

Case to Project Method in the Learning of Speaking

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Abstract

The government policies on MBKM encourage the university to apply case-based learning and project-based learning. Thus, by inserting the case study in learning is the right thing to produce qualified learning. Based on the statement above, this research is aimed at developing the learning to speak by using case method. This research is carried out at the studies program of German Education, Faculty of Languages and Arts, Universitas Negeri Medan. This research was categorized as a Development Research which aimed to produce teaching materials for speaking skill by integrating the case method. The development step used is the Reeves development step, namely Design Based Research which consists of: (1) Problem Identification, (2) Draft Development, (3) Repeated Testing, and (4) Reflection to Generate Solutions. However, in this research, the focuses on this research are on problem identification and draft development. The data in this study are qualitative data which came from books and the Internet. The teaching materials developed were adapted to the themes for B1 contained in the Studio Express B1 book, which is a mandatory textbook for students at the level of B1. The integration of case method in learning to speak is done in four steps, they are: 1) Identifying problems and continuing with investigations, 2) Providing context, 3) Providing clear rubrics and 4) Setting the structure of presenting solutions through reflection. By integrating the case method in learning to speak, it is hoped that it can improve students' speaking competence as well as improve students' ability to find solutions to a problem.

Keywords

case method, learning to speak; MBKM



I. Introduction

In order to support the learning quality of university, the government in Indonesia has consistently issued various policies. The government policies on MBKM became an important breakthrough, as well as the basis for university. The eight forms of learning become the choices for learning independence and all forms of activity must be adjust to eight Key Performance Indicators. Based on the decision of the Minister of Education and Culture of the Republic of Indonesia Number 754 /P/2020 concerning Key Performance Indicators (IKU) of State Universities and Higher Education Service Institutions within the Ministry of Education and Culture in 2020, it is encouraging universities to implement case and project-based learning.

The basis of case study and project is a competency demand that is currently being suggested in R.I 4.0 learning and readiness for the implementation of the MBKM Program. Case study becomes the basic for project implementation. Case studies are also often used in job application interviews to find out the ability of applicants' thinking power in solving a problem (complex problem solving). Complex problem-solving competencies are needed

in today's digital era. Therefore, complex problem-solving competencies must be trained. In accordance with the statement put forward by Sigfrid Schefer (2019) that to have complex problem solving competencies, one must often be trained in solving cases or often faced with problems. Based on this, it is appropriate to include case study in the learning process to obtain the quality of learning (Heredia, Carvalho, Viera, 2020). For this reason, the case study method is used as a method of delivering material in the learning module. The goal is for students to be competent in solving problems, especially related to MBKM demanding.

One of the most important teaching materials to be mastered by students is the ability to speak or *Sprechfertigkeit*. Due to speaking skill is an important competency to be mastered in language learning, it is also a sign of students' ability in mastering a language. As a preparation for students in the world of work in the future, students must master the ability to speak as the equivalent to B1. To achieve these competencies, teaching materials and methods of learning speaking skill must be able to accommodate the needs in the world of work, namely the ability to solve problems. For that teaching material must be developed with case study using case methods in the learning process. Learning aims so that students are able to gain understanding and knowledge through a process of new experiences gained during learning (Gaol, 2020).

According to Asropi (2016) he explains that a case study is a scenario or story that contains complex information about a real problem that has occurred or a series of events constructed as something real, which serves as an object of analysis to produce a solution to the problem. Through case-based learning, the students gain the opportunity to gain experience in analyzing the cases by applying their knowledge and skills. Case-based learning can stimulate the development of students' attitudes, knowledge and skills. The application of case methods in learning speaking skills can increase students' motivation to discuss and convey their ideas, so that it is expected to increase the student's learning spirit, which can ultimately achieve predetermined learning goals. The students learn from the value and information which are got in the classroom so that it will attract the students' interest to enjoy teaching and learning process (Siregar, 2020).

