

Implementing Case-Based Learning in English Language Teaching: An Exploratory Action Research in an ESP Context

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Case-based learning, as an instructional method, encourages the development of critical thinking skills, problem-solving abilities, the application of theory in English language learning, and the simulation of problem-solving in professional contexts. This study aims to implement and evaluate the application of case-based learning in the English 2 course at Politeknik Negeri Banjarmasin to improve the quality of learning in line with students' needs. The research team employed a qualitative approach using exploratory action research, which involves the stages of exploration, action, and sharing, focusing on exploring problems, challenges, and potential learning strategies before moving to the systematic implementation phase. The research subjects consist of 78 students from three study programs (Geomatics and Surveying Engineering Technology, Accounting Information Systems, and Accounting). Data was collected using prepared instruments through observation for eight meetings, questionnaire responses, and reflective journals. The data analysis used in this study includes reflective analysis, identification of themes or patterns, utilization of data as a baseline, validation of findings through triangulation, and contextual and narrative interpretation. The findings demonstrate that the case-solving group activity effectively engaged students, enhanced collaboration, and encouraged peer learning. 96.2% of the students stated that they are able to follow the instruction, with 43.6% feeling very satisfied and 55.1% satisfied with the results. However, there are still many students who faced minimal difficulties in reading and writing tasks; speaking and presentation skills require further reinforcement. The implementation of case-solving group tasks in English 2 is proved to support collaborative learning and task-based language teaching principles, fostering students' engagement, critical thinking, and reflective skills. However, challenges in oral presentation and unequal participation highlight the need for structured speaking practice, vocabulary support, and clearer role assignment in future cycles.

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