

# Developing Case Method based Course Materials on Culture in ELT Subject for Students of English Education Study Program

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**Abstract.** The development of course materials using case method was the purpose of this research.. Students in the English Education studies program will use these course resources for their ELT classes on culture. In this study, research and development (R&D) design is applied. 25 students from three English Education study program classes (C, D, and E) in the fourth semester of the academic year 2021–2022 participated in this study. Some procedures were required for this study, including data collection, need analysis, course material design, expert validation and evaluation of new course material, and course material revision and final product revision. Questionnaires, interviews, and expert judgment questionnaires were used to gather the data. The data was taken from interviews with lecturers and students for needs analysis. This study's output included five English Culture for English Language teaching units. The material is cased method-based. According to professional evaluation, all areas of the generated materials scored between 81 and 100 percent, which is considered "very good."

**Keywords:** Case Method, Culture in ELT, Course Materials, Research and Development .

## 1 Introduction

Communication and culture are connected through language. Neither language nor human civilization are feasible without the other [1]. Language and culture are inextricably linked. Students must also be aware of the culture in order to acquire a language; knowing the rules and using the grammar is only one aspect of language acquisition. More than only language proficiency is needed to make language learners proficient speakers of that language. Language learners need to be aware of cultural variations. Students should be able to use it in suitable situations to ask for things, show appreciation, or voice their disagreement.

For language learners, especially those learning the language as a second language, culture is a key aspect that is crucial. Language learners should improve their intercultural competence in communication. Sociocultural competence, according to [2], is the ability of a speaker to

interact effectively in a wider social and cultural context while considering pragmatics linked to language variation. English must be taught with other foreign and second languages since it cannot be taught separately from its culture.

Remember that learning English language is related to learning English language since there is a direct tie between culture and language. There is a connection between learning culture and English as a second language, singkatnya. [3] The only way to distinguish one from the other is to take the word's meaning out of the equation. [4] Teachers need to be aware of cultural studies in the classroom and work to enhance their intercultural communication abilities. [5] Foreign language instruction incorporates cultural instruction.

To encourage students to gain the skills required to obtain employment, the Ministry of Education, Culture, Research and Technology launched the "Freedom of Learning" policy. To uncover their own creativity, talent, and leadership in society, students must take risks and push themselves. Because the course only lasts for one year, the learning process is the definition of learning with the students as the center. The course teacher now creates content to defend the rights of people who choose not to take the course.

[6] Early learning strategies can be developed through group discussions, simulations, case study methods, cooperative learning, project-based learning, problem-based learning, or other learning techniques. How to respond to inquiries about the complex and diverse cultural, social, political, and economic realities of our society, while also using one of the instructional strategies, particularly how to discuss, support, and consider oneself. Students that use special educational resources are better able to solve issues and seize chances to develop their leadership, creativity, and global awareness. Additionally, we anticipate that this course will rekindle students' enthusiasm, offer them the chance to demonstrate their abilities in a variety of ways, and enhance both their ability to teach and their ability to apply terminology, theories, and techniques.

## **2 Review of Literature**

With the use of case-based, writing-, and discussion-based learning techniques, students can strengthen their critical thinking, communication, and group dynamics. [7] Students and teachers may work together more effectively when they use situational learning. It also contains the conviction that pupils will come up with answers while fostering better long-term memory and contextual learning. Responses allow pupils the chance to "explore" and see different points of view as well as provide "how" and "why" answers. Because it encourages self-discovery and the teacher serves as a facilitator, it is an effective active learning technique. Instead, language serves as a reflection of society and all of its cultural norms, values, and other purposes.

There are two distinct perspectives on English language instruction and culture. The first clause asserts that learning English requires exposure to the language's culture. A different viewpoint is that ELT should use circumstances that students are familiar with rather than the context of the target culture. The cultural component of English courses is approached from a country to country perspective in many ELT materials, particularly those created by English-

speaking nations, according to several experts. That is, cultural norms specific to the target language's culture dictate how English should be learned.

It is asserted that "culture" can be split into language acquisition by three different subcategories. First, the aesthetic category of culture includes the visual arts, music, film, and literature. Second, "culture" refers to the target community's way of life in sociology. This category covers employment, home, and recreational activities as well as family, interpersonal, and community health care services. The third category encompasses culture broadly. In accordance with the setting, target audience, aims, and genre, it addresses social skills that help students communicate effectively with other members of the target language community.

The categories listed above are appropriate for our needs and include subjects that are frequently covered in formal English education. Depending on the course's aims, these cultural themes' relative importance may change.

### **3Method**

In this study, "research design and development" were used (R&D). The objective of this project is to develop and validate educational materials, including media, methodologies, and strategies. [10] In the R&D cycle, research findings pertinent to the product being developed are identified, products are built based on these findings, tested in the intended environment, and updated to solve issues throughout the field trial phase. The creation of instructional materials will continue until it is finished and the learning objectives are met. At Willem Iskandar Pasar V in Medan, this study was done as a component of the English Education Research Program. Additionally, data from surveys and interviews conducted by three classes of researchers on cultures in ELT were utilised.

### **4Findings and Discussion**

The study's early observations of the English Education Study Program for the DIK C, D, and E class of 2020 as well as the lecturers for the course on culture in ELT resulted in the collection of the data and information. There is no case method-based teaching material for culture in ELT courses, the research suggests. By distributing questionnaires to the students and interviewing the professors, a need analysis was carried out to understand more about the target needs and learning needs.

To determine the target and learning needs, the questionnaire was separated into three parts. Three statements were given in the first aspect to gather broad data and identify the target needs. To find out the goals, desires, and opinions of the learners regarding the challenges of learning culture in ELT courses, seven questions were included in this section. To identify the learning requirements—which included input, environment, and the creation of course material—nine factors were considered.

The subject matter expert evaluated the course materials' media and physical components. As part of the validation process, the product's appropriateness as a teaching resource for students in UNIMED's English Education Study Program was assessed. The expert was given a

validation assessment tool. This survey has five scales: very good, good, excellent, fair, less, and very less (1). Additionally, Sugiyono's feasibility criteria were used to assess the calculation's results (2012).

The questionnaire for the expert validation has thirty items. There were eight questions for the linguistics component, seven for the process component, eight for the product and content component, and seven for the layout component. The end of the questionnaire included sections for the expert's thoughts and ideas. The result of the validation is described as follows:

**Table 2.** Expert's Validation to Linguistics

No	Aspect	Score	(%)	Criteria
1	Linguistics Aspect	36	90	Very good
2	Process Aspect	33	82.5	Very good
3	Product and Content Aspect	37	92.5	Very good
4	Layout Aspect	33	94.2	Very good

According to the expert validation table above, the percentage of aspect languages is 90% (very good), the percentage of process is 82.5% (also very good), the percentage of product and content is 92.5% (also very good), and the percentage of layout is 94.2% (very good). Accordingly, it can be said that the created materials fall into the "very good" category and can be applied to the "Culture in ELT" course by using Sugiyono's (2012) Quantitative Data Conversion.

## 5 Conclusion

In the English Education Study Program's ELT courses, case-method-based learning materials for English culture were developed as a result of this study. The ministry of education's proposed freedoms of learning concepts aim to increase students' knowledge, creativity, and ability to face challenges in daily life. The findings of this investigation are contained in five chapters. 90% of the aspect languages are very good (very good), 82.5% of the process aspect is very good (very good), 92.5% of the product and content aspect is very good, and the layout aspect is 94.2%, according to expert validation. This outcome indicates that the course material created is suitable for usage in the Culture in ELT subject

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