

Developing Case Method Based Course Substantial in Enriching ELT for Student of English Education Study Program

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ABSTRACT

This study aimed to develop case method-based course materials on Culture in ELT Subjects for students of the English education study program at Universitas Negeri Medan. It was conducted by using Research and Development (R&D) design. The subject of this study was 25 students in the fourth semester taken from 3 classes (C, D, and E) of the English Education study program academic year of 2021/2022. Borg, and Gall's research theory (1983) is used in this research, there are several procedures conducted namely gathering data and information, need analysis, designing course material, validating and evaluating new course material by the experts, and revising the course material and final product. The instruments used to collect the data were questionnaires, interviews, and expert judgment questionnaires. The data resulted from needs analysis and interviews with students and lecturers. The product of this study was English Culture on ELT course materials for the English Education Study Program based on the case method, which consists of five units. Based on the expert judgment, the whole aspects of developed materials were 81-100% and can be categorized as "very good".

KEYWORDS

Case method; culture in ELT; course materials; research and development

INTRODUCTION

Language functions both as a means of communication and as a carrier of culture. Language without culture is unthinkable, human culture without language is unthinkable (Wei, 2005). Language cannot be separated from its culture. Learning a language is not only learning about its structure and function but also learning about its culture. Moreover, linguistic competence alone isn't sufficient for learners of a language to be competent in that language. Learners ought to be mindful of the social viewpoints of language. They should be able to use it in an appropriate context, such as expressing disagreement with someone, gratitude, or making a request.

In the context of English language teaching, culture plays an important role. It is indicated that language learners must acquire communicative competencies from sociocultural competence. As Celce-Murcia, Dornyei, and Thurrel (1995), sociocultural competence alludes to the speaker's information of how to precise messages fittingly inside the generally social and social setting of communication, in understanding with the down to earth components related to variety in language use. Since English cannot be taught without its culture, teaching English as a second and foreign language should also teach its culture.

This is important to note that teaching English means teaching language, and language is closely related to culture. As a result, it can be concluded that English language teaching is closely related to English culture. Brown (1994) describes that language may be a part of a culture, and culture may be a portion of a language; the two are complicatedly interlaced, so one cannot isolated the two without losing the importance of either language or culture. When it comes to educating and learning, it implies that language learning is culture learning; thus, language educating is social instructing. Gao (2006) expressed that remote language instructors ought to be mindful of social considers in outside language classrooms and endeavor to improve student's social mindfulness and progress their communication competence. Wang (2008), moreover, states that 'foreign language educating is outside culture educating, and remote language instructors are remote culture instructors.

The concept of opportunity of learning may be a approach of the Serve of Instruction, Culture, Investigate, and Innovation, which points to energize understudies to ace a assortment of valuable information to enter the world of work. Understudies must set out to confront challenges and openings to investigate their inventiveness, capacity, and freedom in society. The learning prepare is the encapsulation of student-centered learning and gives the specialist to the Think about Program to hold it for three semesters outside the Ponder Program. This moreover comes about within the Think about Program and speakers planning learning materials that bolster the presence of understudies exterior this Ponder Program.

Article 14 Paragraph 3 Permendikbud 3/2020 claimed that the The concept of opportunity of learning may be a approach of the Serve of Instruction, Culture, Explore, and Development, which focuses to energize understudies to pro a collection of important data to enter the world of work. Understudies must set out to stand up to challenges and openings to examine their creativity, capacity, and flexibility in society. The learning plan is the embodiment of student-centered learning and gives the master to the Think approximately Program to hold it for three semesters exterior the Consider Program. This additionally comes almost inside the Think almost Program and speakers arranging learning materials that reinforce the nearness of understudies outside this Consider Program. Responding to the concept of freedom of learning program and to support one of its learning methods, namely the case method, the research team as lecturers in the Culture in ELT course agreed to develop it into learning materials for the Culture in ELT course where this subject is related to the cultural, social, political, and economic realities of our complex, pluralistic society to our education. Indeed, the case method-based learning materials are implemented to let students be able to face challenges and take opportunities to explore their creativity, capacity, and independence in society. It is also expected can bring vitality and energy to the classroom, giving understudies with an opportunity to work with a run of prove and progressing their capacity to apply the lexicon, hypothesis, and strategies they have learned within the course.

