

Innovative Approaches to Teaching English to Legal English Student via Tricider Analysis

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Puspa Gundary¹, Neni Triana², Gusparia³

Program Studi Tadris Bahasa Inggris¹, Program Studi DIII Kependidikan², Program Studi Peternakan³
STAI Habbulwathan Duri¹, Universitas Abdurrah², Universitas Islam Kuantan Singingi³

Corresponding author: puspagundary.mpd87@gmail.com

ABSTRACT

The need for technology in English Students of University of Riau is getting more and more advanced and developed. It is used in many aspects of law education including English course. Likewise, this study was a descriptive qualitative research method. To solve the problem, in the first semester of English students the authors conducted a survey at three classes of University of Riau. The researcher made use of a questionnaire and an interview guide as instruments for data collection. The results of the survey became the basis for the study. According to the results of the survey, the article summarizes and formulates recommendations for improving English language innovative Approaches technology for law students.

Keywords: Technology, Innovative, Approaches, Tri cider

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INTRODUCTION

The need for technology is getting more and more advanced and developed. Likewise, with the science of education, more and more people want to learn and gain knowledge. There are many sciences that are presented in every curriculum in Indonesia. The curriculum includes a variety of different subjects and sciences at each level of education. Such as, English, biology, art, chemistry, science, math, computers, Indonesian, foreign languages and so on.

Law students, especially those in their first semester at Riau University's Faculty of Law, study sciences related to the legal, social, religious domains and also include English lessons. That is why learning English as a means of communication in the process of future professional activity is a priority of the teacher and students, as noted by Tymoschuk and Dovgan` (2013). Learning English has several important benefits for law students, especially in semester 1. One of the benefits is in terms of communication. In today's globalized world, the ability to communicate in English is essential. Law students will benefit professionally when they can communicate with legal practitioners, academics, or clients from different countries. Most students at the beginning of the semester feel that English lessons at university level will be more difficult than before. Thus, legal English is a difficult language, made of different genres and hallmarked by a technical, system-specific jargon. Its phrases and expressions are the result of a mix of Latin, French and Anglo-Saxon, which are still largely used. To make easier and anticipate this issue, as education enters the digital age, the integration of multimedia and online learning is rapidly evolving to improve educational practices in the legal education domain. According to Liudmyla (2021), the need for technology is getting more and more advanced and developed. Likewise, with the science of education, more and more people want to learn and gain knowledge. There are many sciences that are presented in every curriculum in Indonesia. The curriculum includes a

variety of different subjects and sciences at each level of education. Such as, English, biology, art, chemistry, science, math, computers, Indonesian, foreign languages and so on. Law students, especially those in their first semester at Faculty of Law Riau University, study sciences related to the legal, social, religious domains and also include English lessons. Liudmyla (2021) says "Due to globalization processes and the current need for communication between states, there is a requirement for knowledge of a foreign language. This is important for professionals in any field, including lawyers. This primarily applies to the English language.

In line with what Liudmyla (2021) said that every time there is a globalization processes, there will be communication between countries that will occur, including in the world of education. Therefore, in the curriculum of Riau University, foreign language lessons are taught as general English courses in each department. To improve the quality of English education, an innovative approach to technology is needed so that students have the desire to improve learning and have knowledge of technology. As education enters the digital age, the integration of multimedia and online learning is rapidly evolving to improve educational practices in the legal education domain. Furthermore, since the passage of ESSA in 2016, federal policy has specified that technology should be used to improve educational opportunities for English learners (Jennifer, 2020). Without technology, it seems difficult to engage students feel desire while learning proses in the classroom. Similarly, the results from schools showed that students who were pretested and examined improved more when the subject matter was integrated with technology than when the subject matter was not integrated with technology., as noted by Lydotta M. Taylor a, Donna J. Casto a, Richard T (2027). It is clear that technology should be used in every level of education.

To make students have a desire to improve English learning, one of the technologies that has many benefits such as tricider is used. Tricider is a free web based application where users can post a question and share it with others for brainstorming or collecting votes or getting feedback. Jackowskamoore (2015). Similar to Nick Grantham, He defined Tricider is an intuitive web tool that helps make brainstorming and group decisions an easier, more enjoyable and productive experience. The web application is so simple and easy that you could have it up and working with your students in minutes. Not only can students write their own responses, but also respond directly to one another and even vote on responses they like the best Daniel Shaw (2019). All of them agree that this application is useful for starting lectures by providing brainstorming in the form of questions whose answers are in text by students. Tricider is an application that is used by lecturers and students in the process of learning and teaching in the classroom. To implement this application, learners and lecturers must have a cellphone connected to the internet.

There are at list five basic steps on how to brainstorm in a class with Tricider. They are: Ask the Question, add details and ideas, Invite Participants and Share, Review and Collect Results, and Motivate Participation With Rewards.

The typical steps for brainstorming using Tricider are as follows:

1. Ask the Question

Start by posing a clear and concise question or topic that you want to brainstorm about. This question should be relevant to the subject you are discussing in class.

2. Add Details and Ideas

Participants can contribute their thoughts, ideas, and suggestions related to the given question. This step involves adding details and expanding on various perspectives.

