

CHAPTER III

METHODOLOGY

This chapter attempts to present the study's design, setting and context, participants, the instruments of the study, data collection, and data analysis.

3.1 Research Design

In connection with the focus of this research, a qualitative and case study design is used (Creswell & Poth, 2018). This research is classified as qualitative research with a case study design (Creswell & Poth, 2018), where case study research entails case studies in real life, contexts, or contemporary settings (Yin, 2014) through detailed and in-depth data collection involving various sources of information and reporting case descriptions and case themes. This research conducted an in-depth description analysis of the closing activities strategy for English teachers in English classes. The data were collected from observation experiences of pre-service EFL teachers during field teaching practice.

3.2 Setting and Context

This study was conducted at one of the universities in Southeast Sulawesi, Indonesia. This study focuses on the experience of EFL pre-service teachers while completing one fieldwork practice in the 2021/2022 school year. The field teaching practice was held from July 25 to August 27, 2022, in Kendari. The observational experience is related to the closing activity strategy of several English teachers in their classrooms.

3.3 Participants

This study involved forty-four students majoring in English Education. However, only 18 students were taken as participants after conducting purposive sampling. They completed one of the mandatory courses, namely field teaching practice, for about a month in semester four. Those selected were students who provided reflective FGD data needed in this research, which is participants' answers containing closure activity strategies. In addition, because some participants did not participate in the thoughtful group discussion, they could not be taken as participants. They have completed field teaching practice in semester four face-to-face in several junior and senior high schools in Kendari City. In this teaching practice, EFL pre-service teachers observed the school environment.

Hence, the selected participants are students who suit the data criteria in the required research. They are students who have implemented and completed the field teaching practice course in the academic year 2021/2022. Also, pre-service teachers made observations of English teachers that provided or conducted closure activity strategies in their classrooms. The table below shows the profiles of the participants in this study through the use of pseudonyms for each participant.

Table 3.1. Participants' Profile

Name of participants	School of field teaching Practice	Semester	Gender	Age
P1	Senior High School	5	Male	19
P2	Senior High School	5	Female	19
P3	Senior High School	5	Female	19
P4	Senior High School	5	Female	20
P5	Senior High School	5	Female	19
P6	Senior High School	5	Female	22

Name of participants	School of field teaching Practice	Semester	Gender	Age
P7	Senior High School	5	Female	20
P8	Senior High School	5	Female	21
P9	Senior High School	5	Female	20
P10	Senior High School	7	Male	22
P11	Junior high school	5	Female	23
P12	Senior High School	5	Male	20
P14	Senior High School	5	Female	20
P15	Senior High School	7	Female	23
P16	Senior High School	5	Female	21
P17	Senior High School	7	Male	20
P18	Junior High School	5	Female	20

3.4 Instrumentations

This case study used reflective Focus Group Discussion (FGD) to gather more data about their feelings while observing English teachers' closure activity strategies in their classrooms. This study used focus groups because it is helpful when the interaction among interviewees probably delivers the best information. When interviewees are similar and cooperative with each other, the time to gather information is limited, and when individuals interviewed one-on-one may be hesitant to provide information (Krueger & Casey, 2014; Morgan, 1997). The reflective FGD contains observations of EFL pre-service teachers' experiences during field teaching practice, especially their observation experiences on closure activity strategies in English classrooms. Therefore, according to the research focus, this research only took data related to closure activity strategies. In addition, semi-structured interviews (Adams, 2015) were conducted as data triangulation if the student's reflective FGD was unclear. Adams (2015) stated that semi-structure is concerned with exploring the subjective world of the interviewed

participants. The result of interviews with participants cannot be taken for granted if unanswered question still arise so that their answer is treated with criticism.

This study mainly uses reflective FGD to acquire data. The eighteen EFL pre-service teachers were asked in the reflective (FGD): "How did the teacher end the class? Were there any learning reflection activities or a wrap-up summary of the day's lesson from the teacher?"

