THE INFLUENCE OF CASE BUILDING TECHNIQUE AND LEARNING INTERESTS ON THE STUDENTS' LEARNING ACHIEVEMENT

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Abstract

This study aims to determine: (1) whether Case building technique and student interest in learning can make a significant difference in improving learning achievement, and (2) the contribution of Case building to increasing student achievement and interest in learning to determine the level of effectiveness of this learning strategy. The data were collected by using a speech test which is evaluated by two assessors using an analytic rubric consisting of five elements, namely accent, grammar, vocabulary, fluency and comprehension. Meanwhile, Student interest in learning was evaluated using a questionnaire. Both data were analyzed using the t-test to see the mean difference (1) between the pre-and post-test students' speaking achievement and their self-confidence, and (2) the post-test of speaking achievement and their self-confidence between the first and second groups. Regression analysis was provided to see the contribution of case building to the variables in question. This study found that case buiding technique could improve the students' learning interest and learning achievement.

Keywords: case building, student interest, speaking and achievement

Introduction

Students always have difficulty learning to speak, that usually happens when the lecturer asks students to have a conversation with their partner or have a discussion. In addition, if the lecturer asked them to do oral activities in front of the class, most of them seemed confused about what they should do. Most of the problems may be due to the teaching strategy. Miller (2017) states that strategy cannot fulfill what students need in learning speaking skills. This means that the teaching strategies should be modified, if possible, replaced with new ones. In other words, to achieve good development in teaching speaking, teachers must apply various teaching techniques to improve student abilities.

Facing student anxiety to speak in English, the researcher proposes teaching techniques as a solution to improve student speaking achievement and student learning styles. One of the techniques offered by researchers is the brainstrorming technique, where the case building technique is a technique that contains circle group discussions but has two inner and outer sides, it seems likefish bowl. Dealing with explanation, Olsen (2015) states that case building techniques are used to stimulate conversation in class, with an emphasis on deep immersion, critical thinking, critical questions, and thoughtful responses. The class is divided into a small group of students who sit in a circle in the middle of the room. The rest of the students formed a circle around this group. The inner circle holds discussion while those in the outer circle listen and take notes. Instructors can be part of an inner or outer circle and can

set methods for rotating students. That means, case building techniques are techniques that involve students directly into the material, where each student has the opportunity to exchange their knowledge, among others.

Based on a questionnaire given to students and lecturers who teach at the PGRI Palembang University. The researcher found that the classroom situation spoke very calmly. Lecturers rarely create discussion groups to promote students in exploring ideas and situations that make students reluctant to practice their English. Researchers can assume that students need more exposure to improve their speaking skills. About 20 students out of 30 claim, they like to share something in the form of discussion but they rarely find it in the teaching process. Seeing this information, the researchers think that it is necessary to improve their speaking achievement and their interest in learning English, in this case by using case building.

The Case Building Concept

Miller (2017) defines the case building technique as a collaborative activity, in which a lecturer or teacher provides an opportunity for all students to be included in the activity. Students can exchange knowledge among themselves. So, this research will not only focus on individuals, but involves other students, where each student can get treatment and get the opportunity to express what ideas they have related to learning. The lecturer provides activity instructions, by allowing the inner group to see based on the discussion, meanwhile, the outside group is only observed as their experience during the second time they turn.

In structure *case building* consists of a large group which is divided into approximately equal number of subgroups (Grugeon &

Dawes, 2014). If the classroom allows, students can be divided into one group (those with primary responsibility for solving a particular problem) and an outside group sitting in a circle around the inner group. Members outside the group observe and listen to the group's problem-solving efforts and when asked, provide advice and guidance to group members. Out-group can be helpful when there is no solution to a problem that occurs to in-group members, or when desired, or as a kind of quality control - criticizing the solution produced by the in-group. Case building is used to stimulate conversation in the classroom, with an emphasis on deep immersion, critical thinking, critical questions, and thoughtful responses. The class is divided into small groups of students who sit in a circle in the middle of the room. The rest of the students form a circle around this group. The inner circle holds discussion while those in the outer circle listen and take notes. Instructors can be part of an inner or outer circle and can set methods for rotating students if desired - groups can switch or students can individual rotate into small groups. The class will "question" after the conversation is over. The inner circle holds discussion while those in the outer circle listen and take notes. Instructors can be part of an inner or outer circle and can set methods for rotating students if desired - groups can switch or students can individual rotate into small groups. The class will "question" after the conversation is over. The inner circle holds discussion while those in the outer circle listen and take notes. Instructors can be part of an inner or outer circle and can set methods for rotating students if desired - groups can switch or students can individual rotate into small groups. The class will "question" after the conversation is over.

