



The Development of Teaching Materials for Recount Text Writing Skill Using Past Tense Based on Creative, Active, Systematic, And Effective (CASE)

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Abstract

This research aims to develop recount text writing teaching materials for sixth-grade students at SDN Permata Biru, focusing on mastering the past tense thru the CASE approach (Creative, Active, Systematic, and Effective). This study was motivated by students' low writing ability, mainly due to limited mastery of past tense and low engagement in learning. This research applies a quantitative quasi-experimental design (One Group Pre-test and Post-test) involving 34 students. The research instruments include a writing test, a scoring rubric, and a student engagement observation sheet. The results show that students' writing ability improved significantly after using CASE-based materials. The average pre-test score of 66.62 increased to 77.32 on the post-test. The paired sample t-test showed a significance value of $p = 0.000$ ($p < 0.05$), which means there was a significant difference between the pre-test and post-test results. An N-Gain value of 0.34 indicates a moderate improvement. The observation results also show that students become more active and enthusiastic in the learning process. Thus, CASE-based recount text writing materials have proven effective in improving students' writing abilities, particularly in the use of past tense and systematic text organization. Practically, this approach can serve as an alternative for teachers in creating creative, active, and meaningful writing lessons in elementary school.

Keywords: CASE approach; Past tense; Recount text; Teaching materials; Writing ability

Introduction

The Role of English and Writing Skills

Language is a system of signs used for communication. Spoken and gestural forms appeared first and became the foundation for written language (Barber et al., 2012). One of the languages widely used globally is English, which has become an international language due to its role in various domains such as education, media, and trade (Crystal, 2012). In Indonesia, Schools introduce English at the elementary level to equip students with communication skills and global competence. As stated by (Ali, 2022), Writing plays a key role in helping students learn, communicate, and express themselves in English. Writing, as one of the core English skills, can be developed through various text types. Among these, the recount text is particularly relevant to elementary students because it connects language learning with personal experiences.

Recount Text Writing and Past Tense Mastery

Teachers teach recount text in the sixth grade because it relates to students' personal experiences. Based on (Barwick, 1998), Recount is a type of text that retells past events in chronological order, with the aim of conveying what happened while also providing an interpretation or evaluation of the experience. However, in reality, many elementary school students still struggle with writing recount texts due to a lack of mastery of past tense, as well as low motivation and engagement in the learning process. To address these challenges, an effective instructional approach is required. One promising method that emphasizes creativity and active learning is the CASE (Creative, Active, Systematic, and Effective) approach.

The CASE Approach and Theoretical Relevance

The CASE (Creative, Active, Systematic, and Effective) approach offers a strategic solution to develop teaching materials that meet these needs. Abidin and Walida (2017) stated that CASE-based e-modules guide students to learn creatively, actively, systematically, and effectively. Similar findings were also reported by Destri et al. (2023). According to (Rosnaningsih & Puspita, 2023), the development of writing skills teaching materials in English subjects based on the CASE approach has several main objectives, including: supporting teachers in designing teaching materials that align with the curriculum and university learning outcomes, providing a common reference for teachers and students in the learning process, making it easier for students to complete tasks and achieve competence in each meeting, organizing learning materials more systematically and structured, and providing additional experience for teachers in preparing effective teaching materials for students. While these studies highlight the benefits of CASE and active learning, few have examined their integration with past tense instruction in recount writing. This gap forms the basis of the present study.

Research Gap

Although several studies have addressed writing instruction at the elementary level, most of them focused only on specific aspects such as text

structure, visual media, or general grammar without combining them with systematic teaching material development. Research on writing that explicitly integrates past tense mastery with CASE-based teaching design is still scarce. As noted by Putri & Puspasari (2022), learning materials should stimulate creativity and systematic learning, yet few studies have fully implemented this in the context of English writing. Therefore, there remains a research gap in developing CASE-based recount text materials that reinforce past tense usage while encouraging creativity, activeness, and systematic learning.

