Development of a case method learning model to hone students' translation competence in language teaching courses

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ABSTRACT

In 2020-2024, the Ministry of Education and Culture launched one of the main objectives of developing a strategic plan, namely optimizing the quality of learning in innovative forms in order to realize student success in achieving maximum learning outcomes that include attitudes, knowledge and skills. Hodijah, S & et al (2022) argue regarding the development goals of the Ministry of Education and Culture that the expected innovative learning can be implemented from learning created in the form of collaborative and participatory classes. Furthermore, according to the 2022 edition of EF English First Proficiency, Indonesia is in 81st place out of 111 countries with a score of 469 which falls into the Low Proficiency category in every aspect of the English language, one of which is Translation. Based on these things, to overcome the low level of students' English proficiency, especially in terms of Translation and to answer the demands of the Ministry of Education and Culture for Higher Education in creating innovative classes. It is recommended for lecturers to use the Case Study learning model because it has been proven to be effective in improving translation skills in various previous studies. Based on these things, this research aims to developCase Study Learning to Improve Students' Translation Ability in the Translation in English Language Teaching (ELT) Course, Department of English Language and Literature, Medan State UniversityThe development of the Case Study Learning Model was carried out using the ADDIE Development model which consists of 5 stages, namely; (1) Needs analysis, (2) Design of the Case learning model 3) Development of the Case Study Learning Model in Translation in ELT Learning (4) Implementation, namely trial of the Case Study learning model in the Translation in ELT course (5) Evaluation of Case Study model-based learning . This research uses a qualitative and quantitative descriptive approach in analyzing data. Validity tests, Practicality Tests and Effectiveness Tests was carried out on the development product to ensure that the Case Study Learning Model developed valid, practical and effective in improving students' translation skills in the Translation in ELT course. The results of the research show that the model developed is valid, practical and effective.

In 2020-2024, the Ministry of Education and Culture set out the main objectives in developing a strategic plan, one of which is optimizing the quality of learning, which requires universities to be able to create and implement innovative learning so that students achieve maximum learning outcomes that include attitudes, knowledge and skills. This development target requires universities to be able to realize increased capacity and quality of the learning process which refers to the IKU-PTN which has been determined and realized in the Semester Learning Plan (RPS) for the Translation in English Language Teaching (ELT) course.

Hodijah, S & et al (2022) argue regarding the development goals of the Ministry of Education and Culture that innovative learning can be implemented from learning created in the form of collaborative and participatory classes to encourage students as objects to hone their abilities, be flexible, have high curiosity, so that the final results of graduates have skills and expertise based on the phenomena they face. However, Haris's (2020) research proves that learning is still dominated by the boring lecture method. This method shows the teacher's tendency to only focus on educational theories or concepts, resulting in students not knowing the relationship between the theory being studied and its application in everyday life. The lecturer, who is the central point of collaborative learning, should encourage students to act as "protagonists" so that they are able to solve cases, analyze, provide recommendations and solutions and design solutions through discussions guided by the lecturer in class. Therefore, Utami in Pernantah, S & et al. (2022) concluded that one suitable method to answer the demands of the Ministry of Education and Culture, which is collaborative and participatory in nature and can reduce the gap between theory and practice, is the case study method.

Subject Translation in ELT teaches methods or approaches to translating texts in English into Indonesian and vice versa. Translation in ELT is integrated with reading, speaking, listening, writing, and vocabulary development activities (Dagilene, 2012). Translation activities initiate students to see differences in structure and vocabulary, strengthen grammatical competence, form their own way of thinking, and correct mistakes that may not have been seen before.

SubjectTranslation in ELT is very suitable with the case-solving method (Case Method) because this course requires students to be able to solve cases related to translation and its stages. Cases related to the translation process,

especially translation in the form of short and long texts and oral translation, makes lecturers able to direct students to observe problems that occur in the field during the translation process. Through the case solving method, the Translation in ELT course becomes more interesting and memorable because there are case solving activities with sharp insightful analysis and clear solutions and recommendations.