3. Invite Participants and Share

Actively invite classmates or participants to join the brainstorming session on Tricider. Share the link or invite them directly through the platform so they can contribute their ideas.

4. Review and Collect Results

Monitor the contributions and review the ideas that participants have added. Tricider allows for a collaborative and dynamic collection of thoughts. Take note of the diverse perspectives presented.

5. Motivate Participation with Rewards

While not always necessary, providing positive reinforcement or recognition for valuable contributions can motivate participants to engage more actively in the brainstorming process. It fosters a positive and collaborative atmosphere.

These steps highlight the interactive and collaborative nature of Tricider, making it a useful tool for group brainstorming and idea generation. Studies have been conducted by Liudmyla (2021) stating that the survey revealed students' expectations of learning English at university, their desire to improve their teaching, and the current level of language proficiency of undergraduate students. According to the results of the survey, the article summarizes and formulates recommendations for improving English language teaching methods for law students. Furthermore, Andi Tenri Ampa and Nurqalbi. (2021) in Zhu, et al (2013) stating that there are four competencies theorized as core competencies for innovative teaching, namely learning competence, educational competence, social competence and technological competence. Innovative questionnaires on educator competence and teaching performance were developed and tested. The results show that lecturers' educational competence, social competence and technological competence are positively related to innovative teaching performance. Based on Resty Gustiawati and partners (2024), Tricider is a very easy tool for asking for knowledge, discussion and feedback on learning topics, so researchers utilize digital tricider tools in developing this instrument. Thus, the authors are expected to use their method in implementing innovative approaches via tricider in their teaching and learning processes, so that they can assist students desire in learning and expressing their ideas by using technology.

The aims of the study are as follows: 1) to analyze the results of the survey in the three classes semester 1 ; 2) based on the analysis to formulate practical proposals for approaches of teaching English to law Faculty in University of Riau. This article shows that various digital platforms and technologies, computers, mobile phones, Tricider applications, the internet, and the rigid English language for law students can change to a fun language learning atmosphere in expressing their ideas. So, it is hoped that lecturers and students are one step ahead to have, understand and know about the latest technology and updates in order to create changes in the process of learning and teaching English at the Faculty of Law especially.

METHOD

This study was a descriptive qualitative research method. Descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively.

1. Respondents

The article analyzes the data obtained as a result of a survey that took place in semester 1 2023. The survey involved 90 undergraduate students of law faculties, 30 from each classes. Namely, class A, C and E were selected. All answers were used.

2. Instruments

The researcher made use of a questionnaire and an interview guide as instruments for data collection. A questionnaire is a behavioral/psychological measuring instrument designed to collect qualitative information from members of a population which can then later be transformed into quantitative or numerical data for analysis (Amin, 2005). There were several questions that will be given to the respondents. An interview guide as instruments is also used in this collecting data. In this case, the interviewer asks several questions that have been prepared in advance, using question sentences and question sequences related to the research as determined in the interview schedule.

FINDINGS AND DISCUSSION

Table 1 present the results of the survey. The results are calculated by the number of responses provided. We turn to the analysis of the survey results. At the University of Riau, the English course becomes a compulsory course for every law faculty student. This course is taught in Semester 1. However, the first question was formulated to find out whether they had used the Tricider technology in class. The second question was, do you consider it necessary for a student to use the Tricider technology in English learning to convey their ideas? The answers given showed that the attitude towards the necessity of using technology Tricider in every English lesson. Namely, only 10% believe that it is not necessary to use Tricider technology in English lessons at a high level, and the remaining 90% think otherwise. For our research. Therefore, we believe that there is an urgent need for our study.

The next two questions are interconnected. The second question was «Do you find Tricider technology useful for your English language learning especially to write ideas?». Most respondents from all universities answered in the affirmative. The general picture is as follows: "yes" - 29%, "no" - 71%. This picture leads to the next question, where students had to enter their English lesson, which they wanted to study in more detail in English. Analyzing the results for all three classes, we see the following.

Table 1. Survey results

Column	Class a	Class b	Class c	Total
Total students who took part in the survey	30	30	30	90
1. 1. Are you currently using Tricider technology in your English language learning?				
Yes	25	26	30	81
No	2	4	3	9
2. Do you find Tricider technology useful for your English language learning especially to write ideas?				
yes	22	24	18	64
no	6	11	9	26
3. Do you agree that Tricider technology helps you to organize your thoughts and ideas?				
yes	30	27	25	82
no	2	5	1	8
4. If the answer is "yes" to the previous question, indicate which topic you are				

interested in learning in more detail in English? (Example: The death penalty is an effective deterrent to crime, The government should regulate social media platforms more heavily, Hip hop music promotes violence and crime).

