

## STUDENTS' VOICE ON THE USE OF THE WEBSITE WITH URL [HTTPS://ANGLOFON.COM/TEST-YOUR-LEGAL-ENGLISH- TERMINOLOGY](https://anglofon.com/test-your-legal-english-terminology)

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### Abstract

Although many scholars have discussed student voice as the topic for their studies, in empirical practice none of them has reported his/her studies on this topic in term of using the website with the URL <https://anglofon.com/test-your-legal-english-terminology>. To meet this practical gap, the current researcher reports his experience of teaching Legal English (LE) using this website to 73 law students at the University of Jember (UNEJ) at the third meeting in March 2021. This website was chosen because of its suitability in catering UNEJ law students' of LE vocabulary mastery. In this context the current study focuses its discussion on the exploration of how useful the website with the URL <https://anglofon.com/test-your-legal-english-terminology> is in the classroom. For the exploration, 30 minutes before the class ended, the students were asked to write a paragraph regarding their comments on the usefulness or unusefulness of the website. Based on the document of their comments, the data were collected and analyzed using thematic analysis. Finding indicated that with different reasons 56 students (77%) stated that the website was very useful and 17 students (23%) thought that it was useful. From these findings, it indicates that the website with the URL <https://anglofon.com/test-your-legal-english-terminology> has a positive impact on UNEJ law students in enhancing their LE vocabulary mastery although this website is not the best one. Hopefully, this website can also be used by other teachers in teaching LE.

**Keywords:** Legal English; student; voice; vocabulary; website

### INTRODUCTION

Student voice is considered as the individual and collective perspective and actions of students within the context of learning and education (Fletcher, 2014). In this sense, student voice allows the teachers to identify and measure gaps between what has been taught and what has been learnt (The Education Hub, 2019). Up to the present, student voice has become an interesting and a seminal topic. As a result, many scholars have devoted their attention to this topic to carry out their further studies.

Although there many studies have discussed the student voice, only some of them are highlighted in the background of this research. For example, Raby (2020) focuses on student voices within personal tutoring at the University of Lincoln. Different from Raby, Skerritt, Brown, and O'Hara (2021) investigate how student voice is coming to be used in relation to classroom practice in different school types and socio-economic settings in the Irish education system. In addition, Moore (2022) investigates the link between student voice and perception of student agency through the introduction of a student-led committee using a longitudinal mixed-method approach in an independent secondary school in Scotland.

There are at least three reasons why the scholars above carried out their studies on student voice. On the one hand, student voice enhances learning conditions through students' increased engagement and teachers' new perspectives (Keddie, 2015) and it can provide further information in the form of a learner lens for teachers to reflect on and take pedagogic action (Charteris & Thomas, 2017). On the other hand, student voice is significant because students and teachers experience the classroom differently (Parr and Hawe, 2020). Paying attention to these reasons, it is certainly also necessary for other researchers, including the current researcher, to carry out the further studies on the student voice with different focus.

Viewed from the topic, this current research has the same as that discussed in the previous ones. Both of them discuss student voice. However, the current research is certainly different from the former researches if both the former and the latter are viewed from the focus of the study. Up to the present time, none of the former studies (either those highlighted in this introduction or not) focuses their discussion on the students' voice on the use of the website with URL <https://anglofon.com/test-your-legal-english-terminology>. From this point, it indicates that there is an empirical practice gap. To fill in this gap, the researcher reports this current research based on his experience of teaching Legal English subject using the website with URL

<https://anglofon.com/test-your-legal-english-terminology> to law students at the third meeting in March of 2021 at the University of Jember. To fulfill this report, it is therefore necessary to briefly discuss the website with URL <https://anglofon.com/test-your-legal-english-terminology> as presented below.

### **Overview of <https://anglofon.com/test-your-legal-english-terminology>**

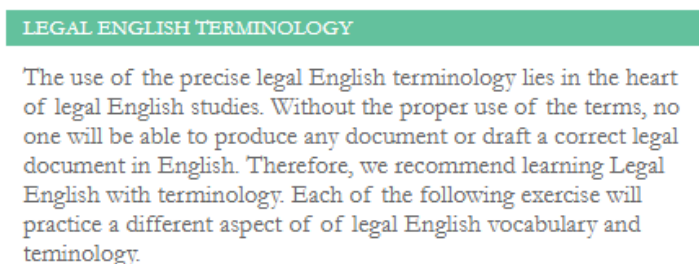
As a part of Anglofon Studio, discussing the website with URL <https://anglofon.com/test-your-legal-english-terminology>, cannot be separated from Anglofon Studio. The details of Anglofon Studio can be obtained from the URL <https://anglofon.com>.