Besides that,The Case Study method is able to provide complex and contextual learning experiences, for example translating an article to help students relate to phenomena that occur and will be discussed in discussion activities based on the results of student observations and perspectives. This method has been widely used and researched by previous researchers with satisfactory results in improving thinking abilities to solve problems, intellectual skills and becoming an independent learner. One of them is research by Widiastuti, F & et al (2022) in Management courses, it was found that 45% of the students who had attended lectures using the case method model showed a positive influence on the case method. This percentage figure is relatively satisfactory because the research period for implementing the case method is quite short.

The urgency of developing case method learning models in coursesTranslation in ELT can also be seen from the results of the 2022 edition of the Indonesian English proficiency index survey by EF Profiency, where Indonesia is ranked 81st out of 111 countries with a score of 469 in the Low Proficiency category. This research was attended by 2.1 million adults, dominated by students at universities, including students in Indonesia. This shows that Indonesian students' English proficiency is still relatively low and lagging behind when compared to other countries.

Majeed (2013) explains that the case method learning model is an alternative to teaching and learning activities with an application pattern in the form of case studies of problems related to lecture material which can come from the organization's internal environment or from the external environment. With the emergence of issues and problems in case studies, it creates a forum for students to position themselves as decision makers regarding the problems found in the case objects displayed, so that students not only know or understand the problems that have been discussed but also think about finding solutions related to problems in the presence of this case study method.

Case Method is a technique for alleviating student problems through an in-depth approach and through stages of observation and research used to determine the causes of problems experienced by students. According to Rosidah & Pramulia (2021), the aim of the case method is to develop learning development skills. Meanwhile, according to Pernantah, SP, et al (2022), the aim of the case method is to systematically investigate the potential for learning and education. Based on the description above, the author concludes that the

purpose of the case method is to understand individuals in depth in order to help individuals achieve better adjustments

Case Method is a student-oriented learning model. Students are expected to be active in exploring information to find solutions to cases provided under the supervision of tutors in discussion forums. Learning will be more meaningful if students are introduced to cases that are often encountered every day. Students will be more enthusiastic because they feel that what they have learned is not in vain, besides that they will also be trained to apply the knowledge they have gained.

CasesThe method can train students' critical thinking skills because the cases presented require students to think more deeply. The cases presented include complex problems that require careful analysis, students also have to work hard to solve problems that are not simple in these cases. This is in line with the opinion of Roy Killen (2009), namely that case learning provides intellectual and emotional training, forcing them to become familiar with problems in the real world after they enter society.

The form of Case Method teaching is inductive, where students carry out their own analysis and decision making (Prince. M & Felder, 2017). The Case Method has three main components, namely: 1) the case itself. 2) student preparation to discuss the case that will be presented, and 3) class to discuss. This model requires students to be active in learning, this is proven by the second component, namely student preparation to discuss the cases that will be provided.

According to Clyde Freeman H (1998)Case Method rules are as follows:
   a) Telling a story must have an interesting plot related to the experiences of students/participants: 1) Must consist of a beginning, middle and end 2) The ending of the story is not like the previous one, being what students need to provide the case being discussed
   b) Focus on an issue or problem that arouses interest
   c) Growing student motivation
   d) Create empathy with the main character in the story
   e) Insert character dialogue quotes
   f) Relevant to readers
   g) Must have pedagogical utility
   h) Give rise to conflict
   i) Necessity of decision making
   j) General enough to apply in a variety of situations
   k) Short case
      Case method is a means of increasing understanding through learning by doing, developing analytical skills (critical thinking) and deciding things (decision making-skill), learning how to relate what is learned to real problems,

developing verbal communication skills and working together in groups (Bisatya W. Maer & Esterlita Devi Hendrayani, 2017).

Syntax of the Case Method Learning Model
The steps of the case-based learning method (Case Based Learning) are as follows (Williams. B, 2004):
1. Establishing cases: cases are selected that are appropriate to the material and with the aim of developing students' inquiry and discussion skills.
2. Analyzing the case: the case is discussed by the group. Students must formulate a problem where students must optimize their initial knowledge by recalling related concepts. In formulating the problem, students must also identify the questions in the case, which information is important in the case and which is less important. After identifying the question, the next step in analyzing the case is analyzing the problem. Students analyze what problems must be solved in the case presented.
3. Independently find information, data and literature. Students also provide supporting evidence, data or lab results. Students need a lot of information to solve problems. Students determine the steps to solve the cases provided.
4. Make conclusions from the answers discussed together. When drawing conclusions, students must be able to think logically or rationally in comparing, clarifying, and showing cause-and-effect interactions in order to reach the right conclusion.
5. Presentation: the group presents the results they agree on.
6. Correction: correct incorrect answers.

