggris namun tidak secara menyeluruh."*

Furthermore, the study observed that 60% of respondents, or 6 individuals, need to improve their reading abilities since it is critical. This is consistent with the findings of an interview with four of the 10 questionnaire respondents. According to three out of four responders, learning to read is critical. Three respondents, for example, stated, *"itu untuk membantu memahami jurnal, teks bahasa Inggris, dan isi dari buku yang dibaca"*.

4) Students Writing Skill

According to the data in the table, 70% of respondents, or 7 people, claimed that their writing ability is basic/beginner. In contrast, 30% of respondents, or three, said that their writing ability is moderate. This is consistent with the findings of the interview, which included four out of ten questionnaire respondents. Three out of four respondents stated that their writing ability is basic/beginner. Two respondents, for example, said that *"kemampuan saya dalam menulis bahasa Inggris tidak baik"* (Interview result, January 10, 2022). Then, two out of four respondents claimed that her/his level is intermediate. *"Saya dapat membuat tulisan bahasa Inggris, tapi perlu berpikir,"* they remarked.

The study also discovered that 50% of respondents, or 5 people, need to enhance their writing skills since it is crucial. This matches the findings of an interview with three of the four questionnaire respondents. Learning to write is crucial, according to three out of four responders. For example, two respondents indicated that *"itu untuk membantu menulis grammar dengan benar"*. The final two respondents stated that "it will assist in creating interesting Instagram postings."

5) Students Vocabulary

According to the statistics in the table, 50% of respondents, or 5 people, said that their vocabulary is at the intermediate level. In contrast, 50% of respondents, or 5 people, said that their vocabulary is basic/beginner. This matches the findings of the interview with 7 of the 10 questionnaire respondents. Three out of four respondents stated that their vocabulary is at the basic/beginner level. Two respondents, for example, indicated that *"kosakata bahasa Inggris saya sangat sedikit"* (Interview result, January 12, 2023). Furthermore, one respondent stated, *"saya sangat sulit memahami kata-kata bahasa Inggris"* (Interview outcome, January 16, 2023). Then, one out of every four respondents claimed that their vocabulary is at the intermediate level. They stated that *"saya dapat memahami tulisan yang berbahasa Inggris."*

The researcher also discovered that 70% or 7 of the respondent need to increase their vocabulary since it is crucial. This matches the findings of an interview with four of ten questionnaire respondents. Learning language is vital, according to all four respondents. For example, two respondents indicated that *"belajar kosakata bahasa Inggris dapat membantu memahami arti kata dalam bahasa Inggris."* Furthermore, two respondents stated that *"itu akan membantu menguasai skill-skill bahasa Inggris"*.

6) Students Grammar

According to the statistics in the table, 90% of respondents, or 9 people, said that their grammar is basic/beginner level. In contrast, 10% of respondents, or one, claimed that the grammar is intermediate. This is consistent with the findings of the interview, which included four out of ten questionnaire respondents. Three out of four respondents stated that their grammar is basic/beginner level. For example, according to two respondents, "*saya merasa grammar sangat tidak baik*" (Interview result, January 07, 2023). Furthermore, one respondent stated, "*saya tidak dapat memahami grammar*" (Interview outcome, January 20, 2023). Finally, only one responder stated that her/his grammar is intermediate. "*Saya dapat memahami penggunaann grammar,*" she/he remarked.

The study also discovered that 20% of respondents, or two, need to enhance their grammar since it is crucial. In contrast, the results of an interview with four out of ten respondents who completed the questionnaire. Grammar is vital, according to three out of four respondents. For instance, two respondents stated that "*itu dapat membantu dalam membuat kalimat dan waktu untuk penggunaan kalimat*". Furthermore, two respondents stated that "improving grammar will improve the quality of the writing and make it easier for readers to understand."

7) Students Pronunciation

According to the statistics in the table, 80% of respondents, or 8 people, said that their pronunciation is basic/beginner level. In comparison, 10% of respondents, or one, said that her/his pronunciation is advanced/proficient. Furthermore, 10% of respondents, or one, claimed that their pronunciation is intermediate. Similarly, the results of the interview with four out of ten questionnaire respondents. Two out of every four respondents stated that their pronunciation is basic/beginner. For example, two

respondents indicated, "*kemampuan saya dalam mengucapkan bahasa Inggris tidak baik*" (Interview result, January 12, 2023). Furthermore, several respondents stated, "*kadang-kadang saya bisa mengucapkannya*" (Interview result, January 23, 2023). Then, one out of every four respondents claimed that their pronunciation is intermediate. He/she stated that "*saya cukup baik dalam mengucapkan kata-kata bahasa Inggris.*" Finally, just one responder said that her/his pronunciation is advanced/proficient. She/he stated, "*saya baik dalam pengucapan kata-kata bahasa Inggris*" (Interview outcome, January 12, 2023).