Anglofon Studio was established by András Petz in 1996 as a translation agency. The company quickly gained recognition for the quality of its services in numerous sectors, especially among legal firms and corporate lawyers. In 2000, Anglofon Studio's business activity was extended to teaching Legal English. In recent years, Anglofon Studio has become a market leader in this field in Europe.

In term of Legal English teaching, Anglofon Studio have many parts the users can access. One of them is LEGAL ENGLISH TERMINOLOGY with URL <https://anglofon.com/test-your-legal-english-terminology>. To access this part through <https://anglofon.com>, it is a part of LEGAL ENGLISH STUDIES constituting such four sub-parts as ASSESSMENT, EXERCISE, TEACHING, and TESTIMONIALS. By clicking EXERCISE and scrolling the page down, the details of LEGAL ENGLISH TERMINOLOGY is found as in the figure below.

#### **Figure 1**

*Brief details of Legal English Terminology*



Based on the figure above, to get more details of Legal English Terminology, the users can click “more” button at the bottom on the right corner or “LEGAL ENGLISH TERMINOLOGY”. On the other hand, they or can directly click the link <https://anglofon.com/test-your-legal-english-terminology>. By clicking one of them, the users will find twenty topics of learning materials in the form of multiple-choice exercises that can be accessed freely. In addition, how to do working on teaching and learnong of the learning materials are discussed clearly in **Prosedure** subsection of this research below.

## **METHODS**

### **Respondents**

The respondents of this research are 73 law students who attended Legal English class when the researcher was teaching them using the website with URL <https://anglofon.com/test-your-legal-english-terminology> at the third meeting in March of 2021 at the University of Jember. In this research, they were recruited to write a paragraph in their hand writing about their opinion and argument concerning the use of the website for thirty minutes before the class ended.

### **Instruments**

A qualitative method with a case study design (Creswell, 2009, 2012; Dawson, 2009) cited in Harto, Hamied, Musthafa, and Setyarini (2022) was implemented in this research. Through this research design, the instruments for collecting the data of this research constituted two types, namely student's document and in-depth interview.

### **Student Document**

Student document is one of the ways to collect tha data. In this research, this instrument consisted of the students' opinion and argument in the form paragraph writing concerning the use of the website with URL <https://anglofon.com/test-your-legal-english-terminology> in the classroom.

## In-depth Interview

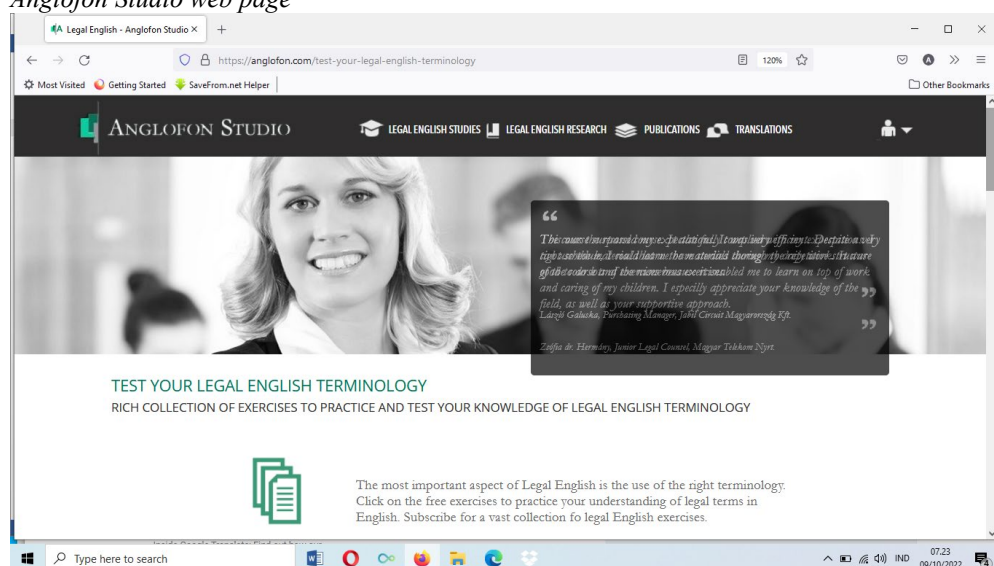
In this type of instrument for collecting the data, the researcher selected the respondents purposively (Creswell, 2009, 2012; Fraenkel et al., 2012; Gay et al., 2006) cited in Harto, Hamied, Musthafa, and Setyarini (2022). It was applied to reveal some information that was considered important to provide comprehensive data of this research.