LITERATURE REVIEW

Case method may be a commitment, discussion-based way of learning where understudies pick up abilities in basic considering, communication, and bunch elements. Based on Bruner (2002) and Christensen, Garvin, and Sweet (1991) case method of educating and learning may be a association between understudies and instructor as well as among understudies, it advances more successful relevant learning and long-term maintenance and including believe that understudies will discover the answers. The answers questions not as it were of “how” but “why” but too gives understudies the opportunity to “walk around the

problem” and to see varied perspectives. It is effective related to how to employ an active learning, involves self-discovery where the teacher serves as facilitator. Meanwhile language is the reflexion of a society with its all cultural values, norms, and many other characteristics. The require of social education in ELT emerges primarily from the reality that most dialect learners not uncovered to social components of the society in address appear to come across noteworthy hardship in communicating meaning to local speakers.

Regarding the connection between culture and the teaching of English as a second language, there are two commonly held and diametrically opposed viewpoints in the literature (ELT). One argues that because culture and language are interwoven, it is outlandish to instruct English without too instructing around the culture (or, more accurately, one of the civilizations) in which it is imbued. The alternative is that instruction in the English language should be conducted separately from its cultural setting. It is frequently advised that ELT should use circumstances that are familiar to language learners rather than the context of the target culture.

Numerous experts concur that the majority of ELT materials, especially those produced in English-speaking nations, approach the cultural content of English courses from the perspective of the nation-state. This implies that the manner in which English is taught is determined by prescriptive standards relevant to the target language's culture (Modiano, 2001, Phillipson, 1992).

According to Adaskou et al. (1990), "culture" can be broken down into three different subcategories for language teaching. First, culture in the aesthetic sense includes the fine arts, music, movies, and literature. Second, the target community's way of life is referred to as the culture in a sociological sense. The family, the national health system, and the interpersonal relationships at work, home, and during leisure activities are all included in this category. The third category is culture in the practical sense. According to the environment, audience, goal, and genre, it refers to the social skills that enable learners to interact effectively with other members of the target language community.

The categories listed above are helpful for our purposes because they cover subjects that are typically covered in regular English language classes. Obviously, the relative prominence of such culturally-related issues can change depending on the course objectives.

RESEARCH METHODS

The investigate design in this think about was Inquire about and Advancement (R&D). This consider pointed to create and approve instructive items such as technique, strategy, and media. Borg and Irritate (1983:772) expressed that the method of the R&D cycle comprises of examining investigate discoveries relevant to the item to be created, creating the items based on these findings, field testing it within the setting where it'll be used inevitably, and changing it to redress the lacks found within the filed-testing organize. The advancement of instructive items will proceed until the items are prepared and coordinate the study's objective. This research was conducted in the English Education Study Program, Willem Iskandar Pasar V Medan. Furthermore, data collection techniques in this study were interviews and questionnaires distributed by three Culture in ELT lecturers and 25 students. The rebellious utilized in collecting the information were surveys and interviews. The survey was given to the understudies to do the require examination. Moreover, a approval survey was too given to the master to approve the course fabric. The meet was done with the speakers to discover the issues in Culture in ELT lesson and how the teachers overcome the issues.

RESULTS AND DISCUSSION

The data and information in this study were obtained from preliminary observations on the English Education Study Program of the DIK C, D, and E class 2020 as well as the lecturers of the Culture in ELT course. The facts show no case method-based teaching material in learning Culture in ELT courses. The instruments used in collecting the information were surveys and interviews. The survey was given to the understudies to do the require examination. Moreover, a approval survey was too given to the master to approve the course fabric. The meet was done with the speakers to discover the issues in Culture in ELT lesson and how the teachers overcome the issues.

The survey was partitioned into three perspectives to urge the target and learning needs. In the first aspect, three statements were provided to look for general information and determine the target needs. Seven questions were put in this part to determine learners' goals, wants, and views about difficulties in learning Culture in ELT subjects. Nine aspects was used to determine the learning needs comprising of input, setting, and the improvement of course fabric.

The expert evaluated the product in terms of media and material aspects of the course material. The purpose of this validation process was to determine whether or not the product could be used as a teaching resource for students in the English Instruction Consider Program at UNIMED. The master was given a approval survey. This survey has five scales; exceptionally great (5), great (4), reasonable (3), less (2), and exceptionally less (1). Besides, the calculation result was measured based on the achievability criteria proposed by Sugiyono (2012). The criteria are appeared within the table underneath:

Table 1. Feasibility Criteria for Course Material

Scores	Categories
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
≤ 20%	Very Poor

For the expert validation, 30 questions were provide in the questionnaire. There were eight questions for the linguistics aspect, seven questions for the process aspect, eight questions for the product and content aspect and seven questions for the layout aspect. At the end of the questionnaire, suggestion and comment sections were also provided for the expert. The result of validation is described as follows:

Table 2. Expert's Validation to Linguistics Aspect

No	Item Assessed	Score	(%)	Criteria
1	Standardization of the use of grammar in general	5	100	Very good
2	Standardization of sentence length in general	4	80	Good
3	The accuracy and suitability of the user's general choice of vocabulary	4	80	Very good
4	The accuracy or suitability of the user's choice of vocabulary for material based on the surrounding environment (Local Content) specifically	5	100	Very good

5	Punctuation accuracy or appropriateness	4	80	Good
6	Accuracy or appropriateness of using capital letters in paragraphs	5	100	Good
7	Clarity or purity of meaning	4	80	Very good
8	The effectiveness or efficiency of using language in general	5	100	Very good
Total		36	90	Very good

From the table above, it could be concluded that the course material is feasible to be used in Culture in ELT subject. The average score for the linguistics aspect is 90% which shows that it belongs to the very good category, with an interval score 81%-100%.

Table 3. Expert's Validation to Process Aspect

No	Item Assessed	Score	(%)	Criteria
9	Teaching materials provide brainstorming opportunities for students	5	100	Very good
10	Teaching materials encourage students to collaborate in group in learning process	5	100	Very Good
11	Teaching materials encourage students to participate actively in the learning process	5	100	Very Good
12	Teaching materials provide opportunities for students to learn independently and creatively	5	100	Very good
13	Teaching materials are able to create a relaxed and fun atmosphere and learning environment	4	80	Good
14	Teaching material encourages student to improve critical thinking skills to solve problems	4	80	Good
15	Reading teaching materials using appropriate and effective instructions in each exercise	5	100	Very good
Total		33	82.5	Very good

Data in the table above shows that the average score for the the process aspect overall assessment is 82.5%. Therefore, it belongs to the very good category, with an interval score 81%-100% and the material is feasible to be used in Culture in ELT subject.

Table 4. Expert's Validation to Product and Content Aspect

No	Item Assessed	Score	(%)	Criteria
16	The teaching materials for developing reading materials are designed according to the needs of students	5	100	Very good
17	Teaching materials contain topics that provide competency values in the field of culture material.	5	100	Very good

18	Teaching materials provide problem and cases related to culture in ELT in today's community	4	80	Very good
19	The teaching materials are designed in accordance with the basic competencies and indicators in the lesson plan	5	100	Very good
20	The vocabulary that is still unknown is well defined	4	80	Good
21	The type of vocabulary used refers to the application of knowledge according to the environment.	5	100	Good
22	Assessment or evaluation is designed for each topic in a comprehensive manner	4	80	Very good
23	The activities for each chapter of teaching materials are developed optimally and are relevant to the essence of each chapters	5	100	Very good
Total		37	92.5	Very good

From the table above, the average score for the Product and Content aspect overall assessment is 92.5%. Referring to the Quantitative Data Conversion proposed by Sugiyono (2012), it can be concluded that it belongs to the very good category and the material is feasible to be used in Culture in ELT subject.

Table 5. Expert's Validation to Layout Aspect Aspect

No	Item Assessed	Score	(%)	Criteria
24	Images / tables / charts / graphs presented are compatible with the topic of each chapters	5	100	Very good
25	The layout of the image is developed and arranged optimally and attractively	5	100	Very Good
26	The word font and type used are suitable with the teaching material font	5	100	Very Good
27	Visualization or beauty of the letters of teaching materials is generally good and interesting	5	100	Very good
28	The design and quality of the printed materials is well-designed	4	80	Good
29	The spatial size of the material development teaching materials is designed optimally and adequately	5	100	Very good
30	The format of teaching materials has coherence and consistency. .	4	80	Good
Total		33	94.2	Very good

Based on the table above, the average score for the overall assessment for layout aspect aspect is 94.2%. So, it could be concluded that the course material is feasible to be used in Culture in ELT subject because it belongs to the very good category, with an interval score 81%-100%.

CONCLUSION

This study discussed developing case-method-based learning materials for culture in ELT courses for the English Education Study Program students. It can be concluded that this study is needed to widen students' knowledge, creativity, and ability to face obstacles in their daily life as one of the freedoms of learning concepts. The final product consists of five units, namely Unit 1. The Nature and Role of Culture; Unit 2. Stereotypes and Generalization; Unit 3. Cultural Values; Unit 4. Educational Values and; Unit 5. Verbal and Non-verbal Communication in Classroom Interaction. Based on the expert validation, the percentage of aspect linguistics is 90% (very good), process aspect is 82.5% (very good), product and content aspect is 92.5% (very good), and layout aspect is 94.2% (very good).

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