The death penalty is an effective deterrent to crime	20	16	18	54
The government should regulate social media platforms more heavily	8	8	6	22
Hip hop music promotes violence and crime	0	2	4	6
not accepting other cultures besides the local culture	0	2	1	3
Tourist attractions should be free for the people of Indonesia	2	2	1	5

5. What is the easiest way for you to learn English:

Use English-language learning apps	12	14	13	39
Watch English-language videos and movies with subtitles.	9	10	9	28
Connect with native English speakers online	2	3	2	7
Use Google Translate to translate English text into your native language.	7	3	6	16

6. Do you agree that Tricider technology helps you to write new idea more easily

yes	28	30	26	84
no	2	0	4	6

4. 7. Do you agree that Tricider technology makes learning more fun and engaging in expressing your writing?

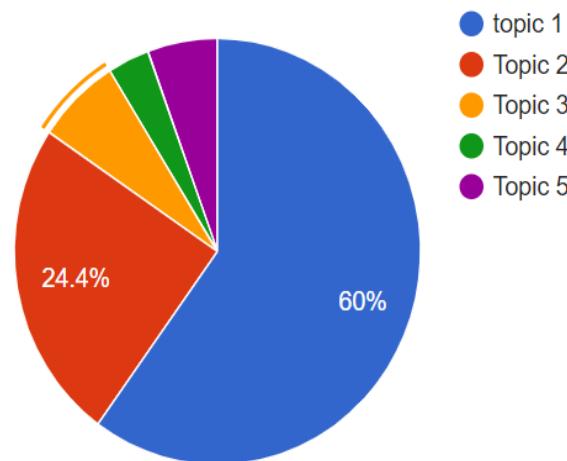
yes	29	30	28	87
no	1	0	2	3

8. If the answer is "yes" to the previous question, do you want to continue to use tricider to write an idea?

Of course/ every meeting	9	8	8	25
Giving ideas	21	22	22	65

These groups are conditional. The purpose of this question was to find out what Topic students are interested in, namely judicial work (he death penalty is an effective deterrent to crime, The government should regulate social media platforms more heavily, Hip hop music promotes violence and crime, not accepting other cultures besides the local culture, Tourist attractions should be free for the people of Indonesia and others. Therefore, there is a recommendation – instead of teaching legal English in general, to offer from the 1st year English with narrow specialization. This will be effective because each topic requires to syllabus. As a result, the students will have a better chance of getting an idea. First, it will be recalled that the respondents independently indicated their English lesson. From the

proposed choice, we can first divide the choice into the following groups of topics: (The death penalty is an effective deterrent to crime -60 %, The government should regulate social media platforms more heavily-24.4%, Hip hop music promotes violence and crime -6.7%, not accepting other cultures besides the local culture - 3.3%, Tourist attractions should be free for the people of Indonesia - 5.6%).

Topic students are interested in**Figure 1. The result**

The fifth questions about more favorable ways to learn English for each student. As we can see, according to the results, each class has its preferences. For example, at class a, the majority chose "Use English-language learning apps and Watch English-language videos and movies with subtitles.", and class b "Connect with native English speakers online". And class c " Use Google Translate to translate English text into your native language". At the same time, look at the general picture in Figure 1.

CONCLUSIONS

In conclusion, Thus, the use of Tricider as a tool to teach English to law students can increase learning effectiveness. Through this analysis of Tricider, we can see the high level of student participation in discussions and problem solving. The platform allows students to actively contribute, give their views, and discuss various legal English topics with their peers.

Within the framework of this article, the analysis of the results of the survey in the university of Riau was carried out. And on its basis, the following practical proposals on the approaches of teaching English for lawyers' students in the UR institution were formulated. Firstly, general English learning is carried out appropriately and not rigidly by adjusting the existing materials. Second, using various internet-based digital technologies in the learning process. Third, using relevant applications so that students have an interesting learning experience in every English learning and other courses. The practical significance of this analysis is that it can help teachers to improve their knowledge of legal English. Also, the authors hope to guide future research.

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Supplementary File 1**The Questioner**

2.1 8 questions were asked in the Tricider questionnaire.

1. Are you currently using Tricider technology in your English language learning?

Yes No

2. Do you find Tricider technology useful for your English language learning especially to write ideas?

Yes No

3. Do you agree that Tricider technology helps you to organize your thoughts and ideas?

Yes No

4. If the answer is "yes" to the previous question, indicate which topic you are interested in learning in more detail in English? (Example: The death penalty is an effective deterrent to crime, The government should regulate social media platforms more heavily, Hip hop music promotes violence and crime).

Your option _____

5. What is the easiest way for you to learn English:

- Watch English-language videos and movies with subtitles.
- Use English-language learning apps
- Connect with native English speakers online
- Use Google Translate to translate English text into your native language.

6. Do you agree that Tricider technology helps you to write new idea more easily?

Yes No

7. Do you agree that Tricider technology makes learning more fun and engaging in expressing your writing?

Yes No

8. If the answer is "yes" to the previous question, do you want to continue to use tricider to write an idea?

Your option _____

In questions 1, 2, 3, 6, 7, respondents had to choose one answer from the suggested ones. In question 4 and 8 - write your answer (someone mentioned one, and someone several), and in question 5 - several of the proposed could be chosen. Respondents answered all questions. All 90 questionnaires that were used in the analysis were processed. Accordingly, 90 questionnaires are 100%, 1% - 5 questionnaires.