## Procedure

This research was based on the researcher's experience when he was teaching Legal English to 73 law students with the use of the website with URL <https://anglofon.com/test-your-legal-english-terminology> at the third meeting in March of 2021 at the University of Jember. In this teaching he started by clicking the URL of the website and the web page appeared as follows.

Figure 2

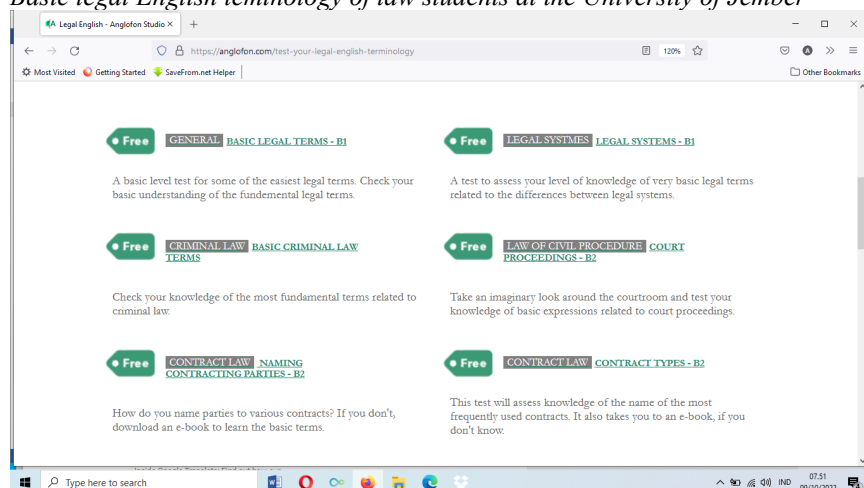
Anglofon Studio web page



When this page is scrolled down, the learning materials concerning basic legal English terminology that the law students at the University of Jember can learn are mentioned as in the following display.

Figure 3

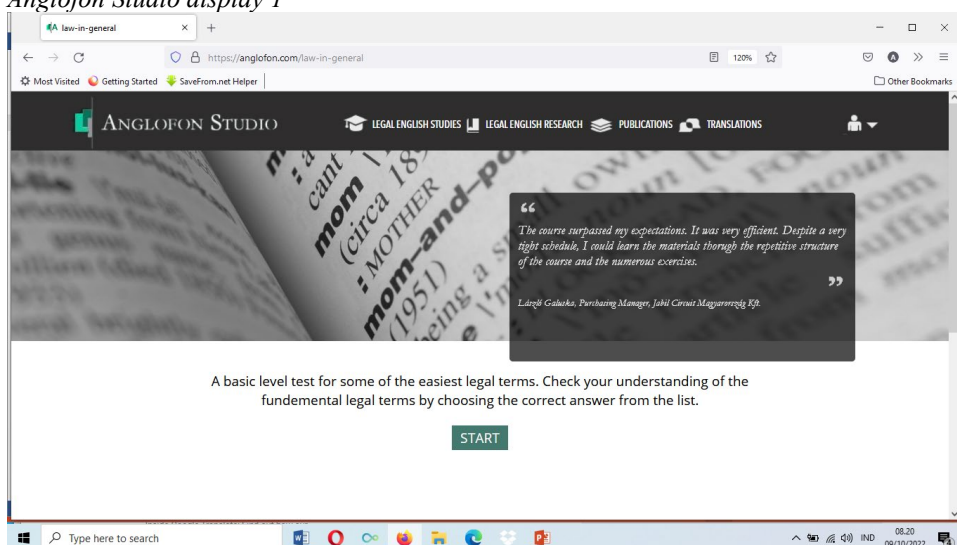
Basic legal English terminology of law students at the University of Jember



In this display the author introduced the learning materials. As well as six topics above, he continued showing more other topics by scrolling down the page.