Furthermore, semi-structured interviews were conducted to explore further the participants' data, which still needs to be elaborated from the reflective FGD. The questions in semi-structured interview consist of six questions, including: 1) How often has the teacher done such class-closing activities? Or how many times have you seen the action? 2) What is the teacher's motivation model at the class's closing? Give an example! 3) What is the model of the game activity that the teacher does at the end of class learning? 4) How does the teacher give the quiz model to his students at the end of class? 5) What kind of giveaway did the teacher give at the end of the lesson? 6) What kind of reward does the teacher give at the end of the lesson?

3.5 Data Collection

The data in this study was drawn from EFL pre-service teachers' observational experiences in English classrooms during field teaching practice in several junior and senior high schools conducted face-to-face. Field teaching practice was completed for 45 days, from July 25 to August 27, 2022. This research obtained 18 EFL pre-service teachers' observational experiences by sending a questionnaire to them for demographic data. The demographic data they

fill in consists of their name, student ID number, age, and school where they carry out teaching practice. After the demographic data was collected, the EFL pre-service teachers were asked via Zoom to answer the question in the reflective FGD. Indeed, they have been divided into several groups to conduct group discussions. They did an FGD reflection through the Zoom application, and several others used the video call feature on the WhatsApp application, and then they recorded their group discussion. After the recording of their conversation was ready, the audio of the recording was made in the transcript. The last is that all data transcripts were put in one file on Google Drive, making it easier to reread when analyzing all document transcription reflective FGD. Besides that, storing documents on Google Drive makes it safe.

Furthermore, data were collected through semi-structured interviews after seeing a lack of data in the reflective FGD. In the semi-structured interview, all participants were asked questions based on what was lacking in their FGD. This study conducted online interviews using the WhatsApp Application. Some participants conducted interviews using text, and others used voice notes to record their answers. The voice notes that have been collected are then transcribed. The two forms of data, text and transcript, were entered into one file in Microsoft Word and then into Google Drive.

3.6 Data Analysis

This study employed thematic analysis (TA) adapted from Saldana (2013) to find the English teachers' closure activity strategies in English classrooms. They argued that thematic analysis is a valuable and flexible qualitative analytic

approach to finding a theme in qualitative research. It is conducted by identifying patterns and themes within the results.

This study examined the closure activity strategies that the teacher used in their classroom by adapting theory from reflection (Scrivener, 2012), Coming Attraction (Partin, 2009), Wrap-up Summary (Partin, 2009; Laslett & Smith, 2002), reward (Kelishadroky, Shamsi, Bagheri, Shahmirzayi, & Mansorihanabadi, 2016; Gray & Richer, 1988; Idris, 2014), motivation (Reeve, 2016), games (Gray & Richer, 1988; Partin, 2009), and quiz (Gray & Richer, 1988). See Table 3.4 below for an analysis of the theories' details.

Table 3.2. Theories Analysis of Closure Activity Strategies

Author(s)	Year	Type of Closure Activity	Description
Scrivener	2012	Reflection	An excellent pattern to close a lesson is by prompting learner reflection on what they have studied and what they have learned or have not learned.
Partin	2009	Coming Attraction	Coming attraction is an activity where the teacher gives students an idea about what they will learn at the next meeting. It will help students to prepare or study in advance the material that has been mentioned before finally entering the class at the next predetermined meeting.
Laslett and Smith; Partin	2002; 2009	Wrap-up Summary	A summary is an activity concluding learning which reminds the class about what has been covered during the lesson and how it relates to previous learning or prepares the way for the next activity (Laslett & Smith, 2002). Giving a class closing with a summary can be done by the teacher or volunteer summarizing the emphasized main points, or the teacher can direct the students to make conclusions (Partin, 2009).
Kelishadroky, Shamsi, Bagheri, and BehrozShahmirzayi; Gray and Richer; Idris	1988; 2016; 2014	Reward	A reward is learning techniques that are always used in multiple environments, including education, work, and life. It conveys appreciation, recognition, or approval—for instance, a compliment, a smile, or a pat on the back (Kelishadroky, Shamsi, Bagheri, Shahmirzayi, & Mansorihanabadi, 2016). The

