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Experts' Views on Integrating Contextual Case-Based Learning Method into English Writing Textbook

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ABSTRACT

This study investigates experts' perspectives on integrating contextual case-based learning (CCBL) methods into essay writing textbooks designed for English Language Teaching (ELT) program students. The primary objective is to evaluate the effectiveness and suitability of incorporating CCBL approaches to enhance writing skills within ELT curricula. To achieve this, a descriptive quantitative research design was employed. Data were collected through questionnaires comprising both closed- and open-ended items, distributed to three groups of experts: instructional design experts, content/material specialists, and media experts. The study sought to capture a comprehensive evaluation from different professional viewpoints on the textbook's design and pedagogical approach. Analysis of the collected data revealed a total average score of 3.76 out of 5, indicating strong agreement among the experts that the integration of CCBL methods in essay writing textbooks is beneficial and appropriate. Experts highlighted the contextualized nature of case-based learning as an effective way to engage students, facilitate critical thinking, and improve practical writing skills by connecting theoretical knowledge with real-life scenarios. In conclusion, the study supports the adoption of contextual case-based learning methods in essay writing textbooks as an effective instructional strategy for ELT students. Such integration not only enhances students' writing competence but also encourages deeper engagement with the learning material. The study recommends that textbook developers and educators consider CCBL approaches when designing writing curricula. Additionally, future research is encouraged to explore the application of contextual case-based learning methods in textbooks focused on other key language skills, including speaking, listening, and reading, to further enrich English language education.

Keywords: Writing; Textbook; Contextual Case-Based; English

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1. Introduction

Writing ability is the ability possessed by someone in writing. To be able to write, a person must first know the rules of the language he/she will write so that others can understand the written results. Besides that, students' interest in writing and the availability of learning resources also affect a person's ability to write. Writing ability can be possessed by someone with severe and continuous practice, likewise, in learning English as a foreign language, especially in universities.

Writing is one of the most challenging and intricate linguistic skills to master because it necessitates a thorough understanding of all aspects of the language. Authors must be able to use graphology, sentence structure, and vocabulary while writing. Writing skills develop slowly; they must be practised regularly and frequently. Oshima and Hogue[1] state that "writing is difficult since it requires study and practice to improve it". According to Akhadiah[2], writing is productive and expressive. Oral communication consists of the author as the communicator, the message or sentence, the writing channel or medium, and the reader as the message's recipient. Writing skills contain many benefits, including a person's mental, intellectual, and social development. Writing skills can develop one's intelligence, initiative, and creativity. In addition, through writing skills, courage can also be grown, stimulating willingness and knowledge to convey information.

Improving writing skills requires process. Some tips and techniques are needed to read effectively[3]. As an academician, the student must be able to put ideas into scientific work as a form of scientific responsibility. Therefore, writing activities are an integral part of life on campus. Moreover, in the English language education study program, students must have writing skills. It is due to fulfilling the task bill that requires them to write a review or do a mini research. To complete this task, students must read many sources and write down the information obtained systematically. In addition, writing skills can help students pass the IELTS test as a standard for English Education study program graduates. With qualified writing skills, students can complete their academic tasks, such as reviewing books and journals and completing research.

However, to communicate ideas in writing requires consistent practice. According to Sumarni et al.[3], writing skills are among the most difficult, and only a few people like writing skills. Most educators state that writing is a challenging activity[4]. According to Sumarni et al.[3], several factors cause low writing skills in students and educators/teachers. Poor academic performance is to blame for students' lack of interest in writing essays, awareness of language use, limited media for practising writing, and inappropriate learning methods and techniques. It leads to students feeling burdened, less enthusiastic, and a lack of practice or writing practice.

