The Implementation of Case Based Learning Method in Teaching Speaking Skill

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ABSTRACT	Published Online: February 14, 2025

Purpose: The purpose of this study is to investigate the students' achievement in English speaking through the use of the Case Based Learning (CBL) method and the Project Based Learning (PjBL) method as well as to identify differences in students' achievement between these two methods.

Method: The population of the sample selected for this study would use a total sampling technique for class determination and classification to select the experimental and control classes, respectively. For the case study, two classes each, of the majoring in IPA and IPS students consisting of each class of samples were 16. In the second-grade study, it was class XI, including 32 students. The type used in this study is a quasi-experimental research design. The data were obtained by using Pretest and post test.

Result: The results reveal that the students' post-test mean score is improved after being treated. This is seen from the increase in the mean score of students' pre-test from 48.75 to 69. The data above is evidence that case-based learning is effective in improving the speaking skill of students. In Control class The result shows that the mean score of students' post-tests improve after being given treatment. It is seen through students' pre-test mean score, which improved from 46.75 to 62.5This is shown by the data presented, that project -based learning really works in improving the students' speaking prowess. The: there is a big difference between the experimental class and the control class with regard to the teaching method applied and the speaking performance of the students. It showed that the experimental class that employed the CBL method yielded better results compared to the control class using Project-Based Learning or PjBL. The average score from the experimental class was 48.75 in the pretest results, which was higher than the control class that had only got 46.75.

Conclusion: CBL and PjBL provide the students' achievement of English speaking in Madrasah Aliyah Muhammadiyah Limbung. CBL makes pronunciation, grammar, and vocabulary better through the analysis of a case but gives them less chance of speaking. In PjBL, students get more fluent and other skills developed in performing real-life-like tasks.

KEYWORDS: CBL Method, PjBL Method, Speaking achievement.

1. INTRODUCTION

Speaking is a communicative process that involves generating, receiving, and processing information (Richards, 2020) It depends upon the usage of sound symbols to construct and understand concepts devoid of visual symbols.

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One of the successful teaching methodologies is the Case-Based Learning. According to Hansen (1987), the CBL allows students to acquire the skills of speaking through practical scenarios of decision-making. It promotes critical thinking, problem-solving, and effective communication, which makes it practical in enhancing the speaking ability of students.

The interactive student-centered teaching approach known as case-based learning (CBL) turns the classroom into a cooperative setting for solving problems (Foran, 2001). Golich (2000) asserts that CBL promotes contact between students and teachers in order to improve their listening and

communication abilities. In addition to enhancing students' speaking skills, this approach develops critical thinking skills by having them examine and resolve real-world issues.

CBL is a student-centered approach that emphasizes group interactions where students work together to analyze, evaluate, and apply information to solve cases, consequently developing critical thinking and problem-solving skills. It provides students with authentic scenarios to explore and apply knowledge, improving their ability to transfer learning to real-world situations (Lombardi, 2000).

Students of Madrasah Aliyah Muhammadiyah Limbung frequently become stuck in sentence construction and fail to speak English fluently. The inability to communicate thoughts is caused by a lack of comprehension and grammar. Using the CBL approach can be beneficial in active learning and problem-solving, CBL promotes improved speaking ability by encouraging students to recognize issues, examine reasons, investigate solutions, and select the best one. Therefore, the researcher is interacted in conducting the research.

II. REVIEW OF RELATED LITERATURE
A. Concept of CBL Method
1. Definition of CBL method

For realistic decision-making, the Case Method is regarded as an excellent teaching strategy (Christensen, 1987) According to (Garvey, 2000) it exposes students to complexity, ambiguities, and uncertainties by having them work with real examples that describe actual events or issues. Students gain the following skills using this approach: 1) Sort pertinent information from irrelevant information; 2) Define and identify the problem; 3) Investigate potential solutions; 4) Create strategies and suggestions; 5) Make decisions; and 6) Handle implementation issues. This method aids students in gaining real-world experience in decision-making and problem-solving.