The researcher also discovered that 30% of respondents, or three, need to enhance their pronunciation since it is crucial. This is not consistent with the findings of the interview, which included four out of ten questionnaire respondents. Learning pronunciation is vital, according to all four respondents. Some respondents, for example, claimed that "pronunciation is important in making words easier to understand by those who hear them" (Interview result, January 12, 2023).

c. Situation of Use

The result was collected through questionnaire and interview about proficiency as below:

The students' purpose in learning English		
Questions	Frequency	Percentage (%)
1. Students' purpose in learning English		
a. For study/academic	0	0
b. For work	10	100%
c. For training	0	0
d. For promotion	0	0

ng to the statistics shown above, 100% or 10 of the respondents claimed that they were learning English for job purposes. In contrast, 0% or no respondents claimed that they were there for study/academic, training, or advancement. This is consistent with the findings of an interview with four of ten questionnaire respondents. All four respondents stated that they were learning English for employment purposes. One responder, for example, remarked, "*Saya perlu belajar bahasa Inggris agar lebih baik lagi dalam hal skills bahasa Inggris yang dapat membantu saya meningkatkan kualitas diri terutama dalam pekerjaan.*" (Interviewed outcome, January 7, 2023). Furthermore, two respondents stated, "*Saya belajar bahasa Inggris untuk menunjang skill bahasa Inggris untuk mempermudah memahami bacaan-bacaan bahasa Inggris*" (Interview result, January 8, 2023). Finally, two respondents claimed, "*Saya belajar bahasa Inggris agar dapat berkomunikasi dalam bahasa Inggris dan memahami text yang berbahasa Inggris di attikel.*" (Interviewed outcome, 28 January 2023).

According to the interview results, the respondents all agreed that English is necessary and beneficial for their work, their personal attributes, and the credibility of the Attorney. Aside from their current work, respondents felt that English was vital for their future, whether or not it was still relevant to their career. Because the ability to speak or practice English might reduce competition and increase the likelihood of advancement. Respondents with English skills might also develop stronger relationships and advance in their careers.

Table 4.4		
Students' perceptions toward English teaching learning		
Questions	Frequency	Percentage (%)
1. At your workplace, how important is the level of English proficiency in each area?		
a. Very Important	10	100%
b. Important	0	0
c. Average	0	0
d. Little important	0	0
e. Not Important at all	0	0
2. At your workplace, is English a very important online language for your work/job?		
a. Very Important	10	100%
b. Important	0	0
c. Average	0	0
d. Little important	0	0
e. Not Important at all	0	0
1. In your workplace, is English used when the work office is out of the area/city?		
f. Very Important	7	70%
g. Important	2	20%
h. Average	1	10
i. Little important	0	0
j. Not Important at all	0	0

2. The Student's Difficulties in Facing English Class

Questions	Frequency	Percentage (%)
1. I can mention words in English and the meaning of it		
a. Strongly Agree	0	0
b. Agree	1	10%
c. Moderate	1	10%
d. Disagree	2	20%
e. Strongly Disagree	6	60%
2. I understand English words or sentences I read		
a. Strongly Agree	0	0
b. Agree	1	10%
c. Moderate	2	20%
d. Disagree	3	30%
e. Strongly Disagree	5	50%
3. I know the structure of English sentence I read		
a. Strongly Agree	0	0
b. Agree	1	10%
c. Moderate	0	0
d. Disagree	0	0
e. Strongly Disagree	9	90%
4. I can say English words fluently		
a. Strongly Agree	0	
b. Agree	1	10%
c. Moderate	0	0
d. Disagree	2	20%

