

CHAPTER III

RESEARCH METHODOLOGY

In order to answer the research questions presented in Chapter I, there are several steps in this study which needed to be elaborated. This chapter deals with the research method, the site and participants, the data collection, and the data analysis.

3.1 Research Questions

There are 2 research questions formulated for this study. These questions were answered through the research method that was explained in the following subchapters:

3.1.1 What Self-regulated learning strategies do students from different achievement tracks in writing compositions employ?

3.1.2 How do students perceive self-regulated learning strategies during the process of writing?

3.2 Research Design

According to research designs in language learning suggested by Nunan (1992), this study is classified as qualitative due to the aim of the research. This study is intended to investigate self-regulated learning strategies of EFL learners in writing and students' improvement in writing. Malik and Hamied (2014), elucidate qualitative approach as a way to identify social issues using direct participant's perspective regarding interpretation of their contribution to events and behaviour. Additionally, this study intends to seek out how self-regulated learning strategies help students in improving their writing. This is justified by Malik and Hamied (2014) that a qualitative approach tends to seek out how a daily phenomenon works. Therefore, a qualitative approach was adopted as a primary guide for this research.

This study also applied descriptive design in nature. This is as suggested by Walliman (2011) that a descriptive design tends to explore a real-life situations of observed participants. This has a similar characteristic with this study because this

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research examined participants directly and the researcher directly involved as a teacher in the study. Furthermore, this study relied on observable instruments, such as interview and participant's records which ensemble descriptive design. Therefore, the analysis of the data was elucidated descriptively.

Alternatively, this study was also guided by case study approach for a more in-depth understanding. Yin (2014) suggests that a case study approach aims to seek out and examine the uniqueness of a single case in a small scale of an institution. In case study approach, there may be a number of cases that are observed over a particular period of time because of the importance to capture an issue specifically (Yin, 2014). This study focused on a small group of students in an English course to investigate self-regulated learning strategies employed by participants. Furthermore, in order to enhance construct validity of the research, Yin (2014) advocates multiple data gathering, such as direct observation, open-ended interview, archival records, articles, and participant's sharing activities. This study intended to use some of the aforementioned data gathering; interview, archival records, articles, and participant's observation. Additionally, considering that this research aimed to find what self-regulated learning strategies employed by students in writing activity, it ensembles another characteristic of case study approach suggested by Yin (1994); answering questions that contain "what" or "why" questions. Therefore, a case study approach was employed in this study.

3.3 Site and Participants of the Study

3.3.1 Site

The study was conducted in an English Course in Soreang. The site had 4 levels of classes provided from the lowest ones to the highest ones; Beginner, Elementary, Post Elementary, and Intermediate. The site was chosen due to these considerations. The site gave enough access for the researcher to collect primary and secondary data. This is as suggested by Yin (2014) that in a case study research, a researcher needs to have adequate access to the site in order to collect data as specific as possible. Secondly, activities conducted in the site was similar to the purpose of the research. The English Course currently carries writing classes for

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Intermediate students . Thus, this research did not interfere the whole learning system of the class. Additionally, the research would hopefully contribute to promote students' interests in writing.

3.3.2 Participants

There are four level of English proficiency in this English course; Beginner, Elementary, Post Elementary, and Intermediate. Nineteen students of Intermediate level in the English Course were chosen in this study. The participants were chosen due to the considerations of self-regulated learning practice as suggested by Zimmerman (1989) that self-regulated learning practice is best applied to adult learners for an effective learning activity. Additionally, considering that only Intermediate classes had writing class, students' of intermediate level were chosen. Since it was the highest level in the English Course, all participants' age were ranging between 18-20 years old. Most of them were undergraduate students from various universities and majors ranging from freshmen until sophomores. The participants consisted of thirteen females and six males. However, from nineteen participants, there were five who dropped out from the research due to the presence in learning activity. Additionally, three participants did not finish all three drafts assigned. Hence, a total of eleven participants finished all drafts. They were later sorted based on their achievement tracks ranging from the lowest achiever to the highest one. This is as shown on the table below.

