

International Law English for Specific Purpose of State Management Overview Preparatory Subject Design as Basic Material

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ABSTRACT

International English Law state management Progress requires preparation material to comply further material afterwards, it conducts followed selection subject learnt before students take a part of the next class in International term. The Research applies Research and Development Method in designing Developing Method of Inquiry Strategy in applied design of material English Law Material. The Design is applied using design as the strategy implies to the real field of practical implementation of International class application of Law in State Management overview

INTRODUCTION

Contextualized Teaching is important for students and material providers in building a more mature and intelligent nation's education. Knowledge is very useful in filling and developing our educational system to become mature and wise, but in relation to teaching meaningful English Contextualized Teaching correctly, some students still do not understand how to write English as a means of correspondence or documentation. Because Contextualized Teaching is the basis for developing creative power in your work. Experiencing: learning emphasizes exploration, discovery and invention (Rahayu, 2006: 68-69)

The content of the lesson by means of meaningful Contextualized Teachings in which they discuss real messages. Notably, it incorporates translation, transcription, and recording techniques as referred to Diane Larsen-Freeman, Techniques and Principles in Language Teaching (1986), Alice Omaggio Hadley, Teaching Language in Context (1993). The Tutor is the center of attention in the training room when teaching takes place, in relation to teaching English which is a method that students still find difficult, sometimes students never involve in discussions, express opinions, or even ask questions. Only the material giver often goes further in teaching in expressing the teaching without fully involving students, optimally in the training room in applying contextual teaching.

Sometimes Contextualized Teaching can be unusable in teaching this is especially for Law Source for preparatory subject and state management course for its specific English Lesson, especially university classes, especially if difficult words in it are ignored so that the meaning of the reading is ignored. So Contextualized Teaching a job application letter is one strategy to expand students' learning experiences in direct application to the world of work, learning is linked to real life contexts (Rahayu, 2008: 68 - 69).

Contextualized Teaching academically is Contextualized Teaching by knowing the elements contained in it and applying them in the Contextualized Teaching, namely in the form of topic sentences as sentence dividers, main ideas as conclusions, supporting sentences as sentences to support the data in the sentence, this is what must be understood before carry out Contextualized Teaching in English and Indonesian both as a documentary and temporary matter for the discussion of writing argument.

In teaching and learning activities in class, especially courses on preparing material on English learning procedures for university students, sometimes students experience difficulty in understanding the structure and function of the use of the sentences themselves. This is generally caused by a lack of depth in the material due to students' difficulties in learning it. So learning Contextualized Teaching skills becomes less than optimal in the classroom.

Because of these obstacles, a new way of learning was created which is structured systematically and clearly in this module, especially academic theory and practice. Because the teaching systematic related to the taxonomy of cognitive and affective combined questions from the collection of assignments for Law and Management for the Contextualized Teaching Skills course and the collection of assignments for Law Students as it is recommended to comprehend Law and state management Background at once in the same course that in

learning you always use contextually based new methods. The author always welcomes criticism and suggestions to improve the quality of development in this book, hopefully it will be useful

