

## **The implementation of case method in English Department of Politeknik Negeri Jember**

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### **Abstract**

Case-based Learning (CBL) is an active learning method that uses the type of case or problem discussion regarding the lesson to be studied. Politeknik Negeri Jember (POLIJE) began to apply the case method practice in practicum sessions, especially in the English Study Program. This research tries to analyse the implementation of the case method in that study program which covers four courses: Speaking for Group Activities, Translation, English for Hotel and Resto, and Grammar. Qualitative research design was used to analyse the data collected through classroom observation. The results revealed: 1) in Speaking for Group Activities course, CBL was implemented through classroom discussion that were divided into introduction, main, and closing activities 2) in Translation course, CBL was implemented through question and answer session 3) in English for Hotel and Resto course, CBL was implemented through case study and 4) in Grammar course, CBL was implemented through problem recognition. By revealing the previous findings, it is expected that the description of the implementation of CLB in every course would be well explained.

*Keywords: teaching, English, methods, CBL*

### **1. Introduction**

Education and learning activities are inextricably linked, and the teaching and learning process significantly impact educational outcomes. Learning is the process through which a person changes their behaviour due to their interactions with the environment (Nahar, 2016). A change in behaviour, which may be induced by increased abilities, knowledge, conduct, or values, is evidence that a person has learnt.

In this era of globalization, traditional learning is no longer in line with global educational advancement. Traditional learning is unproductive and leads to poor student motivation to learn. Education must evolve or adapt to a student-centred approach to improve student quality. Case-based learning (CBL) is an effective and exciting learning approach (Suwono, Pratiwi, Susanto, & Susilo, 2017). It can involve students to be active and creative in discussions of actual life events. CBL learning scenarios or case studies

are used to develop students' reasoning knowledge and skills in solving the problems they face. Its technique is more successful than others in promoting student creativity and building a positive attitude toward learning to obtain higher learning outcomes in group discussion lectures (Sari, 2021).

In addition, CBL is also considered as an active learning method that uses the type of case or problem discussion regarding the lesson to be studied. The case method can help students expand their learning activities and independence, individually and in groups. Students create their cases or provided by the teacher. Then, they can solve them in groups (Nopitasari & Santosa, 2012). The processes in the CBL technique are as follows: the teacher holds very crucial role as the classroom manager (Rinda & Indrastana, 2020). Then, she or he divides the class into pairs or groups, splits the problems, the groups conduct conversations, each group generates issues, and then the discussion findings are communicated to the other participants (Wilandika, 2017). Afterwards, the teacher facilitates the process by delivering conclusions and reflections and conducting assessments.

Moreover, CBL has a shared philosophical underpinning with other action-based learning approaches such as CALL, ESP, task-based (van Lier, 2004), AB-MALL (Novawan et al., 2019), and others influenced by constructivism and socio-cultural theory. However, CBL focuses more on the scenarios for facilitating the students to navigate themselves independently through cases which will lead them to develop higher order of thinking skills. As managed by the national policy, CBL can also be applied in language education with emphasis on language development.

Understanding the importance of CBL, POLIJE began to apply the case method practice in practicum in several study programs; one of those is English Study Program. Related to it, this research tries to analyze the implementation of CBL in four courses which cover Speaking for Group Activities, Translation, English for Hotel and Resto, and Grammar. By so doing, it is expected that the description of the implementation of CLB in every course would be well explained and copied by other courses.

## **2. Method**

This research uses qualitative research design to analyze the material that teachers gave to students in some courses: Speaking for Group Activities, Translation, English for Hotel and Resto and Grammar. Students in the third semester of English Department, Politeknik Negeri Jember are the courses of this research. The data analysis covers examining, categorizing, tabulating, testing, or otherwise recombining quantitative and qualitative evidence to address the initial propositions of a study (Yin, 2002). The data collection techniques used in this study observations (Prihatsanti, Suryanto, & Hendriani, 2018). The collected data then presented into four main parts based on the number of course observed.

### 3. Findings and discussion


This section is divided into four main parts based on the number of course observed as follows:

#### a. Speaking for Group Activities

In the Speaking for Group Activities course, the case method was presented by a picture media. Even though it was only a tiny picture, the writing and presentation patterns using colorful writing and colored boxes were able to create effective interaction between students and lecturers.

Furthermore, students could directly involve in the learning process. Students actively discussed dynamically with other students. The outcomes of the course were the students are able to develop fluency, coherence, and good pronunciation through group discussion without hesitating and correcting themselves, and the appropriate uses of discourse markers. There were three main activities in case methods that shared: introduction, main activities and closing. In the introduction session, there were three steps to complete, while in main activities, there were seven steps that should be done.

