Case-Based Method as the Way to Motivate the Students in Learning English Pragmatics

*Ike Revita[1],Rovika Trioclarise[2], Farah Anindya Zalfikhe[3], Reschi Andriani[4]

[1] *Universitas Andalas*
[2] *Poltekkes Kemenkes III RI*
[3]*Universitas Andalas*
[4]*Universitas Andalas*

* *Email:* *ikerevita@hum.unand.ac.id*

ABSTRACT
The learning and teaching process needs the creativity of the lecturer in order for the course learning outcome could be reached. The lecturers are responsible for designing the class and selecting the appropriate method. One of the various methods offered is the case-based method. This article aims to describe the effectiveness of the case-based method in the English Pragmatics Class. The research is conducted at English Pragmatics Class A, of which around thirty students are taking the course offered in the fifth semester. The case-based method is implemented to measure the course outcome's motivation and achievement. After observing mid-test and questionnaires, 58% of students get A for their marks, and the rest are A-, B+, and C. The students' motivation is escalated; namely, 87% are highly motivated, 10% are motivated, and 3% are standard. The case-based method works effectively and efficiently in English Pragmatics Class.

Keywords: Case-based method, English Pragmatics, Learning

1. INTRODUCTION

English Pragmatics is one of the compulsory subjects in the English Department., Faculty of Humanities, Universitas Andalas. The English Pragmatics has three credits in which all students have to take this course. As a prerequisite course offered in the fifth semester (V), the students can take the course if they have taken and passed the Syntax and Semantics Course. It means that all English Literature students in semester V must take this English Pragmatics course as long as the requirements are met.

In the English Pragmatics course, students are introduced to basic concepts related to language use. In other words, through English Pragmatics, students have been directed to understand everything related to how language is used as a context-based communication tool. In addition, in this English Pragmatics course, students are also aware of language-related phenomena in their environment. Thus, at the end of the lecture, students are expected to understand the fundamental aspects related to the use of language and identify the actual language reality that occurs within the framework of using language as communication.

As a subject related to the use of language as a means of communication, English Pragmatics also teaches how language is used concerning interactions by users of different languages. When the language is used, considerations are made so that communication can run well, especially in a cross-language and cross-cultural context. Furthermore, speaking in the corridor of politeness is also part of the topics discussed in this course. The discussion about speech and its use becomes the core business in the English Pragmatics Course. Therefore, students who have taken this course are expected to understand the concepts related to language use coupled with the ability to analyze and lead to its implementation in everyday life.

The English Pragmatics course in the Department of English Language and Literature consists of 3 parallel classes and is taught by a different team of lecturers. Each class consists of one, two, or three lecturers. So far, the three teams use the same syllabus and always coordinate to discuss the learning and evaluation process. It means that, even though three different teams and lecturers teach them, it can be said that there is no significant difference between classes. Even the learning techniques are not much different, except for the art of

teaching, because each lecturer delivers the material variously.

Regarding the learning model, the teaching of the English Pragmatics course tends to be student-centred learning. Students have been conditioned to be more active, inside or outside the classroom, to identify and solve problems structured. Thus, students are relatively actively looking for materials to enrich their understanding and knowledge. Consciously or unconsciously, students have been equipped with and are carrying out an educational process characterized by long-life learning that masters hard skills, soft skills, and life skills. This kind of learning also follows what was stated by Ramsden [1] that the students have to make sense of information for themselves if they are to learn anything.

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In the English Pragmatics class, the students are active and independent. As adult learners (students), they are no longer in the pattern of acquiring knowledge in a 'grabbing' and 'cracking' way, which is only waiting for information from the lecturer. Instead, students are motivated to seek solutions to the English Pragmatics course problems actively. This stimulation and motivation are expected to achieve maximum learning. One form of stimulation and motivation is to provide home assignments for each lecture topic at each meeting (Revita, 2016). The students are given the assignment in the form of a reading report written by each student and written in a report of 1-2 pages, 1.5 spaces, with the format, Introduction; Contents; References (minimum 3). This home assignment does not apply to the group presenting their paper at that time. Students' independence and activeness are implemented by designing the teaching and learning process in the seminar form. Some groups are formed comprising 3-4 students. Each group is given one topic/lecture material. The small groups are responsible for explaining this material according to the scheduled time. This material is also contained in a simple paper with a predetermined format.

The activeness and independence of students do not eliminate the role of lecturers. The lecturers here play more of a role as partners and facilitators. Lecturers are also required to have competencies and responsibilities to ensure that the students get the correct information. Thus, the assumption is that the lecturers just let their students study by themselves and hands-off because of having student-centred learning in the class. In short, learning English Pragmatics for the initial stage has been quite successful in implementing student-centred learning. It can be seen from several indications, namely:

(1) Students begin to enjoy learning English Pragmatics (based on unstructured surveys and interviews conducted on students in the last three years 2018, 2019, and 2020); (2) Students' understanding of English Pragmatics is getting better (as seen from the final grades of students for English Pragmatics courses which average B+); (3) There is a positive change of the result of the course in the English Pragmatics. Moreover, some students prefer running the research for their thesis related to Pragmatics. The data indicated that the number of students taking Pragmatics as the topic for the research is getting higher [3][4], [5].