Author(s)	Year	Type of Closure Activity	Description
			<p>importance of giving positive feedback to students at the last minute of class, praising good work, and reassuring those in difficulty that things will be different the next time (Gray and Richer).</p> <p>Idris's (2014) study found that there are several types of reward, three of them are:</p> <ol style="list-style-type: none"> a. Verbal Reward: A verbal reward can be expressed in two forms, namely words and sentences. 1. Words like good, yes right, that is right, right, very good, and so on. 2. Sentence, I like your job great; I am happy with the results you are doing, the way you give explanations is very good, and others. b. Non-Verbal Reward: A nonverbal reward is a form of facial expression or body gesture. For example, the teacher is smiling, nodding, thumbs up, applause, etc. A nonverbal reward is often used together with a verbal tip. For example, when the teacher gives verbal rewards to students, such as saying, "Your job is excellent," and at that time, the teacher provides applause or smiles. c. Gift: Reward by gift such as school stationery, book, written comments on student books, or giving another gift.
Reeve	2016	Motivation	Reeve (2016) supports the argument that being motivated at the right time, both at the beginning, in the end, and throughout learning, is essential for fostering positive students.
Partin; Gray and Richer	2009; 1988	Games	Games are high-interest review techniques (Partin, 2009). It is a good idea for a teacher to set aside time for games at the last minute of a lesson. It is supposed to be a pleasant closing for the class from their lesson for the day as a reward for students' earlier efforts, especially for those who may find primary subject content difficult (Gray & Richer, 1988).
Gray and Richer	1988	Quiz	At the close of class, it is also a good idea to set aside time for quizzes or stories so that the conclusion of the lesson becomes a reward for previous efforts, especially for those who may find the content of the main subject a little tricky.

Based on the thematic analysis in analyzing the data on the case study, the data were explored through a description of the case and themes of the subject, as well as cross-case themes. This research carried out several stages of this study; (1) collecting the data; (2) the data coded using various signs; (3) categorizing according to existing theoretical concepts; (4) the research giving theme.

Some main focus themes are targeted in this study: reflection, coming attraction, wrap-up summary, reward, motivation, games, and giving the quiz. Students' reflections on FGD were categorized and identified using a variety of colors and labels/codes.

Following the theme that emerged from the expressions of the participants in this study, giving colors mark to each closure activity strategy for the participants' answers. The **pink color** is a mark of reflection; the **red color** is the mark of coming attraction; the **blue color** is the mark of wrap-up summary; the **yellow color** is a mark of reward; the **purple color** is a mark of motivation; **green color** marks for games; and the **black color** with bold is the mark of giving a quiz. Both data, reflective focus group discussions and semi-structured interviews, were analyzed using the same method. The following is an example of data analysis using data coding:

Table 3.3. Example of Coding Procedure

Name of Participants	How did the teacher end the class? Were there any learning reflection activities or some wrap-up summary of the day's lesson from the teacher?	First Open Coding	The next Open Coding	Axial Coding	Selective Coding	Sub Theme	Theme
P3	During the observation in high school, when the lesson was about to end, the teacher also asked if there was anything from the teacher's explanation they did not understand. Then the teacher gave a quiz that the students to do.	During the observation in high school, when the lesson was about to end, the teacher also asked if there was anything from the teacher's explanation they did not understand. Then the teacher gave a quiz that the students to do.	I. The teacher asks students to ask if there is something they do not understand. II. Teacher gives quiz	I. Reflection. II. Giving quiz	I. Reflection II. Coming attraction III. Wrap-up summary IV. Giving quiz V. Motivation VI. Games VII. Reward		I. Reflection II. Coming attraction III. Wrap-up summary IV. Giving quiz V. Motivation VI. Games VII. Reward
P1	So, from what I have observed, how the teacher ends the class, the teacher helps students reflect, so it's not just students who give conclusions on today's material. However, the teacher also helps the student to reflect on the material that has been taught, what they understand, and what they have understood. The teacher asks if one student wants to conclude the material, and don't forget	So, from what I have observed, how the teacher ends the class, the teacher helps students reflect, so it's not just students who give conclusions on today's material. However, the teacher also helps the student to reflect on the material that has been taught, what they understand, and what they have understood. The teacher asks if one student wants to conclude the material, and don't forget	I. The teacher reminds students what will be done in	I. Coming attraction			

