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The Effectiveness of Case Method to Students' Paraphrasing Write Skills

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ABSTRACT

Paraphrasing writing skills are useful for students in writing scientific papers, especially in providing an explanation of a concept using different language from the reference we quote without changing the meaning so as to avoid plagiarism. Writing paraphrases requires critical thinking skills and creativity in processing sentences without changing the meaning. In fact, there are still many students who are not skilled in writing paraphrases. One way to improve students' paraphrasing writing skills is to apply the case method. For this reason, this study aims to determine how much influence the case method has on students' paraphrasing abilities. This research used experimental method with pre-experimental designs. The research design used the One Groups Pretest-Posttest Design. Data collection using paraphrase writing test technique. Analysis of research data by: assessing the results of each student's paraphrasing writing, calculating data normality tests, and conducting hypothesis testing with the Paired Sample T Test using SPSS 23. The results showed that there was a significant effect of the case method on the paraphrasing ability of students of the Management Study Program, Faculty of Economics, Universitas PGRI Palembang. The influence is indicated by the Sig value. (2-tailed) of 0.01 is smaller than 0.05. Students are able to paraphrase using their own language in several techniques, namely changing active sentences to passive ones, shortening sentences, changing sentences to become longer, and replacing words with words that have the same meaning. It's just that there are still some students who paraphrase by only changing some of the words in the quoted sentence by writing the equivalent of the word.

Keywords: Case Method, Paraphrasing Write Skills, Student, Pre-Experimental Designs

INTRODUCTION

The case method has been proven to improve critical thinking, communication, creativity and collaboration skills (Musiychuk, 2022; Zaudalova *et al.*, 2019; Hodge *et al.*, 2017; Cox, 1913). Apart from that, learning using the case method also trains students in democracy because there are discussion activities in groups to solve problems by analyzing cases, solving problems and making decisions together (McNergney *et al.*, 1999). In the process of solving problems, there are several roles involved, especially the role of group leader and group members. The group leader plays a very important role in achieving success in completing the case assignments given by the lecturer.

Learning by analyzing cases, students in groups according to their respective roles carry out data collection and interpret data to obtain the best solution in solving problems

(Noermanzah et al., 2022). In this case, the discussion group leader plays a central role in dividing tasks and guiding the exchange of opinions between discussion participants. If the group leader cannot manage the course of the discussion, it is certain that the results of the case analysis will not produce the best decision.

The case method is a learning method used by educators by using cases in the learning process (Yee, 2018). The main activities of students in solving cases in learning are case analysis, problem solving, and decision making. Then, the results of student case resolution are reported as student learning outcomes.

The case method is almost the same as the problem-based learning method, except that it lies in the process of solving the case. Usually with the case method, the cases given are only given for cases that can be completed in one learning session, while the problem-based learning method is for several meetings (Yee, 2018). Therefore, problem-based learning does not require previous experience or knowledge regarding the material, while the case method requires previous knowledge that can support case solving (Williams, 2005).

Then, the cases or problems presented in problem-based learning do not have to be case-based related to the student's experience and environment (Garvey et al., 2000). Lecturers can use various other problem models so that students gain new knowledge outside their environment. On the other hand, case selection using the case method begins with searching for problems that exist around students and these problems that students may face in the future, especially when entering the world of work according to the profile of graduates of the study program where they study (Bridges & Hallinger, 1999)

Thus, the case method can help students not only master knowledge, but also master skills. For this reason, the case method can influence students' ability to write paraphrases, especially paraphrasing scientific papers. Writing a paraphrase means restating ideas, opinions, other people's thoughts using their own language and sentence structure (Kridalaksana, 2008). Paraphrasing is also a person's ability to rewrite other people's thoughts or ideas using their own words and then display them in a new arrangement (Purdue, 2020). Apart from that, writing a paraphrase must also include the complete reading source, including the author's name, year and page.

The ability to paraphrase scientific writing is still a problem faced by students (Saroh & Damaianti, 2017). One of the difficulties students have is changing the order of words and sentences using their own language without changing the meaning of the paraphrased scientific writing (Choiyeonhee, 2012; Hasanah & Fatimah, 2020; Keck, 2006). Apart from that, from the results of initial observations, especially for students in Class 1-A, Management Study Program, Universitas PGRI Palembang, students have not yet conceptually mastered the techniques for writing paraphrases from scientific papers, starting from equivalent paraphrasing techniques, denying antonymy paraphrasing, generic-specific paraphrasing, amplification paraphrase, contraction paraphrase, and summary paraphrase (Purdue, 2020). To overcome this problem, the case method will be used to test the hypothesis, namely that there is an influence of the case method on the ability to write paraphrases of students' scientific papers. This hypothesis is predicted to be strong because the case method in the early stages of learning will strengthen students' concepts about writing paraphrases. With strong concepts, students can easily write good paraphrases (Ardalan, 2013). Moreover, in the process, students in groups will be guided by the lecturer in analyzing, solving problems, and making decisions in writing paraphrases (Berbeco, 2018; Stake, 2009; Herreid, 2007; Thaller, 1994).

