



## **THE APPLICATION OF LEADERSHIP MOTIVATION FOR STUDENT OF LAW IN TRANSLATING LOCAL TO ENGLISH LANGUAGE WITH ASSISTANT LECTURE SYSTEM**

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### **Abstract**

An attempt of diminishing final disability, many students of University have resembled a step of less spirit of Leadership, it is because likely that the goal is to master students in understanding subject according to the meaning, not to the functions. Furthermore, since communication is a process, it is insufficient for students to simply knowledge of target language forms, meaning and function to teach in easy way is still being puzzled as the creator of Class Explanatory is only a Lecturer and the potential student is not yet immersed to be right hand of Lecturer himself as a second speaker. Classical methods are very often because of meaningful learning or contextualized teaching learning consideration, in this term we would like to analyze about law students English material which needs an urgency to read a case text for court proceeding as it requires intensive understanding inferential reading to deepen the meaning, therefore it is inevitable to translate local language to English contextually to face moot Court or Simulation Court as The Translated Document could be authentically or Contextually delivered in speech before court officials as a Court Sentence to Inform Foreign Court Officials about Justice Decision. That in this case, lecturer commands students to collect difficult words of Indonesian then they would translate them all in English then Lecture orders them to create an article from collected translates words and changes the words into sentence in the article then Lecture opens election who can lead the classroom as potentially find Indonesian Court Difficult Words Translated in English with Lecture assistant to translate it, the assistant lecture is not mere in duty to collect difficult words from students but also translate it into English as he could before noting it Assistant Lecture felt that he was positioned as a Guidance of the class as he felt motivated to increase his Leadership in maintaining Difficult Words and explained then he was proud for that.

**Keywords:** Leadership Motivation, Translation Method, Assistant Lecture System.

### **INTRODUCTION**

Some of the classical teaching methods provide cognitive ability in understanding whole materials rather than acquiring real meaningful pattern from the learning result. Based on Diane Larsen Freeman on her book that foreign language would help students to grow intellectually.

An attempt of the final disability the goal is to master students in understanding subject according to the meaning because students with characters of learning in Law

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scope is deemed to learn in context to discuss case in court rather than rhetoric as it is not to the functions. “Furthermore, since communication is a process it is insufficient for students to simply have knowledge of target language forms, meaning and function.” (Freeman, Diane Larsen - Freeman, 1985: 123).

Classical methods are very often because of meaningful learning or contextualized teaching learning consideration steps because Students in Law class just require ordinary ways of translation rather than discussing it in oral as many Court Documents applied for analyzed not only noted text but also published afterwards, in this term we would like to analyze about law students English material which needs an urgency to read a case text for court proceeding as it requires intensive understanding inferential reading to deepen the meaning for Law Students in understanding and observing data to describe and decide Justice.

Therefore, students need general point of view as a plan to obtain significant improvement, that is strategy. “Strategy is a plan designed for a particular purpose” (Hornby, 1995). Which are various method could be permitted and chosen very tight based on the strategy. “Because method is a way of doing”. (Hornby, 1995).

In the other hand, in Endang declared that theres another strategy which has complex and immerse steps in teaching not only based on context, but also provides observations from students to know function and authentic source of materials, that is inquiry strategy. Knowledge and skills required by students are not solely accepted by remembering many fact data but the result as they have discovered by themselves.

Inquiry can be integrated into various subjects when these are absolutely related to the rules. Because is provides five cycle characteristics to comprehend students in learning English. “Cycles derived by Observing, Inquiring, analyzing and creating theory both personal and group. (Endang, 2006)

According to the following cycle, Reading Comprehension may be integrated to the strategy, because it provides no difference with the strategy. “Reading Comprehension the types of reading which are often distinguished according to the readers purpose in reading and type of reading used.” (Richards, et al., 1993 )

Eminently, Reading Comprehension should be included to other skills in which that inquiry deals with in observing, questioning, analyzing and formulating hypothesis. In 1978 Procter declared that “Reading Comprehension should not be separated from the other skills. There are few cases in a real life we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard”.

Therefore, lecturers have less interference to maintain English subjects because students have no more conducted learning process to find out conclusion from the description of materials. The key from the strategy is the students find out answers by their self. “Inquiry is actually Complex idea, many things for many people in various context” (Endang , 2006).