The application of CBL has some benefits. According to (Lombardi, n.d.), case-based learning gives students real-world scenarios to practice and apply a variety of skills and knowledge that can improve learning transfer. When students participate in the study and discussion of possible solutions, they are better equipped to comprehend and analyze complex or challenging issues. The three cognitive domain levels of Bloom's Taxonomy—analysis, evaluation, and creation—are all included in case-based learning exercises. According to (Nkhoma, 2016), these levels are interconnected, with knowledge application positively enhancing case analysis skills, case analysis positively enhancing evaluative judgment skills, and evaluative judgment positively enhancing creative solution abilities.

Although CBL and Problem-Based Learning (PBL) are closely connected, PBL does not require prior knowledge to solve instances, but CBL does (Williams, 2005), In CBL, students apply their past knowledge to solve real-world problems, whereas in PBL, the problem drives the learning (Garvey, 2000), While CBL concentrates on examples that are pertinent to students' experiences or upcoming concerns, PBL problems might not be connected to students' personal experiences (Hallinger, 1999).

1. Characteristic of Case Based Learning method
According to Wassermann, (1994), there are some characteristics of CBL method:

1) Case: includes an instructional tool that is based on stories. Narratives are used to bring real-world situations into the classroom. Students and teachers work together to address these real-world problems. Effective cases have an engaging topic, focus on a controversial issue, present a new idea to the class, evoke reader empathy using relevant quotes, make strong decisions, and are brief.

2) Study Questions: Following each case, a list of research questions is supplied. Instead of just having students memorize facts, names, labels, formulae, definitions, and other information, study questions encourage them to apply their knowledge to analyze data and come up with solutions, which promotes knowledge. Each section or section of the disjointed method has its own discussion questions.

3) Students discuss their responses to the study questions while working in small study groups. Students have the opportunity to explore examples and subjects among themselves prior to a class discussion. Students learn and discuss each component in small groups using the disconnected case technique. As they go over the portions and talk about possible solutions, the students are given the next part of the case.

4) Students must actively participate in educational activities in order to participate in group discussions. By analyzing the "big idea" of the case, the instructor helps students understand its importance. Because teachers always treat students with respect and value their perspectives, students feel free to express themselves. The instructor encourages critical study of real-world problems throughout the discussion session by allowing the students to choose their own meaning rather than imposing one on them. Students go over each element in the disconnected case-based learning approach before taking part in a lengthy class discussion.

5) Activities for Follow-Up: Class discussions might occasionally spark students'

interest and leave them craving additional details. intense drive to learn new topics and read more. The teacher's assessment of each student's needs will determine whether the follow-up tasks are completed in groups or individually. Textbooks, newspaper and magazine articles, research papers, data graphs, tables, movies, and other written and visual resources are examples of sources.

3. The Purpose of CBL Method

According to Marrison (2002), there are some purposes of CBL method:

1). Content mastery: Students who are accustomed to handling a variety of scenarios pertaining to the theories and concepts that will be taught will have a solid understanding of the subject matter.

2). Collaborative learning: Group conversations can be used to execute CBL, which not only improves students' ability to connect with others but also fosters unity in reaching the intended objectives.

3). Thinking skills: When students translate cases into mathematical shapes or symbols, their thinking skills will improve. In addition, pupils have applied their thinking skills when they can draw conclusions or extrapolate the case's resolution to other situations.

4). Communication skills: When learning activities are planned as collaborative exercises, oral communication is practiced. Writing detailed solutions to difficulties helps students develop their capacity to express the thoughts that come to them about these issues.

5). Research ability: The practice of solving current cases can be used to train research and analysis skills. Students must conduct research on the information presented in cases as they are presented with them. Students must sort through the material they have found to determine what is useful and what is not.

4. Procedure of Case-Based-Learning method

Since case-based learning is a flexible technique that may be used in the classroom, its implementation in the teaching and learning process does not adhere to certain protocols or procedures. However, different methods for implementing case-based learning in the classroom have been proposed by certain experts. According to Morrison (Roell, 2019)case-based learning usually entails the following activities:

1). The teacher introduces the situation and, if necessary, app likable vocabulary.

