

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents overview of research methodology of this study. Statements of the problem are presented first. Then, statements of the problem are continued by the design of the study, site and participants of the study, and data collection. The data collection of this study is conveyed through some techniques: observation, questionnaire, interview, and students' written notes. Furthermore, data analysis, and validity issue are presented in the last section.

#### **3.1 Statements of the Problem**

This paper seeks to address the following question.

What are self-regulated learning strategies do the students demonstrate in the following components?

- a. Personal
- b. Behavioral
- c. Environmental

#### **3.2 Design of the Study**

This study is qualitative and descriptive in nature. It is focused on finding students' self-regulated learning strategies in EFL in term of their personal, behavioral, and environmental components in the natural context. Therefore, this present study applied qualitative approach and case study design.

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This study employed qualitative approach since this study focused on finding out students' self-regulated learning strategies in its natural context descriptively. Qualitative study is concerned with investigating a problem and developing a detailed understanding of a central phenomenon (Creswell, 2012). It is supported by Hancock (2012) who proposes that qualitative study is concerned with human behaviors as they occur naturally, it includes a small and purposive sample, and it uses different data collection techniques. Concerning these perspectives, the qualitative study is considered suitable for the characteristics of this study. This present study investigates students' behavior on the self-regulated learning pattern without any control or treatment to them, in which selecting the participants purposively in accordance with the necessity of the study. This study also uses different data collection techniques that are questionnaire as the main sources, while interview, observation, and students' written notes are as the complement data sources.

In relation to the qualitative study, a case study is selected to gain in-depth understanding. It can provide an in-depth understanding of a program, event, or activity involving individuals by collecting multiple forms of data (Creswell, 2012, p.465). A descriptive case study presents theory that establishes the overall framework for the researchers to follow throughout the study (Yin, 1994, 2004; and Watson, 1997 as cited in Berg and Lune, 2012, p. 338). They further state that the researchers of this kind of study have to determine the exact unit of analysis in the study before beginning the study.

### **3.3 Site and Participants of the Study**

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This site and participants of this study were selected purposively. Purposive sampling is used for studies with non generalization purpose (Creswell, 2012, p.206). Since the purpose of this study is not to generalize the finding to other context, purposive sampling is chosen.

### **3.3.1 Site**

The site of this study was a public senior high school in Bandung. The site was chosen for several reasons. First, in terms of accessibility, the site tends to be easy to be accessed since it is near where the research lived. Second, this school was chosen because it is one of cluster one schools in Bandung. Third, the school encouraged the students to master English since the school sent some of the students regularly to a student exchange program.

### **3.3.2 Participants**

The participants of this of this study were 38 students from an eleventh grade of the school. Eleventh grader students were selected because they were considered already had enough experience in learning English, and they were believed to be already concerned on the need of learning English for their future and academic requirements. Therefore, it was assumed that eleventh grade students could convey their thought and behavior that are related to self-regulated learning strategies in learning English. A class was selected through the assistance of an eleventh grade teacher. The students of the chosen class were varied in term of characteristic and ability in learning. Therefore, their self-regulated learning were assumed to be various especially in learning

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English. By conducting this study in this school, the findings of this study were hoped to be remarkable especially in self-regulated learning strategies in EFL field.

### 3.4 Data Collection

Since this study employed qualitative approach, multiple data collections are considered needed (Fraenkel, Wallen., & Hyun, 2012). The data collection techniques of this study were observation, questionnaire, interview, and an analysis of students' written notes. Observation was conducted in classroom activities. It was used to observe students' self-regulated learning strategies in English classroom activity. Questionnaire was delivered to explore students' self-regulated learning strategies in EFL whether in classroom or outside classroom contexts. Interview was used to understand students' self-regulated learning strategies in EFL deeply and strengthen the result of questionnaire. Furthermore, students' written notes were examined as one of evidences of their self-regulated learning in learning English.