According to the observations results, most students need help in writing good-quality paragraphs. The organization of the writing still needs to be revised, the content needs to be more weight, and errors in punctuation, spelling, word choice, and grammar need to be checked and edited. Some students have organized paragraphs but need help choosing the right vocabulary or still need to correct spelling and punctuation. Some students write good content but still need help choosing grammar, and vice versa. Students still need help making appropriate main, supporting, and closing sentences. Based on the list of IELTS test scores, most students score below standard (band 6) for the essay writing test session.

Thus, in general, the root cause of low writing skills is influenced by the learning model applied by the lecturer, regardless of how vital a learning model is for student success in education. Regarding the learning model, Harmer[5] argues that student learning and success are influenced by the lecturer's model, method, technique, or strategy. Thus, the lecturer's learning model is the main problem that causes low student writing ability.

Efforts to develop and build student quality is an educational mission which is the professional responsibility of every lecturer. Developing the quality of students is a must, especially in entering the current era of globalization, so that the younger generation does not become victims of globalization itself. This quality-oriented education faces various challenges that cannot be overcome with the old paradigm. This is in line with constructivism learning theory. According to Shymansky et al.[6], constructivism views education as an active activity in which students can personalize their knowledge and seek meaning from what they have learned; this process involves the completion of new concepts and ideas through the use of established frameworks of thought.

Students, as adult learners, need space to apply concepts and practice the writing skills they learn. In teaching adult learners, an educator needs to understand the theory of andragogy. Andragogy is the study of adult learning processes. According to Hendayat[7], "Adults learn in a way that is significantly different from how children learn new behaviours". Andragogy is a model of the learning process for adult students. Andragogy is also being used to engage adults in education. The learning procedure can be successful if students participate in the teaching methods and techniques. The key to adult learning success is self-involvement (student ego). To that end, teachers should be able to offer the following assistance to students: (a) define their educational needs and goals, (b) take on responsibility for planning, and (c) prepare educational experiences and participate in activity evaluation studies. Therefore, each teacher must ensure that students are adequately involved in learning activities.

The skill of writing scientific papers is a means for students to familiarize themselves with developing critical, rational and objective reasoning power. The skills of writing scientific papers can also be used to disseminate scientific information to the broader academic community. Writing scientific papers can help students expedite the completion of their study assignments in tertiary institutions[8]. Writing scientific papers can also support student learning success in tertiary institutions. It is therefore critical to adequately train students in the areas of writing scientific papers at higher education institutions so that they can be encouraged to express their views independently, gain an understanding of how concepts and materials are related to one another, communicate through written communication, and solve problems encountered when working on scientific papers. In this regard, students must be trained to interact and negotiate properly with their surroundings, given the opportunity to reflect on the learning process they are undergoing, and allowed to develop their learning strategies. Thus, students can develop their abilities and skills as well as possible.

Therefore, more effective and innovative learning models must be developed to tackle the problem of needing more essay writing skills in ESL English education study programs. Researchers are interested in developing a contextual case-based learning model to facilitate students in practising writing essays. The development of this essay writing learning model modifies the CTL syntax and the Case Method.

The contextual teaching and learning approach, or CTL, encourages student participation in the classroom. A contextual approach encourages students to connect their knowledge to everyday applications in family and community settings by enabling teachers to relate what is taught to students' real-life situations—learning concepts. Learning outcomes are more meaningful to students when they are contextually understood. Learning becomes natural as students engage and gain experience rather than just passing knowledge from teacher to student. According to Muslich[9], "each main component of CTL has basic principles that must be considered when implementing it in learning so that if this approach is applied in learning English, it can improve writing skills".

