

CHAPTER III

METHODOLOGY

3.1. Research Design

This study used a qualitative method to investigate EFL students' practices of self-regulated language learning in speaking as a crucial strategy in language learning. According to Heigham & Croker (2009), a qualitative research focuses on understanding how participants experience a phenomenon at a certain time, with a particular context, and the multiple meanings of it for them. Thus, this research tried to ask the students to revealed their strategies in the implementation of self-regulated language learning in speaking. Moreover, the data in this study was collected through reflection that has been distributed to participants. The reflection was used to help participants reflect on their role in learning, their personal background, culture, and experiences in developing interpretive skills (Cresswell & Creswell, 2018).

3.2. Setting and Context

This study was conducted at one of higher education institutions in Southeast Sulawesi, with the participants are from the English Education Department. The selection of research locations is carried out in addition to being based on the ease of access of researchers to the research location, where research can be carried out more flexibly and efficiently, research related to self-regulation has also not been explored by many researchers in the scope of this location. For this reason, the participants involved in this study came from different semesters considering that the concept of self-regulated language learning can be applied by students at any level. Thus, prior to the data collection process, participants were

involved in a mentoring class that introduced the concept of self-regulated language learning which was guided collaboratively by lecturers and researchers. Thus, the concept of self-regulation can no longer be a foreign term for the participants in this study.

3.3. Participants

The participants of this study came from English Education Department students who are currently in different semester levels, in the academic year 2021/2022 at one of higher education institutions in Southeast Sulawesi. The total participants in this study were 14 students, all of whom were women. In selecting the participants for this study, there were considerations on the participant criteria revealed by Lin and Lin (2019) which stated that research participants must be willing to participate in the implementation of the research without being forced.

In addition, the criteria specified in the selection of participants are willing to participate in this study voluntarily, participants in this study must also be EFL students who take mentoring classes to introduce the concept of self-regulation in language learning at least 3 times. In this case, the participants in the mentoring class who participated were those who showed positive changes in their learning process from week to week after being introduced to the concept of self-regulation. Moreover, all of the participants involved in this study were mentoring class students who were willing to fill in the research reflection as well as possible. The complete profile of the participants of this study was presented in the following table:

Table 3.1. Participants' Profile

Participant (Students)	Gender	Semester
S1	Female	2
S2	Female	4
S3	Female	4
S4	Female	4
S5	Female	4
S6	Female	4
S7	Female	2
S8	Female	2
S9	Female	4
S10	Female	2
S11	Female	4
S12	Female	8
S13	Female	8
S14	Female	8

3.4. Instrumentation

Based on Yin, (2011), research instruments are the tools used in research for collecting data. Thus, to investigate EFL students' practices of self-regulated learning in speaking, this research was use reflective journals to collect the data from participants. The selection of reflective journals as instruments in this study is based on Heigham & Croker (2009) which states that reflective journals are

used to view ideas, thoughts, reflections, views, feelings, and reactions to an event that has recently occurred, so that they can process information more accurately.

Thus, the reflection contained question that relates to students practices in applying self-regulated learning during their learning speaking activities. In this term, the reflection of this study also used usability parameters such as learnability, and satisfaction adapted from (Rubin & Chisnell, 2008), and visual design adapted from (Hassenzahl & Tractinsky, 2006). This reflection was used to see what students practice in applying self-regulated language learning in speaking. The reflection of this study was engage students to think back about their activities, beliefs, benefits, and the impacts of implementing self-regulated learning in their learning process.

3.5. Data Collection

Researchers use reflective journaling as a tool to retrieve data from research participants. At first, the researcher observed the development of the students in their learning process in the mentoring class which introduced the concept of self-regulation to learn English. Through this observation, researchers were able to select appropriate participants for data collection related to self-regulation practices applied by students in the process of learning speaking. In this case, the researcher got 14 student candidates who was used as participants in this study.