**Table 3.1**  
**Data Collection Technique**

No	Technique	Activity	Source	Expected Results
1	Observation guideline	Classroom observation	a. Video taping b. Observation checklists	Students' behavior related to self-regulated learning strategies in teaching and learning activities.
2	Questionnaire	Distributing questionnaire	a. Students' questionnaire results, including personal	Students' perspective of their self-regulated learning in learning English whether in classroom and outside classroom

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			information, and self-regulated learning strategies.	contexts.
3	Interview questions	Conducting interviews	a. 3 high self-regulated learners b. 3 medium self-regulated learners c. 3 low self-regulated learners	Students' detailed and in-depth perspective of their self-regulated learning strategies in learning English whether in classroom and outside classroom contexts.
4	Students' written notes	Analyzing students' written notes	a. Students' notes in any written forms.	Students' written notes as one of evidences of self-regulated learning, which categorized in organizing and transforming strategies , and record keeping strategy.

Each technique of the data collection is presented in the following:

### 3.4.1 Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site (Creswell, 2012, p.213). Thus, it gives opportunity to record information as it occurs in a setting which displays general condition of a certain object. In addition, the type of classroom observation in this study was non-participant observation, in which the researchers do not participate in the activity being observed, but rather sat on the side or the backline and watch (Frankael et.al., 2012).

In this study, the observation was conducted in a classroom. It aimed to monitor students' observable behaviors that are related to self-regulated learning strategies in classroom contexts. These observable behaviors are some self-regulated learning strategies which potentially used while learning in the classroom. These self-regulated learning strategies and motivation were likely influence their personal, behavioral, and environmental self-regulation. In other words, this observation was intended to perceive students' personal, behavioral, and environmental self-regulation through their behaviors that reflect their self-regulated learning strategies that were shown in the classroom context.

To conduct the observation, video taping was used in order to gather the data. Frankael, et al. (2012) argue that video recording gives the benefit for the researcher such as it can be replayed for several times in order to check and correct the data. The video-tapings of the observations were re-played to analyze the class activities. In addition, observation checklist was also implemented in gather the observation data. The classroom observation was conducted three times.

Observation checklists were used to observe the observable behaviors that can be seen in the classroom activities. The observation checklists were used to observed 9 students, who were categorized as high self-regulated learners (3 students) , medium self-regulated learners (3 students), and low self-regulated learners (3 students) based on their questionnaire results, that were related to self-regulated learning in the classroom.

Since the researcher attempted to obtain only observable criteria of motivational state and self-regulated learning strategies, there were not all of the self-regulated learning criteria were included. Thus, some self-regulated

learning strategies were not included in observation checklists. In detail, self-regulated learning strategies which potentially used in the classroom are organizing and transforming strategy, rehearsing and memorizing strategy, self-evaluating strategy, seeking information from non-social sources strategy, keeping record and monitoring strategy, environmental structuring strategy, seeking social assistance from peers and teacher strategy, and reviewing record strategy.

The observation guideline of self-regulated learning strategies was adapted from Pintrich et.al (1991; 2004), Zimmerman, (1989; 2000), Kaplan et.al (2009) and Wolters (2003) which include personal, behavioral and environmental components. This observation guideline is shown as the following.

**Table 3.2**  
**Observation guideline**

No	Components	Indicators	Observation criteria
1	Personal	Organizing and transforming strategy	Students are shown selecting information or material and rearranging it while learning process to improve learning, such as by making notes by their own words.
		Rehearsing and memorizing strategy	Students are shown to be practicing and memorizing the material when they are expected to perform it.
2	Behavioral	Self-evaluating strategy	Students display attention on the quality of their work, such as by rechecking assignment before it is submitted.