2). Everyone reads the case and analyzes further materials

The following steps will help students analyze the case systematically:

  a). Explain the context of the situation/problem

  b). Explain the main problem

  c). Explain the cause of the problem (usually more than one)

  d). Identify possible solutions

  e). Determine the strengths and weaknesses of each option

  f). Determine the best solution/action

3). Students typically discuss possible solutions in small groups. Students can visually represent aspects of the case by drawing a mind map or recording the relationship between story elements and the holders, the causes of problems, and possible solutions.

4). Students typically come up with and justify solutions with the entire class.

5). Everyone participates in the feedback session, usually led by the teacher.

6). Students look back at the case study itself and the steps. The duration of each step, especially the reading and discussion phrases, depends on the length and complexity of the case study.

Based on the explanations above about case-based learning and case-based learning in language teaching, this research will discuss about implementation of case-based learning by the teacher in language teaching especially for speaking skill.

5. Strength and Weaknesses in Implementing CBL Method

1). Strength of Implementing CBL Method

According to Cidde (2017), There are some Strength of case-based method, they are as follow;

a). Students sort out factual data, apply analytic tools, articulate issues, reflect on their relevant experiences, and draw conclusions they can relate to new situations.

b). They acquire substantive knowledge and develop analytic, collaborative, and communication skills.

c). Cases add meaning by providing students with the opportunity to see theory in practice.

d). Students seem more engaged, interested, and involved in the class.

e). CBL develops students' skills in group learning, speaking, and critical thinking.

f). Since many cases are based on contemporary or realistic problems, the use of cases in the classroom makes subject matter more relevant.

Based on the explanation above, it can be stated that there are some advantages of case base method. One of them is case based can improve the students" speaking skill, critical thinking, and group learning. In addition, it can give new knowledge and develop their analytic and communicative skill.

2). Weaknesses in Implementing Case Based Method

The amount of time and effort required to create the project is one of the case-based method's weaknesses, according to the researcher. According to (White, 2001) both teachers and students must adequately prepare everything. The instructor must consider a case that is appropriate for the students to solve, and the students must gather as much material as they can to back up their claims. Furthermore, following their discussion using a case-based approach, students must demonstrate that the alternative solution they arrive at is accurate in order to resolve the issue.

B. Concept of Project-Based-Learning

1. Definition of Project-Based Learning

Patton (2017) defines Project-Based Learning (PJBL) as a way of project-based learning in which students plan, organize, and carry out projects to create publications, presentations, or products. Over a predetermined amount of time, PBL helps students master material while fostering critical thinking, teamwork, creativity, and communication skills via real-world challenges.

A learning approach called project-based learning enables students to study material on their own and show what they have learned using a variety of presentation methods. According to (Klein, 2009.), PJBL uses real-world projects that are focused on interesting and pertinent problems, activities, or challenges to teach academic subject.

2. Step in Conducting Project Based Learning

There needs to be direction to align the research based on the PJBL. The six steps listed below are necessary for implementing the project-based learning approach, per (Hamidah, 2020) :

1)   Starting with the essential question
Engaging and open-ended questions that enable students to investigate a variety of facts in order to respond to them are essential components of Project-Based Learning (PjBL). Among the factors to be taken into account are: The question must be genuine, the issue must be thoroughly researched and applicable to the actual world, students must be able to have an impact with their responses, and the question must be pertinent to the students' life.

2)   Designing a plan for the project
Choosing the content standards to be taught is the first stage in project creation, and students are included in the planning process. The final project outputs, such as a written report, debate, letter, handbook, oral presentation, film, or role-play performance, are decided by the teacher and students after the topic has been selected.

3). Creating a schedule
The teacher and students discuss the project's specifics, including roles, duties, and deadlines, after deciding on the subject and desired results. After that, students schedule when to collect, distribute, and present the data.

4). Monitoring the students and progressing of the project
The teacher keeps an eye on the students' progress and reminds them to participate completely as they organize material in groups. Rubrics are used for team and project evaluation.