The learning steps using the case method in learning to write paraphrases of scientific papers are: 1) deepening of the subject matter; 2) case presentation; 3) group formation; 4) case analysis, problem solving, and decision making; 5) presentation of the results of the case analysis by the group; 6) class discussion; and 7) assessment and feedback from lecturers

(Cox, 1913; Gulo, 2002; Wasserman, 1994; Merseth, 1991; Merseth, 1994). In case discussion activities, the discussion leader plays a very important role, especially in the role of guiding, investigating, directing, providing feedback, or simply observing input among class members. The aim of case discussion activities is to develop individual skills in observing, analyzing, taking action and assessing (Merseth, 1991; Merseth, 1994). For this reason, whether this case method is successful or not depends on how the lecturer chooses the group leader in the discussion activity. With the advantages of case method, it is predicted that it can help students understand the concept of writing paraphrases in scientific papers and can write paraphrases through project activities that are accompanied and monitored by lecturers.

In applying the case method in learning to write paraphrases of scientific papers, the experimental method will be used with pre-experimental designs so that it will answer the problem formulation "Is there an influence of the case method on the ability to write paraphrases of scientific papers of Class 1-A students, Management Study Program, Universitas PGRI Palembang? Meanwhile, the aim of this research is to find out how significant the influence of the case method is on the ability to write paraphrases of scientific papers of Class 1-A students, Management Study Program, Universitas PGRI Palembang. It is hoped that the results of this research will be useful in scientific development in the field of learning methods, especially the case method and writing paraphrases. Apart from that, it is useful as an example of applying the case method for lecturers in Indonesian Language Courses.

METHOD

1. Research Design

This research uses a pre-experimental design type experimental method. The research design uses One Groups Pretest-Posttest Design. This research design was only tested on one class selected as the research sample by comparing the pretest scores and posttest scores of Class 1-A students, Management Study Program, Universitas PGRI Palembang in writing paraphrases of scientific papers. The pre-test was carried out with the research sample given a paraphrase writing test without being given any treatment. Then, post test activities are given after learning to write paraphrases using the case method steps.

2. Population and Sample

The population in this study was 51 students in Faculty of Economics, Universitas PGRI Palembang who took Indonesian language courses. These students consist of 2 classes, namely class 1-A with 36 students in Management Study Program and class 1-B with 15 students in Digital Business Study Program.

Because the data is homogeneous, the research sample was determined using a simple random sampling technique by giving all classes in the population members the same opportunity to randomly select one class to be the experimental class. By drawing lots from two population classes, the research sample was obtained, namely class 1-A in Management Study Program, consisting of 36 students consisting of 11 men and 25 women.

3. Research Variable

The independent variable or variable that influences this research is the case method. Meanwhile, the dependent variable or variable that is influenced is the student's ability to write paraphrases of scientific papers.

4. Data Collection Technique

Data collection uses test techniques. The test carried out is in the form of a performance test in writing paraphrases of scientific papers in the field of management. The paraphrase writing test is one of the learning outcomes in the Indonesian Language Course, Class 1-A, Odd Semester, Management Study Program, Universitas PGRI Palembang. The purpose of

the paraphrase writing test is to determine students' ability to write paraphrases as a basis for writing scientific papers in the field of management.

5. Research Instrument

The research instrument used was a paraphrase writing performance test. The ability to write paraphrases is only limited to paraphrasing scientific writing and not paraphrasing spoken texts. The paraphrase writing test is structured based on indicators of the ability to write paraphrases of scientific papers, namely suitability of ideas/content, paraphrasing techniques used, writing punctuation marks and letters, choosing the right words, writing effective sentences, and coherent paragraphs.

The paraphrase writing assessment indicators used can be seen in the following table.