As the principles of Inquiry learning has general principles which must be done by lecturer as follow in the steps . (In education) Approach to teaching which is based on the following principles:

- a. Learners develop process associated with discovery and inquiry by observing, inferring, formulating hypotheses, predicting and communicating.
- b. Lecturers use a lecturer style which supports the processes of discovery and inquiry.
- 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. (Richards et al, 1993). Being emphasized for significance of gradual process of inquiry strategy, the principles must be based on the following ways.

The reason for integrating it to the Reading Comprehension is to master English student both oral and written, because it provides realization for students to provide simple research. “It begins in observation and then developed to understand concepts or phenomenon (Endang, 2006) That is therefore Contextualized pattern which is to compare information, recall information and to gain emotional or

other kind of valued respond from a passage must be included in reading comprehension.

It means that connecting inquiry to the Reading Comprehension is dominantly reliable for basic and intermediate students according to the materials the lecturers teach. Because finding out the main result from the contextualized learning progress counts the most.

Mother Tongue Interaction for English as a Foreign Language Teaching behaviour For Foreign Students in the classroom as student typical characters of their style about learning English should be measurable for defining certain instrument assuming validity. It can be objective for providing considered scores what have been implied.

Due that English learning process in Asia requires understandable pattern called second acquisition in which most lecturers certain in Indonesia could apply contextualized method based on their mother tongue being adaptive for well-east custom as they have primarily recognized, as it may be reflected to foreign language.

We may assume that, mother tongue is a daily adaptive language for habitual activity, rather than ignoring it to adopt foreign language to apply so. As it is not applicable in the classroom, English Should be followed by native acquisition.

The provide mistakes about selecting certain methods occurred because of less sensitivity determining intact for behavior and capability of students in the classroom. Whereas, lecturers remain nothing but explaining materials in their convenience insisting randomized language skills. Lecturers also apply several methods with no specific goal for students to reach. They just show fabricated simulation for abridged and redundant materials as they dont have to do. Therefore, students will probably make their way of learning to prepare for further examination.

Without forcing and lessing students behavior lecturers should depend on the needs of students by applying their mother tongue as native nationality, teacher can combine project or inquiry strategy to primary methods (GTM, CLL, etc) to lure students as adecoy as they will apply English naturally, it is called Immerse Program Instead of Insisting students arguing in English as they are not primarily well prepared to apply.

Abandoning Direct Method for keeping in touch in English is not proper decision, but applying it without certain consideration will pertain no good for English aim for desired purpose so it is gradually considered.

Mother Tongue Itself could be a way for English as a Foreign Language Teaching as integrated to Inquiry strategy for gaining Difficult words in maintaining Law Documents written in Indonesia and translated into English with special enhancement as Indonesian will be naturally described as translation without dictionary but some cases it is translated with sensitizing sentences and applied Indonesian Sentence into English with the Experts.

The provide mistakes about selecting certain methods occurred because of less sensitivity determining intact for behavior and capability of students in the classroom. Whereas, lecturers remain nothing but explaining materials in their convenience insisting randomized language skills. Therefore Lecture should offered one of students as assistant Lecture in helping other students translate into English as expert leader in the classroom, but in the other hand Lecture should conduct the assistant in order that motivate the leader in teaching the team and making correction for grammar and vocabulary errors in the case.

Not only GTM (Grammar Translation Method) or CLL(Community language Learning) also suggest podia even Communication Approach are so worst for Contextualized teaching even for preparing Students English Skills for Free trade n Global world domination. English lecturers should realize their basic needs about why they learn and what then, not stressing lecturer subjectivity

So in this matter, Lecture is not merely allowed to explain material with his or her point of view without immersing student as a second master to enhance their capabilities in teaching with motivation as lecture does in class. As Lecture has compromised when meeting law documents which is very hard to translate in English.

Lecture should select leader of the class as a boss when there is specific case just known by special person in certain faculty with certain material as English lecture could not easily accommodate due that different portion of Science Discipline, so Lecture requires new enlargement to deliver material in easy way with assistant lecture in certain discipline.

## RESEARCH METHODS

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 to know how inquiry strategy be applied for reading comprehension on general types of comprehension for law Students with descriptive qualitative ways in electing the program with offering all of students of Law to be a Leader of the class or assistant lecture.