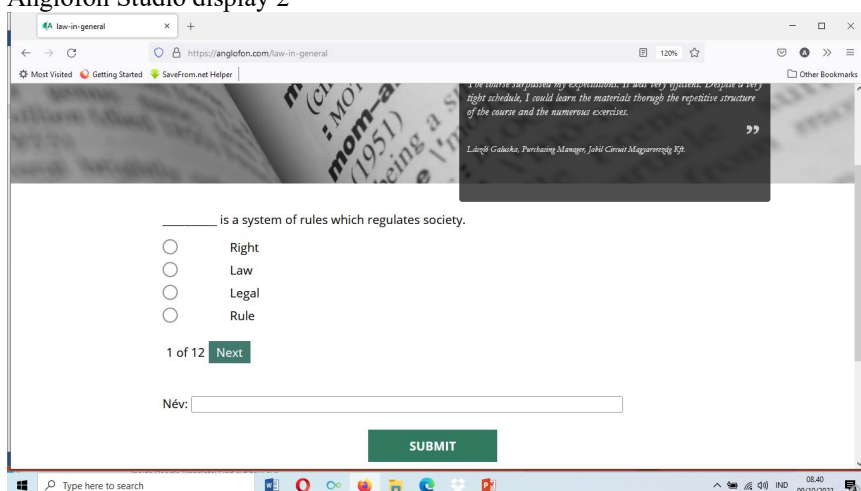
After introducing all the topics, it was time to start teaching and learning. In this activity the author asked the students to open this page in their laptops or handphones, and give them an example by clicking [REDACTED] Basic legal terms-B1, one of the topics, and the page became as the display below.

**Figure 4**  
Anglofon Studio display 1



In the above page the author clicked [REDACTED] button and followed by the students, and the page became in the following display.

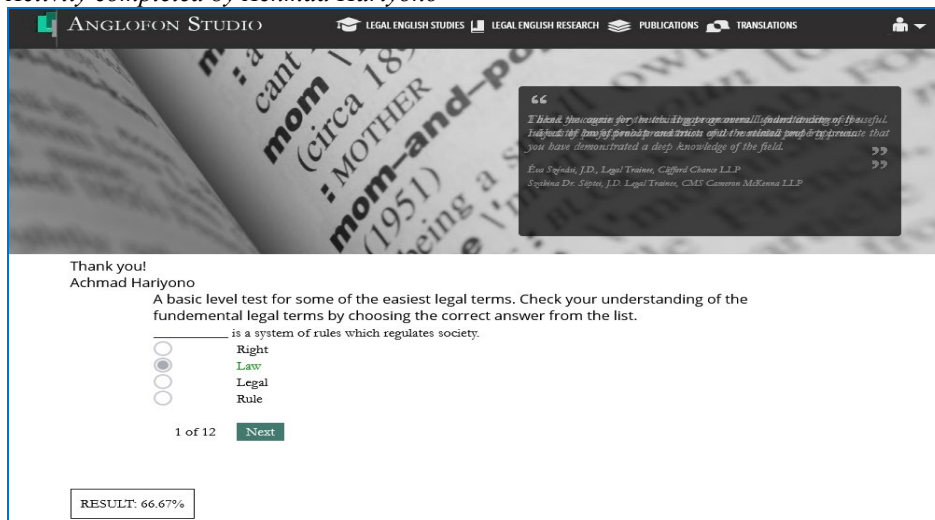
**Figure 5**  
Anglofon Studio display 2



In this page the author explained that there are twelve questions (items) of multiple choice exercise the students had to complete. After that he asked them completing this item (Question 1), the students were asked to complete the next other questions by clicking [REDACTED] button until they finished answering Question 12. After that the students were invited to write their names on the space provided under the [REDACTED] button and click [REDACTED] button. For the next topics, the students were asked to complete 2-5 topics they like in the same way as the steps in completing the above topic.