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3	Environmental	Seeking information from non-social sources strategy	Students show their curiosity on the material that they need to know by looking for it on non-social sources, such as on textbook, dictionary, or internet.
		Keeping record and monitoring strategy	Students exhibit attention on the material, the teacher explanation, important events, or any learning results that are related to learning, such as by taking notes of teacher's points, class discussion, or words that got wrong.
		Structuring environment strategy	Students show their determination in material and activity, such as by telling their friend to be quite.
		Seeking social assistance from peers and teacher strategy	Students display their interest on material that they need to know more or when they have problem on their understanding, such as by asking their friends and teacher.
		Reviewing record strategy	Students are shown to be reviewing their own notes or records when the class is about to begin or when they are expected to complete a test.

*Adapted from (Zimmerman, 1989; 2000) Pintrich et.al (1991;2004) Kaplan et.al (2009) and Wolters (2003)*

The observation checklist formats can be found in Appendix.

### 3.4.2 Questionnaire

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In the present study, the first instrument was questionnaire. It aimed to gather information of students' self-regulated learning in EFL. It was modified from Pintrich et.al (1991; 2004), Zimmerman, (1989; 2000), Kaplan et.al (2009) and Wolters (2003). Also, this questionnaire has been used in a large number of self-regulated learning studies. Therefore, its validity has been tested by many researchers that are focused on self-regulated learning studies.

This questionnaire was translated into Indonesian language to make the students were easier in understanding each statement provided in the questionnaire. It was delivered to the students to measure the students' self-regulated learning scale.

The questionnaire consists of two parts. Part one gathered participants' personal information. Students' personal information was also needed because the results of the questionnaire that they had answered were used to further study examinations, that was categorizing them into each level thus they were analyzed based on each level. The second part was motivation section, which consisted 41 items that conveyed self-regulated learning strategies. The items used 5 points Likert's scale is ranged from "strongly agree" (SA), "Agree" (A), "Disagree" (D), and "Strongly Disagree" (SD). It is because there is tendency for participants to choose for mid-point of 5-point or 7-point scale and one of one options to overcome this is to use an even number scaling system, as there is no midpoint (Cohen, et al., 2007).

The questionnaire guideline of self-regulated learning strategies is shown as the following.

### **Table 3. 3**

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### Questionnaire guidelines of self-regulated learning

Component	Self-Regulated Learning Strategies	Description	Examples of Statement
Personal	Value encouragement self-talk strategy	Students encourage themselves to be participating in a task, for reasons such as challenge, curiosity, or mastery.	Saya mengingatkan diri sendiri bahwa tugas-tugas ini penting.
			Saya mengingatkan diri sendiri bahwa saya menyukai tugas ini dan harus menyelesaikannya.
			Saya mengingatkan diri sendiri bahwa saya harus mengikuti aktifitas kelas karena akan membuat saya lebih paham pada materi.
	Succeed encouragement self-talk strategy	Students encourage themselves to be participating in a task for reasons such as grades, rewards, performance, evaluation by others, and competition.	Saya mengingatkan diri sendiri bahwa jika saya terus berusaha, saya akan berhasil mendapat nilai yang bagus.
			Saya mengingatkan diri sendiri bahwa jika saya aktif di kelas, saya akan mendapat nilai tambahan.
	Self-efficacy self-talk strategy	Students encourage themselves can accomplishing a task and their confident in perform the task.	Saya mengingatkan diri sendiri bahwa saya mampu mengerjakan tugas-tugas ini hingga selesai dengan benar.
			Saya mengingatkan diri sendiri, "saya pasti bisa melakukan tugas ini."
			Saya mengingatkan diri sendiri bahwa saya bisa menyelesaikan tugas ini walaupun sulit.
	Organizing and transforming strategy	Students select appropriate information that are related to the material and rearrange it to improve learning.	Saya menggarisbawahi/ menandai hal-hal penting dalam buku teks atau catatan saya.
			Saya menyusun materi dalam tabel, diagram, atau grafik sederhana.
			Saya membuat catatan dengan bahasa saya sendiri agar bisa memahami materi dengan lebih baik.
			Saya mencari hal-hal penting dalam catatan yang diberikan di kelas.
	Goal setting and planning	Students set clear learning goals and	Saya membuat jadwal belajar di rumah dan mengerjakan apa yang dijadwalkan.

