

CHAPTER III

METHODOLOGY

This section attempts to present a discussion of the design of the study, the setting and context, the Instrument of the study, the technique of data collection, and the technique of data analysis also take part in this section

3.1 Research Design

This study utilized a qualitative method to explore how EFL (English as a Foreign Language) students regulate their own language learning when it comes to speaking, with mentoring being a key strategy in the process. As per Heigham & Croker (2009), qualitative research aims to understand how individuals experience a particular phenomenon within a specific context, and the various meanings it holds for them. In this research, students were asked to share the strategies they use to self-regulate their language learning specifically in speaking. The data for this study was collected through reflective exercises distributed to the participants. These reflections were used to help participants contemplate 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 researcher 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 researcher. 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 the higher education institutions in Southeast Sulawesi. The total participants in this study were 15 students, all of whom were women. In selecting the participants for this study, the participant criteria were considered by Lin and Lin (2019), who stated that research participants must be willing to participate in the implementation of the research without being forced to do so.

In addition, the criteria specified in the selection of participants were 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 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 presents in the following table:

Table 3.1. Participants' Profile

Participant (Students)	Gender	Semester
P1	Female	2
P2	Female	4
P3	Female	4
P4	Female	4
P5	Female	4
P6	Female	4
P7	Female	2
P8	Female	2
P9	Female	4
P10	Female	2
P11	Female	4
P12	Female	8
P13	Female	8
P14	Female	8
P15	Male	4

3.4 Instrumentation

To investigate EFL students' self-regulated learning in speaking through mentoring, this research 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 in speaking. The reflection of this study 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

This study uses reflective journaling as a tool to retrieve data from research participants. At first, the researcher observed the students' development in their learning process in the mentoring class, which introduced the concept of self-regulation to learn English. Through this observation, researcher 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 15 student candidates who used as participants in this study.

In the process of spreading this reflection, this study 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 then be collected by researcher 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 in themes that emerged in the data related to the topic. The thematic data analysis was chosen based on its role which can help researcher 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 are found according to research participants' statements.

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 researcher gave colors (1) **Red** for Expanding Ideas, (2) **Green** for Enriching Vocabularies, (3) **Dark Blue** for Building Critical Thinking,

(4) **Blue** Developing Self-Confidence, (5) **Gray** for Enhancing Motivation, (6) **Yellow** for Increasing Awareness of Learning, and (7) **Purple** for Creating Positive Mindset. The example of data coding as follow:

Table 3.2. Example of Data Coding

First Coding	Impact	Example	Theme
sebelum mengikuti kelas ini saya belum terlalu banyak mengeluarkan ide ketika di interview atau di tanyakan mengenai suatu permasalahan. (S1)	Setelah mengikuti kelas, saya banyak mendapatkan ilmu, kosa kata baru dan juga ide yang memebantu mengembangkan speaking saya. (S1)	ketika di interview atau di tanyakan mengenai suatu permasalahan saya bisa menjawab dengan sedikit lebih panjang dari jawaban- jawaban sebelum saya mengikuti kelas mindset course. (S1)	Expanding Ideas
Saya mampu berbicara namun kosakata saya sangat terbatas.(S9)	saya mendapatkan banyak kosakata baru dan juga ilmu pengetahuan.(S9)	Ketika mendapat kata adorable, saya mencari persamaannya seperti cute, lovely, sweet, selanjutnya kata restrict persamaanya limit dan distract persamaanya disturb(S9)	Enrich Vocabularies
saya akan langsung percaya ketika mendengar ataupun membaca sesuatu.(S3)	saya akan lebih kritis mencari sumber lain, melihat dari beberapa sudut pndang, lalu menyimpukannya(S3).	ketika menilai sesuatu saya akan bertanya pada diri saya sendiri.(S3)	Building Critical Thinking
pada awalnya saya sempat minder di kelas begitu banyak senior yang hebat hebat dan sudah lancar dalam berbahasa Inggris. Pertemuan pertama dan kedua masih canggung bahkan saat berbicara suara saya masih bergetar karena	saya bersyukur selama beberapa pertemuan saya menjadi sedikit lebih percaya diri dan bangga dengan hasil akhir saya. (S7)	saya tidak merasa takut jika nanti teman-teman tertawaan saya, disalahkan, dan malu lagi, baik itu berbicara dengan dosen maupun teman-teman.(S7)	Developing Self-Confidence

First Coding	Impact	Example	Theme
tidak percaya diri.(S7)			
saya akui namun setelah sebelumnya saya menghadiri beberapa pertemuan di mana saya diberikan berbagai macam materi dan melakukan review hal tersebut membuat saya terhadap berbagai aspek kehidupan semakin meningkat,(S9)		setiap kali mendengar teman-teman saya menyampaikan apa yang mereka baca atau apa yang mereka nonton saya semakin ingin belajar karena saya juga ingin mendapatkan banyak ilmu pengetahuan seperti mereka.(S9)	Enhancing Motivation
saya berfikir bahwa saya hanya perlu belajar bahasa untuk menjadi pintar. (S2)	Saya menyadari pintar bukan dengan hanya menguasai bahasa, namun menguasai ilmu, itu yang terpenting. (S2)	saya belajar bagaimana mengulas kembali buku yang saya baca dan kemudian mengaitkannya dengan segala bidang keilmuan. (S2)	Increasing Awareness of Learning
saya sering sekali gelisah dan stress bahkan menangis atas masalah yang saya hadapi.(S4)	selama proses pelaksanaan program ini alhamdulillah ada sedikit perubahan dalam diri saya contoh berpikir positif terhadap masalah yang ada.(S4)	ketika saya stress akan masalah ekonomi maupun masalah keluarga saya akan langsung berkata insyaallah rezeki akan selalu ada dan ketika saya yakin akan hal itu itu pikiran saya lebih tenang dan saya akan menjalani hidup yang normal lagi.(S4)	Creating Positive Mindset