Research Objectives

Based on the identified gaps, this study seeks to answer the following research questions: (1) What are the needs of sixth-grade students in learning to write recount texts using past tense? (2) How can teaching materials based on the CASE approach be developed to improve students' ability to write recount texts? and (3) To what extent are the developed materials effective in improving students' writing ability in recount texts using past tense? The objectives of this study are to identify students' learning needs, develop CASE-based teaching materials, and evaluate their effectiveness in improving writing skills. The novelty of this research lies in developing recount text materials that explicitly integrate past tense mastery with the CASE approach, a combination that has rarely been explored in elementary English writing instruction. This innovation is expected to create a more creative, active, systematic, and effective learning experience that enhances students' writing competence and engagement.

Method

This study applied a quantitative quasi-experimental design using a One-Group Pretest-Posttest Model to investigate the effectiveness of CASE-based teaching materials in improving students' ability to write recount texts. According to (Fraenkel & Wallen, 2009), quasi-experimental designs do not involve a random assignment process in dividing groups. Instead, researchers use various other techniques to minimize threats to internal validity, which will be explained further thru a discussion of the types of quasi-experimental designs. The same group of students was tested before and after the intervention to identify any significant improvement in their writing performance.

The researcher conducted the study at SDN Permata Biru in July 2025 with 34 sixth-grade students selected through saturated sampling. Sugiyono (2019) defines a saturated sample as one where adding participants no longer yields new information or improves representativeness. The treatment was implemented in one 60-minute session, adjusted to the school's schedule to avoid disrupting regular learning activities.

Four main instruments were used: a pre-test, post-test, writing assessment rubric, and a student engagement observation sheet. The pre-test and post-test

required students to write short recount texts based on familiar topics, such as “*Activities I Did Yesterday*” and “*My Holiday Experience*.” Students’ writing was evaluated using a rubric adapted from Brown (2004), consisting of five equally weighted aspects: content, organization, vocabulary, language use, and mechanics (each 20%). The observation sheet recorded indicators of student engagement, including participation, motivation, and attentiveness during the CASE-based learning process.

Data collection included written tests, observation, and classroom documentation. The researcher analyzed the data using SPSS version 2017. The analysis involved calculating mean scores for pre-test and post-test, determining individual gain scores, and applying a Paired Sample t-Test to examine the significance of improvement. Observation results were analyzed descriptively to complement statistical findings.

Instrument validity was ensured through expert judgment by one English teacher who verified content alignment with curriculum goals and CASE principles. Reliability was examined using SPSS by assessing score consistency across students’ results. Ethical considerations were maintained by obtaining informed consent from the school, teacher, and students, ensuring confidentiality and voluntary participation without academic consequences.

Description of CASE-Based Teaching Material

The teaching material developed in this research is a **CASE-based learning module**, designed to enhance students’ ability to write recount texts through the integration of four main principles: **Creative, Active, Systematic, and Effective**. The module was developed based on the English curriculum for sixth-grade elementary students, emphasizing writing skills with correct text structure and appropriate use of the **past tense**.

Learning Objectives: to help students write simple recount texts in a coherent, creative, and grammatically correct manner.

Module Structure: the module consists of three main sections: (a) an introduction that presents material explanations and model texts, (b) learning activities with step-by-step exercises, and (c) an evaluation and self-reflection section.

Learning Content:

Table 1 Learning Content

Time	Stage	Teacher’s Activities	Students’ Activities
10 minutes	Introduction	- Greets students and leads a prayer. - Explains the learning objectives. - Gives a short pre-test (1 question).	- Responds to greetings and prays together. - Listens to the learning objectives. - Completes the pre-test question.
10	Creative	- Shows a simple recount	- Observes the displayed

minutes		text example ("My Holiday"). - Guides students to identify past tense verbs in the text.	text. - Mentions past tense verbs found in the text.
10 minutes	Active	- Explains the structure of a recount text. - Assigns students to write a short recount text (2–3 sentences) about their own experience.	- Writes a simple recount text. - Uses past tense verbs in writing.
10 minutes	Systematic	- Provides an exercise to arrange sentences using flashcards in the simple past tense form.	- Corrects and organizes sentence structure.
10 minutes	Effective	- Asks several students to read their recount texts aloud in front of the class. - Gives feedback and summarizes the lesson.	- Reads their writing aloud. - Reflects on and summarizes the day's lesson.
10 minutes	Closing	- Gives a short post-test (1 question).	- Completes the post-test. - Listens to the teacher's closing remarks.