According to Moentaha (2006:9), the word "translation" has two meanings, namely process and results/synthesis analysis. First, translation as a process of human activity in the field of language (analysis) whose result is a translated text (synthesis). Second, translation is only the result of the process of human activity. We call the result a translated text, for example, if we say: "Not long ago, a translation of Shakespeare's Sonnets was published. This is the best-translated work I have ever read."
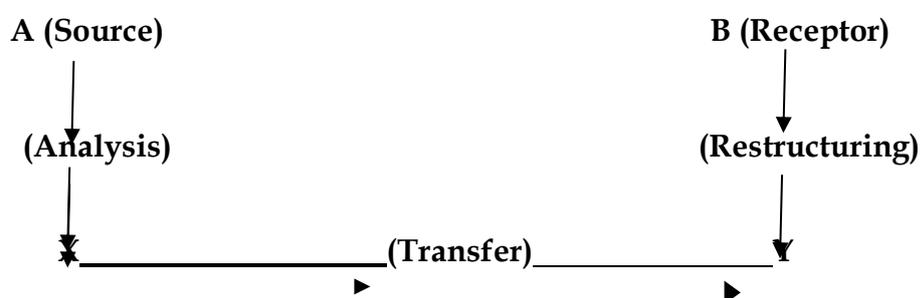
In the translation process there are always two texts, the first is arranged based on the second content level, while the second is arranged based on the first content level. The first text is called the original text, while the second text is called the translated text. The language whose text is the original text is called the source language or the source language, while the language whose text is a translated text is called the target language or target language.

Translation Type
Roman Jacobson (1959: 234) differentiates translation into three types, namely:

1) Intralingual translation is the modification of another text based on the translator's interpretation, and both texts are written in the same language.
2) Interlingual translation is a translation in the true sense, such as translating a source language into a target language.
3) Intersemiotic translation is the translation of written language into other media such as images, music and so on. This type of translation includes the interpretation of a text into another form or side of the sign.

The translation process referred to here is a model to explain the (internal) thought process carried out by humans when translating. Nida and Taber (1969:33) describe the translation process as follows:

A (Source)   **B (Receptor)**

(Analysis)   **(Restructuring)**

(Transfer)

Figure 1. Translation Process by Nida and Taber (1982:33)

In this process there are three stages, namely the analysis stage, the transfer stage and the restructuring stage. The translator analyzes the SL text in terms of (a) the grammatical relationship of words to understand the meaning or content as a whole. The result of this stage, namely the meaning of the SL that has been understood, is transferred into the mind of the translator from the SL into the SL. After that, in the restructuring stage, the meaning is rewritten in the SL in accordance with the rules and conventions contained in the TL.

Research on the Development of a Case Method Learning Model to Improve Students' Translation Ability in Translation in English Language Teaching (ELT) CoursesIt is very necessary for lecturers to be able to use learning modelsCase Method in increasing innovation to create a class that iscollaborative and participatory. For this reason, this research will try to uncover various issues including the ability of lecturers in planning developmentCase Method learning model in the Translation in English Language Teaching (ELT) course.With this development, it is hoped that lecturers will be helped to design learning activities that can create active, innovative, interactive classes and develop student potential. Likewise, to achieve the Semester Learning Plan (RPS) objectives expected in the courseTranslation in ELTBased on the explanation above, the problem formulation in this research is how to developCase Method Learning Model to

Improve Students' Translation Ability in Translation in English Language Teaching (ELT) courses?

METHOD

Developing a Case Method Learning Model to Improve Students' Translation Abilitywill use a research and development design (Research and Development). This method is a research method used to produce products and test the effectiveness of these products (Sugiono, 2010). Development research is a process or steps to develop or improve a new product, which can be accounted for (Trianto, 2008).

Research Stages

The type of research used is Research and Development (R&D). The development model developed in the research is the ADDIE model development model with development stages consisting of 1) Needs analysis, 2) Initial prototype design, 3) Development, 4) Implementation and 5) Evaluation.