The CTL system is designed to enable students to recognize the importance of the academic content they are studying by relating academic issues to everyday life, especially the personal, social and cultural context[10]. The CTL learning model ensures pupils actively develop their abilities and learn concepts while applying and sharing them with the real world. To provide students with the right learning experience, we must allow them to do it, try it, and experience it themselves. Contextual learning models are learning models that allow students to seek, process, and find more concrete learning experiences in learning activities by trying, doing, and experiencing things on their own. CTL is a teaching model that aims to help students comprehend the meaning of lessons based on personal, social, and cultural contexts to ensure they have the expertise and abilities to actively construct their version of the provided material[11]. The CTL learning model steps are: (1) Develop students' thinking to engage in more meaningful learning activities by working alone, exploring themselves, and building new knowledge and skills. (2) conduct research activities on all subjects taught; (3) foster curiosity through questioning; (4) form a learning community through group discussion activities, Q&A, etcetera. (5) Present examples of new student knowledge and skills. (6) teach children to reflect on every learning activity they have completed; and (7) conduct an objective assessment based on each student's actual abilities[12].

The case method is now a type of learning in which students repeatedly experience what it is like to make a decision. In contrast, a case presents one or more events that necessitate a decision. Students must use the classical case method to (1) prepare by studying conceptual and other material, (2)

study the cases, and (3) independently perform the required analysis. (3) form small study groups to discuss cases and share insights; (4) enrol in a course in which students discuss case studies with the assistance of a facilitator[13].

Moreover, according to Hatch and Mu[14], all learners using the case method have a mental set that underpins knowledge, cognitive and emotional skills, technical and behavioral skills, and values. Students use knowledge to form mental models of the world around them by applying cognitive processes, such as reasoning skills, and emotional processes, such as emotional responses to learning. Based on this mental model and values, students make decisions and act on their expertise. Learning occurs when elements of the learner's mental state change or improve during the case experience. One of the advantages of the case method over the more general lecture approach is the extent to which this is possible.

Based on the background of the study, even though the contextual case-based learning method is one of the innovative ways to make students learn English better, experts views are very important to find as the stepping stone of integrating the method into the essay writing textbook. Therefore, this study aimed to analyze the experts' view of integrating contextual case-based learning models on essay writing textbooks for English language teaching (ELT) program students.

2. Literature Review

2.1. Essay Writing

Writing is one of the language skills that students must master. Many experts disagree on the significance of writing. According to Abbas[15], "writing competence"is the ability to express ideas, opinions, and feelings to others through the written word. The accuracy of the language, vocabulary, grammar, and spelling must support the accuracy of expressing ideas. Rofi'uddin & Zuhdi[16] said that "the ability to express thoughts, ideas, and opinions about something in writing, as well as respond to wishes and express feelings". An essay must include at least three elements: introduction, body, and conclusion. The essay should be written using a paragraph arrangement mindset to facilitate understanding in writing. A paragraph has three main components: main/main sentences, developer/explanatory sentences, and affirmative sentences. In an essay, there are introductory paragraphs, body paragraphs, and concluding paragraphs.

Widiati[17] states that "reading-writing experiences can influence each other and support the development of individual abilities in reading, writing, and thinking so that the reading-writing experience will strengthen the ability of the writer to read and the reader's ability to write". To help students improve their reading and writing skills, integration of teaching reading and writing skills is needed through activities to explore and expand their understanding of texts to develop writing skills.

Thus, a contextual case-based essay writing learning model needs to be developed to improve students' ability to write essays so that they become a generation that cares about life's problems, has good skills and can express their ideas and thoughts systematically in the form of writing.

2.2. Contextual Teaching and Learning (CTL)

According to Johnson[18], CTL is a process of education that strives to assist students in understanding the significance of academic information by integrating the context, social, cultural, and daily life. "Teaching and Learning" (CTL) researchers approach the concept of learning in the learning process by linking the material being taught to the actual situation of the learner. According to Trianto[19], "contextual learning is learning concepts that allow learners to connect their knowledge to applications in everyday life (the real world)".

The contextual teaching and learning (CTL) approach to learning assists researchers in connecting what they are learning to the real, everyday lives of learners across communities, campuses, and communities, as well as citizens. They collect material for life and use it as the basis for decision-making in solving problems that learners face daily[20].