Example of Material: the topic "*My Holiday at the Beach*" involves activities where students write about their holiday experiences using past tense verbs such as *went*, *played*, *built*, and *swam*, as well as time connectors such as *first*, *then*, *after that*, and *finally*.

Learning Media: the module is equipped with illustrated images, vocabulary flashcards, and PowerPoint slides to help students understand text structure and past tense verb forms.

This CASE-based module is designed to make the writing learning process more engaging, structured, and effective, guiding students to understand recount text organization and gradually improve their writing skills.

Results

Descriptive Statistics

To obtain an overview of the pre-test and post-test results, descriptive statistical analysis was performed, including minimum, maximum, mean, and standard deviation values. This analysis aimed to observe the trends in scores and the distribution of students' abilities before and after the treatment. The descriptive statistical results for both the pre-test and post-test are presented in the following table:

Table 2 Descriptive Statistics of Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	34	52	79	66.62	6.747
Posttest	34	62	91	77.32	7.180
Valid N (listwise)	34				

The analysis results show that in the pretest, scores ranged from 52–79 with an average of 66.62 and a standard deviation of 6.747. After the treatment, the posttest scores increased to 62–91 with an average of 77.32 and a standard deviation of 7.180. This increase in average, minimum, and maximum values indicates that using CASE-based teaching materials has a positive impact on students' ability to write recount texts. The improvement in students' recount writing can be seen in Figure 1, which shows an example before and after the treatment.

Lembar Kerja Siswa

PRE-TEST

Nama : Callisa Hateema Yasmin

Kelas : 6B

Instruksi:
Tulislah recount text sederhana 1–2 kalimat tentang apa yang kamu lakukan kemarin!

Contoh:
I played football yesterday.

Tulisanmu:

I went to my School yesterday and also I ate breakfast at
06.00.

POST-TEST

Instruksi:
Tulislah recount text sederhana 1–2 kalimat tentang pengalaman liburanmu!

Contoh:
I went to the zoo last weekend.

Tulisanmu:

I Swam in the pool last month with my family , also i bought a
food from my house and i ate at the pool.

Figure 1 One example before and after the treatment

Average of Pre-test and Post-test

The detailed comparison of the average pre-test and post-test scores is presented in the following table:

Table 3 Average of Pre-test and Post-test

	Content	Organization	Vocabulary	Language Use	Mechanics
Pretest	14.32	13.62	13.03	12.41	13.24
Posttest	16.38	15.71	15.26	14.71	15.26

Table 3 presents the average student scores based on the five aspects of writing assessment as proposed by Brown (2004), namely content, organization, vocabulary, language use, and mechanics, both pre-test and post-test the implementation of teaching materials based on the CASE approach. In conclusion, the use of teaching materials based on the CASE approach had a positive impact on improving students' writing quality across all assessed aspects, particularly in writing recount texts using past tense. All assessment components showed a consistent and significant upward trend, affirming the effectiveness of the treatment.