As the explanation above, the implementation of the case method in learning to speak becomes very important. For this reason, the steps for learning speaking skills will be explained by applying the case method to improve the speaking skills of B1 level students. The theme raised in this presentation is in accordance with the theme of learning speaking skills at B1 level, namely the *Männer-Frauen-Paare* theme with the sub-theme *interkulturelle Beziehung/interkulturelle Partnerschaft*.

II. Review of Literatures

2.1 Case Method

The case method is a method of learning based on one case that has been experienced. The case method is also a problem-based learning method where the problem is presented to get a solution. The characteristic of learning that uses case methods is the presence of real cases or problems that have occurred in the initial learning activities. The cases shown can also be the result of the construction of various events that occur. Learning activities are then continued by raising questions as an analysis and understanding of the problem. Next find the answers to these questions, and continue with contemplation to ensure the suitability of the answer to the question to produce problem solving.

The use of case method in learning is able to develop students' ability in problem solving and decision making. In addition, it can also improve the communication skills of students both oral and written and improve the ability of teamwork. This is in line with Endry Boeriswati's (2021) statement that case-solving methods bridge theory with practice, and promote the development of skills including communication, active listening, critical thinking, decision-making and metacognitive skills, when students apply lecture content knowledge, it reflects on what they know and their approach to analyzing and understanding a case. Learning is a very important key in any educational endeavor in the context of developing the intellectual life of the nation (Sihotang, 2020).

According to Asropi (2016) there are several abilities which are able to be developed through the application of case methods in learning, they are: 1) the ability to identify and recognize problems, 2) the ability to understand and interpret data, 3) the ability to understand and recognize assumptions and interference as opposed to factual data, 4) analytical and critical thinking skills, 5) the ability to understand and measure interpersonal relationships, 6) the ability to train and make judgements, 7) the ability to communicate ideas and opinions, and 8) the ability to make and defend decisions.

The case method is very well applied in learning, in accordance with the opinion of Endry Boeriswati (2021) who explains that cases force students to work on complex, complex and even unstructured real-world problems. So it requires analysis that involves several steps and involves different types of intellectual tasks. The decisions to be made in case analysis encourage students to think at a high level, as they involve synthetic and evaluative activities. In addition, cases also need to be discussed, thus training students to think argumentatively and convey it communicatively (collaboratively and communicatively). Endry Boeriswati (2021) further explained that through case-based learning, students who ask questions about cases, do problem solving, interact with peers and learn from their peers, "unpack" cases, analyze cases and summarize cases. So, in the end, the students will learn how to work on limited information and ambiguity and also think professionally or disciplinedly.

The case method concerns on the reflection which is done at the end of the learning. Actually for a case study, beginning, middle and final learning must be considered and given a note. The results of recording will be very useful in the reflection phase. The steps on the case learning method are:

1. Identify the problem and proceed with the investigation

This step begins with an equal understanding of the terms or context contained in the case, so that every student understands the various terms and contexts that exist in the case. The next activity is to analyze the phenomena that exist in the cases and compile an explanation of the relationships that occur between these phenomena.

2. Provide the context

In this step, every student in their group expressed their opinion about the case shown. In this step also each group discusses to discuss the factual information contained in the case and also the information contained in the thinking of each group member. Thus each member of the group gets the opportunity to practice how to explain and look at alternatives or hypotheses related to the case.

3. Provide a clear rubric

4. Arrangement of solution presentation structure through reflection.

Forms of learning with case methods can be role play, interviews and class discussions. The form of presentation of solutions through reflection can be presented in several forms, including in the form of journals, or based on interviews or questions and answers, or class discussions. While the forms of presentation of cases can be in the form of text, stories, videos, images, audio, and others. Each presentation of the case must be

interspersed with fundamental questions related to the observation of the case presented. Class formats in case methods vary and all formats can be used, such as individual, group, class, or even out-of-class formats. Space and place are not a reference.