Contextual teaching and learning (CTL) emphasize the full participation of students in a process that encourages them to discover the content concepts to be studied, relate them to real-world situations, and apply them to their daily lives. (Sanjaya, 2014). CTL is a comprehensive system of interconnected components. When these parts are intertwined, an effect that exceeds when they operate alone is created. CTL enables students to find meaning by connecting academic subjects to the context of the learner's daily life[18].

The syntax for contextual teaching and learning models is: 1) Develop students' thinking for more meaningful learning activities, 2) Conduct research activities through demonstrations and reading materials, 3) Stimulate students' curiosity, 4) Lead groups, discuss and engage learning, 5) learn from illustrations, models, and even real media that present examples of models, and 6) reflect on the learning activities that have taken place.

2.3. Case-Based Learning

Case-based learning (CBL) is student-centred learning in which cases are the subject of study. Case-based learning requires students to actively participate in actual or hypothetical issue situations that reflect the experiences that occur naturally in the topic being studied [21]. The study requires that students analyze problems in real-world case studies and derive conclusions from their interpretation of available data. Learning to deal with real-life cases will be exciting and entertaining for students.

Handoko [22] defines a case in case-based learning as a case with the following characteristics) Decision-Oriented: This case describes an actual situation that requires immediate resolution of the case. 2) Participation: An example of how to motivate students by participating in problem analysis is explained. 3) Case content is presented in a way that generates various thoughts and analyses of the outcome of student discussions. 4) Contents: Most of the time, it is about rumours and factual information. Moreover, 5) Question: Cases rarely ask questions because understanding what to ask is essential to case analysis.

CBL is frequently defined as a teaching method that requires students to participate in actual or hypothetical problem situations actively and that reflects the type of experience students naturally have in their field of study. For CBL learning to be helpful in students' lives, the situations presented in CBL learning must be directly related to students' everyday experiences.

According to Handoko [22], the case-based learning method consists of seven steps: 1) establish cases: Cases are selected that are appropriate to the material and to develop students' inquiry and discussion skills. 2) Analyze cases: Cases are discussed by groups. Students must formulate problems in which students must optimize their initial knowledge by recalling related concepts. In problem formulation,

students must also identify questions, which information is essential in the case and which is less critical. After identifying the questions, the next step in analyzing the case is to analyze the problem. Students analyze whether the problem is to be solved in the case presented. 3) Independently look for information, data, and literature. Students also provide supporting evidence, such as data or laboratory results. Students need much information to solve problems. Critical students do not readily believe information but learn it more deeply by collecting more information. Once students get the appropriate information, data and literature, students ultimately know what steps to take. 4) Students decide how to solve a given case. 5) Make conclusions from answers discussed together. In conclusion, students must be able to think logically or rationally in comparing, clarifying, and showing causal interactions to get the correct conclusion. 6) Presentation: Groups present results that they agree on. And 7) Fix: Fix incorrect answers.

3. Materials and Methods

3.1. Research Design

This study employed a descriptive quantitative research design aimed at evaluating experts' perspectives on the integration of contextual case-based learning methods in essay writing textbooks for ELT students. The design focused on collecting and analyzing expert evaluations to assess the textbook's effectiveness and suitability.

3.2. Respondents

The respondents consisted of three distinct groups of experts: instructional design experts, material/content experts, and media experts. Each group comprised 20 experts, all of whom had a minimum of five years of professional experience in their respective fields. Respondents were selected using a stratified simple random sampling technique to ensure representation from each expert category.

3.3. Instrument

The primary data collection tool was a structured questionnaire tailored to evaluate different aspects of the textbook. Instructional design experts assessed five components: learning objectives, explanation of learning material, sum-

mary, references, and tasks/assignments. Material/content experts evaluated the learning objectives and teaching materials, while media experts focused on layout, graphics, beneficiary, and book arrangement. The questionnaire was divided into two parts: the first part consisted of closed-ended questions using a Likert scale (1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good), and the second part contained open-ended questions to gather expert suggestions and advice.