5). Assessing the outcome

In order to foster critical thinking, students present the results of their projects, offer comments, and pose questions prior to the test. After that, they evaluate the language and material they have acquired and make suggestions for how to make future work better. Feedback on their comprehension of the material and areas for development is also given by theinstructor.

6). Evaluating the experience
The instructor facilitates individual and group reflection time, helping students to express their emotions and experiences while talking about what went well and what needs work.

3. Strength and Weaknesses in Implementing Project Based Learning

1). Strength of Project Based Learning
Project-Based Learning (PjBL) has many advantages. According to (Fragoulis, 2009), there are certain advantages to using the PjBL approach while teaching and learning speaking skills. These are as follows:
a). PjBL gives contextual and meaningful learning for students
b). PjBL can create optimal environment to practice speaking English
c). PjBL can also make students actively engage in project learning
d). Enhances the students' interesests, motivation, engagement, and enjoyment.
e). PjBL promotes social learning that can enhance collaborative skills.
f). And can give an opportunity to improve the students' language skill. Thus, PjBL gives many benefits in teaching and learning of English, especially for speaking skill.

2). Weaknesses of Project Based Learning
PjBL is a good way to help students get better at speaking, however there may be problems when using it. Problems including pupils losing interest and motivation, asymmetries in group work, and discomfort with topic selection can arise, according to (Harianto,2017) (Westwood, 2008); (Fragoulis, 2009). (Beckett, 2002). also points out that PjBL projects usually take several weeks or more to finish and involve several stages.

III. METHOD

The research used a quasi-experimental method with nonequivalent control and experimental groups. The samples selected for the study were the students from two classes which were determined as the experimental class and control class respectively. The total number of samples was 32 students from the classes. The experimental group received treatment using CBL and the control group received Project-

Based Learning. The instrument used was speaking test which was classified into pretest and post-test. Data were analyzed using statistical analysis (SPSS).

IV. RESULTS

A. Students' Achievement of English Speaking through CBL Method

Analyzing the results of the pre-test and post-test allows one to demonstrate how far the speaking skills have improved. The outcome demonstrates that following treatment, students' post-test mean scores increase. Students' pre-test mean scores ranged from 48,75 to 69.00. The information provided demonstrates how well case-based learning works to improve students' speaking ability. The percentage of students' achievement in experimental class can be seen through the following table:

Table 1. Mean score of pretest and postest in Experimental class

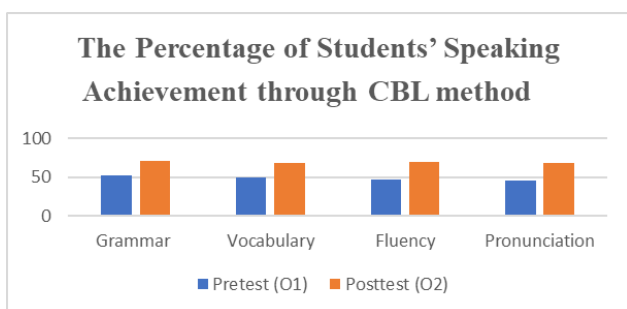| No.	Students' Speaking Skills of Sub-Skills	Pretest (O₁)	Posttest (O₂)
1.	Grammar	52	71
2.	Vocabulary	50	68
3.	Fluency	47	69
4.	Pronunciation	46	68
Total		195	276
Average		48.75	69
Percentage of Increase		41.53%	

Fig. 4.1 The Percentage of Students' achievement of English Speaking in Experimental Class.