LITERATURE REVIEW

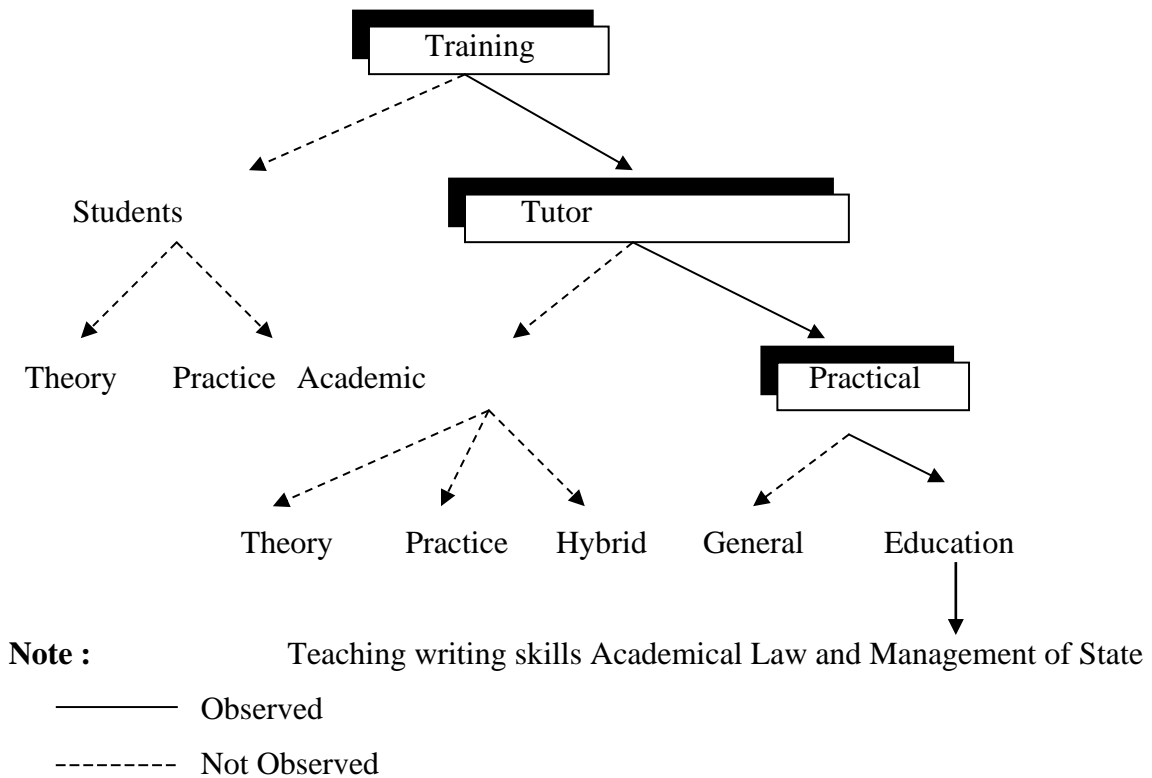
This Research is designed based on literature and reference from books, it allows researchers to define characters how hypothesis is concluded by applying the concept of research with certain steps and procedures as their way to arrange Plan Design for Law and state Management Subject.

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Therefore, Learning English in Law atmosphere is functioned to advance University students for arranging Law terms in providing English Comprehension in writing Documents and Defending oral argument at court as preparatory lesson for International Court Simulation.

Concept of Research



Picture 1. The Concept of Research

METHODOLOGY

In this chapter, the discussion depends on the reliable and cohesion from the explaining. Therefore, there is one basic question reflected from the previous paragraph. How General Application of this methods is predicted as Indication to create Learning Design for English Law and state Management to International Class.

The Objective of this research is to know about how is mother tongue strategy applied for standardized. The research analyzes about How General Application of this methods is predicted as Learning Design for English Law and state Management to International Class.

The research is achieved to present and to support Developed Inquiry strategy for maintaining about how scarecrow be applied for standardized. The Research applies Research and Development for Learning Design for English Law and state Management to International Class. Meanwhile, The Design is measured at the end of domain as the students are able to present for English Law and state Management to International Class.

In a common way for any Indication to create affection for students all levels for on literal study for arranging The Design is measured at the end of domain as the students are able to present for English Law and state Management to International Class.

RESULT AND DISCUSSION

Contextualized Teaching academically is Contextualized Teaching by knowing the elements contained in it and applying them in the Contextualized Teaching, namely in the form of topic sentences as sentence dividers, main ideas as conclusions, supporting sentences as sentences to support the data in the sentence, this is what must be understood before carry out Contextualized Teaching in English and Indonesian both as a documentary and temporary matter for designing materials.