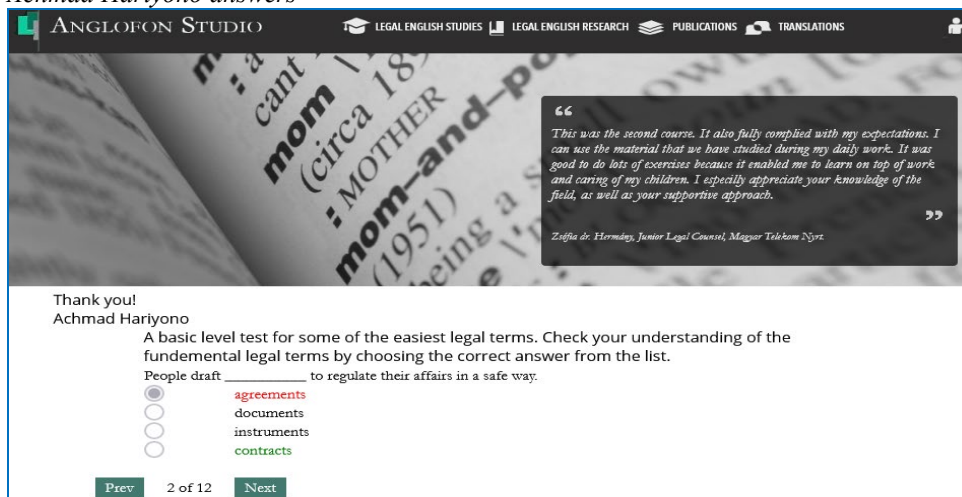
After submission, each student could see the results of his or her answers. Below is the example of activity completed by Achmad Hariyono, a student of 73 law students attending Legal English class with the use of the website with URL <https://anglofon.com/test-your-legal-english-terminology> at the third meeting in March of 2021 at the University of Jember.

**Figure 6**  
*Activity completed by Achmad Hariyono*



This website page shows that Achmad Hariyono got score of 66.67% with correct answer for Question 1 as shown in green colour. As well as this correct answer, Achmad Hariyono also incorrect answer as in the display below.

**Figure 7**  
*Achmad Hariyono answers*



This web page shows that Achmad Hariyono got wrong answer for Question 2 indicated in red colour. As well as the information of wrong answer, he also got feedback for correct answer shown in green colour. From this point, Achmad Hariyono and other students can assess themselves concerning their understanding and ability to use legal English terminology.

After all 73 students had completing their tasks thirty minutes before the class ended, it was the time to invite them to write their comments in a piece of paper a paragraph about how useful the website with URL <https://anglofon.com/test-your-legal-english-terminology> is in classroom by answering the questions: “Do you think the website with URL <https://anglofon.com/test-your-legal-english-terminology> is useful or not?” “If yes, why? and if not, why?”. When the time was over, they were asked to collect their comments. Below are two examples of students’ comment on the website with URL <https://anglofon.com/test-your-legal-english-terminology>. From these documents of the students’ comments on the use of the website, the data were collected for this research.

As well as collected from the students’ documents, the data were also obtained from interview. It was implemented the day after the activity above by inviting the students who were selected purposively as respondents to be interviewed online through Zoom Platform.



## Data Analysis

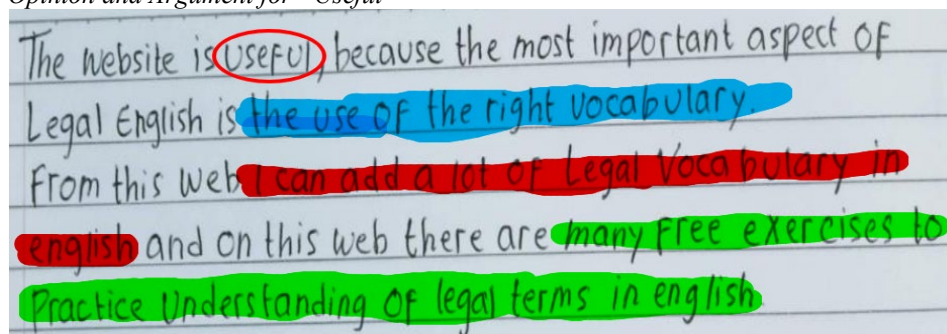
To analyze the collected data, the researcher implemented thematic analysis developed by Braun and Clarke (2006, 2012, 2014) and Clarke and Braun (2013, 2018) as cited in Harto, Hamied, Musthafa, and Setyarini (2022). This method of data analysis was used in this research because of its flexibility that it can be adapted to many different kinds of research (Claulfield, 2019). In this method, such six steps as familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up suggested by Braun and Clarke (2006, 2012, 2014) and Clarke and Braun (2013, 2018) as cited in in Harto, Hamied, Musthafa, and Setyarini (2022) are implemented in this research. The results of analysis using thematic analysis are presented in Findings and Discussion section below.

## FINDINGS AND DISCUSSION

This section addresses the results of the research on the exploration of students' voice on the use of the website with the URL <https://anglofon.com/test-your-legal-english-terminology>, by answering the research questions of "what do law students at the University of Jember think of the website with the URL <https://anglofon.com/test-your-legal-english-terminology>?" and the research question of "how do law students at the University of Jember think of the website with the URL <https://anglofon.com/test-your-legal-english-terminology>". After being analyzed with thematic analysis, the answers of the two research questions can be seen in the following figures and table below.