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	strategy	planning for sequencing, timing, and completing activities related to those goals in order to attain them.	Ketika saya mempunyai tugas, saya mengerjakannya dengan segera.
			Saya mempunyai tujuan dalam belajar belajar bahasa Inggris, misalnya mendapat nilai yang bagus.
			Ketika akan ada ulangan, saya mulai belajar beberapa hari sebelumnya.
			Saya merubah gaya belajar kalau hasilnya kurang memuaskan.
	Rehearsing and memorizing strategy	Students try to practice and memorize the material to be more understand.	Saya menghafal kata-kata kunci untuk mengingatkan saya terhadap konsep-konsep penting di kelas.
			Ketika saya belajar, saya membaca catatan dan buku teks berulang kali.
Ketika saya belajar di kelas, saya mengulang-ulang materi ke diri sendiri.			
Behavioral	Self-evaluating strategy	Student evaluate the quality or the learning progress.	Saya mengecek kembali nilai-nilai ujian sebelumnya untuk mengukur prestasi saya sejauh ini.
			Saya mengecek ulang hasil kerja saya untuk meyakinkan bahwa saya mengerjakannya dengan benar dan lengkap.
	Self-consequenti ng strategy	Students estimate and give reward and punishment if they are succeed or fail in achieving the goals.	Ketika saya mendapat nilai yang kecil/ jelek, saya menutup diri dari interaksi social.
			Ketika saya berhasil dalam ulangan, saya merayakannya, misalnya makan bersama teman atau ke bioskop.
Environmen tal	Seeking information strategy	Students try to seek information more complete from non-social sources when undertaking an assignment.	Saya suka pergi ke perpustakaan untuk mencari bahan yang saya butuhkan untuk mengerjakan tugas.
			Ketika saya butuh bahan untuk mengerjakan tugas, saya suka mencarinya di internet.
	Keeping record and monitoring strategy	Students try to note material, events, or results that relates to learning, as well as self-testing and questioning.	Saya mencatat setiap hal penting yang diucapkan guru saya.
			Saya mencatat apa yang didiskusikan di kelas.
			Saya membuat daftar kata-kata yang saya/teman saya salah ucapkan.

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			Saya mencatat tugas yang diberikan guru saya.
	Environmental structuring strategy	Students try to select or arrganize the physical setting to make the learning easier.	Saya biasanya belajar di tempat di mana saya dapat berkonsentrasi.
			Saya suka menghindar atau meminta teman untuk diam ketika saya sedang serius belajar.
			Saya mengatur suasana yang nyaman untuk belajar, misalnya dengan seeking musik yang saya suka.
			Saya jarang menemukan waktu untuk membaca ulang catatan atau buku sebelum ujian.
	Seeking social assistance strategy	Students try to seek help from other people such as peers, teachers, and adult.	Saya suka bertanya guru saya untuk memperjelas konsep yang tidak begitu saya pahami.
			Ketika saya punya kesulitan mengerjakan PR, saya meminta bantuan orangtua saya atau tutor.
			Saya tidak terlalu peduli apabila saya kesulitan memahami sebuah materi.
			Ketika saya tidak mengerti materi pelajaran Bahasa Inggris, saya meminta bantuan kepada teman sekelas untuk menjelaskan pada saya.
	Reviewing record strategy	Students reread notes, tests, or textbooks to prepare for class or test.	Saya membaca ulang catatan saya sebagai persiapan ujian.
			Semalam sebelum ujian, saya membaca buku teks untuk memahami materi pelajaran yang akan diujikan.
			Saya membaca ulang soal-soal dan jawaban-jawaban ujian yang telah saya lalui sebelum mengikuti ujian akhir.

*Adapted from (Zimmerman, 1989; 2000) Pintrich et.al (1991;2004) Kaplan et.al (2009) and Wolters (2003).*

See the questionnaire format in Appendix.