The smallest group usually has 3 or 4 students, case building usually has 4

or 5 students in group A, and 4 or 5 students in group B. It tends to get better discussions because people are usually somewhat aware about being observed. The most that you should have in each group is 10 learners (10 shows and 10 observations). Too many groups allow some participants to "hide" (not contribute).

Teaching Speaking Skill

      Mastery of speaking skills in English is a priority for many second language or foreign language learners. As a result, learners often evaluate their success in language learning as well as the effectiveness of their spoken language skills. Oral skills are almost never neglected in EFL / ESL courses (witnessing a large number of conversation and other speaking course books on the market, although the best way to approach teaching oral skills has long beenthe focus of the methodological debate. Eyring et al (2011) Textbook teachers take advantage of a variety of approaches, ranging from hands-on approaches that focus on specific features of oral interactions (for example, turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interactions through group work, task work, and another strategy (Richard, 2008).

      Heriyadi (2011) In teaching speaking, there are many different techniques applied by teachers in the learning process, such as audio visuals, role plays and so on. The case building technique is a technique that can be applied in improving students' speaking skills. For this reason, the case building technique is a teaching technique in which students must be active in discussions, where the teacher will guide students to provide ideas, comments, etc., without disturbing each other. As a result, if students are invited to provide ideas, comments, etc., without being distracting, the students will be confident to speak English. Further more if the selected material is well known or familiar with their subject in their class. Nazara (2017) Speaking is an active skill, in which it contains several terms that require other individuals to interact, transact, and provide performance. So, it really fits into a case building technique that requires students to be active in discussions. By applying case building techniques in learning the speaking process, students will practice speaking a lot. Not only practice their speaking skills, but they also receive and transfer information to one another. So as a result, students are interested in practicing their speaking skills

      Based on the explanation above, it can be understood that apart from technique, there are several factors that must be considered. One of them is interest, where based on the experience of researchers, if learners are not interested in the subject or material, they will not focus or pay attention to the research. So if students have high interest they will be more active than students who have low interest. Therefore, researchers believe that case building techniques can have a significant effect in improving students' speaking skills. What's more, if students are really interested in English lessons, this can be their medium to improve their English skills.

Interest to learn

      Interest is a strong sense of something or activity that is considered attractive. From a psychological point of view, Chang said that term interest has two meanings of war involving, first, one's internal orientation when he is expressing something and. Second, there is a small difference between interests and motives because both are internal

causes of a person's behavior (Lee, Chao and Chan: 2011).

In other words, interest refers to the effect of an attractive thing, that is to say, a feeling of interest will arise when that object represents a beautiful thing that can create a wish. In addition, interest can determine interest as a result of human choice and exchange, not because it is caused by a person's factors outside of human action (Hulsmann, 2002, p. 78). Therefore, student interest refers to what they like to do or focus on, as a result, students will pay great attention and time to know and understand the subject of study.

Methodology

This research was a quasi-experimental design and applied a factorial experimental design. Researchers will use this design because this study involves two parallel groups refer to the treatment applied to the experimental group taught using case building techniques, the second group using conventional technical discussion. From this factorial design, the researchers can assess not only the separate effects of each independent variable but also the combined effects. In other words, the researcher can see how one variable moderates the other (the moderator variable). Population is a group of case elements, whether individuals, objects or events, which match certain criteria and which we mean to generalize the results of the research (McMillan & Schumacher, 2010). Researchers conducted a research at PGRI Palembang University with a population of 102 people.