2.2 Learning to Speak

The mastering of German students' speaking skill still needs to be improved, because there are still many students who have difficulties when asked to speak in front of the class. Not a few are still shy or faltering when speaking. Situations like this require teachers to strive to provide equal opportunities for students to speak in turn in each learning process. Thus students will get used to speaking to convey their ideas. In addition to this, the right learning method is also needed for students to be skilled in speaking. Learning methods serve as a means of realizing the learning experience that has been designed in the learning plan. A good speaking learning method should meet a variety of criteria relating to objectives, materials, coaching skills process and learning experience. Tarigan (1987: 106) describes the methods of learning to speak:

1. Conversation Methods

Conversation is the exchange of thoughts or opinions on a particular topic between two or more speakers (Greene and Petty in Tarigan, 1987: 106). In a conversation there are always two processes, namely the process of listening and the process of talking simultaneously. Conversations usually take place in a familiar atmosphere where the speaker feels close to each other and spontaneity. Conversation is the basis of speaking skills for both children and adults.

2. Phone-Calling Method

The skill of using the phone demands certain conditions such as speaking with a clear, concise and straightforward language. The phone call method can be used as a method of learning to speak. Through the method of calling it is expected that students are trained to speak clearly, briefly and straightforwardly and use time as efficiently as possible.

3. Interview Method

According to Tarigan (1987: 126) interview is often used in everyday life, such as job interview between journalists and sources on important issues. In essence, interview is a form of continuation of conversation or Q&A, where conversations and Q&A are commonly used as a method of learning to speak. Thus the interview can be used as a method of learning to speak.

4. Discussion Methods

Discussion is often used as an activity in the classroom. Discussion method is very useful for training and developing speaking skills where at the same time students must also think about the issues discussed. According to Kim Hoa Nio in Tarigan (1987: 128) discussion is the process of involving two or more individuals who interact verbally and face-to-face, about the purpose of which is certainly through exchanging information to solve problems.

5. Role-Play Method

According to Tarigan (1987: 122) the method of playing a role is very good in educating students in using various languages. For example, the way parents talk is different from the way children talk. The function and role of a person demands a certain way of speaking and speaking. Through the method of playing the role of the student acts,

applies and speaks according to his role, for example as a teacher, student or as a parent, because each character played has certain characteristics. Role-playing technique is a learning as part of a simulation that is directed to create events or events that may arise in the future. Playing a very good role in training students in using a variety of languages.

2.3 Speaking Skills (Sprechfertigkeit) Niveau B1

The ability to speak a foreign language is very complex because it includes the ability to combine language skills with other knowledge, culture and skills (Kurtz, 2013: 83-84). The competencies that a foreign language learner must possess must include four skills at once, namely reading, listening, writing and speaking, although in the language proficiency test exam, the four skills are separated. The Common European Framework of Reference (GER) explains that the competencies necessary for good language use must be given clear criteria. The German competency level is divided into six levels. At the basic level it is also called Level A according to the use of the basic language. This level is divided into A1 levels for beginners and A2 levels as basic knowledge. This level is divided into A1 levels for beginners and A2 levels as basic knowledge. At the intermediate level there is Level B which is the level of independent language use. This level is also further divided into 2 levels, namely level B1 for advanced language use and level B2 for independent language use. At the advanced level, level C is the use of advanced language that is divided into level C1, namely competent language skills and level C2 is a level that has approached native speakers.

In accordance with the EU agreement for German language competence on the official website of the Goethe Institut Jakarta, the competence of German language at level B1 is to be able to understand the main topics of certain subjects such as work, education, leisure time and others, as far as using standard German that is easy to understand. It can also solve almost all language problems while in German-speaking countries. Being able to describe easily, certain subjects or preferred along with their relation to other things. The last competence is to be able to tell experiences, events, dreams, hopes and life goals and can provide a brief explanation/reason for certain plans/thoughts.

Based on these competencies, someone who has the skills to speak German level B1 has been able to recognize the main topics of discussion, such as those related to work, education to hobbies. Able to describe certain subjects that are liked, and can tell all experiences or events to future dreams. A person who is at this level can easily communicate directly with native speakers.