Frequency and Percentage Data

Chart 1 Comparison of Mean Scores Before and After the Treatment

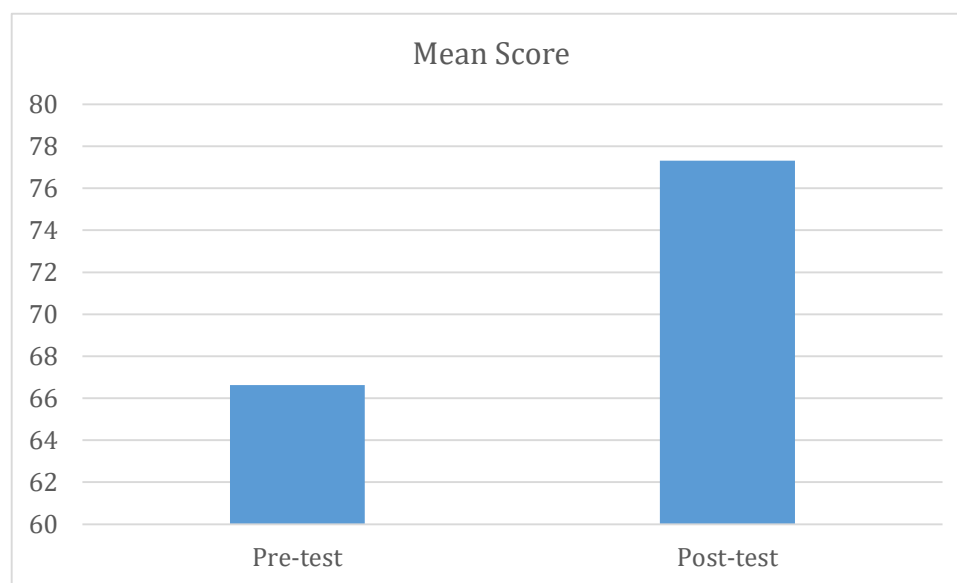


Chart 1 presents a bar chart comparing the mean scores of the pre-test and post-test. The visual comparison highlights a noticeable increase in students' achievement after the treatment, confirming the positive impact of the CASE-based learning approach on students' writing skills. Furthermore, the breakdown of frequency and percentage in each category is presented in the following table:

Table 4 Frequency and Percentage Data of Pre-test and Post-test

No	Classification	Score	Pretest		Posttest	
			F	%	F	%
1	Excellent	90-100	0	0%	1	3%

2	Very Good	80-89	0	0%	15	44%
3	Good	70-79	12	35%	14	41%
4	Fair	60-69	17	50%	4	12%
5	Poor	0-59	5	15%	0	0%
Total			34	100%	34	100%

The comparison of score frequency and percentage between the pre-test and post-test demonstrates a remarkable improvement in students' writing ability following the application of CASE-based teaching materials. This data further reinforces earlier findings that the CASE approach significantly enhanced students' overall performance, successfully shifting the score distribution to higher categories and eliminating the lowest performance level (Poor) altogether.

Table 5 The effect size of Pre-test and Post-test score

Statistic	Pre-test	Post-test
Mean (M)	66.62	77.32
SD	6.75	7.18
N	34	34
Cohen's d	—	1.54 (Large Effect)

Based on the results, students' mean score increased from 66.62 in the pre-test to 77.32 in the post-test. The effect size (Cohen's $d = 1.54$) indicates a **large effect**, meaning that the CASE-based learning materials had a strong and positive impact on students' writing performance.

Although most students improved significantly, one student's result differed from the general trend and was considered an outlier. This student showed only a slight increase in score, while most of the other students demonstrated greater progress. Based on observation results, this difference was likely caused by **low learning motivation** and **difficulties in understanding the use of the past tense** during the learning process. However, despite the small improvement, the student's writing still showed progress in terms of organization and vocabulary. This indicates that the **CASE-based teaching material** still had a positive impact, although its effect varied among individual students.

Normality Test

The results of the normality test for the pre-test and post-test scores are presented in the following table:

Table 6 Normality Test of Pre-test and Post-test

Tests of Normality		
Kolmogorov-Smirnov ^a		
Statistic	df	Sig.

Pretest	.081	34	.200*
Posttest	.116	34	.200*
*. This is a lower bound of the true significance.			

The results of the normality test confirm that the students' learning outcomes both before and after the treatment meet the assumption of normality. Therefore, the data are suitable for further analysis using parametric statistical tests, such as the Paired Sample t-Test. This supports the validity of the analytical procedures used in the study and allows for more accurate conclusions to be drawn regarding the effectiveness of the CASE-based teaching materials.