#### Excerpt 1. Case Method in Speaking for Group Activities Class

Course	Speaking for Group Activities
Learning outcome	The students are able to develop fluency, coherence, and good pronunciation through group discussion activities on "Covid-19" and demonstrate them in speaking without hesitating and correcting themselves, and the appropriate uses of discourse markers
Introduction	<p>Step 1: Showing a picture to the students</p>  <p>Step 2: Giving leading questions</p> <p>a. What do you think about this picture?                      Expected answer: The Covid 19 virus hits the earth today.</p> <p>b. What will you do to fight against the virus?                      Expected answer: Mask wearing, hand washing, social distancing, good ventilation, increasing immune system, disinfectant spraying</p> <p>Step 3: Stating the objective of the lesson</p>
Main Activities	<p>Step 1: Dividing the students into groups</p> <p>Step 2: Showing the students a YouTube video  <a href="https://www.youtube.com/watch?v=fwN9h3lWZl">https://www.youtube.com/watch?v=fwN9h3lWZl</a></p> <p>Step 2: Giving a question.</p> <p>a. What important information can you get from the video?                      Expected answer: New data or facts about new variant of Corona virus (Omicron) which are</p>
	<p>Step 3: Giving a Case Card to each group</p> <p>Card 1: •HAND WASHING •You think hand washing is the best way to keep covid-19 at bay. Tell the others three reasons why. Tell them what is wrong with their methods. Also, tell the others which is the least effective of these (and why): mask wearing, ventilation.</p> <p>Card 2: •MASK WEARING •You think mask wearing is the best way to keep covid-19 at bay. Tell the others three reasons why. Tell them what is wrong with their methods. Also, tell the others which is the least effective of these (and why): hand washing, ventilation.</p> <p>Card 3: •Ventilation You think ventilation is the best way to keep covid-19 at bay. Tell the others three reasons why. Tell them what is wrong with their methods. Also, tell the others which is the least effective of these (and why): mask wearing, hand washing.</p> <p>Step 3: Asking the students to discuss the case with the group.</p> <p>Step 4: Monitoring and facilitating the group discussions.</p> <p>Step 5: Asking the group to present the result in front of the class through power point slides.</p> <p>Step 6: Asking the other groups to participate actively during discussion</p> <p>Step 7: Giving evaluation and feedback</p>
CLOSING	Step 1: Asking questions

#### b. Translation

The second case method is in the Translation Course. The topic of the case method was about translating popular quotes. In the case method of the translation course, there

were no steps just like in the previous course. In exchange, there was an expected answer or response accompanies three questions. In this case method activity, students tended to write rather than present the results of the discussion.

The group discussions provided were sufficient to respond to student activity in asking and answering questions posed by lecturers and other students. In terms of command display, this case method did not use images and tended to be straight to the point. There was a possibility that students still had to digest the written instruction.

***Excerpt 1. Case Method in Translation Course***

Topic : Translating Popular Quotes

Case	Translating popular English quotes by popular public figures into Indonesian can be challenging. Many students tend to translate the quotes literally. This leads to poor translation results from the target language point of view.
Condition	In groups of 4-5, students are asked to read the translations of several quotes and analyze them. Next, they are assigned to (re)translate the English quotes into Indonesian with better translation strategy.
Question 1	Can you understand what the following sentences/quotes mean? (the Indonesian versions)
Expected Answer/Response	Most students are difficult to understand what the sentences/quotes (the Indonesian versions) mean.
Question 2	What about the following quotes? (the English/original versions)
Expected Answer/Response	Students try to understand the quotes by discussing them in groups.
Question 3	Now, can you re-translate the quotes into better translations?
Expected Answer/Response	The students work together to (re)translate the English quotes into Indonesian with better strategy for better results.

*c. English for Hotel and Restaurant*

The third case method is the English for Hotel and Restaurant Course. This case method contains only one case with one question. However, the expected solution was very long, tended to be textual, and required high knowledge to answer questions because it involves Standard Operating Procedure (SOP) and applicable laws and regulations.

In this case method, students were asked to think critically to explore general knowledge about the law. Case instructions and questions were presented in Indonesian. It made it easier to understand. The cases raised were easy to find and became real cases in various cities. There were no activity steps, learning outcomes, and expected case method conditions in this case method. This case method was a take-home project. The students could have additional time to find solutions towards the problem.

**Excerpt 3. Case study of English for Hotel and Restaurant**

Case : Tamu hotel akan melakukan check-in hotel namun tidak memiliki identitas sebagai syarat untuk melakukan check in.

Ketika kamu on duty sebagai resepsionis hotel bagaimana menyikapi permasalahan tersebut. Apakah tetap diterima untuk menginap ataukah ditolak?