Communicative competence in foreign language teaching is the ability of learners to apply formally correct language actions, socio-culturally appropriate, coherent and use efficient strategies to avoid communication failures. Schmidt (2001: 37-38) states that the ability to communicate effectively is an accurate assessment of all factors that influence word choice in language.

III. Research Methods

This exposure is part of development research measures. Reeves development model (in Akker, 2006) became the development model used in this research, because this research is the development of offline online teaching materials that are the contents of the speaking skills learning module. Reeves' development model consists of four main steps: (1) problem identification, (2) draft development, (3) repeated trial process, and (4) reflection. But in this study the development was focused on problem identification and draft development, because this research was an early development. The development step begins with the identification of the problems found during learning. After the problem is

well identified, then determined the theme and teaching material as a draft and the initial solution for the development of case-based teaching materials. At this stage there is a possibility of several repeated drafts changing. This can happen, because of various solutions that may be able to overcome the problems found.

IV. Results and Discussion

4.1 Results

The implementation of case methods in speaking learning consists of four steps of learning. In this discussion presented the four steps of learning on the theme of *Männer-Frauen-Paare* with the sub-theme of *interkulturelle Beziehung* (cross-cultural relations). This theme is contained in the book Studio Express B1 third learning unit. The theme of *interkulturelle Beziehung* (cross-cultural relationships) is raised in learning because cross-cultural couples today are very often occurring, both couples of different tribes and couples of different countries, which of course will be different cultures. Cross-cultural relationships are also currently common for alumni who had German language as their major living in Germany, either continuing their studies, attending the *Au-Pair* program or following *Ausbildung*. Not a few who had German as their major in university married to Germans. So that with the raising of this theme also becomes a learning for students when they are in the same situation.

Learning opens by introducing students to the theme to be studied by asking questions that can motivate students to think about the theme. Lecturer asked the question "*Was versteht ihr unter dem Thema "Interkulturelle Partnerschaft"? Könnt ihr dieses Thema kurz erklären?"* (What do you understand about the theme of "Cross-cultural couples"? Can you explain it briefly?) Through this question, students are expected to be able to convey what they know about the theme discussed, even if only a short answer. Through the answers of lecturers can find out the extent of the student's initial knowledge about the theme "*interkulturelle Beziehung*", as a reference lecturer to determine the next learning.

Furthermore, the lecturer explained the Achievement of Learning Courses (CPMK) for the theme of *Männer-Frauen-Paare* namely *Die Studenten können Informationen oder Ideen verständlich vortragen und diese mit einfachen Argumenten stützen* (students can convey information or ideas with sentences that can be understood and supported by simple arguments). Learning is then continued with the application of four steps of the case method, namely:

1. *Die Probleme identifizieren und analysieren, oder sehr genau anschauen, um sie gut zu verstehen* (identifying and analyzing problems or observing carefully to understand the theme well).

At this stage students identify the problem and continue with a detailed investigation or observation of the problem. To open the student's initial knowledge to the problem, the lecturer asks the following questions:

- a. *Habt ihr Freunde aus anderen kulturen?*
- b. *Habt ihr aufgrund dieser kulturellen Unterschiede oft Probleme?*
- c. *Wie geht ihr mit diesen kulturellen Unterschieden um?*
- d. *Habt ihr schon mal interkulturelle Partnerschaft gehört?*
- e. *Wie findet ihr über interkulturelle Partnerschaft?*
- f. *Habt ihr Erfahrung mit interkulturellen Paaren?*
- g. *Was sind eurer Meinung nach die Probleme, die in interkulturellen Partnerschaft auftreten können?*

Next, students are asked to ask their friends about *interculturelle Beziehung / Partnerschaft*, the goal is for students to exchange information. The questions asked are:

- Hat er/sie immer Probleme mit dem Freund/der Freundin?*
- Wie hat er/sie die Probleme gelöst?*
- Hat er/sie jemals von dem Begriff interkulturelles Partnerschaft gehört?*
- Was sind seiner/ihrer Meinung nach die Probleme, die interkulturelle Paare haben?*

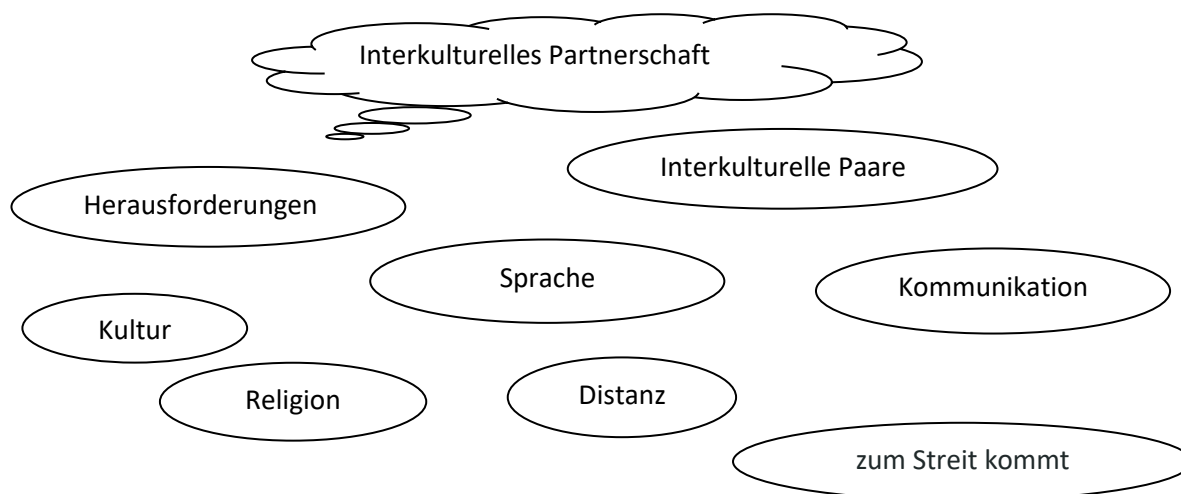
After answering the question and getting answers from friends, students were asked to describe what "Partnerschaft" and "interkulturelle Partnerschaft" (Danach stellt bitte dar, was bedeutet eigentlich "Partnerschaft"? und "interkulturelle Partnerschaft". Habt ihr einmal davon gehört?). In order for students to get a clearer picture of interkulturelle Partnerschaft, they are presented with two texts: 1) *Interkulturelle Beziehungen: So gelingen Partnerschaften* taken from https://praxistipps.focus.de/interkulturelle-beziehungen-so-gelingen-partnerschaften_127800?layout=amp and 2) *Interkulturelle Partnerschaft: So gelingt die Beziehung*, which taken from <https://www.berlin.de/special/liebe-und-partnerschaft/3050152-3622272-interkulturelle-partnerschaft-so-gelinkt.html>. After reading both texts, students were asked to briefly explain what information was contained in both texts (*Konnt ihr gleich nachdem Lesen die Informationen in Kurzform sprachlich wiedergeben?*). It can be possible that students do not understand the text well due to vocabulary limitations and poor German language skills, so they cannot explain the information contained in the text. This can certainly interfere with students' understanding of the learning theme.

To solve the problem, lecturers displayed several images that matched the theme of *interculturelle Beziehung / Partnerschaft*. Students are asked to compose the image according to the information in the text and explain it briefly (*Dann versucht bitte diese Bilder zu ordnen und danach zu erklären*).



Figure 1. Matched Images of interculturelle Beziehung / Partnerschaft

Lecturers also present some vocabulary to help students explain images, students can also use other vocabulary that is still relevant to the theme (*Benutzt diese Wörter bitte, um die Bilder genau zu beschreiben. Es kann auch sein, die andere relevanten Wörter zu verwenden*).