Analysis Stage

The analysis is the first step of the ADDIE design model. The analysis step goes through two stages: 1) Performance analysis is carried out to find out and clarify learning problems that require solutions, and 2) Needs analysis is a step needed to determine abilities or competencies.

Design

The design step is the core of the work analysis step, namely studying the problem and finding alternative solutions identified through the needs analysis step.

Development

Development is the third step, which includes the activities of selecting and determining the problem, media, and appropriate delivery strategies to convey program material or substance. In this stage, the Case Method learning model will be developed and revised or validated by a team of experts.

Implementation

The implementation aims to guide participants in achieving the goal. The stages of implementing the Case Method learning model that has been designed are carried out using one-on-one testing, small-group testing, and large-group testing. One-on-one testing, small group testing, and large group testing receive input from participants.
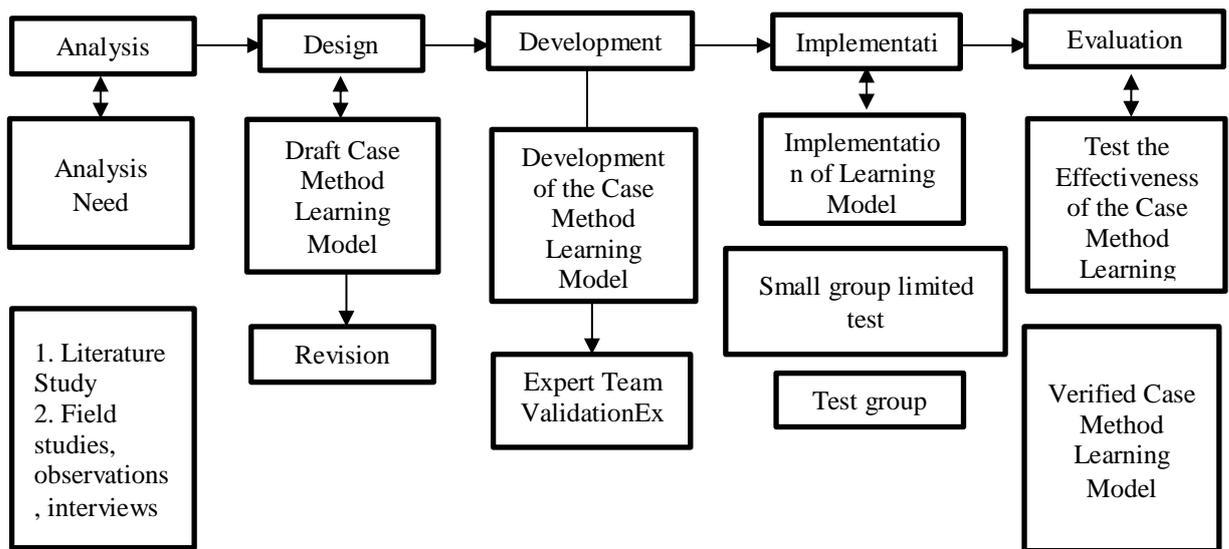
Evaluation

Evaluation is a process carried out to provide value to the learning program to determine the participant's attitude towards the learning activity as a whole and determine the increase in competency within the participant.

Research Location

The research location was the English Language Education Study Program, Department of English Language and Literature, Faculty of Languages and Arts, Unimed. Population and Sample

This research used a population of 30 third-semester English Education Study Program students at Medan State University, with a total sampling technique.

Analysis	→	Design	→	Development	→	Implementati	→	Evaluation

Analysis Need		Draft Case Method Learning Model		Development of the Case Method Learning Model		Implementation of Learning Model		Test the Effectiveness of the Case Method Learning
						Small group limited test		
1. Literature Study 2. Field studies, observations, interviews		Revision		Expert Team ValidationEx		Test group		Verified Case Method Learning Model

DATA COLLECTION

Data Collection Techniques

The data collection techniques used in this research are documentation, interviews, questionnaires, and tests.

Data Collection Instrument

Data collection instruments include documentation sheets, interview guides, and questionnaires and tests.

