A Need Analysis of Forensic Linguistics Teaching Material
For University

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Abstract—Realizing the university's vision and mission requires teaching materials for the development of education and teaching. The development of forensic linguistic teaching materials is an application that is used to achieve goals, objectives, intention in dealing with various criminal cases that occur in the community. The aim of developing forensic linguistic teaching materials in higher education is an academic need in the current era. It is a Research and Development Research. It is found that many students are interested to study about forensic linguistics. It is also supported by the lecturers who think that by teaching this lesson in the university will develop their knowledge and skill in linguistics.

Keywords—Teaching materials; Forensic Linguistics; Universities.

I. INTRODUCTION

Language is a medium for communication with people, so that through the language, the achieved goals and intentions of the participants delivered in communication. It also helps the participants themselves to develop their knowledge and skill in a subject that they are focused on.

Right now, the development of linguistics has been increasing rapidly. It is found that many branches of linguistics learned in by students in universities such as computational linguistics, psychopragmatics and forensic linguistics. There are many students conducting research on the previous parts of linguistics.

Forensic Linguistic is a new branch of macro linguistics mostly used in criminalities. In the past, many legal officers such as policemen, prosecutor, judges etc had not considered the importance of linguistics to decide legal cases. This part of linguistics has just been released in courts or legal events in order to avoid misinterpretation about actions and evidences in criminalities.

One of the legal problems regarding to the forensic linguistics is like hate speech. At present, it is quite easy to find cases related to the problems. The actors are not only common people but they are also some famous public figures. These phenomenon are even many in the previous general election.
Cases occurring in the community are so diverse. That is why some tools and media are needed to support them, so that the case of forensic linguistics can be revealed quickly. It is because some of the doers think that they don’t break the law of the communication but for the legal officers, the doers have been categorised as the people who break the communication law.

In line with the development of the legal cases, universities compete to open department or study program related to the forensic linguistics. The universities should take apart for the problem because many courts or legal officers ask their opinion about the related cases. Because of the various serious cases, many students or scholars focus their expertise in forensic linguistics. The concern for forensic linguistics in language education and teaching is to improve the function of the media in education and teaching so that the development of forensic linguistic teaching materials for universities can be released.

Based on observation and interviews, it is found some problems related to forensic linguistics in universities. They are, firstly, it is quite difficult to find proper teaching media related to forensic linguistics. The effect is both students and lecturers get difficulties to understand and share the topics of the lesson. Secondly, the materials are not well-organized or in other words it is not in an appropriate sequence. Likely, the topics are not set from easy to difficult topics. Thirdly, the sources of teaching materials are still limited. It is mostly from online sources. Therefore, an appropriate teaching material for forensic linguistics subject should be made in the university.

II. METHOD

It is a Research and Development Research (RnD). RnD is a research used to produce and test certain product. Sujadi (2013) stated that Research and Development research is a process of developing a new product, improving the existing product through scientific processes. The products are not only in the form of hardware such as books, module, manuals, etc but it is also in the form of software for example : computer programs.

Akker (1999) informed that the purposes of RnD research in education world are in curriculum, technology and media, learning and instruction and didactic teacher education. By setting the purposes, it is expected that the research can reach the targets expected by the researchers.

Meanwhile, Wayan (2009) argued that there are 4 characteristics of RnD research. First is finding out the existing problem; second is designing the model; third is validating the products by experts, fourth is disseminating.

Borg and Gall in Sukmadinata stated that there 10 steps to conduct RnD research. They are researching and collecting information, planning i.e. setting the procedures of the research, developing the preliminary form of the product, preliminary field testing, revising the product, field testing, revising the product after field testing, field testing after revision, final product revising, disseminating and implementing the product.

Borg and Gall in Emnir (2013) also added that RnD can be limited in a small scale. The procedures ans stages are adjusted to the reserachers himself. It is because every component has own stages that should be followed by the reseracher in order to produce a qualified product.

This research is limited into researching and collecting information or in other words it is called need analysis. On this stage, there are two process should be conducted. They are literature reviews and field research. Literature reviews is to find out the basic concepts and theories to strengthen the product. It is also to set the appropriate step to define the scope, distribution and supporting conditions. Finally, it will give a clear view about the existing previous research to develop a product. Meanwhile, a field research is to define the need of research in a small scale.

The method used in this research is descriptive. In general, this kind of method analyzing the existing condition as it is. According to Bogdan and Taylor (2011), he stated that descriptive methods produced written words spoken information from the observed people and attitudes. Meanwhile, Sukmadinata (2011) stated that descriptive qualitative is subjected to describe the existing phenomena naturally or human production focused on characteristics, quality and relationship among the activities.

There are some techniques used in this research. They are non participant observation, document checklist, interview and questionnaire. Non observation means that the researcher does not involve in creating the data. The researcher only observe the existing phenomenon on the site. Document checklist means that the researcher will make some lists of documents used or existing. Interview technique is also used in order to find out the hidden information about the object of the research. The last is questionnaire where it is distributed to some respondents.