After that, the lecturers ask the students to discuss with their friends about the pictures and vocabularie, so they can get the information widely about the theme (*Sind die Bilder und die Wörter hilfreich? Sprecht bitte mit euren Nachbarn darüber, Und was ist das Ergebnis? Konnt ihr jetzt die Bilder zur Darstellung bringen?*).

2. Den Kontext bestimmen (Provide context).

At this stage students are asked to form a discussion group (*Bildet bitte die Gruppe*). Students are assigned to discuss contexts that fit the theme. To help students determine the appropriate context, lecturers give some questions to students (*Stellt euch erstmal nach den Kontext vor. Diese Fragen sind als Einführung um den Kontext genau zu bestimmen*). These are the questions:

- a. *Was ist der Titel der Texte?*
- b. *Worum geht es in den Texten?*
- c. *Was ist die Besonderheit von dem Inhalt der Texte?*
- d. *Welche Informationen enthalten die Texte?*
- e. *Sind die Informationen für euch neu?*
- f. *Sind die im Text enthaltenen Informationen Ihrer Meinung nach für Ihre Situation relevant?*
- g. *Bezieht sich die kulturelle Partnerschaft auf das Thema "Männer-Frauen-Paare"?*

After finding the answers to these questions, students were asked to re-explain the information contained in the text, then compare it with the student's personal experience according to the theme. The goal is for students to create a new context as a basis for problem solving. Students are asked to discuss the best solution, if faced with the same problem. (*Antwortet die Fragen in der Gruppe, und schaut noch mal das Video an. Informiert noch mal die wichtigen Sachen in dem Video. Jetzt vergleicht die Informationen mit eurer Erfahrung. Dann konzipiert bitte eine neue Entwerfung. Was macht ihr, um dasselbe Problem zu lösen? Erklärt eure neue Konzept. Konnte es möglich umgesetzt werden?*)

3. *Die Konzeptkriterien erstellen* (Provides a clear rubric).

After students finish compiling a new context, they are asked to conduct a self-evaluation based on the assessment rubric that has been made by the lecturer. The assessment rubric is based on the question contained in the second step. The goal is that students can easily conduct self-assessments and revisions of the material they make (*Nachdem ihr mit der neuen Entwerfung fertig seid, dann bitte korrigiert selbst mit dieser Konzeptkriterien. Diese Konzeptkriterien werden auf die oben Fragen basiert. Das bedeutet, wenn ihr alle die oben Fragen geantwortet habt, ist es leicht um neue Materien selbst zu korrigieren*).

Still in the group, but the discussion group is divided into two parts, namely one group is assigned to correct and another group is assigned to discuss again in order to produce the best answer / solution. In this phase students are asked to really actively talk to each other so that each student gets the best learning experience while being able to practice speech skills. In this learning knowledge and experience are the main competencies in speaking. (*Jetzt ist es noch in der Gruppe. Die Gruppe wird in zwei Teile geteilt. Eine Gruppe ist bereit zu korrigieren und eine andere Gruppe muss noch mal diskutieren, um richtige Antworten geben zu können. In dieser Phase sollt ihr fleissig wechselseitig besprechen, so dass ihr gute Lernerfahrung habt und später flüssig sprechen könnt. Die Wissensschaft und die Erfahrung ist als Hauptkompetenz bei der mündlichen Sprechen*).

The rubric of the assessment of competence to speak is broadly divided into two, namely the assessment of context content and presentation. Indicators of context content assessment are: 1) clarity of context (*Die Erklärung des Konzept*), 2) the relationship between context and *theme* (*Das Konzept bezieht sich auf dem Thema*), 3) context accuracy in answering *problems* (*Das Konzept beantwortet ein Problem*) and 4) whether context can be implemented in everyday life (*Das Konzept könnte umgesetzt werden*). While the presentation assessment indicators are: 1) understandable (*Kann gut verstehen*), 2) smooth speech (*fliessend*), 3) word selection, grammar usage, etc. (*Wortwahl, Grammatic, usw Orthografie*) and 4) pronunciation (*Aussprache*). The assessment rubric was adopted from Sugiyono using the numbers 4, 3 and 1 with criteria: 4 is very clear, 3 is clear and 1 is unclear. The rubric of the assessment of speech ability can be seen in table 1 below.