In the process of spreading this reflection, the researcher used the Google Form and Whatsapp platforms as the media used to send reflections to participants. At the initial stage, a reflection containing questions related to what the participants did to continue to regulate themselves in the process of learning

speaking was placed on the Google Form. Then, the link for the reflection filling form is copied and sent to participants via the whatsapp group. The students were asked to answer the questions using Indonesian language in order to help them understand every question well, where it could help them to express more explanations related to the strategies they used in learning speaking with the concept of self-regulated learning. To maximize data collection, participants were given 3-7 days to answer and submit their reflections on the questions given. The data was then be collected by researchers on the seventh day for analysis.

3.6. Data Analysis

After obtaining data from participants, the data analysis process was carried out by the authors thematically using descriptive analysis (Braun & Clarke, 2006) to see the patterns, similarities and differences themes emerged in the data related to the topic. The thematic data analysis was chosen based on its role which can help researchers to see the different practices applied by participants in the self-regulation process based on their recognition in the reflection data. This is as the role of thematic analysis revealed by Jhon (2017), that the method is to identify, analyze, and report patterns (themes) from the data.

In analyzing the data thematically, based on (Braun & Clarke, 2006), the researcher categorizes the data based on the same statement from the participants. This data categorization is carried out through coding techniques, where the same data based on participants' answers are placed in the same table column and given the same color. Thus, after all data is placed in their respective groups, different themes wasbe found according to the statements of research participants.

In accordance with the theme that emerged from the expressions of the participants in this study, giving colors to each different expression in the participants' answers, the researchers gave colors (1) **Green** for Reading Practice, (2) **Red** for Watching Videos, (3) **Blue** for Speaking Practice, (4) **Teal** for Writing Practice, (5) **Yellow** Note Taking, (6) **Dark Yellow** for Listening to English Content, (7) **Gray** for Setting Awareness to Study, and (8) **Purple** for Implementing a Healthy Life Style. The example of data coding as follow:



Table 3.2. Example of Data Coding

First Coding	Reason/Benefit	Problem/Issues	Interpretation	Theme
Praktek meregulasi diri yang saya lakukan saat ini untuk meningkatkan speaking adalah membaca, (S8)	dari hasil bacaan itu saya mendapat ide juga topik untuk dibicarakan, saya biasanya membaca artikel, dari bacaan itu saya membuat kesimpulan dari artikel yang telah saya (S8)	saya belum bisa mengungkapkan hasil bacaan ini di kelas, tapi bacaan ini saya baca terus karena masih ada beberapa bagian yang tidak saya mengerti (S8)	In the process of self-regulation, reading is one of the strategies that students rely on to be able to speak English. This is in line with research conducted by Morshedian (2016) which also explained that students who like to read tend to be more successful in implementing Self-Regulation. By utilizing the reading materials available around them, both in the form of books and other types of reading, students can get new ideas which then give them reasons to speak in class. In addition, this activity also helps students to enrich their vocabulary bank.	Reading Practice
Ketiga, kebiasaan meregulasi diri dalam melakukan kegiatan menonton. (S4)	bisa membuat kita mengetahui cara pengucapan bahkan kata-kata yang keren dalam bahasa Inggris dan bahkan kita dapat melihat bagaimana body	mata saya sering sakit dan bahkan membuat saya cepat mengantuk ketika menonton sesuatu yang berbahasa inggris (S4)	Students watch video to enrich their vocabulary. This activity also helps them to build critical thinking skills by reprocessing the information they receive	Watching Videos

	language yang digunakan oleh para pembicara (S4)		from videos. But unfortunately, for some students, watching videos has its own challenges, such as eyes that get tired more easily from staring at the screen and the feeling of sleepiness that overwhelms them.	
Well, ada beberapa cara yang saya lakukan mengatur diri dan tetap belajar speaking, yaitu dengan menonton video, membaca dan juga latihan speaking (S3)	Kerenanya ketika dirumah saya berusaha, bertanya menggunakan bahasa inggris untuk dua sampai tiga kalimat pendek. ... Dan seiring berjalannya waktu saya sadar latihan speaking yang baik itu ketika kita bisa berkomunikasi dengan orang lain (S3)	Jujur, untuk semester ini saya rasa kemampuan speaking saya menurun drastis dan fakta yang saya temukan itu karena saya sangat jarang berkomunikasi dengan sekitar. Biasanya saya hanya berbicara sendiri menyusun ide-ide saya (S3)	The practice of speaking in English is one of the strategies used by students as a form of their self-regulation. This activity is considered easy for them to do because it can be done individually or in groups. Thus, this activity helps them to develop vocabulary and familiarize themselves with the use and pronunciation of a word in English. However, students also feel that it is quite difficult to find friends who can be invited to do speaking exercises together.	Speaking Practice
kemudian saya mulai membuat kalimat (S7)	. Saya rasa ini memiliki dampak yang sangat besar bagi speaking saya sehingga bisa berkembang sedikit demi sedikit (S7)		Self-regulation by writing gives positive effects to the students' speaking learning process where they can be better trained to process ideas in written form when	Writing Practice