No	Name	Achievement Tracks				Average Score	Grade
		Beginner	Elementary	Post Elementary	Intermediate		
1.	Student A	81,2	79	94,45	80	83,66	A-
2.	Student B	79,3	77,5	87,6	75	79,85	B+
3.	Student C	78,5	77,75	86,56	74	79,2	B+
4.	Student D	77	77,5	86,28	76	79,2	B+
5.	Student E	77,9	77	82	79	78,98	B+

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6.	Student F	75	77	83	76	77,75	B+
7.	Student G	78,6	77,25	74,82	75	76,42	B+
8.	Student H	75	76,75	78,6	75	76,34	B+
9.	Student I	78	77,25	74,81	75	76,27	B+
10.	Student J	77	75	76,48	61	72,37	B
11.	Student K	76	76	64,9	68	71,23	B

Table 1 Participants' Achievement Tracks

The data were taken from participants' achievement tracks in the English Course. Participants' final test scores in previous levels and teacher's recommendation were used to determine students' achievement tracks. This is as seen in the table. The score for each participant was ranged from 0 to 100. The score of each participants were also graded using the English Course scoring system:

- 90-100= A+
- 85-90= A
- 80-84= A-
- 75-79= B+
- 71-74= B
- 65-69= B-
- 60-64= C
- >60= No score given

Three students were chosen to conduct Self-Regulated Learning Interview Schedule (SRLIS). One student with the highest achievement scores (Student A), one students who received B+ as the representative of all B+ grade students (F), and one student with the lowest achievement grade (Student K) were chosen to identify self-regulated learning strategies in the interview. Additionally, students' names were changed in order to respect the privacy of the research.

3.4 Data Collection

Data collection techniques that is used in this research was Self-Regulated Learning Interview Schedule (SRLIS), and structured-diary form. Self-Regulated Learning Interview Schedule (SRLIS) was seen to seek students' response through

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the process of self-regulated learning. This data was used to identify, comprehend students' self-regulated learning strategies used in writing activity, and determine students' response toward self-regulated learning strategies during their writing activity. As for structured-diary form, it was delivered in classroom activities to indirectly observe how students set goals for the task, monitor their effectiveness of learning, and reflect on the result of the task. It was also used as a secondary data to determine students' strategies in writing activity.

3.4.1 Self-Regulated Learning Interview Schedule (SRLIS)

Self-Regulated Learning Interview Schedule (SRLIS) was conducted once after participants carried out the writing activity. It was used to investigate students' strategies of SRL employed during writing activity. Interview questions consisted of open-ended questions, and close-ended questions that were modified from Zimmerman and Martinez-Pons (1986), Mezei, (2008), Zahidi, (2012), and Nilson, (2013). In order to acquire clearer and more reliable data from the interviewees, a voice recorder was used to record the conversation between interviewees and the researcher.

No	Categories	Questions
1.	Value Encouragement Self-Talk	How would you describe your English language knowledge in writing this essay?
		Why did you want to do this task?
2.	Succeed Encouragement Self-Talk	How much do you know about essay writing and your skill in writing compared to your classmate?
3.	Self-Efficacy Self-Talk	How motivated are you in writing this essay compared to your classmate?
		How confident are you about this task?
4.	Self-Evaluation	After being given feedbacks for the first and the second essay, what did you do with the corrected drafts and things you did wrong?
		How did you check that your writing is ready to be collected?
5.	Organizing and Transforming	What is the first step that you did to write the 1 st draft, 2 nd draft, and the final draft?
		Did you make an outline before writing the essay? Which draft?