Table 1. Paraphrase Writing Assessment Indicators

No.	Rated Aspect	Score
1.	Appropriateness of ideas/content	30
2.	The paraphrasing technique used	10
3.	Writing letters and punctuation	5
4.	Selection of the right words	15
5.	Effective sentence writing	20
6.	Coherent paragraph writing	20
Total score		100

Source: *Choiyeonhee, 2012; Hasanah & Fatimah, 2020; Keck, 2006*

The paraphrase writing test consists of two questions. The first question asks students to write a paraphrase using the bound paraphrase method by choosing two paraphrase techniques including the equivalent paraphrase technique, antonymy paraphrase, generic-specific paraphrase, amplification paraphrase, contraction paraphrase, and summary paraphrase. Then, the second question asks students to write a paraphrase using a free method by choosing two paraphrasing techniques. These two questions ask students to paraphrase a paragraph about the meaning of scientific writing and the steps for writing a scientific paper based on one of the authors' opinions.

6. Data Validity Test

The research instrument for the paraphrase writing test of scientific papers was tested for content validity by adjusting the test which was prepared according to the indicators of learning achievement in paraphrase writing. From the learning achievement indicators, writing paraphrases of scientific papers is reduced to a grid of questions. Then, from the grid of new questions, questions are prepared that reflect the achievement of writing paraphrases.

7. Data Analysis Technique

Analysis of research data obtained from the results of the paraphrase writing ability test was carried out based on the One Groups Pretest-Posttest Design analysis steps. The following are the steps for analyzing research data.

- Giving scores and assessing students' pretest results in writing paraphrases according to assessment indicators using the inter rater method, namely two assessors, assessor I, namely researchers and assessor II, namely colleagues.
- Giving scores and assessing students' posttest results in writing paraphrases according to assessment indicators using the inter rater method, namely two assessors, assessor I, namely researchers and assessor II, namely colleagues.
- Test the Analysis Prerequisites

The analysis prerequisite test in this study used one class, so it was only carried out with a normality test while a homogeneity test was not carried out. In this study, testing the normality of the distribution of research data because the sample size is only 36 students so it is less than 50, so using Shapiro Wilk is different if the sample is more than 50 using Kolmogorov-Smirnov with the help of SPSS 22. Guidelines for making

decisions using the Kolmogorov Smirnov method, criteria are used The test is if the Sig value. (significance) > 0.05, then there is no significant difference between the data to be tested and standard normal data, meaning the data is normal. Then, if the Sig. (significance) < 0.05, then the data to be tested has a significant difference from standard normal data, meaning the data is not normal.

d. Hypothesis Testing and Decision Making

Statistical hypothesis testing was carried out using parametric statistics using the Paired-Sample t-Test with calculations using SPSS 22. The Paired-Sample t-Test was carried out by comparing the mean value between the pre-test value and the post-test value. Then, test the statistical hypothesis as follows: Ho: There is no difference in the value of paraphrase writing ability before and after being given the case method. Meanwhile, Ha: There is a difference in the value of the ability to write paraphrases before and after being given to write paraphrases. The Ho testing criteria are: reject Ho if significance (2-tailed) $\leq \alpha$ 0.05 means there is an influence of the case method on students' ability to write paraphrases.

RESULTS AND DISCUSSION

Results

1. Results of Pre-Test and Post Test Values

The pre-test and post-test scores for students' ability to write paraphrases of scientific papers are as follows.

Table 2. Pre-Test and Post-Test Scores for Students' Ability to Paraphrase Scientific Papers

No.	Respondents	Pre Test Value	Post Test Value
1	MAA	66	78
2	GISA	65	80
3	FDS	66	84
4	LTR	64	86
5	AAT	74	88
6	DRY	68	87
7	EDA	66	86
8	MRS	68	88
9	MBT	67	84
10	RAR	68	87
11	IYO	70	86
12	VDC	69	82
13	MAN	70	88
14	LNU	71	87
15	RNA	74	86
16	SOK	72	87
17	CFU	69	80
18	PSR	73	88
19	BFT	68	87
20	DTA	72	88
21	JSW	73	84

22	LTR	72	84
23	RRA	70	84
24	MSA	73	83
25	FRA	70	84
26	WRT	69	80
27	NFD	75	90
28	FCM	69	83
29	ARH	77	84
30	AAS	72	83
31	DUW	72	84
32	MNB	74	85
33	PRI	70	84
34	AFD	72	86
35	EPK	72	78
36	ASP	74	80
Average Value		70,39	84,53

The table above shows that students' scores in writing paraphrases of scientific papers increased from the pre test with an average score of 70.39 to 84.53 on the post test. The increase in student scores in writing paraphrases from the pre test to the post test was 14.14 points. This increase in ability was due to providing action in the form of a case method in learning to write paraphrases for Class 1-A, Management Study Program, Universitas PGRI Palembang. The skills that students have mastered in writing paraphrases are the ability to express ideas/content that are appropriate to the scientific writing being paraphrased, the paraphrasing techniques used, writing punctuation marks and letters, choosing the right words, writing effective sentences, and coherent paragraphs. Comparison of the results of the pre-test and post-test of students' paraphrase writing skills in chart form as follows.