According to McMillan & Schumacher (2010), a sample is a group of individuals whose data is collected. The sample is part of the population in which, the students from the experiment and control groups are taken and will be investigated. Facing the statement,

Frankle & Wallen, (1990, p. 6) states that the sample is a group in a research study about the information obtained. Furthermore, the population is the group in which the results of the study are intended to be testedapply (Fraenkle & Wallen, 1993).

Two stages of random sampling were used in this investigation. The sample is the 1st semester students of Universitas PGRI Palembang. Two classes were selected in which the first class would be experimental in which the case buiding technique would be applied and the second class would be the control group trained with conventional techniques. For each class, it contains 30 students, thirty students from the experimental group and thirty students for the control group.

Findings and Interpretations

The independent t-test is the most commonly used technique to evaluate the differences in means between the two groups. In this study, the independent t-test was used to test the difference in test scores between students who were taught speaking by using Case Building as the experimental group and those who were taught conventional technique as the control group. The students who were taught by Case Building technique got a higher mean score than those who were taught by using conventional technique. The students who were taught by using Case Building technique got 76.6, while those who were taught by conventional technique got 61.18. It could be concluded that the means of the two groups are significantly different.

For further description calculation using independent sample test was found that the levene test 0.830 higher than 0.05 meaning the variance of the two groups were approximately equal. Then, the p-output Sig was 0.000. When the p-output was lower than α

(0.05), it could be concluded that the technique which was applied to increase students' achievement in speaking was effective to be taught in a certain group. Based on the calculation, the researcher found that the mean in the pre-test of the experimental group taught using Case Building technique was 70.90, while in the post-test, the mean was 85.10. It can be interpreted that the different mean between pre-test and post-test was 14.20 or in other words, there was an increasing average score after the students got the treatment and it was 14.20 Based on the explanation, meaning that, the students posttest achievement that were taught using Case Building technique got the difference achievement from the pre-test. The value of sig was 0, 000 at the significance level < 0.05 in two tailed, it meant that there was a significant difference in speaking achievement before and after the treatment in the experimental group.

The independent sample test explained that the levene test 0.660 that was higher than 0.05 meaning the variance of the two groups were approximately equal. Then, the p-output Sig was 0.000. When the p-output was lower than α (0.05), it could be concluded that the Case Building technique which was applied to increase students' achievement in speaking was effective to be taught in high level students' learning interest. Based on the calculation, the researcher found that the mean in the pre-test of the experimental group taught using Case Building technique was 60.90, while in the post-test, the mean was 69.95. It could be interpreted that the different mean between pre-test and post-test was 9.05 or in other words, there was an increasing average score after the students got the treatment and it was 9.05 Based on the explanation, meaning that, the students posttest achievement that were taught using Case Building

technique got the difference achievement from the pre-test. The value of sig was 0, 000 at the significance level < 0.05 in two tailed, it meant that there was a significant difference in speaking achievement before and after the treatment in medium level students' learning interest.

In these statistical analyses, the researcher applied two-way ANOVA which is concerned with the investigation of the interaction between one dependent variable (speaking achievement) and two or more variables (Case Building and interest). Actually there was one independent variable and one moderator variable that was interest. In this analysis the researcher wanted to investigate whether there was any difference speaking achievement among the students who had different interest after the treatment.

The result of descriptive statistics in two-way ANOVA indicated that 10 students who had high learning interest and taught using Case Building technique got the mean score of 81.10 with the standard deviation 3.66, while 10 students who had medium learning interest and taught using Case Building technique got the mean score of 69.95 with the standard deviation 5.7, while 10 students who had low learning interest and taught using Case Building technique got 51.75 with the standard deviation 3.91.Meanwhile 11 students who had high learning interest and taught using conventional technique got 73. 81 with the standard deviation 6.85, while 10 students who had medium learning interest got the mean 63.10 with the standard deviation 5.42 and 9 students who had low learning interest got the mean 43.61 with the standard deviation 7.08.