The Objective of this research is to know about how inquiry strategy be applied for reading comprehension on students achievement on general types of comprehension for law students with literature observations with assistant lecture system. The research analyzes about the process in reading comprehension which is based on inquiry strategy on General types of Comprehension for law students. The research is achieved to present and to support inquiry strategy for maintaining reading comprehension on general types of comprehension on General types of Comprehension for law students.

## RESULT AND DISCUSSION

This is considered that Reading Comprehension should be applied according to the real life of students. However, it also relates students ability and ideas to the real circumstance they should face. Because this follows the way that students have to immerse their self to their daily life. Based on literature study and Interview instrument to the assistant lecture himself about best method of teaching Reading Comprehension for Law Students at University, it demands Inquiry strategy mixed with mother language to apply at university, because the steps of natural mother tongue language could drive automatic learning progress to find data at case criminal or law infringements as discovery ways as Judge or court simulation progress in learning process.

Realizing importance of this learning for students daily life, a good deal of realizing this that they are encompassed to immerse them self to the real life. As a matter of fact, that inquiry should deal with real situation they should deal with Court Simulation class with Community Method of Inquiry Strategy in English the ways described as the steps follow:

<b>Observations of Inquiry of Contextualized Reading Comprehension</b>	<b>Principles</b>
1. The lecturer greets the students, introduces himself, and has the students introduce themselves.	Building a relationship with and among students is very important.
2. The lecturer tells the students what they are going to do that evening. He explains the procedure of the first activity and sets a time limit.	Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure. People learn best when they feel secure.
3. Students look for difficult words.	Language is stated for key words.
4. The lecturer stands behind the students.	The superior knowledge and power of the lecturer can be threatening. If the lecturer does not remain in the front of the classroom, the threat is reduced and the students' learning is facilitated. Also this fosters interaction among students to assist students make a question for the text, rather than from student to lecturer.
5. The lecturer translates what the students want to say in chunks.	The lecturer should be sensitive to students' limitations and not over-whelm them with more than they can handle.
6. The lecturer tells them to elect one of them as assistant lecture to be a leader to find difficult words.	Students feel more secure when they can share with their classmate.

7. Students are invited to talk about how they felt during the conversation to assistant lecture.	Lecturer and students are whole persons.
8. The lecturer accepts what each student says.	Guided by the knowledge that each learner is unique, the lecturer creates an accepting atmosphere. Learners feel free to lower their defenses and the learning experience becomes less threatening.
9. The lecturer understands what the students say.	The lecturer "counsels" the students. He shows them he is really listening to them and understands what they are saying. By understanding how students feel, the lecturer can help students to overcome their negative feelings, which might otherwise block their learning.
10. The students listen to the assistant Lecture explanation about difficult words written in the document.	The students' native language is used to make the meaning clear. Students feel more secure when they understand everything
11. Other activities with the transcript of the first document occur. Then, the learners have a new circumstance and making new text of articles of Law.	In the beginning stages, the "syllabus" is designed primarily by the students. Students are more willing to learn when they have created the material themselves to face International Moot Court after the Class.



The inquiry system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is, with the context of their personal, social and cultural circumstance.

To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment, that in this case, lecturer commands students to collect difficult words of Indonesian then they would translate them all in English then Lecture orders them to create an article from collected translates words and changes the words into sentence in the article and after interviewed, Assistant Lecture felt that he was positioned as a Guidance of the class as he felt motivated to increase his Leadership in maintaining Difficult Words and explained then he was proud for that.

## **CONCLUSION**

Teaching Based on inquiry strategy about searching, discovering, inferring by sensitizing and concluding hypotheses by students, being conducted by the lecturer. The process should be inevitable conceiving new knowledge they have acquired.

In the contextualized teaching learning process, lecturer and student must have no gap, they do learn hard-in-hand without emphasizing fixed rules when lecturer does not imply meaningful learning, So that Reading Comprehension suitable for Law class is not about perplexed text containing alien words but it relates stimulation to enlarge collaboration of ability in observing and evaluating data from persecution book at court and then the law students discover the right acts and rules using Inquiry Strategy to decide new considerations after reading Book of Justice at court.

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