### 3.4.3 Interview

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The instrument of interview were employed to be a mean for collecting more detailed data about the students' self-regulated learning which could not be obtained from the questionnaire. The interview questions in this study were modified from Zahidi's research (2012) on self-regulated learning of six undergraduates in Malaysia. The type of this interview questions was semi-structured interview. It is in a form of written list questions as a guide, but the questions can be modified to get more information in which it will also need to consider prompts and probes (Morrison 1993: 6 see Cohen, 2007).

The interview processes were administered after the participants finished their class. There were nine participants of the interview sessions who had different self-regulated learning levels. They were categorized based on their questionnaire results that they had completed. The classification were high self-regulated learners (3 students), medium self-regulated learners (3 students), and low self-regulated learners (3 students). Thus, the high self-regulated learners were attributed as student 1, 2, and students 3, students with medium self-regulated learning were attributed as students 4, 5, and students 6, and low self-regulated learners were attributed as student 7, 8, and students 9.

The interview questions guideline of students' self-regulated learning is shown as the following.

**Table 3.4**  
**Interview Questions Guideline**

No	Aspects	Objectives	Details
1	Students' personal information	To obtain personal information of interviewee.	Personal information and learning experiences.
2	Personal	To explore students' self-	Personal self-regulated learning

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	components	regulated learning strategies which influence personal component of self-regulated learning.	strategies: value encouragement self-talk strategy, succeed encouragement self-talk strategy, self-efficacy self-talk strategy, organizing and transforming strategy, goal setting and planning strategy, and rehearsing and memorizing strategies strategy.
3	Behavioral components	To explore students' self-regulated learning strategies which influence behavioral component of self-regulated learning.	Behavioral self-regulated learning strategies: self-evaluating, and self-consequencing strategies.
4	Environmental components	To explore students' self-regulated learning strategies which influence environmental component of self-regulated learning.	Behavioral self-regulated learning strategies: seeking information, keeping record and monitoring, environmental structuring, seeking social assistance, and reviewing record strategies.

*Adapted from (Zahidi, 2012)*

See the interview questions in Appendix.

### 3.4.4 Students' Written Notes

Students' written notes are collected and analyzed as additional data source for any evidence of students' self-regulated learning. The analysis of students' written notes as a form of documents analysis can provide richer source of information as complement data which have been collected through interview, observation, stimulated recall, or diary entries (Hancock & Alogizzine, 2006). It

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is also natural in context which explain what, who, why, and how of an event (Alwasilah, 2006).

Students' written notes that the researcher gathered were as a mean of verification of their self-regulated learning in term of personal components that was organizing and transforming strategies. Students' written notes which are categorized into organizing and transforming strategies which meant that they selected appropriate information that are related to the material and rearranged it to improve learning, such as making notes on their own words in forms of mind map, charts, or table.

### **3.5 Data Analysis**

The data which are obtained from the observation, questionnaire, interview and students' written notes are analyzed descriptively. It will be described below.

#### **3.5.1 Observation**

The data observations were analyzed from video that were recorded during the activities in the English class. It attempted to capture the real situation in the class, and to support the data from observation checklist. The video were re-played for several times in order to analyze the whole class activities which were related to self-regulated learning and the nine students who were categorized into high self-regulated learners (3 students), medium self-regulated learners (3 students), and low self-regulated learners (3 students). The researcher focused only on analyzing students' observable behaviors that are related to self-regulated learning in classroom contexts as had been formed into observation

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checklists formats (see appendix). Then, observation checklists were interpreted descriptively.

### **3.5.2 Questionnaire**

In this study, the questionnaire answers were listed and analyzed descriptively to get information about students' self-regulation of their personal, behavior, and environment in English learning. Students' questionnaire results were also quantified and processed to the ordinal category. The ordinal categorization was beneficial for further examination of this study, that was to examine which students were belonged to high, moderate, and low self-regulated learners whom would be interviewed. The purpose of this categorization in this study was to explore clearer description of students' self-regulated learning according to their attributes. It is because each level of self-regulated learning categories was assumed to be different in how they self-regulate their own learning.