In teaching and learning activities in class, especially courses on preparing material on English learning procedures for university students, sometimes students experience difficulty in understanding the structure and function of the use of the sentences themselves. This is generally caused by a lack of depth in the material due to students' difficulties in learning it. So learning Contextualized Teaching skills becomes less than optimal in the classroom.

The approach is about teaching which is based on the following principles:

- a. Learners develop process associated with discovery strategy by observing, inferring, formulating hypotheses, predicting and communicating.
- b. Lecturers use a lecturer style which supports the processes of discovery and Affective Domain.
- c. Textbooks are not the sole resources for learning.
- d. Conclusions are involved in planning, conducting and evaluating their own learning with the lecturers playing a supporting role.

A number of language teaching approaches make use of discovery - based approaches to learning, particularly communicative language teaching for certain strategy.

(Richards et al, 1993).

The Result of Discussion is regarded for Ultimate Observation in Discovery Research in changing Children Behavior into Well-Practiced attitude in real situation.

As Described with following steps based on Krathwhol, Bloom and Masia, 1964 as the designed is arranged to comply materials for Law Students as inquiry strategy goes ahead in complying students in filling description in space there:

Material Organization for Law Student

Learning Goal
Students are able to organize English for Law and use it for management of state correctly.

- Example: Equality for all citizens in the state
- B. Verdict: Sentence as Human decided Guilty
Example: The Prisoners have a sentence for the crime
- C. Just: Law Indications for Law in Crime
Example: The Robbers have path for stealing
- D. Amercement: Fine Human Indicated for Law Sentence after Court
Example: The Transporters preceded Ticket after Court

- E. Justice: Law Material about Court Tendency
Example: The Judge Candidate receives Justice Materials before graduating
- F. Juristic: Terms Regarding about Law
Example: The Judge Sentences Guilty or Innocence with Juristic Decision

Meeting2. Law from Activity Components

- A. Habit: Routine Activity for Human Life
Example: Law is derived for human normal activity
- B. Custom: Decency Symbol for Human Life
Example: Law is derived for Decency of Human Tradition
- C. Practice: Application Value in Normal Pattern of Human Life
Example: The Law Should be applicable in human Normal Activity
- D. Conventional: Usual Concern of Human Social Interaction
Example: The Law Act Should be as usual activity in Normal Condition
- E. Familiar: Known as General Value
Example: The Law Standard Should be interacted in Normal Condition
- F. Manner: Politeness for Human Social Environment
Example: The pattern of Law can be worth and marked for universal condition

Meeting3. Law from Religion Teaching

- A. Religion: Way of Worship for Human Belief
Example: The Law Pattern is adjusted from Common Religion in a state
- B. Faith: Principal of Worship for Human Belief
Example: The Law Application is merely from Human delivery of Religiosity

Meeting4. Law Implementation for Social Purpose

- A. Social: Humanity of Human Affection
Example: The Law Evaluation is when Citizens tends to appreciate it
- B. Charity: Faithfulness of Human sense of Providing
Example: The Law Evaluation is when Citizens have open minded to regard others

Meeting5. Law Domination for Social Purpose

- A. Right: Will of human authority to require domination
Example: Protected Provisions of Human
- B. Privilege: Extra Authority to require domination
Example: Condition Provisions as extra protection as superiority of the rank
- C. Claim: Insistence as the citizens natural objections
Example: The Compensation of Human Error Accident
- D. Authority: Power from Human Rank
Example: The Power from Higher Institution official from state
- E. Mandate: Trust of Superiority Adjust
Example: The Superior Mandate from People to give a duty from the mandate
- F. Hook: Trick of unusual strategy
Example: The Dirty Hook is forbidden to implement for Nation in common

Meeting6. Components to stand Justice

- A. Act: Nation Law Measurement for State Management
Example: Act of Marriage is to measure norm of marriage
- B. Enactment: Law Proclamation for State Existence
Example: Enactment of Nation is a Fact of the state in Independence
- C. Lex: Law from Custom of Social Integrity
Example: The Lex is From National Habit
- D. Statute: Law of Principal Concept of State
Example: National Statute of Indonesia is Democracy of Pancasila
- E. Rule: Law for Application in Society
Example: The Rule of Indonesia is referred of Society Consensus
- F. Regulation: Law for System applied in Society
Example: The Applied Regulation Should Follow Norms of State