With the demand of the situation and the dynamicity of the learners, the method must be revised. The implementation of learning English Pragmatics course so far is still using the format in seminars. To not come into the class empty-headed, every student is assigned to have the reading report.

The sophistication of technology is not used by some students positively. They are considered 'lazy' [6], the task of reading is all they have to do: take it from the internet and then copy-paste it. Related to that, if the reading report was previously in the form of reading results, it was changed to slides that they then printed in hand-out format. The number is also limited to only six slides.

This effort has not yet shown maximum results. It is evident from the many reports of student readings that they are still plagiarized. It is ironic that when a group of students presented the topic of the lecture material, they seemed to have just copied out the information from the book. The nature and essence of the information they do not understand. When confirmed, the response given is nothing or busy looking for answers on their smartphone.

This phenomenon is a reality that occurs in the English Pragmatics Class. In fact, in one batch (2016), an unfortunate incident was found where almost a third of them were declared to have received standard final grades, which ranged from C-B scores. Some students were declared to have graduated with good grades, the average being 75 (B+) and above. Thus, it is necessary to conduct classroom action research that can stimulate and trigger student motivation correlated with ability in English Pragmatics based on the final grades obtained.

The above phenomena stimulate the lectures to do a kind of 'challenging' learning methods for students who take this English Pragmatics course. One of the many existing SCL learning methods was chosen, namely the Case-Based Method (CBM).

CBM is one of the learning methods in SCL, where learning participants are required to play an active role in the learning process. In CBM, students are prepared to think creatively, find out for themselves, and identify learning objectives through the cases given. Through CBM, a learner is expected to experience increased ability and mastery of learning materials. In addition, student motivation should also increase. Learning must be a fundamental principle so that personal awareness arises to improve self-quality.

Through this classroom action research (CAR), different SCL methods will be tested so that the description of learning outcomes that have been set in the KKNI-based curriculum for undergraduate students (level 6) can be fulfilled. In connection with this, two problem formulations will be described: (1) how to increase students' ability in the Department of English Literature through the application of CBM for the English Pragmatics course? Moreover, (2) how is student motivation after CBM is applied in the learning process in the English Pragmatics course in the Department of English Literature?

2 . THEORETICAL FRAMEWORK

Classroom Action Research (CAR) is a research that is casuistic and has a context in the conditions, circumstances, and situations that exist in the classroom, which is carried out to solve problems that occur in order to improve the quality of learning in the classroom [4], [7].

Classroom action research is generally carried out to solve problems that occur in the classroom so that the learning process can run effectively. In addition, classroom action research can foster lecturers/teachers' independent and critical attitude of lecturers/teachers to situations and conditions in the classrooms they teach.

[8], [9] state that CAR can (a) improve the quality and practice of learning carried out by teachers in order to achieve learning objectives; (b) Improve and enhance learning performances carried out by lecturers/teachers; and (c) Identify, find solutions and overcome learning problems in the classroom so that learning is of quality.

One of the phenomena that become the object of CAR is the learning method. In general, learning methods are divided into two, namely, Teacher-Centered Learning (TCL) and Student-Centered Learning (SCL). TCL focuses on teachers and SCL on students. SCL has many methods. One of them is CBM.

CBM is defined as a student-based learning method by providing cases so that students have an active role in the class [10][11]. CBM is suspected of affecting the excellence of a study program in several world universities. It is said that students, both individually and in groups, try to solve various problems through the cases or scenarios given.

There are several characteristics of case-based learning methods (Angela et al., 2017) as follows:

1. Method using an event that is viewed as a real problem.

2. Students play an active role in finding solutions to problems faced and teachers/educators as mentors who will direct students/students to choose alternative problem-solving.

3. Requires guidance in the process of solving problems faced by students. If the problem is not resolved correctly, it can cause harm or developmental barriers to the students themselves. Therefore, in this case, the lecturer is essential in guiding students towards alternative solutions to appropriate problems.

4. The emphasis of the learning process is not only on delivering information by the teacher but on developing analytical and critical thinking skills on the topics or issues discussed.

5. Learning that emphasizes understanding context.

6. Students have prior knowledge about the problem to be solved. At least, in this case, the student has an overview of the problem at hand, so this will make it easier for students to make a decision or problem-solving.

Based on the explanation above, in CMB, students already have prior knowledge, so in the learning process, students become central in efforts to achieve CPMK through sub CPMK. Furthermore, implementation can be one step to make students HOTs (High Order Thinking Skills).