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		Did you write the essay first in Indonesian and translate it after that? Which draft?
		Did you make/prepare a mind map before writing the essay? Which draft?
6.	Goal Setting and Planning	Among those steps that you successfully did, which step is the easiest to do? Why?
		Among those steps that you successfully did, which actions did you have the most trouble with? Why?
		What steps didn't work? Why?
		Are there any strategies that you didn't plan before? If yes, please mention them and why did you choose the strategies?
7.	Seeking Information	Did you use any resources for your essay? If yes, please mention them.
		Did you search for more information about essay writing and plagiarism?
8.	Keeping Records and Monitoring	Did you take notes about materials that I gave you in the class about essay writing and plagiarism? (ask to show the note)
9.	Environmental Structuring	How much time did you devote in order to finish each draft? Why?
		Under what condition can you do this task well?
10.	Self-Consequences	Did you apply punishment and reward to yourself in accomplishing this task?
11.	Seeking Social Assistance	Did you tend to ask someone's help about this task (e.g. when having difficulties)?
		If yes, who did you ask to help? Why did you choose them to help you in the task?
12.	Reviewing Records	Did you re-read feedback that you get from your friend and teacher?
		Did you review your diary forms and drafts?

Table 2 Self-Regulated Interview Schedule Questions

3.4.2 Structured-Diary Form

As self-regulating learning has grown rapidly for years, there have been innovative ways of how teachers can structure their classroom to foster self-regulated learning practices (Zimmerman, 2008). Diary form is seen as one of the most innovative technique to evaluate the implementation of self-regulated learning practices. Anderton (2006 as cited in Quince, 2013) found that diary-form guided

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students to evaluate all phases of self-regulated learning process used to support their learning goal in specific task. Additionally, Quince (2013) pointed out that diary formats allowed researchers to question all components of self-regulation cycle. It was pointed out that using diaries help researchers to gain data of how well students engage in the process of self-regulated learning before and after activity (Schmitz & Wiese, 2006; Quince, 2013).

Structured-diary form used in this study was modified from Quince's (2013), and Nilson's (2013) self-regulated learning interview questions and Zimmerman's (2008) concept of self-regulated learning. Structured-diary form was given to participants during writing activity. It consisted of 2 main phases; goal setting specification and weekly reflections. Goal setting specification consisted of questions that triggered students to evaluate their skill in English, any future challenges toward the task given, goals, motivation, interest and structuring plans to accomplish the task. This diary-form was given three times as well as the process in completing the essay task. Weekly reflections consisted questions that prompted students to reflect how well they did the task, whether they reached the goals, and how well strategies they used impact their effectiveness of learning in writing activity. The specification of each phases is described through the table below.

No	Phase	Specific Activities	Questions
1.	Forethought and Planning (Draft 1)	<ul style="list-style-type: none"> - Goal setting - Self-Motivation beliefs 	<ul style="list-style-type: none"> - Mentioning weaknesses - Mentioning expected obstacles - Defining goals for the task - Defining knowledge about the topic - Defining self-benefits for the task - Defining interest toward the task - Defining self-strengths - Defining strategies to overcome weaknesses

			<ul style="list-style-type: none"> - Defining strategies to overcome expected obstacles toward the task - Mentioning steps to accomplish the first draft
2.	Performance Monitoring (Draft 2)	<ul style="list-style-type: none"> - Self-monitoring - Self-observation 	<ul style="list-style-type: none"> - Confirming steps from diary form 1 (Yes or No) - Defining goals for the next draft - Mentioning steps in finishing drafts
3.	Reflection on Performance (Draft 3)	<ul style="list-style-type: none"> - Self-judgement - Self-reaction 	<ul style="list-style-type: none"> - Effectiveness of the learning - Awareness toward learning process - Effectiveness of goal setting - Self-judgement - Self-satisfaction - Effectiveness of strategies

Table 3 Structured-Diary Form Description

3.5 Research Procedure

This study attempted to collect the data by observing student's activity in writing class. This activity was conducted in three weeks guided by self-regulated learning phases as suggested by Zimmerman (2000): forethought and planning, performance monitoring, and reflection on performance.

During writing activity, students were assigned to write an argumentative essay. In 4 weeks, students were also assigned to revise their work twice. Each students' essay was checked and scored using ESL Composition Profile that was modified from Jacobs et al (1981 in Weigle, 1994), and Boardman and Frydenberg, (2002). The rating point used in scoring students' essay include content, organization, language use, vocabulary, and mechanics as presented in the table below.