2. Students' Achievement of English Speaking through PJBL method

Analyzing the results of the pre-test and post-test allows one to demonstrate how much the kids have improved. The outcome demonstrates that following treatment, pupils' post-test mean scores increase. Students' pre-test mean scores ranged from 46.75 to 62.5, demonstrating this. The information provided demonstrates how well project-based learning works to improve students' speaking abilities. The percentage of students 'achievement in control class can be seen through this following table:

Table 2. Mean score of pretest and postest in Control class

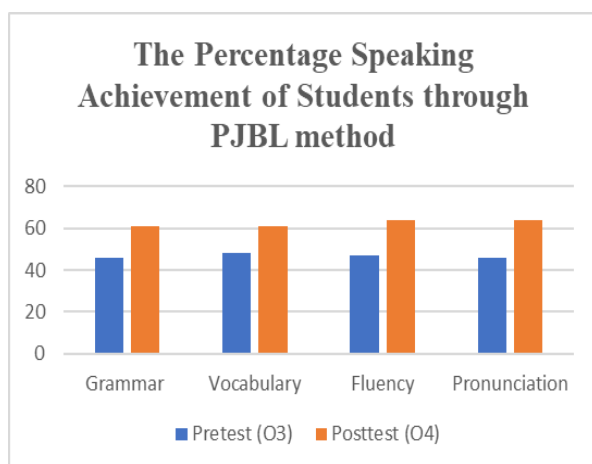| No.	Students' Speaking Skills of Sub-Skills	Pretest (O₃)	Posttest (O₄)
1.	Grammar	46	61
2.	Vocabulary	48	61
3.	Fluency	47	64
4.	Pronunciation	46	64
Total		187	250
Average		46.75	62.5
Percentage of Increase		33.68%	

Fig. 4.2 The Percentage of Students' achievement of English Speaking in Control Class.

3. The Difference between Students Achievement of English Speaking through CBL method and PJBL method

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Experimental class	Pre-Test Experimen	60.93	16	5.234	1.309
	Pos-test Experimenl	85.93	16	2.016	.504
Control class	Pre-test Kontrol	58.47	16	3.010	.753
	Post-test Kontrol	78.75	16	2.236	.559

Paired Samples Correlations

		N	Correlation	Sig.
Experimental class	Pre-Test Experimen & Pos-test Experimenl	16	.385	.141
Control Class	Pre-test Kontrol & Post-test Kontrol	16	-.062	.820

Paired Samples Test								
		Paired Differences						Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df
					Lower	Upper		
Experimental class	Pre-Test Experimen Pos-test Experimenl	-25.000	4.830	1.208	-27.574	-22.426	-20.702	15	.000
Control class	Pre-test Kontrol Post-test Kontrol	-20.313	3.860	.965	-22.369	-18.256	-21.052	15	.000

V. DISCUSSION

1. The Students' Achievement of English Speaking through CBL method

Analyzing the results of the pre-test and post-test allows one to demonstrate how the speking skills have been improved. The outcome demonstrates that in the treatment, students' post-test mean score increase. Students' pre-test mean scores ranged from 48,75 to 69,00. It shows how well CBL method works to improve students' speaking ability.

According to Christensen (1987) CBL aids students in developing and understanding the subject matter. Students that use CBL improve their academic comprehension and communication abilities, increase their vocabulary, and become more comfortable speaking (Mayer, 2002). Through CBL, students can link various ideas, practice addressing real-world problems, and enhance their overall educational experience.

This research supports Rantisi, (2021) (2021) idea that speaking abilities can be enhanced through Case-Based Learning (CBL), especially for students who have trouble communicating verbally. Rantisi highlights that CBL models real-world situations that inspire students to talk confidently and actively. Conversely, (Hoffer, 2020) assesses the efficacy of CBL in a number of scenarios, including in-person, online, individual, and group settings. Hoffer emphasizes that while CBL does not specifically address speaking abilities, it does enhance general skills, student involvement, and learner satisfaction.

On the other hand, the study by Harman (2015) is the most distinct since it focuses primarily on the development of higher-order cognitive skills, like problem-solving and general professional competencies. This study does not specifically address speaking or verbal communication abilities, instead focusing on how CBL transforms students' thinking. As such, Harman et al. have nothing to do with speaking skills, but they are still pertinent when considering CBL in a larger context.