Data Analysis Techniques

Data obtained through initial observations with interviews and several literature studies are presented in descriptive analysis which can be used as a guide in the initial prototype design stage. When the prototype is complete, the next step is the validity test. After the prototype design is valid for use, the design is tested, both on a limited basis and widely, to see its practicality and effectiveness. The following is a data analysis for the validity, practicality and effectiveness of the initial prototype of the Case Method Learning Model which was later developed.

Validity Analysis

Based on the results of the initial prototype validation of the Case Method Learning Model from experts, the average value of the values given by the validator was determined by referring to the following value intervals:

Table 1. Validity Criteria (Source: Riduwan, 2009)

Intervals	Criteria
3.25 < M < 4.00	Can be used without revision
2.50 < M < 3.25	Can be used with minor revisions
1.75 < M < 2.50	Can be used with major revisions
1.00 < M < 1.75	Cannot be used

Practicality Analysis

The Case Method learning model is said to be practical if according to the practitioner's assessment it can be easily implemented. Practitioner assessment data will be analyzed using descriptive percentage techniques using the following formula:

$$Persentase = \frac{\sum x}{SMI} x 100\%$$

(Source: Tegeh, 2014)

Note: = Total score$\sum x$ SMI = Ideal Maximum Score

Practicality criteria refer to the following intervals:

Table 2 Practicality Criteria (Source: Akbar, 2013)

Percentage Range	Criteria
85.01% - 100%	Very Practical
70.01% - 85%	Quite Practical
50.01% - 70%	Less Practical
01.00% - 50%	Impractical

Effectiveness Analysis

Initially, it was said to be effective. The Case Method Learning Model was assessed based on a rubric using the following percentage descriptive technique (Source: Tegeh, 2014)

t:$Persentase = \frac{\sum x}{SMI} x 100\%$

Note: = Total score$\sum x$ SMI = Ideal Maximum Score

The effectiveness criteria refer to the following intervals:

Table 3. Effectiveness Criteria (Source: Akbar, 2013)

Percentage Range	Criteria
85.01% - 100%	Very effective
70.01% - 85%	Effective enough
50.01% - 70%	Less effective
01.00% - 50%	Ineffective

At this stage, an effectiveness test carried out which determined the experimental group and the control group. The experimental group was treated using the Case Method Learning Model while the control group did not use the Case Method Learning Model.

FINDINGS

This research aims to develop a case method learning model to improve translation skills in the Translation in Language Teaching course. With this research, a project-based learning model will be developed in an effort to improve students' translation abilities. This research uses the Research and Development (R&D) method. This research was carried out in 5 stages, namely 1) Needs analysis, 2) Initial prototype design, 3) Development 4. Implementation 5. Evaluation where each stage has its own goals and outcomes. These stages are the preliminary, development and evaluation stages.

Analysis Stage

Analysis is the first step of the ADDIE learning system design model. The analysis step goes through two stages, namely:

> *Performance Analysis*. This analysis is carried out to identify and clarify the learning problems that require solutions.
> *Needs analysis*. This analysis is a necessary step to determine the abilities or competencies that students need to learn to improve their performance or learning achievement.

Designs

Based on the results of the field study conducted, the researcher in this case developed a case method learning model. The design step is the core of the work analysis step, namely studying the problem and then finding alternative solutions that have been identified through the needs analysis step. In model design, the step taken is to develop a case method learning model.

Development
Development is the third step in the ADDIE system design model. The development step includes development activities. In other words, it includes the activity of selecting and determining appropriate methods, media, and learning strategies to be used in delivering program material or substance. In carrying out development steps two important goals need to be achieved, including producing and revising the learning model that will be used to achieve the learning goals that have been previously formulated.

In this stage, the draft model that has been developed and revised was validated by a team of experts. The expert team involved in this validation are learning device experts. After validation, it is suitable for implementation at the next stage. The result of the vaitadion was 3,15 which means the model developed needed minor revision .

Implementation
Implementation or delivery of learning material is the fourth step in the ADDIE learning system design model. The main objective of this step is to guide participants to achieve goals or competencies, ensure problem solving occurs to overcome gaps in learning outcomes faced by participants, and ensure that at the end of the learning program, participants need to have competencies in the form of knowledge and translation skills. At the implementation stage, the model that has been designed is carried out by means of small group testing, and large group testing.