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Category	Score	Criteria
CONTENT	25-21	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	20-16	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	15-11	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	10-0	VERY POOR: does not show knowledge of subject • non-substantive • non pertinent • OR not enough to evaluate
ORGANIZATION	25-21	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	20-16	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	15-11	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	10-0	VERY POOR: does not communicate • no organization • OR not enough to evaluate
LANGUAGE USE	25-21	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, article, pronouns, prepositions
	20-16	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, article, pronouns, prepositions <u>but meaning seldom obscured</u>
	15-11	FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, tense, number, word order/function, article, pronouns, prepositions and/ or fragments, run-ons, deletions • <u>meaning confused or obscured</u>
	10-0	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
VOCABULARY	15-13	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word for mastery • appropriate register
	12-10	GOOD TO AVERAGE: adequate range • occasional errors of effective word/idiom form, choice, usage <u>but meaning not obscured</u>
	9-7	FAIR TO POOR: limited range • frequent errors of effective word/idiom form, choice, usage • <u>meaning confused or obscured</u>
	6-0	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
MECHANICS	10	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	9-8	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <u>but meaning not obscured</u>
	7-6	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <u>meaning confused or obscured</u>
	5-0	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

Table 4 ESL Composition Profile

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This study also conducted specific activities during the process of writing composition. These activities were approved by the site (English Course), teacher of the class, and participants themselves as they were disposed to accomplish the task.

On the first week of the activity, students were introduced to essay writing by giving short explanation about definition, structure, and social function of argumentative essay. Then, the first diary form were handed out to students as they attempted to identify the topic of their essay. The choice of the topic were given in order to assist students in choosing topic of the essay. Topics of the essay included: GPA in university, regulation of taking pictures of others in public, and gender equality in Indonesia. Models of the essay were also given to assist student in writing. Students were to write and collect their first essay by the following week. Feedback from the teacher was given to each student a day after the class was held using electronic mail (e-mail).

On the second and the third week, students were given opportunities to ask about essay writing. Students were also given the second diary form. Students were expected to complete the following draft by the following week.

On the last week, students were given the last diary form where they reflected on their performance during the process of completing the essay. Since the class had a tight schedule with the course's event, Self-Regulated Learning Interview Schedule (SRLIS) was conducted on the same day.

3.6 Data Analysis

After all the data was acquired, it was analyzed in order to draw conclusion as well as answering research questions. It was also rechecked in order to get reliable answer to the research questions. Since the study employed qualitative approach in descriptive nature, all of the result of the data was presented in descriptive manner.

In order to answer the first research question, the data was primarily gained from Self-Regulated Learning Interview Schedule (SRLIS) and supported by structured-diary form. As for the second research question, the data was gained

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from the structured diary form and supported by Self-Regulated Learning Interview Schedule (SRLIS).

3.6.1 Self-Regulated Learning Interview Schedule

The interview was conducted on the same day after participants collected their final essay since the questions consisted of their activity during the process of their writing. The data taken from individual interviews was recorded using a voice recorder. The interviews were transcribed for more reliable data and the result of it was interpreted in a way that points out the main issues in the research questions. The analysis of interview transcription focused on answering the first question regarding self-regulated learning strategies as well as supporting the answers of the second question regarding students' response to self-regulated learning strategies in writing composition when necessary.

3.6.2 Structured-Diary Form

Participants were given diary forms for each week for the drafts of their essays. The data from diary forms were analyzed to identify participants' goals, motivation and plans or strategies toward the task by using diary form 1 and diary form 2. The data from diary form 3 were analyzed to discover participants' responses toward class activity as well as self-reflection for the participants. These data were gathered to support both the answers of research questions from other instruments used in this study. The result of the analysis was used to provide students' response toward self-regulated learning strategies during writing activity as well as a supporting answer regarding students' self-regulated learning strategies.