3.4. Data Collection Technique

Data were collected through the distribution of printed questionnaires delivered by hand to all experts. Due to the geographical dispersion of the experts, the data collection process spanned three months to ensure complete responses.

3.5. Data Analysis Technique

The collected data were analyzed using descriptive quantitative analysis. The average scores assigned by all experts for each aspect of the textbook were calculated to determine overall evaluations and consensus.

4. Results

The results of this study are described based on the development of contextual case-based textbooks for students of the English language teaching (ELT) program at the Universitas Negeri Medan. The average score given by all experts for the developed textbook is described as follows:

4.1. Instructional Design Experts

Table 1 shows the evaluation of the aptitude of the instructional design experts against the textbook learning model writing a context-based essay case obtained an average score of 3.744. it is in the category of very good.

Table 1. Average Score from Instructional Designer.

No.	Aspect	Average Score
1	Learning Objectives	3.72
2	Explanation of Learning Material	3.75
3	Summary	3.75
4	References	3.75
5	Task/Assignment	3.75
	Total Average Score	3.744

The advice delivered by the learning design expert on the learning model writing essay based on the context of the

case is: (1) writing the learning objectives should be completed with all essential elements, (2) pay attention to the list of contents, (3) pay attention the technical writing, and (4) it is necessary to make a chart of competence as a result of learning analysis.

4.2. Material/Content Experts

Table 2 shows the assessment of the qualification of the material/content experts against the textbook model learning writing essay based on the context case obtained an average score of 3.785. it means the material/content experts said that the developed textbook is very good.

Table 2. Average Score from Material Expert.

No.	Aspek Penilaian	Average Score
1	Learning Objectives	3.78
2	Teaching Material	3.79
	Total Average Score	3.785

The few advice given by the experts on improving the teaching book model of learning writing essays based on the context of the case are: (1) pay attention to the accuracy of the use of words and sentences, (2) the coverage of teaching materials to be further added, (3) pay regard to the systematic writing of chapters in the textbook, and (4) reference sources to be added.

4.3. Media Experts

The results of evaluating the validity of contextual case-based textbooks by media experts are listed in **Table 3**.

Table 3. Average Score from Media Experts.

No.	Aspects	Average Score
1	Layout	3.74
2	Graphic	3.70
3	Beneficiary	3.80
4	Book Arrangement	3.80
	Total Average Score	3.76

Table 3 shows the evaluation of media experts against textbook learning model writing essays based on context cases obtained an average score of 3.76. The media experts agreed that the developed textbook is very good.

The advice given by media experts on improving the textbook model of learning to write an essay based on the context of the case is: (1) pay attention to the consistency of writing between chapters of the speech, (2) pay regard to the

pattern and techniques of writing, and (3) the display of a colour on each icon in the chapter for more contrast.

A summary of the textbook score given by all experts is presented as follows (**Table 4**):

Table 4. Total Average Score from All Experts.

No.	Experts	Average Score
1	Instructional Design Experts	3.744
2	Material Experts	3.785
3	Media Experts	3.76
	Total Average Score	3.763

Table 4 illustrates the evaluation results of the textbook, which obtained an average score of 3.763. Therefore, the textbook is considered very good based on the total average score given by all experts.

5. Discussion

This study aimed to analyze expert opinions regarding the integration of contextual case-based learning (CCBL) methods into essay writing textbooks for students enrolled in English Language Teaching (ELT) programs. The discussion synthesizes the evaluations from three groups of experts: instructional design specialists, material/content experts, and media experts, providing a comprehensive overview of the textbook's strengths and areas for improvement.

Firstly, instructional design experts assessed five critical elements of the textbook: learning objectives, explanations of learning materials, summaries, references, and tasks or assignments. Across all these elements, the experts consistently rated the integration of CCBL methods as "very good." This positive evaluation aligns with Hammer's [5] assertion that effective learning methods significantly influence student learning outcomes and academic success. The experts emphasized that contextualizing writing tasks through real-life case scenarios enhances student engagement and fosters deeper cognitive processing. Such an approach encourages learners not only to understand theoretical concepts but also to apply them meaningfully in authentic contexts, which is essential in developing strong writing skills.