Hypothesis Test

After confirming that the data are normally distributed based on the normality test, the next step is to conduct hypothesis testing to determine whether there is a significant difference between the pre-test and post-test results. The results of the Paired Sample t-Test analysis are presented in the following table:

Table 7 Hypothesis of Pre-test and Post-test

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	Pretest	-			-	-	-		
	-								
	Posttest	10.706	1.382	.237	11.188	10.224	45.159	33	.000

Based on the results of the Paired Sample t-Test, it can be concluded that there is a significant difference in students' writing performance before and after the treatment. The implementation of CASE-based teaching materials proved to be effective in enhancing the recount text writing skills of sixth-grade elementary students. This finding supports the earlier conclusions drawn from the descriptive statistics and frequency distribution analysis.

N-Gain Result

To determine the level of effectiveness of the treatment in improving students' learning outcomes, a calculation of the Normalized Gain (N-Gain) was conducted. N-Gain is used to measure the extent of score improvement on the post-test relative to the maximum possible gain, based on each student's pre-test score. This approach offers a proportional measurement of improvement, rather than relying solely on raw score differences. The N-Gain score is interpreted using the following criteria: Low effectiveness ($g < 0.3$); Moderate effectiveness ($0.3 \leq g < 0.7$), and High

effectiveness ($g \geq 0.7$). This categorization helps to evaluate not just whether improvement occurred, but how meaningful that improvement was in relation to each student's starting point.

The results of the N-Gain calculation in this study are presented in the following table:

Table 8 N-Gain of Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	34	.21	.57	.3360	.09168
Ngain_Percent	34	20.83	57.14	33.5998	9.16777
Valid N (listwise)	34				

These results indicate that there was a moderate improvement in students' writing skills following the implementation of teaching materials based on the CASE approach. Notably, no students recorded an N-Gain score below 0.20, and some achieved up to 57% of the possible maximum gain, reflecting the overall success of the teaching intervention.

Based on the N-Gain analysis, it can be concluded that the CASE-based teaching materials had a positive effect on enhancing students' ability to write recount texts. The average improvement falling within the moderate category supports the findings of the significant t-test results, indicating that this approach not only improved test scores but also contributed to relatively consistent development across the majority of students.

Subgroup Analysis Based on Gender

Table 9 Average Scores Based on Gender

Gender	Number of Students	Average Pre-Test Score	Average Post-Test Score
Male	15	67.64	78.57
Female	19	66.47	77.05

As shown in Table 9, male students achieved a slightly higher mean score 67.64 than female students 66.47 in the pre-test, indicating relatively similar initial writing ability. After the implementation of CASE-based materials, both groups improved markedly males reached an average of 78.57 and females 77.05. Although the gain among male students was marginally higher, the difference was minimal, showing that the CASE approach effectively enhanced writing skills for both genders. These results suggest that the CASE-based instruction is **gender-inclusive** and equally beneficial in developing students' recount text writing performance.

Observation Result

These observational findings serve as important supporting data to evaluate the effectiveness of the teaching materials not only from the cognitive aspect, but also from the affective and psychomotor domains. The following are the observation results obtained during the learning activities:

Table 10 Observation Result

No	Indicator	Yes (Freq)	Yes (%)	No (Freq)	No (%)
1	Students express ideas about past experiences creatively.	34	100%	0	0%
2	Students mention at least three past tense verbs from the example text.	34	100%	0	0%
3	Students engage in discussions or ask questions during the learning process.	34	100%	0	0%
4	Students complete the recount text writing task independently.	34	100%	0	0%
5	Students' recount texts are structured according to the correct format (orientation, event, reorientation).	34	100%	0	0%
6	At least three past tense verbs are used correctly in the text.	34	100%	0	0%
7	Students read or present their writing in front of the class with confidence.	34	100%	0	0%
8	Students revise or correct errors based on teacher feedback.	34	100%	0	0%
9	Post-test writing shows improvement compared to the pre-test.	34	100%	0	0%
10	Students demonstrate interest and focus when using the teaching materials (modules, worksheets, PowerPoint slides).	34	100%	0	0%

Based on the observations conducted throughout the teaching and learning process using teaching materials based on the CASE approach, a significant improvement in student engagement was observed. The majority of students demonstrated high levels of enthusiasm during the activities, as evidenced by their active participation in answering questions, following teacher instructions, and engaging in group discussions.