There are five steps for analyzing the data from the questionnaire. Firstly, calculate the total score of each participant's questionnaire by summing up the grade of each question. Secondly, arrange the scores in order. Fourth, calculate the score in the ordinal category formula to determine the range of students' level of self-regulated learning. Lastly, the data were analyzed descriptively.

### **3.5.3 Interview**

The interviews were conducted to nine students based on a set of interview guidelines. There were three levels of self-regulated learners, namely high self-regulated learners (Students 1, 2 and 3), medium self-regulated learners (students 4, 5, and 6), and low-self-regulated learners (students 7, 8, and 9). The interview sessions were recorded and played back in times. The analyses of the interview were also to ensure the validity and reliability of data in students' self-regulated learning scale. The steps to analyze the data will be explained below.

Firstly, transcribe the data in the audio-recorder. Secondly, reduce the inappropriate data, which are not relevant with this study. Thirdly, categorize and coding the data based on the personal, behavioral, and environmental self-regulated learning. Fourthly, relating to the theories of self-regulated learning and previous studies on self-regulated learning. Creswell (2012) proposes that interrelating themes is important to provide rigorous insight of the findings. Lastly, reporting the finding by using narrative discussion. Narrative discussion is the most common form of reporting findings in qualitative study in which the researcher summarize the findings from the data analysis in detail (Creswell, 2012).

#### **3.5.4 Students' Written Notes**

Students' written notes derived from nine students who were interviewed were analyzed. The analyses of students' written notes were by categorizing the notes based on self-regulated learning strategy criteria. Students were expected to have written notes as an evidence of their use self-regulated learning strategies.

These strategies were organizing and transforming strategies, and record keeping strategy. The forms of organizing and transforming strategies in written were such as making notes on their own words in forms of mind map, charts, or table. Then, the data were analyzed considering the nine students self-regulated learning levels and characteristics, thus related them to self-regulated learning theories.

### **3.6 Establishing Validity**

Validity is considered as a crucial issue in developing a study. Validity is related to the credibility where it stands for the trustworthy and truthfulness of the study. In a qualitative study, some techniques can be used to maintain the credibility of a study. The techniques are triangulation, member checking, and auditing (Creswell, 2012, p. 259). Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research (Campbell and Fiske, 1959 as cited in Cohen, 2006). In this study, triangulation was used to establish the validity of the findings of the study, where it collaborate the evidence from different types of data (e.g., observation, questionnaire, interview, and students' written notes), or different individuals with the same method (Creswell, 2012). Triangulation is also used to reduce bias which is adhered to a method, and provide wider explanation of the findings (Alwasilah, 2002).

The results of the data analysis from classroom observations, questionnaire, interview, and students' written notes were cross-checked to answer research questions of this study. Observations were conducted to record students' behavior in natural classroom English learning context. Questionnaire was delivered to explore

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how the participants self-regulate their own learning in learning English in their daily life, whether in the classroom and outside the classroom. Interview was carried out to examine participants' perceptions and notions deeply on their self-regulated learning experiences. Students' written notes were compiled to find out some evidences of their use of self-regulated learning strategies which were organizing and transforming strategies and record keeping strategies. By conducting those methods, the researcher reduced bias which could be caused by subjectivity, and it also gave clearer description of the findings.

### **3.7 Concluding Remark**

This chapter has presented the methodology of this study. First, statements of the problem were presented first. Then, it is continued by the design of the study, site and participants of the study, data collection, data analysis, and validity issue. This study used qualitative approach and conducted in the eleventh grade of a public senior high school in Bandung. The data that were collected from observation, questionnaire, interview, and students' written notes were analyzed descriptively. The next chapter will focus on findings and discussion of the study.