e. Strongly Disagree	7	70%
5. I know English words by listening to it		
a. Strongly Agree	0	0
b. Agree	1	10%
c. Moderate	2	20%
d. Disagree	2	20%
e. Strongly Disagree	5	50%
6. I can speak English fluently		
a. Strongly Agree	0	0
b. Agree	1	10%
c. Moderate	0	0
d. Disagree	3	30%
e. Strongly Disagree	6	60%
7. I can say one/two English language		
a. Strongly Agree	8	80%
b. Agree	1	10%
c. Moderate	1	10%
d. Disagree	0	0
e. Strongly Disagree	0	0
8. I understand English sentence or passage I read		
a. Strongly Agree	9	90%
b. Agree	5	50%
c. Moderate	4	40%
d. Disagree	5	50%
e. Strongly Disagree	7	70%
9. I can write English sentences with ease		
a. Strongly Agree	0	0
b. Agree	0	0
c. Moderate	3	30%
d. Disagree	2	20%

e. Strongly Disagree	5	50%
10. I understand English words or sentences I heard in video/audio		
a. Strongly Agree	0	0
b. Agree	1	10%
c. Moderate	2	20%
d. Disagree	4	40%
e. Strongly Disagree	3	30%

After examining their English desires and needs, it was also necessary to determine where the respondents fell short. Knowing the respondents' goals and requirements aided us in developing a desired scenario analysis and a learning situational analysis that made strong assumptions about what respondents wanted from English and how they wanted to learn English. Recognizing the problems respondents have with English in their institution aided us in understanding the present situation and allowed us to more clearly highlight our respondents' strengths and shortcomings.

The majority of respondents indicated 'Neutral' as their English level, with 'Disagree' coming in second. Conversely, those who are confident in their English skill have a score of nearly 0%, which is comparable with the proportion of people who feel inferior to their English ability, which is likewise not very high. We might deduce from this that more than half of the respondents, like the majority of their age group, believe their English abilities are adequate. They don't speak English well, but they can understand it. When confronted with English words, meaning. They could grasp fundamental English abilities used in everyday life as well as what they had studied in formal school, but they thought they were still weak in active skills such as writing and speaking.

The graph demonstrates that the majority of respondents think their speaking abilities are adequate, while question 7 shows that number is

64%. The vocabulary question came in second, with a score of 61%. Respondent stated that she could pronounce a sentence or two in English and interpret the meaning of certain terms she knew, but she was hesitant to acknowledge she was particularly good at it. Increase. Furthermore, when given the same question as the first, 7% of respondents indicated she was extremely excellent at speaking English when asked to utter a phrase or two, but she couldn't say anything else. Only 4% of those polled answered. Even though she just uttered one line, as mentioned in the question, this implies that more responders are confident in their speaking skills. For vocabulary-related questions, similar findings were obtained. Four percent of her respondents stated they could name English terms and their meanings, while the other ninety-nine percent said they couldn't. This means that when they encountered an English term on a regular basis, they comprehended its meaning. According to this finding, the respondents' speaking abilities and vocabulary were above average but fairly good.

In contrast, the other "neutral" findings from the poll produced the greatest percentages for practically every item. Grammar-related findings earned the lowest score of "neither" at 36%. Many people responded to this question by saying that their grammar was terrible. It shows how frequently people picked "disagree" and "strongly disagree" outcomes, with him receiving 43% and 7%, respectively, and a "strongly agree" conclusion. It was completely nil. We might deduce from this that many respondents thought structure was more important than any other ability evaluated, and that no one dared to state they had a solid understanding of language. I can.

Writing-related questions, with the exception of 'neutral' outcomes, met essentially the same fate as grammar-related questions, with a considerably greater number of disagreeing than 'agree' responses. His percentages for "disagree" and "strongly disagree" were 43% and 4%, respectively. And the percentages for "agree" and "strongly agree" were only 7% and 0%, respectively. Most of them could only write five English

words at a time and were only obliged to create basic phrases. According to these findings, more respondents believe they lack writing skills and have very little confidence in their abilities.

In the same way as the grammar and writing questions had significant discordance rates, so did the speaking question (question 6). This result received 4% "strongly disagree", 43% "disagree", and 0% "agree" and "strongly agree". When asked to speak even a phrase or two in English, several respondents acknowledged to being quite weak at the talent, while others voted "Neither," other some speculated that he might only be able to say a sentence or two.

While some interview findings discussed the significance of English and how it is used in the workplace, this section of the interview focused on when respondents wished to learn English and when they utilized it. I was also able to understand more about the problems I faced when attempting to study. The process of learning English will be fashioned as "confidence in improving English ability" as a result.