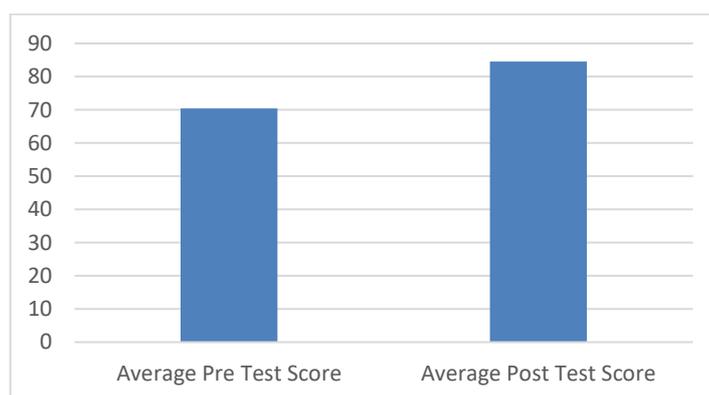


Figure 1. Comparison of Pre-Test Scores and Post-Test Scores for Students' Paraphrase Writing Skills

2. Analysis Prerequisite Test Results

The results of the normality test using SPSS 22 from the pre-test and post-test value data on the ability to write paraphrases of scientific papers show that the research data is normally distributed with a significance value for the pre-test value of 0.77 which is greater than 0.05 and the post-test value of 0.345 which is greater from 0.05. The results of the research data are normally distributed can be shown using the Shapiro Wilk test using SPSS 22 as follows.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Value	.146	36	.052	.977	36	.641
Post Test Value	.152	36	.034	.938	36	.044
a. Lilliefors Significance Correction						

3. Paired Sample T Test Results

The results of the t test with the Paired Sample T Test were assisted using SPSS 22 with the resulting Sig values. (2-tailed) of 0.00 is smaller than 0.05, which indicates that there is a significant influence of applying the case method on the ability to write paraphrases of scientific papers of Class 1-A students, Management Study Program, PGRI University, Palembang. The following are the results of the Paired Sample T Test with SPSS 22.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test – Value Post Test-Value	-14.139	3.863	.644	-15.446	-12.832	-21.960	35	.000

Discussion

The results of the research show that there is a significant influence of the case method on the ability to write paraphrases of scientific papers of Class 1-A students, Management Study Program, Universitas PGRI Palembang. This influence is shown by the Sig value. (2-tailed) of 0.00 is smaller than 0.05. For this reason, in this experimental research the research hypothesis was accepted by rejecting H_0 and accepting H_a , namely that there was a difference in the value of the ability to write paraphrases before and after being given the case method. The application of the case method learning method carried out by lecturers has been maximally carried out by following the learning steps with the case method in learning to write paraphrases for writing scientific papers, namely: 1) deepening the subject matter; 2) case presentation; 3) group formation; 4) case analysis, problem solving, and decision making; 5) presentation of the results of the case analysis by the group; 6) class discussion; and 7) assessment and feedback from lecturers (Cox, 1913; Gulo, 2002; Wasserman, 1994; Merseth, 1991; Merseth, 1994).

Learning to write paraphrases in writing scientific papers using the case method is developed starting from, namely: 1) deepening the subject matter regarding the nature, types and structure of writing paraphrases of scientific papers; 2) giving cases about writing paraphrases from several sources about management concepts; 3) forming small groups by appointing active group leaders so they can help divide tasks within the group; 4) case analysis, making paraphrases, problem solving, and making decisions on writing correct paraphrases; 5) presentation of the results of the case analysis of paraphrasing by the group; 6) class discussion regarding the results of paraphrase writing; and 7) assessment and feedback from lecturers by conveying the results of paraphrase writing and giving homework to deepen paraphrase writing skills. Before giving cases about writing paraphrases, the students were

given concept reinforcement so that most of them already had schemata for writing paraphrases so they could write paraphrases. Although there are some students who have not been able to completely change the quoted sentences into their own writing which is different, both in terms of choice and sentence structure from the original writing quoted.