Before proceeding to the definition of development of teaching materials, it is necessary to know in advance what is needed in the development of teaching materials in universities Niswa (2012); Prastowo (2011) said the need for teaching materials, it is necessary to know in advance what is needed in the development of teaching materials in universities. Niswa (2012); Prastowo (2011) said the need for teaching materials, it is necessary to know in advance what is needed in the development of teaching materials in universities. Niswa (2012); Prastowo (2011) said the need for teaching materials, it is necessary to know in advance what is needed in the development of teaching materials in universities. Niswa (2012); Prastowo (2011) said the need for teaching materials, it is necessary to know in advance what is needed in the development of teaching materials in universities. Niswa (2012); Prastowo (2011) said the need for teaching materials, it is necessary to know in advance what is needed in the development of teaching materials in universities.

The development of forensic linguistics in the era of this decade made a need for academics and society. This is based on the existence of competencies found in language researchers for the development of teaching materials. Gumono (2015); Vygotsky (1978), (1986); the main argument presented here is that language is a tool to achieve various goals and solve various problems in real life.
Linguistic forensics is an interdisciplinary approach to language and law that has an important role in the academic environment or outside of academics. This is proven in handling various cases that occur in the community, so forensic linguistics has its own peculiarities in managing it. The example below according to Sawirman (2018) ecologistics and forensic linguistics in dealing with plantation cases like other crime practices has various forms of crime language practices with their respective characteristics. These characteristics need to be recorded and identified as one form of linguistic evidence.

Environmental collaboration and forensic linguistics in the connection of scientific disciplines are needed in the present era, so that the development of teaching materials is not only directed at one scientific discipline. This has been proven in the Sawirman paper (2018) to resolve cases and conflicts on plantations, discussions about perpetrators can also be revealed and elaborated with forensic linguistic suspectology.

To deepen the universal forensic linguistic approach and its specificity, information through print and online media in forensic linguistics will be very helpful in the references that will be used in the development of teaching materials. It can be proven through e-books, YouTube, e-journals available on the internet and also relevant books in libraries, bookstores and also scientific activities in the form of; seminars, conferences, workshops, symposiums and scientific debates. The more references that are found in the assessment of education literacy in higher education, the more valuable information are received.

The research is conducted in University of Medan. Population of the research is the english department students majoring in linguitics. Samples of the research was 50 students of linguistics of English Department of University of Medan.

### III. RESULTS AND DISCUSSION

#### Literature Reviews

Based on literature review observed in University of Medan libraries, it is found that the number of students to conduct a research in Forensic Linguistic is still very limited, but if it is related to the title and object of the research, some of the objects of the research can be heading to the part of the Forensic Linguistics.

If it is connected to the sources of the references, it is found that there are some resources used on the paper part of the forensic Linguistics. It can be from the online, journal, book, etc. It shows that there is an interesting thing to read and even to write about forensic linguistics, although there is no research yet analyzing the forensic linguistics straightly and directly.

However, development of Forensic Linguistics Studies in other universities are quite different. There are some researchs showing how importance of Forensic Linguistics Studies to be analyzed in a university. First is from Ariani and her friends (2014). They suggest that lawyers and linguists should work more closely with each other in the interests of justice and that not only should linguists improve their understanding of law issues but also the lawyers should benefit from the hindsight experiences of linguists as consultants and expert witness. It means that someone who is majoring in linguistics has a great role to reveal the criminal or legal problems in a society.

Second is from Ramezani and friends (2016). They stated that considering the establishment and spread of international courts, it is extremely important for linguists to become familiar with the legal systems of different countries, especially in the new century, when concepts such as ‘organised crimes’ and ‘international terrorism’ have gained a considerable significance. It can be simplified that linguists or someone studying linguistics must know about the legal terms in crimes and terrorism in order to help the societies to get more knowledge.

Third is from Heydon (2014) where she informed that forensic linguistics, and the study of language and the law more broadly, requires the analyst to enlist a wide variety of analytic tools and skills, drawing on almost every aspect of core linguistic study, from phonetics to pragmatics, from syntax to sociolinguistics. It means that the relationship between language and law is really close in order to solve the criminal problems. It can be traced by linguistics subjects in universities.

#### Forensic Linguistic Curriculum in University

The curriculum at the university becomes efficient with their needs in advancing education in university. Promoting education that produces quality and professional in the field is the hope and aspiration of each university. Dikti (2016: 4-5) has a design, learning process and outcomes in advancing education in higher education with achievement as:
Maksun (2015: 2); Unesco (2009) said education that empowers participants with their competencies is expected to be able to construct and experience in accordance with the pillars of world education, including: learning to know, learning to do, learning to be, learning to live together, and learning to transform one self and society.

Various cases in Indonesia and other countries like corruption make the curriculum as an interest in realizing the nation’s intelligence Unitary Republic of Indonesia conducted in the development of teaching materials to find the facts contained in the language. This is because corruptors use language as a medium to transact with someone or to a group.