Only one of the 10 responders was enrolled in a formal education course to enhance their English and advance their job. Other respondents were not studying English for job purposes. Her primary reason for reluctance to learn English was a lack of time to attend classes and learn English due to a lack of time in her English learning schedule. Other causes include a dearth of teachers willing and competent to teach English throughout her career.

In any event, they made it plain that they are eager to study English and improve their skills. This is because they wanted to develop their talents in order to earn a better job and have a better career. They felt that by learning extra abilities such as English, their employment would become easier and their prestige would rise.

Most of them were not yet at the stage of learning English formally, but they still learned it out of this importance and necessity.

Some have been learning English for a long time, and some have learned English independently by self-study. Personally, I learned by using the internet, reading English contexts, reacting to English books for laws, and watching English videos.

According to the above description, while the respondents want to learn English for a better profession, not all of them were fortunate enough to study English seriously. They learnt not to go astray there, both individually and collectively.

We may conclude from the "strengths and weaknesses" and "needs and wants" surveys that reading and listening are the abilities they most require. Those polled, on the other hand, had the biggest inadequacies in grammar, speaking, and writing abilities. Reading and listening requirements are frequently more important and beneficial than grammar, speaking, and writing, as evidenced by their needs ratings. This explains why they performed better in reading and listening since they utilized these abilities the majority of the time and gradually became accustomed to them, but they still needed to develop in both areas.

B. Discussion

1. The students perceive English for Attorney

From the findings above, it can be discussed that many of them think English is important. They will continue to learn through various media. For them learning English is needed in improving the quality of themselves. Also should support search. Then of course if the human resources are qualified then it will increase the credibility of the institution itself.

Following an overview of both the questionnaire and the interview results, the respondents, who are employees as students of Attorney at Muara Teweh, felt the need to improve their English skills for a better future, particularly reading comprehension and writing ability, because they use these skills the most when related to their work. More often than

not, respondents are put in situations where they must use these abilities, such as reading, to comprehend the meaning of the journal they are reading.

Even though from the result is shown that there are short of grammar, speaking, and listening abilities, the respondents say that they need to learn more about reading comprehension and writing ability instead, which reflects their 'target situation analysis'. This is because they frequently have challenges in using their abilities in situations where they need to use their English skills the most. English is often used in their line of employment. Respondents report that they are studying English through answering textbook questions or reading articles on the internet in order to enhance their reading comprehension and writing abilities.

It is obvious that the strategies students utilize to learn the most focus on improving reading comprehension and listening skills, which may be attributed to their selected learning scenario analysis (LSA) from Evans and St. John (1998, p.123).

To be honest, even if reading comprehension and writing abilities are not the skills they lack, the respondents state that they are the most important and desire to master them thoroughly. According to Hutchinson and Waters' (1998, p.55) target demands, these two abilities might be classified as necessities or desires.

To begin with, the respondents English necessary for my current job. Respondents replied yes, while 20% said no. Second, English language useful for my future career. Respondents stated yes 60% of the time and 4 said no 40% of the time.

Third, respondents stated English can be used in my work activities. The 7 respondents said yes, whereas 30% of the 3 said no. Fourth, respondents learn English for career necessity. The 7 respondents replied yes 70% of the time and 3 said no 30% of the time. Fifth, learning English useful for my institution. The 8 respondents responded yes 80% of the time and 2 respondents replied no 20% of the time. Sixth, learning English

make a positive impact for my installation. The 9 respondents replied yes 90% of the time and 1 said no 10% of the time. Seventh, learning English make a negative impact for my installation. The 6 respondents claimed she replied yes 60% of the time and 4 said no 40% of the time. Eighth, learning English support my institution. The 7 respondents replied yes (70%), whereas 3 said no (30%).

Ninth, learning English would be better for institutions. The 9 respondents replied yes 90% of the time and 1 said no 10% of the time. Tenth, this program would improve the quality of my institution. The 8 respondents replied 'yes' 80% of the time and 2 respondents said 'no' 20% of the time.

2. The student's difficulties in facing English class

Based on the findings from interviews and questionnaires, many of the manga students had difficulty understanding English. That's because their background is not from the English department. At least the vocabulary they have. English for the judiciary itself is very foreign to some students. They were also confused before which time it was used.

The researcher may infer that the respondents think their English abilities are at a standard level for someone working in the business area. They aren't particularly good at it, but they aren't bad either. With the quantity of 'normal' results shown above, the researcher concludes that when respondents are faced with a task or something linked to English language, they might be able to handle it to some extent. They are aware, however, that they will not be able to exceed their own expectations. Nonetheless, some people have higher expectations of their own abilities since they are learning English in various methods.