Material/content experts focused on two primary aspects: the learning objectives and the teaching materials presented in the textbook. They also provided "very good" ratings, indicating their approval of how the CCBL approach supports curriculum goals and content relevance. Importantly, these experts offered constructive feedback aimed at further improving the textbook. Their suggestions were used to refine the materials, and the revised versions were re-submitted for validation. This iterative process echoes the seven-step instructional design model proposed by Handoko [22], emphasizing continuous improvement and expert validation to ensure material quality and effectiveness.

Media experts evaluated the textbook's visual and organizational components, specifically assessing the layout, graphics, beneficiary considerations, and book arrangement. Their evaluations also reflected a "very good" consensus. The experts praised the clarity, aesthetic appeal, and usability of the textbook's design elements. Their recommendations for enhancement, which were incorporated into the textbook revisions, again reflect Handoko's [22] principles for instructional media development, underscoring the importance of clear, attractive, and learner-friendly educational materials.

Overall, the combined evaluations from the three expert groups yielded a total average score of 3.76, categorizing the textbook as "very good." This strong consensus highlights the value and effectiveness of integrating contextual case-based learning methods within essay writing textbooks targeted at ELT students. The findings suggest that embedding real-world contexts and case-based learning scenarios into writing instruction can make the teaching and learning process more interactive, meaningful, and aligned with students' practical needs.

In conclusion, this study provides substantial evidence supporting the inclusion of CCBL approaches in ELT essay writing textbooks. It is recommended that educators and textbook developers adopt this method to promote active learning and enhance students' writing proficiency. Additionally, future research should explore the integration of contextual case-based learning in textbooks for other language skills, such as speaking, listening, and reading, to further enrich language education and provide comprehensive support for learners' communicative competence.

6. Conclusions

This study aimed to analyze expert opinions regarding the integration of contextual case-based learning (CCBL) methods into essay writing textbooks for students in English Language Teaching (ELT) programs. The literature review highlights that case-based learning effectively enhances students' awareness, motivation, and engagement in

the learning process by connecting theoretical knowledge with real-world contexts. This study's findings, based on the evaluations of three groups of experts—instructional design, material/content, and media specialists—indicate that the integration of CCBL methods into essay writing textbooks is highly beneficial and received very positive assessments.

Given these results, it is strongly recommended that the case-based learning approach be incorporated into writing textbooks to make teaching and learning activities more dynamic, interactive, and meaningful for ELT students. The use of contextualized cases in writing instruction can better stimulate critical thinking and provide practical applications that resonate with learners, thereby improving their writing skills more effectively.

However, this study focused exclusively on expert evaluations of the textbook integration and did not measure the direct impact on students' writing performance. Therefore, future research should investigate how textbooks incorporating CCBL methods influence students' actual writing achievements. Additionally, exploring the application of contextual case-based learning across other language skills—such as speaking, listening, and reading—would provide valuable insights and broaden the scope of its effectiveness within English language teaching.

By expanding research in these areas, educators and curriculum developers can further refine instructional approaches that promote holistic language development and improved learning outcomes for ELT students.

7. Limitation

This study's main limitation lies in its exclusive focus on expert evaluations without assessing the actual impact of the integrated textbook on students' writing performance. Additionally, while the expert sample was diverse, the relatively small size may limit the broader applicability of the findings. Future research should investigate the effects of CCBL-integrated textbooks on student writing achievement through empirical studies, such as experiments or longitudinal designs. Moreover, exploring the use of contextual case-based learning in other language skill textbooks—including speaking, listening, and reading—would help extend the method's applicability within ELT. Expanding research across different educational settings and learner populations will also

contribute to a more comprehensive understanding of the effectiveness of CCBL in language education.

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Conflicts of Interest

The authors declare no conflict of interest.

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