Expected solution:

Hotel adalah salah satu jenis akomodasi yang mempergunakan sebagian atau keseluruhan bagian untuk jasa pelayanan penginapan, penyedia makanan dan minuman serta jasa lainnya bagi masyarakat umum yang di kelola secara komersial ( Keputusan Menteri Partostel No. KM 94/HK103/MPPT tahun 1987). Sebagai penyedia layanan, adakah kewajiban bagi hotel untuk meminta identitas yang berupa KTP atau paspor kepada para tamunya? sebenarnya tidak ada dasar hukum yang eksplisit mengatur tentang kewajiban seseorang untuk memberikan identitas berupa KTP atau paspor kepada resepsionis saat menginap di hotel. Namun, dalam KUHP telah diatur sanksi pidana bagi pemilik hotel yang tidak memegang daftar identitas tamu yang mana identitas ini diperoleh dari KTP ataupun tamu yang bermalam di hotel tersebut. Disamping hal tersebut, identitas tamu merupakan salah satu bagian dari sistem manajemen pengamanan hotel, sebagaimana diatur dalam Peraturan Menteri Pariwisata dan Ekonomi Kreatif Republik Indonesia No: PM.106/PW.006/MPEK/2011 Tahun 2011 tentang Sistem Manajemen Pengamanan Hotel. Oleh karena itu dalam SOP Checkin tamu, resepsionis meminta identitas tamu berupa KTP atau paspor untuk melengkapi form check in dengan data tamu. Resepsionis akan meminta tamu untuk menyerahkan identitas berupa KTP ataupun paspor dan membuat salinan KTP untuk disimpan. Apabila tamu tidak memiliki identitas berupa KTP atau paspor maka seorang resepsionis tidak dapat memproses check in yang dilakukan tamu. Resepsionis

**d. Grammar**

The last case method was the case method in the Grammar Course. Students were asked to identify grammatical errors in a song. In this case method, there were two questions and a conclusion. Students were asked to watch the video. This case method was quite interesting by combining videos in it so that students are interested in seeing and discussing it. However, this case method has no learning outcome, activity steps, expected response, or solutions. This case method was considered quite difficult for students because the answers expected by the lecturers were very high. It discussed political elements that were considered quite challenging.

## **Excerpt 2. Case Method in Grammar Course**

Haze So Susah - Alvin ~~Qoo~~

The students are divided into a group of four to discuss and deliver their argument toward the grammar being used, and how far the song obey the rule of grammar.

conclusion

the student may come up that it is not pure English since the lyrics combine the ~~malay~~ word and English word altogether judging even from the song title "Haze So Susah" which is English and Malay at on line. The make the discussion becomes brighter, the teacher should come up, it is ok to use the code mixing in the lyrics since the target audience is Indonesian government and citizen for their ignorance about the haze happened in Singapore which caused air pollution. The song is still considered English because without English the meaning is not conveyed to the target ~~audicenced~~ and still somehow obey the logic of grammar. The exception however result in the song lyrics would not consider grammar as the absolute rule in writing song lyric in general. The song lyric has the license of poetics to beautify the words so the meaning being delivered is more stressed out.

The failure of writing such as 'my throat so pain' without 'is' is still acceptable due the license of poetic rule. In other case metaphorical use of word 'kaypoh' as in 'I not kaypoh' is considered to intensify the meaning of protest. Kaypoh ~~follows~~ the rule of second order of signification to emphasize that the song has no business with political activity or bad policy of Indonesia but more into asking for justice.

As closure, grammar applies in standard formal writing but has less power in terms of art. This happens because art is in the second order of signification and grammar in first order of signification. However, song lyrics ~~doent~~ mean to be neglecting all the rules because they still need grammar to make the meaning delivered

Overall, the four case methods used are very varied and diverse. All of them have their characteristics, it's just that the case method in the Speaking for Group Activities Course is considered more exciting and more structured so that it is easy for students to understand and has an attractive appearance when distributed to students. One of the English Study Program students said that the case method presented could indeed attract students to be more active in asking questions and discussing.

## **4. Conclusion**

Based on the explanation that has been given in the result and discussion, it can be concluded that: 1) in Speaking for Group Activities course, CBL was implemented through classroom discussion that were divided into introduction, main, and closing activities 2) in Translation course, CBL was implemented through question-and-answer session 3) in English for Hotel and Resto course, CBL was implemented through case study and 4) in Grammar course, CBL was implemented though problem recognition. For further implementation, evaluation towards to which extent the instrumentation of CBL has been sufficiently provided and effectively guided classroom practices will be necessary to carry out.

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