Overall, the observation data suggest that the implementation of the CASE-based teaching materials created a more active, structured, and enjoyable learning

environment. The learning process was no longer teacher-centered, but instead provided ample opportunities for students to express themselves, collaborate, and meaningfully develop their writing skills. Thus, the CASE approach proved to be not only theoretically effective but also practically applicable in the classroom setting.

Students' and Teacher's Reflections on the CASE-Based Learning

To complement the quantitative findings, several qualitative observations were collected from students and the classroom teacher during the implementation of the CASE-based materials.

One student reflected on the learning experience, stating:

"Menulisnya jadi lebih gampang karena ada gambarnya."

Another student mentioned:

"Aku jadi lebih ingat banyak kata kerja, soalnya belajarnya seru."

The English teacher also noted positive changes in classroom dynamics:

"Anak-anak terlihat lebih aktif dan percaya diri. Mereka jadi berani bercerita dan bertanya tentang kalimat yang mereka tulis."

These qualitative insights support the quantitative results, showing that the CASE approach not only improved students' writing scores but also enhanced their motivation, confidence, and engagement during the learning process.

Discussion

Analysis of Students' Initial Ability in Writing Recount Texts

The pre-test results revealed that most sixth-grade students at SDN Permata Biru had low to moderate ability in writing recount texts. Out of 34 students, 29% were categorized as "Poor," 53% as "Fair," and only 18% as "Good," with an average score of 65.12. These findings indicate limited mastery of past tense and weak organization of ideas. This differs from the findings of Agustini et al. (2021), which showed that the average student score for past tense mastery was 65.74, while the average writing score was 61.63. Most students were in the fair category for both tests, with the highest percentage being 27% for the past tense test and 55% for the writing test.

To address these weaknesses, the teaching materials were developed using the CASE approach, emphasizing creative expression, active participation, systematic learning stages, and effective outcomes. Meanwhile, research by Rosnaningsih & Puspita (2023) found that English writing skill teaching materials based on the CASE approach, developed using the Dick & Carey model, were declared highly feasible with an average trial score of 84.2%. Furthermore, the results of a t-test $2.319 > 2.048$ showed that these materials effectively improved the writing skills of fourth-grade students at SDN Cikokol 3, Tangerang. The integration of this

approach was therefore expected to stimulate student engagement and improve their mastery of recount text structures and past tense forms.

The Effectiveness of CASE-Based Teaching Materials

After the intervention, students' average writing score increased from 65.12 to 78.41, and no students remained in the "Poor" category. The paired sample t-test ($p = 0.000$) confirmed a significant improvement, while the N-Gain average of 0.38 indicated a moderate level of effectiveness. Although the increase was statistically significant, the moderate gain suggests that the intervention requires longer implementation or multiple sessions to achieve stronger learning effects. Interestingly, these results differ from Destri et al. (2023), who reported a higher N-Gain value 0.75. This discrepancy may be due to differences in treatment duration, digital integration, or subject matter complexity. Despite this, the current study still demonstrates meaningful progress in students' grammatical accuracy, vocabulary use, and text organization.

Observation data supported these findings, showing that students were more active, confident, and creative in expressing their ideas. However, a few students showed only minimal improvement, likely due to low motivation or limited prior grammatical knowledge. This variation highlights the need for differentiated instruction within CASE-based learning.

Theoretical and Practical Contributions

Theoretical Implications

Theoretically, this study extends the CASE framework to EFL writing, an area rarely explored before. The findings show that integrating the four CASE principles fosters not only linguistic competence (accuracy in using past tense) but also cognitive and affective growth—students become more independent, reflective, and motivated writers. This contributes to the broader understanding of how CASE principles can be operationalized in early EFL writing contexts.