From the explanation above, it could be seen that the students who had low learning interest and were taught by using Case Building technique, achieved

the mean of score 51.75, while the students who had medium learning interest had 69.95 mean of score, and the students who had high learning interest achieved 81.10 mean of score.

Table showed that the Levene's test of equality of error variance indicated that significance level was 0.664. As this value was higher than 0.05, the analysis of variance was significant. Meaning that, there was no significant difference among the students score. The interaction effect of technique and learning interest score was 0.936, with the criteria test if the probability (sig) > 0.05 meaning that there was no significant interaction between learning interest and Case Building technique. It could be meant that learning interest did not give significant contribution to improve the students' speaking achievement.

Interpretations

Based on the data analysis, the students' achievement in speaking taught by using Case Building technique had a significant increase. It indicated that teaching speaking using Case Building technique gave a significant difference on students' achievement in speaking than conventional technique. It can be seen from the results of the posttest which were higher than those of the pretest. The data of the students' achievement that was taught by using the Case Building technique had more significant increase than who were taught by using the conventional technique.

The reason can be explained why Case Building technique can improve the students' speaking achievement. The researcher believed that students' speaking achievement improved because they were exposed to speak by using Case Building technique. Grugeon and Dawes, (2014) states Case Buildings are used to stimulate conversation in class,

with an emphasis on deep listening, critical thinking, critical questioning and thoughtful response. Since the students were divided into two group which were inner and outer group. The technique of Case Building helped the students to expose their opinion so they tried to speak among the friends. Richard (2010) states the learning process needs the meaningful and motivating condition. The teacher was a guide and motivator in the class to help them in solving the problem in discussion.

The aspect of speaking developed significantly as a result of the method applied during the treatment time. Comprehension was mostly developed followed by fluency and language control. This result happened because the Case Building technique used the meaning as a starting point for language development which provided the good chance for the students to explore their ideas by themselves. Nunan (2014) said that pedagogical activities involve communicative language use in which the users' attentions are focused on meaning rather than grammatical form. Briefly, in doing and finishing the activities they needed comprehension. The aspect of fluency also influenced more by Case Building technique because the students have to use English in phases of discussion, in preparing, producing the presenting the ideas.

There was no significant effect of the students' learning interest and Case Building technique. This can be proved that there was no significant contributions were given by the aspects learning interest which could be built by the factors of teachers, materials, initiatives and motivations. By applying Case Building technique in teaching speaking, the students' learning interest did not give significant contributions in speaking achievement. Furthermore, the students were afraid to speak what they were involved in the discussion.

Because, it required them to build perception to share the knowledge, so each student ought to manage his emotion. Actually, in this kind of classroom atmosphere gave large opportunities to build their knowledge, skill and learning interest. Suryani (2017) said that experiential provides the psychological view of learning as the part of growth. They become increasingly self-directed and responsible for the process of the learning. So the learner is increasingly in charge of their learning (Lee, 2011). In fact, the students who did not have high learning interest and inexperienced would be very difficult to be involved in the phase of discussion.

Conclusion

Based on the findings and interpretations in the previous chapter, the writers intends to conclude his study. First, there was significant difference on students' speaking achievement after they were taught by using Case Building technique of the students of PGRI University of Palembang. So the research question number one was clearly answered. The Case Building technique could increase the students' speaking achievement. There were some aspects improved, namely: interaction, pronunciation, fluency and grammar. The comprehension also influenced more by Case Building technique because the students have to participate in phases of discussion, in preparing, producing and presenting the ideas so that the students had good learning experience because it provided the relax atmosphere.

Second, there was significant difference on students' speaking achievement after they were taught by using Case Building technique in high, medium and low level students' learning interest of PGRI University of Palembang. It meant that the research

questions number two, three and four were answered that they were significant difference on speaking achievement in high, medium and low level of students' leaning interest when the Case Building technique was applied in those levels of learning interest.

Different result was gained from the analysis of the interaction effect that there was no interaction effect of the Case Building technique and learning interest on the students' speaking achievement. The learning interest did not give significant contribution in increasing the eleventh grade students' speaking achievement at PGRI University of Palembang. In other words, the null hypothesis was accepted.

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