So, it is necessary to develop teaching materials through a national and international curriculum. Iskandar Agung and Agus Santosa (2017: 52) said that creating a world-class university with international standards required the requirements for developing international relations by working through accredited national and international scientific journals. Ansari (2015) states that there are six official languages recognized by the United Nations, including the use of international languages such as English, Francis, Chinese, Arabic, Russian and Spanish.

Furthermore Anshari (2015) states the translator function is very important. Without them delegates cannot communicate optimally with each other because they are lost in translation. Because of its important role, translators are paid dearly. The high cost of translating languages from source languages to target languages provides an opportunity for universities to make foreign languages special subjects in lectures that are included in competency-based curricula.

The relevant curriculum for tertiary institutions has a concept and pattern that fits the needs of the community. The Deputy Chair of the Indonesian Corruption Eradication Commission, Situmorang (2018) said that to be the leader of the Indonesian nation, good learning is needed, including the importance of growing nine values of anti-corruption education.

Nine values of anti-corruption education are honest, caring, independent, disciplined, responsible, hard work, simple, courageous and fair. On the other hand Fikri (2018) said "Our main work is indeed to make a grand design of education in Indonesia from basic education to tertiary education with the presence of an educator master plan.

The curriculum becomes the framework of qualifications in higher education and this is conveyed by Dikti (2014: 5) Presidential Regulation of the Republic of Indonesia Number 8 of 2012 in Article 1 states that: Indonesian National Qualification Framework, hereinafter abbreviated as KKNI, is a competency qualification framework that can be juxtaposed, equalizing and integrating the fields of education and the field of job training and work experience in the framework of granting recognition of work competencies in accordance with the structure of work in various sectors.

Therefore education that has competency qualifications will produce professional students and prepare graduates to work with knowledge, skills and work attitudes in certain fields that are in line with the needs of the Business World and the Industrial World (DUDI) (Indriaturrahmi and sudiyatno: 2013).

In forensic linguistics, now, has developments in its knowledge and dealing with various cases that occur in Indonesia from cases of corruption, hate speech, plagiarism, defamation and other cases related to law, the role of linguists is very important as a witness for forensic linguists. This expert witness is needed at the trial to assist in terms of language use conducted during the trial.

Departing from the above requirements, the special forensic linguistic curriculum in the development of teaching materials from undergraduate to doctoral level has a role in the vision and mission of higher education. This is very different from the four universities available outside the country, namely Cardiff University, Aston University, Hofstra University, and Vrije Universiteit Amsterdam.

Field research analysis was conducted through document checklist, interview and questionnaire. Based on the document checklist, it is found some findings. First is there are limited books of forensic linguistics used. Although there is no subject of forensic linguistics studied on the curriculum but it is expected that the supporting books...
provided by the universities considering the development of forensic linguistics nowadays.

Second is the defined topics. It is found that the topics given to the students during teaching and learning haven’t been set well. Perhaps, it is because of the subject has not been studied formally. The materials need to be set from the easiness into the difficulties of the topics.

Third is there is no appropriate teaching media. Teaching media is very useful for the student to comprehend the subject of the lesson. It can be in the form of module, text book, handout, etc. It is found that there is no appropriate teaching book used to deliver the message to the students.

So, based on the document checklist, it can be found that there are limited books of the forensic linguistics, topics are not well-designed and there is no teaching media to support the students in order to improve the knowledge about forensic linguistics.

Based on the questionnaire, it is found that most of the respondents agree about the forensic linguistics studied in the university. They think that the development of this subject has been so advanced. They are also interested with the topics given and teaching media used by the lecturers in order to deliver the message. They think forensic linguistics will give them a new paradigm about the importance of linguistics in multi disciplines.

Based on the interview from the students, there are many of the students agreed to study about the forensic linguistics in order to broaden their knowledge. They say that though this study is quite new for them to know but it is not new anymore for the academic society in other universities. They really concern about the information about forensic linguistics. They also comment that this subject should be studied by the students since they are in bachelor degree because there are many development of the forensic linguistics in real life.

Conducting interview with the lecturers, it is found that many of the lecturers agree to study and teach this subject to be delivered in front of the students. They consider that by studying this knowledge, it will give a new paradigm about the development of linguistics started from micro until macro linguistics. They also think that the subject will be interested to the students. Regarding about the teaching media, they state that it is because the subject have not been stated in the department but by considering the development of the teaching media about forensic linguistics should be improved.

IV. Conclusion

Based on the information above, it is found that many students are interested to study about forensic linguistics. It is also supported by the lecturers who think that by teaching this lesson in the university will develop their knowledge and skill in linguistics.

Although form the observation, it is found that some of the topics are not well designed, there is no syllabus, but most of the academic community or society think that this subject need to be studied in the university. It is also supported by the government stating that the knowledge should be multi disciplines in order to solve the society problem. So, studying a forensic linguistics in university is really important for lecturers and students and also for the university itself.

REFERENCES