Practical Implications

Practically, the study demonstrates that CASE-based teaching materials can make writing instruction more structured and enjoyable for young learners. Teachers are encouraged to: Use visual and contextual aids (e.g., picture series, story prompts) to support the Creative component. Design cooperative writing activities and peer feedback sessions to strengthen the Active component. Guide students through clear drafting and revising stages for the Systematic component. Integrate technology (e.g., Google Slides, learning apps, or digital storytelling tools) to enhance the Effective aspect and maintain engagement. These recommendations provide a more concrete basis for teachers to implement the CASE approach in varied classroom settings.

Beyond classroom application, the findings of this study have implications for educational policy and curriculum development. The CASE-based approach aligns

with the goals of Indonesia's *Merdeka Belajar* curriculum, which emphasizes active, creative, and student-centered learning. Therefore, policymakers and curriculum designers can consider integrating CASE-oriented principles into the English subject framework, particularly in writing skill instruction at the elementary level. Furthermore, teacher training programs should incorporate workshops on developing CASE-based materials, enabling teachers to design lessons that promote creativity, linguistic accuracy, and systematic thinking. Institutional support from schools and local education offices is also essential to ensure the sustainability of innovative teaching approaches such as CASE.

Limitations and Future Directions

Despite the promising outcomes, this study has several limitations. The small sample size, single-school setting, and absence of a control group restrict the generalizability of the findings. Moreover, the short treatment period (one session) may have limited the depth of learning impact, as reflected in the moderate N-Gain result. Future research should include a larger sample, a control group, and longer-term interventions to validate the effectiveness of the CASE approach more comprehensively. To ensure sustainability, teachers should receive ongoing training on how to adapt CASE-based materials across topics and skill areas. Incorporating technology-enhanced modules may also increase interactivity and long-term student motivation.

Overall, the findings confirm that the CASE-based teaching materials significantly improved students' writing ability in recount texts. The approach not only increased their linguistic mastery but also transformed the classroom atmosphere into a more creative, student-centered environment. While the overall improvement was moderate, the results affirm that CASE can serve as a strong pedagogical framework for developing young learners' writing competence and engagement in EFL classrooms.

Conclusion

The findings show that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. This is supported by a significant difference between the pre-test and post-test results, where the average score of students' recount text writing skills increased substantially after the implementation of teaching materials developed through the CASE (Creative, Active, Systematic, and Effective) approach. Thus, the use of recount text writing materials based on past tense and developed through the CASE framework is proven effective in enhancing the writing skills of sixth-grade elementary school students.

The study also reveals that students initially struggled with past tense mastery, low motivation, and limited engagement in writing activities. The CASE-based teaching materials successfully addressed these issues by creating a learning

process that is creative, participatory, systematic, and oriented toward effective outcomes. Empirical results confirm significant improvement in students' writing performance, particularly in text organization, grammatical accuracy, and active participation.

Overall, this research not only validates the proposed hypothesis but also achieves its objectives. Theoretically, it contributes to the development of instructional models grounded in the CASE approach, while practically, it provides teachers with an innovative framework for designing relevant and engaging English writing materials suited to the characteristics of elementary learners.

Recommendations

Based on the findings and limitations of this study, several recommendations are proposed for future research, teaching practice, and educational policy.

Future researchers can extend this study by developing CASE-based materials for lower-grade elementary students to explore how the approach supports early writing and vocabulary growth. Mixed-method designs that combine quantitative analysis with classroom interviews are also recommended to capture students' experiences during each stage of the CASE process. Studies at the junior high school level may further examine the application of CASE in teaching more complex text types such as narratives or expositions. In addition, integrating digital learning tools—such as interactive modules or storytelling applications—within CASE-based instruction can help assess their effects on engagement and learner autonomy. Comparative research across urban and rural schools would also be valuable to identify contextual factors, including resources, teacher readiness, and institutional support, that influence the success of CASE-based implementation.

From a pedagogical standpoint, teachers are encouraged to apply and adapt CASE-based instructional materials to foster creative, systematic, and active writing experiences for students. On a broader scale, adopting CASE-based instructional design can also support the implementation of competency-based and student-centered curricula in Indonesia. Policymakers should therefore consider embedding CASE principles into teacher professional development programs and curriculum guidelines, enabling educators to design more engaging and effective English writing lessons aligned with the national education agenda.

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