This difficulty is reflected in the respondents' desire to acquire and improve their English abilities. According to Hutchinson and Waters' (1998, p.55) target needs, respondents lack speaking, writing, and grammatical abilities. Few respondents believe they are superior in

specific English skills, while others believe they are awful in the same skill, with a greater number of disagrees compared to agrees. This is owing to the fact that individuals are more likely to employ the abilities they require, such as reading and writing, than the three talents they lack. Even though they are in the same environment, such as a meeting, daily briefing, reporting, and group chat, where they need to apply their speaking, writing, and listening abilities, it has been discovered that when presented with such a circumstance, they opt to use Bahasa Indonesia instead.

Finally, after summarizing both questionnaire and interview results, it is discovered that, according to Hutchinson and Waters (1998, p.55), the respondents' English skills necessities and needs are reading comprehension and writing ability, while they lack grammar, speaking, and listening skills. Employees at Muara Teweh Attorney feel the need to enhance their English abilities for a brighter future, particularly reading comprehension and writing ability, because they use these skills the most when connected to their profession. They lack grammar, speaking, and writing abilities, which are less commonly utilized than reading and writing. This is because they frequently have challenges in using their abilities in situations where they need to use their English skills the most. Meetings, briefings, or reading and receiving e-mail and reports are examples of situations when English is most commonly used in their workplace. As a result, in order to compensate for their weaknesses, they are willing to learn English more in order to improve their future and job efficiency.

According to the results in Table 4, 1 of the 9 distinctive qualities of legal English given were assessed as challenging, with mean match scores ranging from 3.66 to 4.33. With a mean score of 4.33, participants thought that the usage of Latin words in legal texts made learning difficult. Archaic Words and Long Complex Sentences came in second and third, with average scores of 4.27 and 4.17, respectively. Other linguistic characteristics of legal English include the usage of popular terms with

unusual meanings (4.12). Participants with a high degree of agreement evaluated double and triple synonyms (3.94), usage of passive structures (3.90), and nominalization (3.89) as problematic elements. The item "French Loanwords" was not seen as particularly challenging by students, but the impersonal approach is the single aspect that is neither tough nor easy. In general, most students agreed with the concerns raised in the questionnaire, indicating that the linguistic characteristics of legal English offer significant challenges for students.

All participants agreed that there are highly specialized notions and non-equivalent legal terminologies in the two legal systems, Vietnamese and English. Unfamiliar legal subjects and themes made learning legal English challenging, with a high mean match score of 4.50, 4.44, and 4.05, respectively. It was not surprising to academics because semantic areas of legal terminology did not overlap (Mattila, 2006). This complicates legal idea translation and might lead to major misunderstandings (Goode, 2014). The word "consideration" is one example. In everyday language, "consideration" simply means "consideration." In the sphere of contracts under English law, however, 'consideration', an essential ingredient of contract formation, refers to a promise given in return for another commitment. In Vietnamese, however, there is no similar phrase. These cultural distinctions across legal systems are critical for legal vocabulary and are frequently misleading in international legal communication.

Learning legal English is further made more difficult by attorneys' lack of undergraduate background knowledge and English competence, as well as their lack of practical abilities in writing, researching, and evaluating legal papers. Unsurprisingly, learners agreed on all categories, with the highest average scores of 4.83 and 4.50 for lack of practical advocacy abilities and lack of awareness of common law traditions, respectively. It should be highlighted that the participants in this study were British' student, therefore one of the key obstacles for them was a lack of basic knowledge of Vietnamese legislation. Lack of practical

abilities in drafting legal communication, study legal documents, and other elements connected to a lack of basic knowledge of Vietnamese law are also significant hurdles in learning legal English.

According to the pie chart, a large number (40%) of legal English students regard legal writing to be their most challenging talent. Legal Speaking and Legal Listening came in second and third, with 25% and 21%, respectively. The Legal English curriculum at Hanoi Law University focuses largely on legal reading and listening in order to provide learners with feedback before introducing them to productive skills like as legal writing and speaking. It appears that it was simple to comprehend since it was guessed.

In general, the findings mirror the actual difficulties encountered by English students at Hanoi Law University in learning legal English, with the primary difficulties being the linguistic peculiarities of legal English, disparities in legal systems, and legal backgrounds. It's because of a lack of information and practical skills. Legal action will be taken as a result.