Meeting7. Law Establishing Components

- A. Agreement: Consensus of Result after Discussion
Example: The Agreement of Indonesian Democracy as followed by:
 - A1.Treaty: Inauguration after Conception of State Discussion
 - A2.Covenant: Bound of Convenience of State Implementation
 - A3.Pact: Political Agreement of Nation
 - A4.Entente: Multi State Agreement of Nationhood

Meeting8. Middle Semester Test

Meeting9. Law of Private Affair:Law in Private Sector of Nation as follows:

- A. Law of Authority: Law of Subject Authority of Human
- B. Law of Family: Law of Family Affair
- C. Law of Treasure: Law of Treasure Utility
- D. Law of Heirs: Law of Treasure Share

Meeting10. Law of Criminal Affair: Law in State Sector as follow:

- A. Objective Parameter: Ignorance Factor to create Act against the Law instead of objectivity
- B. Subjective Parameter: Inadequate Intellect to create Act against the Law instead of skill
- C. Prosecutor: The Proposer in court
- D. Suspect: The Accused one in court

Meeting11. Law of Territory described as bound of land as follows:

- A. Country: International Confessed Land for Territory
- B. State: International Confessed Land for Political consideration
- C. Nation: International Confessed Land for *sovereignty*

Meeting12. Law of Sovereignty ScopeGovernmental Scope as followed:

- A.Kingdom: General Term for King Reign
- B. Empire: Broad Territory of Reign Domination
- C. Monarch: Specific Territory of Reign Domination
- D. Republic: Presidential Domination

Meeting13. Nederland Law Source as followed:

- A. Fundamental Act: Rationality of Law with Natural Affair Law Treaty
- B. Common Act: Additional Law required for providing after supervised
- C. Custom Law: Vote Sentence of Law Process derived from Human Activity

Meeting14. Multiple State Cooperation Lawas followed:

- A. Ius Gentium: Multiple Nation Law
- B. Ius Civile: Inter Civil Law

Meeting 15 - 17 Review of Past Materials

Meeting18. Final Semester Test

The content of the lesson by means of meaningful Contextualized Teachings in which they discuss real messages. Notably, it incorporates translation, transcription, and recording techniques as referred to Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (1986), Alice Omaggio Hadley, *Teaching Language in Context* (1993).

The Tutor is the center of attention in the training room when teaching takes place, in relation to teaching English which is a method that students still find difficulty therefore The meeting 1 to 6 are completed with example because it follows basic description of laws but for the meeting 7 to 17 are not completed by examples just components of the topic because the meetings are comprehended with state management overview as students are intact to discover the further implementations by inquiry strategy.

CONCLUSION AND RECCOMENDATION

In teaching and learning activities in class, especially courses on preparing material on English learning procedures for university students, sometimes students experience difficulty in understanding the structure and function of the use of the sentences themselves. This is generally caused by a lack of depth in the material due to students' difficulties in learning it. So learning Contextualized Teaching skills becomes less than optimal in the classroom.

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ADVANCED RESEARCH

In teaching and learning activities in class, especially courses on preparing material on English learning procedures for university students, sometimes students experience difficulty in understanding the structure and function of the use of the sentences themselves. This is generally caused by a lack of depth in the material due to students' difficulties in learning it. So learning Contextualized Teaching skills becomes less than optimal in the classroom.

This research is not impeccable during or after it applies as a result, Affective Domain consists of searching new knowledge to gain and retrain data from the material Contextual methods consist of real situation to comply so which is not discussed in that matter, but it is still answered in evaluation to balance and determine about how well it is used for both of consisting of it, Therefore it recommends next methods about how to function scarecrow not only functioned for plantation but also for other condition in use for law design.

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