3. METHODOLOGY

CAR is planned to be implemented in the English Pragmatics course. The English Pragmatics course has three parallel classes, but the CAR is only carried out in one class with the lecturer, Dr Ike Revita. The research was conducted at the odd semester of the 2021/2022 academic year when this course was offered. There are about 40 students who will join this class.

So far, the applied SCL is still combined with teacher-centred learning (TCL), where the lecturers also explain the relatively dominant lecture material. Thus, CAR with SCL type CBM will be tested. Students were divided into ten small groups of 4 people each. They will then be given problems related to the topic or lecture material. After that, they will follow these steps:

1. Each group identifies vocabulary that they are unfamiliar with or new to them and makes questions related to the given case

2. Each group discusses finding answers to the new vocabulary and answers these questions without looking at the book but based on prior knowledge.

3. The group makes a schema based on the discussion results.

4. The group tries to identify learning objectives (CPM)

5. The designated group will explain their answers before the class.

Each case given in CBM has the opportunity to be carried out for 3-4 meetings. At the fourth meeting, the lecturer will straighten students' understanding so that students' concepts and understanding are getting better.

The groups are deliberately made small so that it is easy for the lecturers to identify the contributions and understandings of the students. This method is expected to motivate and encourage students to participate in every meeting.

Furthermore, the development team consisting of 2 people will be tutors for each group. This group of students will be allowed to discuss through the stages of a) identification of terminology they are not familiar with, b) identification of problems; c) brainstorming; d) formulating learning objectives (guided by the existing RPS); e) self-study; and f) they gather again to discuss the results of their respective understandings.

For the initial evaluation, several groups will be randomly selected to explain their understanding of the problems given to their friends. It is where the intervention from the lecturer will be carried out if there is a lack of information provided. Misunderstanding of certain concepts will be corrected. In addition, an evaluation of student activities will also be carried out so that PBL for further material can be tested.

For this CAR to run optimally, several media such as laptops and in focus are used to showcase. An example is the case of harassment against religion by Ahok. Ahok's video will be played in front of students through the media. Through this video, students can identify speech related to the topic and focus on the problems they see. If circumstances do not allow it, such as a power outage, students are directed to find the video independently. Media handphones can also be the last alternative.

Monitoring is carried out through discussions conducted by students when discussing in groups. This monitoring will be carried out by the three tutors who are also development lecturers in PTK. In addition, observations, open interviews, questionnaires, documentation, and oral quizzes will also be conducted.

4. ANALYSIS

This research will be conducted for approximately seven weeks (August to October). In carrying out this activity, research is carried out online. It happens because lectures during the pandemic are no longer held in classrooms but through computer screens. Using the i-learn Learning Management System (LMS) and zoom and google meet media, the teaching and learning process for the English Pragmatics course is carried out.

From the results of observations made, after several quizzes were carried out and followed by the Mid-Semester Examination (UTS), it was seen that there was an increase in student learning outcomes. It can be seen in figure 1 below.
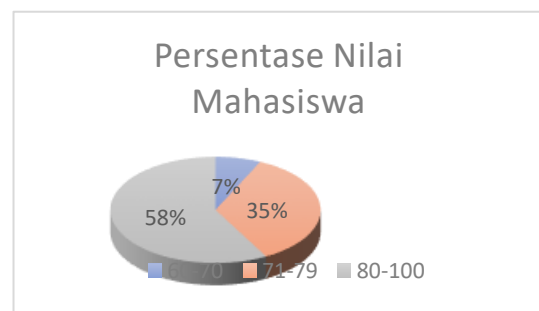

Figure 1. Percentage of Final Mark of the Students

The percentage of students who got A was 58%, B and B+ were 35% and only 7% below B. This one student failed because, from the start, he did not attend lectures. From the percentage of these scores, it can be seen that although it is carried out online, student scores are pretty satisfactory, and the achievement of CPMK has been successfully carried out.

From the survey results, 87% of students were highly motivated by learning using the case-based method, another 10% were motivated, and 3% were just as described above. The motivation of these students is in line with the score in the midterm exam.
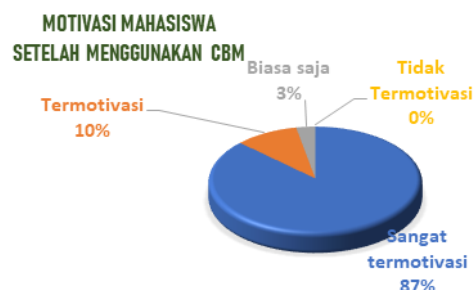

Figure 2. The motivation of the Students with CBM

5. CONCLUSION

The case-based method is a learning method that takes students from the beginning have been led to think creatively and innovatively. Students have been stimulated to think critically through the cases given. They are also provoked to discover the learning objectives without being told immediately. Through various cases, students' curiosity is provoked, leading to the responsibility to find out each question to answer what they want to know.

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