Based on the questionnaire to the lecturer and students, the level of practicality was 84%, meaning that the model was reasonably practical. To determine the model's effectiveness, the experimental was chosen, involving 30 students in the control group and 30 students in the experimental group.

Evaluation
Evaluation is a process carried out to add value to a learning program. It aims to determine the participant's attitude towards the learning activity as a whole, determine the increase in competence within the participant, which is the impact of participation in the learning program, and obtain the benefits felt by the institution as a result of the increase in participant competence.

DISCUSSION

Research and development as a complex research design is important in validating the product which will be used by consumers. In this case, the product is a learning model of case studies which has been developed through scientific procedures which are suited to the context of EFL students like in Indonesia as the concumers. The validity of the product has been evident as shown in Finding section. It emphasizes that the product has successfully passed the scientific requirements to be implemented in classroom context.

As a student-centred learning model, Case studies have been conducted by previous researchers to achieve their own goals (Almagro Esteban & Pérez Cañado, 2004; Flowerdew, 2016; Natalia et al., 2022). It was noticed that this learning model has been used in a variety of disciplines, engages the students' active involvement, participation, and critical thinking, as well as problem solving skill (Kelch & Malupa-Kim, 2014). These benefits are necessary in translation as a skill which demands higher order thinking skill.

This section is going to discuss two important findings in this study. They are (1) the students' responses towards the implementation of the developed learning model; and (2) the practicality and effectiveness of the developed learning model in learning Translation as one of subjects taught in English department of Medan State University.

The Students' Responses towards case studies as the developed model
The students' response towards the use of case studies as a learning model was positive. It can be seen from their satisfactory level of learning through the questionnaire distributed after the implementation of the learning model. The positive response further shows that there is a significant improvement in the students' learning motivation, self-efficacy, and self-confidence. It shows that the developed learning model benefits the students' attitude towards translation as an essential skill for those English department students. The students' improvement in learning motivation is also found by (Masrun et al., 2023), who proved the effectiveness of case study as a learning method in improving their students' learning motivation when it is compared to conventional methods. Torres et al. (2023) also showed empirical evidence of the effectiveness of case studies in improving preservice teachers' knowledge and self-efficacy, which are essential to support their future careers.

The Practicality and Effectiveness of Case Studies as a Learning Model
The implementation stage in this study mentions that the practicality of case studies as a learning method in translation subjects is high. It can be shown from the observation during instructional practices. The study found that the learning model, which has been carefully developed, is easy to follow and practice, and it did not leave the students confused. Some students needed the lecturer's guidance in a particular step, but it did not impede the smoothness of

the learning process in the classroom. The high rate of practicality in implementing case studies as a learning model is also found by (Hasibuan et al., 2021) showed the strength of case studies in students' skill in writing report text, particularly in terms of the student's ability to understand problems being discussed in the classroom and analysing issue(s) given by the teachers.

Further, the developed model of case studies also shows high effectiveness in improving students' translation skills. There are some points to highlight. First, the model enables students' wider access to higher-order thinking skills as it scaffolds the students, through the prompted instruction, to use their analytical skills in information found in the object being translated. It also facilitates them to do self-evaluation, which is very important in order to achieve better quality in translation. This finding is in line with (Roell, 2019) showed that students are benefitted from using case studies that such a learning method facilitates the students' development of higher level order thinking skills (hots) that transcends the recall of knowledge to analysing, evaluating, and applying the skill. Natalia et al. (2022) also conclude the advantage of case studies is widening the students' creativity, knowledge, and ability, which are all useful in confronting the obstacles they face in daily life.

CONCLUSION

Based on the problem formulation above, this research aims to find out how to develop a Case Method learning model to improve the interpreting abilities of students in the Translation in English Language Teaching course in the English Language Education Study Program, English Language and Literature Department, FBS Unimed. For now, the conclusion is that the ADDIE stages have been followed, namely Analysis, Design, Development and Implementation. Next, an evaluation will be carried out to see the effectiveness of the model developed. It is hoped that lecturers can use the results of this research as a reference for studying Translation in English Language Teaching. For other researchers, It is recommended that this study be used as a reference for further or similar research.

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