Name of Participants	How did the teacher end the class? Were there any learning reflection activities or some wrap-up summary of the day's lesson from the teacher?	First Open Coding	The next Open Coding	Axial Coding	Selective Coding	Sub Theme	Theme
	conclude the material, and don't forget the teacher also reminds them what will be done at the next meeting.	the teacher also reminds them what will be done at the next meeting.					
P5	From what I saw at SMAN Kendari, when the teacher is about to end the subject, the teacher will ask students to conclude the results of their learning. After summarizing, the teacher will add to the student's conclusions. Sometimes the teacher also plays a game related to the material they have learned.	From what I saw at SMAN Kendari, when the teacher is about to end the subject, the teacher will ask students to conclude the results of their learning. After summarizing, the teacher will add to the conclusions that the students have explained. Sometimes the teacher also plays a game related to the material they have learned.	<p>I. The teacher asks students to conclude the lesson.</p> <p>II. The teacher adds the students' conclusions.</p> <p>III. The teacher plays a game related to the material</p>	<p>I. Wrap-up summary.</p> <p>II. Games</p>			



Name of Participants	How did the teacher end the class? Were there any learning reflection activities or some wrap-up summary of the day's lesson from the teacher?	First Open Coding	The next Open Coding	Axial Coding	Selective Coding	Sub Theme	Theme
P8	<p>Maybe I can try before my English tutor teacher, and I finish the class. The teacher gives the question, and before the teacher ends the class, the teacher will summarize the changes related to the topics discussed during the lesson and inform in advance about the learning that will be carried out at the next meeting. And the teacher will end first by using a kind of puzzle, and students will think creatively and critically if, for example, the teacher ends the lesson. And the funny thing is the teacher gives a rich give way like grades, sometimes whoever asks first or is quick to ask will give additional points. I think that's enough for me. And next Nurfadilah, you can try.</p>	<p>Maybe I can try before my English tutor teacher, and I finish the class. The teacher gives the question, and before the teacher ends the class, the teacher will summarize the changes related to the topics discussed during the lesson and inform in advance about the learning that will be carried out at the next meeting. And the teacher will end first by using a kind of puzzle, and students will think creatively and critically if, for example, the teacher ends the lesson. And the funny thing is the teacher gives a rich give way like grades, sometimes whoever asks first or is quick to ask will give additional points. I think that's enough for me. And next Nurfadilah, you can try.</p>	<p>I. The teacher explains the summary of the learning topics. II. The teacher informs the lesson at the next meeting. III. The teacher gives rewards to students who are quick to ask questions.</p>	<p>I. Wrap-up summary. II. Coming attraction. III. Reward</p>		<p>I. Non-verbal reward II. Gifts</p>	

Name of Participants	How did the teacher end the class? Were there any learning reflection activities or some wrap-up summary of the day's lesson from the teacher?	First Open Coding	The next Open Coding	Axial Coding	Selective Coding	Sub Theme	Theme
P9	Ok, thank you for me. First of all, the teacher gives applause to students for those who have come forward to present their work, and for students who are still not good at learning, the teacher will motivate their students. Of course, the teacher also summarises the material taught at that time. Yes, Maybe that's all.	Ok, thank you for me. First of all, the teacher gives applause to students for those who have come forward to present their work, and for students who are still not good at learning, the teacher will motivate their students. Of course, the teacher also summarises the material taught at that time. Yes, Maybe that's all.	<ul style="list-style-type: none"> I. The teacher gives applause. II. The teacher provides motivation. III. The teacher summarizes the lesson. 	<ul style="list-style-type: none"> I. Reward. II. Motivation. III. Wrap-up summary 		I. Non-verbal reward	