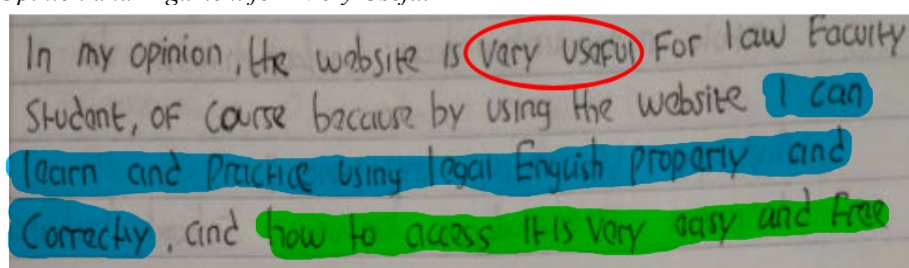
**Figure 7**

*Opinion and Argument for "Useful"*



**Figure 8**

*Opinion and Argument for "Very Useful"*



**Tabel 1**

*Opinion and Argument for "useful" and "very useful"*

Students' Opin and Argument about the use of <a href="https://anglofon.com/test-your-legal-english-terminology">https://anglofon.com/test-your-legal-english-terminology</a>	
1.	<i>The website is useful for me because the material and exercise presented on the website is <u>easy</u> to learn for me. This way <u>I don't have to spend too much money to get material and exercise of legal English</u>.</i>
2.	<i>I think it is very useful because the website have <u>a lot of vocabulary about Legal English</u>. The appearance of website is very simple and through this website students <u>can improve their Legal English vocabulary</u>.</i>

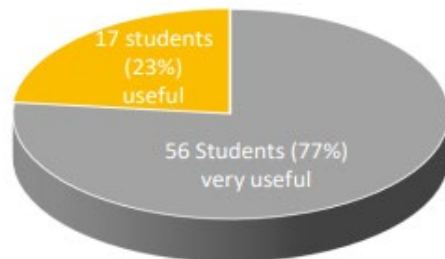
Based on the figures and table above, there are two main themes found to be the findings of this research, namely students' opinion of the website with the URL <https://anglofon.com/test-your-legal-english-terminology> and students' arguments for their opinion of the website with the URL <https://anglofon.com/test-your-legal-english-terminology>.

### Students' Opinion on <https://anglofon.com/test-your-legal-english-terminology>

Based on the students' answers of research Question 1, they answered in two categories as stated in the word with red circle, namely "useful" and "very useful". The description of it can be seen in the figure below.

**Figure 9.**

*Students' Opinion of the Website with the URL <https://anglofon.com/test-your-legal-english-terminology>*



The figure above shows that there are 17 students (23%) who think that the website is useful and 56 students (77%) who consider that the website is very useful. In other words, the website with URL <https://anglofon.com/test-your-legal-english-terminology> provides the students with many advantages when they are learning using this website. This fact is of course supported by their arguments to answer why it is useful or very useful as presented in the following subsection.

### Students' Arguments for "useful" and "very useful"

Based on Figure 2 and Figure 3, concerning the students' argument there are at least three themes why the students argue for "useful" and "very useful". They, among other things, are that from the website the students can:

- obtain a lot of legal English vocabulary (the phrases highlighted in red color)
- practise to use legal English vocabulary appropriately (the phrases highlighted in blue colour)
- access legal English vocabulary exercise freely and easily (the phrases highlighted in green colour)

## CONCLUSION

The current research is limited to exploring how useful the website with the URL <https://anglofon.com/test-your-legal-english-terminology> is in the classroom. With this limitation, based on the finding and discussion, it shows that there is a positive impact of the website with the URL <https://anglofon.com/test-your-legal-english-terminology> on teaching and learning process that the students can at least obtain three advantages as reflected in their arguments for "useful" and "very useful". This finding certainly supports the previous studies concerning the reasons of why to carry out the research on the student voice.

Although the website with the URL <https://anglofon.com/test-your-legal-english-terminology> is not the best one for teaching and learning resource, pedagogically this research encourages English teachers, especially those who teach at the law faculty, to use this website in an effort to improve students' legal English vocabulary mastery. In addition to this pedagogical implication, it is also recommended for the next researchers to inquire further student voice with other focuses.

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