Lecturers have an important role in implementing the case method, especially in selecting group leaders who are active and can lead their groups fairly and wisely. This is because the group leader has a very important role, especially in the role of guiding, investigating, directing, providing feedback, observing input among class members. The aim of case discussion activities is to develop individual skills in observing, analyzing, taking action and assessing (Merseth, 1991 & Merseth, 1994). For this reason, the success of this case method is that group leaders in discussion activities can lead their groups well in writing paraphrases of scientific papers.

The ability to write paraphrases of scientific papers that students have mastered is the ability to express ideas/content that are appropriate to the scientific writing being paraphrased, the paraphrasing techniques used, writing punctuation marks and letters, choosing the right words, writing effective sentences, and coherent paragraphs. This is proven by the students' scores in writing paraphrases of scientific papers which increased from the pret test with an average score of 70.39 to 84.53 on the post test. The increase in student scores in writing paraphrases from the pret test to the post test was 14.14 points.

The success of students using the case method cannot be separated from lecturers who apply the eight teaching skills effectively, namely opening and closing learning, explaining, asking questions, providing variations, providing reinforcement, managing the class, guiding discussions, and teaching small groups and individuals (Asril, 2014). Especially in applying this case method is the ability to provide an explanation of the concept of paraphrasing starting from the meaning of paraphrasing, the purpose of paraphrasing, paraphrasing methods, paraphrasing techniques, and steps for writing paraphrasing. Apart from that, the role of guiding the group in presenting the results of the case analysis must be accompanied by verbal and kinetic appreciation as well as giving prizes that educate students so as to provide strong motivation to the entire group.

The success of students using the case method is also that they have been able to write paraphrases using various paraphrase techniques, namely equivalent paraphrase techniques, abbreviated antonymy paraphrases, generic-specific paraphrases, amplification paraphrases, contraction paraphrases, and summary paraphrases (Purdue, 2020). What's unique is that some students also use the following methods to paraphrase, namely changing active sentences to passive, shortening sentences, changing sentences to be longer, and replacing words with words that have the same meaning. It's just that there are a small number of students who are still weak in writing sentences effectively and writing paragraphs that are less coherent. Apart from that, there are some students who still experience errors in writing reference sources or citations in bodynote form in their paraphrase writing.

Students' problems in writing paraphrases in the form of effective sentences and coherent paragraphs can be solved by providing drill techniques. The application of the drill technique is carried out by students carrying out training activities so that they have higher dexterity or skills than what they learned about writing paraphrases (Sakila, 2018). For example, the exercises carried out involve students being asked to write a paper by applying the concept of paraphrasing as a final assignment in the Indonesian Language Course as a compulsory subject in higher education.

CONCLUSION

The results of the research show that there is a significant influence of the case method on the ability to write paraphrases of scientific papers of Class 1-A students, Management Study Program, Faculty of Economics, Universitas PGRI Palembang. This influence is shown by the Sig value. (2-tailed) of 0.00 is smaller than 0.05. For this reason, in this experimental research the research hypothesis was accepted by rejecting H_0 and accepting H_a , namely that there was a difference in the value of the ability to write paraphrases before and after being given the case method. The ability to write paraphrases of scientific papers that students have mastered is the ability to express ideas/content that are appropriate to the scientific writing being paraphrased, the paraphrasing techniques used, writing punctuation marks and letters, choosing the right words, writing effective sentences, and coherent paragraphs. This is proven by the students' scores in writing paraphrases of scientific papers which increased from the pret test with an average score of 70.39 to 84.53 on the post test. The increase in student scores in writing paraphrases from the pret test to the post test was 14.14 points.

The application of the case method learning method carried out by lecturers has been maximally carried out by following the learning steps with the case method in learning to write paraphrases of scientific papers, namely: 1) deepening the subject matter; 2) case presentation; 3) group formation; 4) case analysis, problem solving, and decision making; 5) presentation of the results of the case analysis by the group; 6) class discussion; and 7) assessment and feedback from lecturers. The seven steps of this case method can be implemented by lecturers mastering and applying eight basic teaching skills, especially explaining skills and group guiding skills. Apart from that, the group leader plays an important role in the success of this experimental research, especially in mastering the ability to write paraphrases of scientific papers.

The results of this research are limited to quasi-experimental research in one class. For this reason, it is hoped that in future research we can research using pure experimental methods by comparing the experimental class and the control class so that the results can be maximized. Then, lecturers of Indonesian Language Courses or similar can try to apply the case method to each learning material.

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