			they are hesitant to express them orally. This helps them to maintain the ability to process ideas and develop their English vocabulary as writing requires a wide variety of vocabulary.	
praktek regulasi diri saya diantaranya adalah saya sudah mulai membaca buku. kemudian saya mencatat kosakata baru yang saya dapatkan (S9)	dengan adanya kosakata baru yang saya dapat dan ide dari bacaan yang saya kaitkan dengan apa yang terjadi di sekitar saya itu membuat saya berbicara lebih banyak dari biasanya (S9)		Take a note of vocabulary in notebooks is a strategy that has been widely used by students in the English learning process (Naderifar, 2018; Chien, 2013; Kim, 2009). In the process of applying self-regulation, this action helps students to remember new vocabulary that they find in their daily life. Therefore, when they find, hear, or see new vocabulary, they wasrecord the word in their book.	Note Taking
saya mendengar kosa kata baru dari teman ku, atau dari yang saya lihat di Hand phone (S1)	itu akan saya mudah ingat dari pada mungkin harus menghafal tapi kosa kata itu saya harus dengar setiap hari, atau di ucapkan setiap saat, atau saya yang memakai nya setiap hari hal itu membuat saya bisa berbicara/speaking (S1)	itu akan saya mudah ingat dari pada mungkin harus menghafal tapi kosa kata itu saya harus dengar setiap hari, atau di ucapkan setiap saat, atau saya yang memakai nya setiap hari hal itu membuat saya bisa berbicara/speaking (S1)	Students tend to do listening to vocabulary in English. They learn English by listening vocabulary from various sources and tools, including smartphone. The use of smartphones as a form of using technology in language learning has been	Listening to English Content

			widely carried out by students around the world (Sad, 2020). The benefit of using this media is that students can study individually in a comfortable place (Pengnate, 2018)	
Praktek regulasi diri saya lakukan dimulai dengan menimbulkan emosi untuk merasa, mengekspresikan dan menerima bahwa saya harus dan mau belajar speaking. (S10)	biasanya saya mengingatkan diri saya sendiri untuk belajar ringan di waktu luang, dan menetapkan waktu untuk benar-benar fokus untuk membaca, menulis, mempelajari kosa kata, dan praktek speaking. Dari cara tersebut, jika saya tidak melakukannya, muncul perasaan risih, ada hal penting yang saya lewatkan dan saya sesalkan (S10)		Setting awareness and motivation toward the learning process helps student to control their development in applying self-regulation. According to Shunck (2014), having the ability to set the both terms reflects the high level of self-efficacy in learning process. Besides, a study by Hromalik (2018) revealed that students who practice doing self-motivated and building awareness about their study have high focus on their goals in education.	Setting Awareness to Study
. contoh tahap meregulasi diri saya yang pertama, menerapkan kebiasaan olahraga (S4)	ini akan bermanfaat untuk dapat meningkatkan kekebalan tubuh agar tetap sehat sehingga hal ini akan mempengaruhi proses belajar saya yang memang harus		According to the participants, exercise habits had a positive effect on their speaking learning process. Through this activity, they can practice to have a better focus so that their concentration on	Implementing a Healthy Life Style

	<p>membutuhkan ekstra yang cukup agar lebih fokus, khususnya dalam melakukan praktis speaking yang biasanya membutuhkan konsentrasi lebih agar apa yang akan kita sampaikan tidak mudah terlupakan (S4)</p>		<p>the learning process is not easily disturbed. Which, it then helps them to understand the material better.</p>	
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