Table 1. Die Konzeptkriterien

Nr.	Konzept	Punkte			Angabe
		4	3	1	
Inhalt des Konzepts					
1	Die Erklärung des Konzept				4: so klar 3: klar 1: unklar
2	Das Konzept bezieht sich auf dem Thema				4: so klar 3: klar 1: unklar
3	Das Konzept beantwortet ein Problem				4: so klar

					3: klar 1: unklar
4	Das Konzept könnte umgesetzt werden				4: so klar 3: klar 1: unklar
Presentation					
1	Kann gut verstehen				4: so klar 3: klar 1: unklar
2	Fliessend				4: so klar 3: klar 1: unklar
3	Wortwahl, Grammatik, usw Orthografie				4: so klar 3: klar 1: unklar
4	Aussprache				4: so klar 3: klar 1: unklar

4. *Selbstevaluation* (Arrangement of solution presentation structure through reflection).

After following the entire learning phase, in the final stage students are asked to conduct self-reflection / *evaluation* (*Nachdem eures Konzept korrigiert ist, ihr braucht sofort eine Selbstevaluation durchzuführen*). Self-reflection is done by asking students to pay attention to the learning goals, whether they have succeeded in achieving the learning goals (*Das bedeutet, ihr musst noch mal das Lernziel sehen, und mach euch darüber Gedanken, habt ihr das geschafft oder nicht?*). If the learning objective has been achieved then students can continue learning on the next theme, but if the learning goal has not been achieved, they must repeat the learning steps on the theme (*Wenn ja, dann könnt ihr zur nächsten Lernaktivitäten weiterlernen. Wenn nicht, dann bleibt in dieser Lernaktivität und noch mal wiederholen*).

4.2 Discussion

The implementation of case methods in speaking learning is done with four steps of learning. But before, at the beginning of the lesson lecturer explained CPMK. The first step is *die Probleme identifizieren und analysieren, oder sehr genau anschauen, um sie gut zu verstehen* (identifying and analyzing problems or observing carefully to understand the theme well). In this step students are asked to answer questions according to the theme and ask questions to their friends and record their friend's answers. This is done to open

students' insights about the theme to be discussed. In order for the student's understanding of the theme to be clearer, the reading text is presented and students are asked to mention the information contained in the text. In this step also presented images and vocabulary related to the theme. The goal is to assist students in explaining the theme. The second step is *Den Kontext bestimmen* (Provide the context). At this stage students work in groups to discuss context according to the theme. Group discussions aim so that students who are less fluent in speaking can practice talking to their friends without embarrassment or fear of making mistakes. Thus when they were required to speak in front of the class, they were already able to speak fluently. The initial context that students have created in the first step is compared to their personal experience, thus generating a new context. The context created by students also contains solutions to problem solving. The third step is *Die Konzeptkriterien erstellen* (Provides a clear rubric). This assessment rubric aims so that students can assess the context they have created, so as to produce the final context that is correct and contains a solution to the problem. The final step is *Selbstevaluation* (Arrangement of solution presentation structure through reflection). This evaluation is done so that students can measure their own abilities, so it is feasible to step into the next theme.

V. Conclusion

Through the issuance of government policies that establish case methods as a basis in learning, the application of case methods in speaking learning becomes very important. The application of case methods in speaking learning is done with four steps of learning, starting from identifying and analyzing problems to generating a new context that contains problem solving. Learning closes with rubric assessment and self-evaluation. The application of case methods in the learning of speaking skills can increase students' motivation to discuss and convey their ideas, so that it is expected to improve students' speech skills. In addition, it can also improve students' ability to solve problems by finding the best solution.

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