2. The Students' Achievement of English Speaking through PJBL method.

Analyzing the results of the pre-test and post-test allows one to demonstrate how much the kids have improved. The outcome demonstrates that following treatment, pupils' post-test mean scores increase. Students' pre-test mean scores ranged from 46.75 to 62.5, demonstrating this. The information provided demonstrates how well project-based learning works to improve students' speaking abilities.

According to this study, students' speaking abilities are enhanced by PjBL which is consistent with other hypotheses. Patton, (2017) emphasizes how student-led assignments, such as presentations, improve communication. Effective speaking in meaningful activities demonstrated the development of problem-solving and critical thinking skills, as noted by Klein (2009), which is a benefit of real-world projects. According to Fragoulis and Tsiplakides (2009), PjBL improves confidence and communication in group activities while also fostering the development of social and interpersonal skills through collaboration. Overall, the study supports the efficacy of PjBL in combining critical thinking, teamwork, and speaking abilities.

This research draws on other studies, especially Nguyen (2020) which highlight the use of Project-Based Learning (PjBL) to enhance speaking abilities through debates and presentations, promoting confidence and fluency. Similar to this, (Kavlu, 2017) investigates how well PjBL improves pronunciation, fluency, and concept organization while emphasizing practical tasks like presentations. Kavlu's research is more comprehensive and covers pronunciation, but it is consistent with the current study's emphasis on improving speaking abilities.

3. The Difference between Students' Achievement of English Speaking through CBL method and PJBL method

In speaking performance, the experimental class that used Case-Based Learning (CBL) fared better than the control group that used Project-Based Learning (PjBL). The experimental class performed better in every speaking subskill and had a higher pretest score (48.75) than the control group (46.75). The experimental class's posttest results demonstrated a notable improvement following the implementation of the instructional strategies.

Several ideas explain the distinctions between Project-Based Learning (PjBL) and Case-Based Learning (CBL). In CBL, Kolb's (1984) cycle places

more emphasis on conceptualization and reflection, whereas PjBL covers all phases with an emphasis on practical experiences. While PjBL encourages teamwork and CBL concentrates on individual analysis, (Vygotsky, 1978) emphasizes the importance of social contact in learning. While CBL places more emphasis on theoretical comprehension, PjBL emphasizes real-world experience, which is supported by Dewey's (1938)philosophy. PjBL prioritizes collaborative, real-world learning, while CBL promotes solo analysis.

The distinctions between Project-Based Learning (PjBL) and Case-Based Learning (CBL) in improving speaking abilities are supported by a number of studies. According to Gunawan, 2023), PjBL is more successful than CBL because it provides more real-world speaking practice by offering a variety of speaking chances through projects, group discussions, and presentations. According to (Widodo, 2020) PjBL fosters teamwork and consistent communication, which enhances fluency, while CBL fosters critical thinking but provides fewer speaking opportunities. According to (Ibrahim, 2018) PjBL's group projects and real-world tasks provide opportunities for verbal communication and improve speaking skills.

VI. CONCLUSION

1. CBL enhanced students' speaking abilities, particularly in vocabulary, grammar, and pronunciation. Its emphasis on debate, however, restricts the amount of active speaking practice, which could impede the development of fluency. However, CBL continues to be beneficial for improving speaking abilities, especially in Madrasah Aliyah Muhammadiyah Limbung.

2. Through practical assignments like group discussions and presentations, Project-Based Learning (PjBL) successfully enhanced students' speaking abilities, including vocabulary, grammar, fluency, and pronunciation. At Madrasah Aliyah Muhammadiyah Limbung, regular speaking practice in real-world situations improved their abilities, demonstrating the efficacy of PjBL.

3. Project-Based Learning (PjBL) stresses practical activities with greater verbal communication, whereas Case-Based Learning (CBL) concentrates on analysis and reflection and provides less speaking opportunities, according to the study's findings. The impact of both approaches on improving speaking abilities at Madrasah Aliyah Muhammadiyah Limbung is investigated in this study**.**

VII. ACKNOWLEDGMENTS

VIII. DISCLOSURE
No potential conflict of interest was reported by the authors.

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