

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter presents the methodology employed in this study to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

#### **3.1 Research Method**

In this research, the researcher used a descriptive case study. Yin (2014) defined a case study as, an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries and contexts are not evident (p. 16). Moreover, Yin (2018) defined a descriptive case study as a case study that aims to describe a phenomenon in its real-world context. Accordingly, the study utilized a case study method that was phenomenology in nature to arrive at basic information. The use of case study methodology was chosen because it best facilitates the construction of a detailed, in-depth understanding of what is to be studied and because case study research can engage with the complexity of real-life events (Stake, 1995). Furthermore, this research examines the involvement of visual learners' self-regulated learning in EFL students in completing assignments.

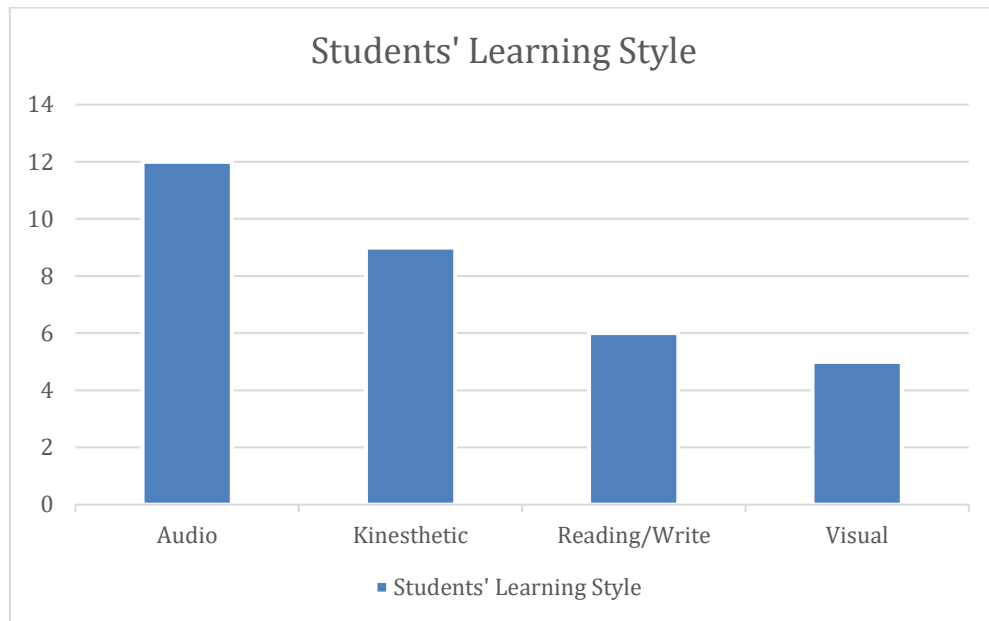
#### **3.2 Research Focus**

This research focuses on the analysis of self-directed learning, specifically how EFL visual learners organize their learning in accomplishing assignments. This provides an example of how self-regulated learning requires EFL students to understand how to carry out activities from a self-regulated perspective, the description is based on the findings of interviews with students selected deliberately based on various criteria.

### 3.3 Setting and Participants

The research was conducted in October 2023, involved two students from the Department of English Education at one of the tertiary institutions in Tasikmalaya, West Java, Indonesia. The participants were purposefully selected based on several criteria, namely that the participants were EFL students with A points in the Methodology in ELT course; have the characteristics of visual learning; quickly processing information in forms or displays such as pictures, diagrams, charts, graphs, photos, videos/films, illustrated textbooks, and flip charts; able to understand dominant information without reading text (Fleming, 1995); use self-regulated learning in completing course assignments. They are actively undertaking academic activities that assist the core of study in analyzing phenomena while still in an active state as a student. Also, the chosen individuals can offer enough data to address the research questions.

To proof they are visual learners, researchers distributed the VARK questionnaire 8.01 2023 to one of class Methodology in ELT course. This questionnaire was created by VARK Learn Limited which developed a learning style identification tool adapted from Neil Fleming in 1995 and created by Charles C. Bonwell. The VARK Learn Limited questionnaire test was chosen because they have been developing learning style identification methods and tools for students, teachers, athletes, and young people since 2001, then underwent a major redesign and was published on November 21, 2014. VARK Learn Limited has a website web, and a LinkedIn profile, and has been adapted to more than 41 languages including the Indonesian learning style identification test which will reveal a person's learning style and effective methods. VARK questionnaire 8.01 2023 measures four perceptual preferences: visual (V), aural (A), reading/writing (R), and kinesthetic (K).



*Figure 1. Result of Students' Learning Style Questionnaire*

For information on the statistical validity and reliability of the VARK Questionnaire. Dr. Walter Leite from the Research and Evaluation Methodology program at the University of Florida has conducted a study of VARK. The paper provides evidence of the validity of the VARK for measuring learning preferences and also presents its limitations (Leite et al., 2010). VARK questionnaire 8.01 2023 determines their type of learning style. However, in this research, the author focuses on visual learners in this identifier. After determining whether the participant is a visual learner, researchers created a list of questions as a guideline. Participants' visual learners' styles were determined by looking at the following results:

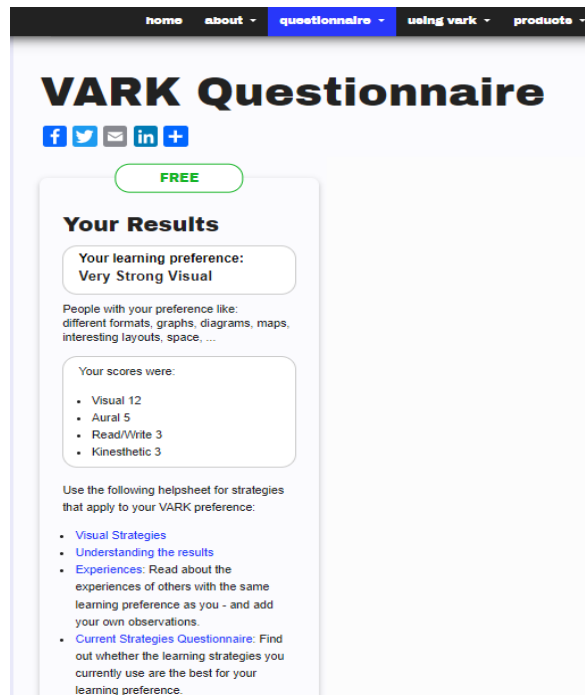


Figure 2. Results Of The VARK Questionnaire 8.01 2023 For Visual Learners

Regarding ethical issues, participants received a thorough explanation of what, why, and how this research was conducted. They were explicitly advised to complete and sign a consent form as a formal agreement to participate in data collection. They were guaranteed confidentiality, anonymity, and the freedom to withdraw from the study at any time. Participants' names have been renamed to pseudonyms: Student #1, and Student #2. Furthermore, the date and time for the interview have been arranged in advance with the participants.

### 3.4 Data Collection

Data collection was carried out using semi-structured interviews. Semi-structured data is used because of its flexibility, balancing the constraints in statistical analysis resulting from its use. It gives the interviewees a degree of freedom to explain their thoughts and draw attention to areas of particular interest and expertise they believed they possessed. Its questioning technique elicits fully comprehensive descriptions of phenomenon experiences (Howitt, 2016). To get maximum interview results, researchers also used recall stimulation. Stimulated Recall (SR) has been employed extensively in

language learning research, mainly through videotaped behavior instances as stimuli to prompt participants' recall of their concurrent mental activity (Sime, 2006). The interview was addressed to two participants from the English Language Education Department at a university in Tasikmalaya with an interview that focuses on measuring EFL students' self-regulated English Learning in assignment accomplishment. This survey was adapted from Zheng, Liang, et al. (2018), and includes six factors, namely goal setting, environmental structuring, task strategy, time management, help-seeking, and self-evaluation. The following is a brief explanation of the six factors in the questionnaire, which indicate English learners' specific efforts in self-regulation.

Factor names	Number of items	Sample items
1. Goal setting	5	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when learning the English course online.
2. Environment structuring	4	I choose a good location for learning English online to avoid too much distraction.
3. Time management	4	I allocate extra study time for learning English online because I know it is time-consuming.
4. Task strategies	3	I read aloud the English instructional materials posted online to fight against distractions.
5. Help seeking	4	I find someone who is knowledgeable in online English language learning so that I can consult with him or her when I need help.
6. Self-evaluation	4	I summarize my online English learning to examine my understanding of what I have learned.

*Figure 3. The Questionnaire Adapted From Zheng, Liang, et al. (2018)*

The subsequent interviews were conducted in the participant's first language, namely Indonesian so that they could express their thoughts freely without the possibility of language barriers and preventing confusion and miscommunication among the participants. Information was obtained through voice recordings and the data was transcribed to highlight statements relevant to the research questions.

### **3.5 Data Analysis**

The data were analyzed using thematic analysis, Braun and Clarke (2006) define thematic analysis as a qualitative data analysis method that can be used broadly across epistemologies and research questions to identify, analyze, organize, describe, and report themes found within the data set. Furthermore, it is a useful method for examining the research participants' perspectives, highlighting similarities and differences, and generating abrupt insights. It organizes and describes the data set in detail in the simplest way possible (Braun & Clarke, 2006). Thematic analysis is straightforward, making it ideal

for novice researchers inexperienced with more complex forms of qualitative research. It enables the researcher's choice of the theoretical framework to be flexible. While specific other analysis methods are inextricably linked to particular theories, theme analysis can be employed with any approach chosen by the researcher. Due to its adaptability, thematic analysis enables the data description to be rich, detailed, and complicated. Then, to assist researchers in the data analysis process, theme grouping was based on Pintrich's (2000) theory regarding phases and areas of self-regulation learning and this thematic analysis (Braun & Clarke, 2006). Six phases of thematic analysis help researchers in reviewing data as follows:

1) Becoming familiar with the data

In this step, the researcher familiarized the data by reading interview transcripts regarding how self-regulated learning of EFL students with the learning style of visual learners in completing assignments. Data is presented in the form of audio recordings of interviews. Researchers transcribed the audio in full after listening to it. After transcription, the data was also read several times to become more familiar with the data.

2) Generating initial codes

In this step, the researcher begins to compile the data by providing signs that are appropriate to the research objectives. Researchers used a coloring method to distinguish each aspect shown by participants, which then produced initial codes. However, the codes still contain a variety of information and need to be simplified to find the theme. Next, the researcher connected the data based on the research objectives and then categorized them using initial codes (e.g. goal setting, time management, task strategies, environment structuring, help-seeking, and self-evaluation) that were given. colors (e.g. light green, blue aqua, light purple, yellow, navy, and red) to highlight how self-regulated EFL visual learners are in completing assignments.

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**Table 3. 1 *Generating Initial Codes***


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<p>D: Tentunya sangat memahami sekali ya, Bang. Sangat berkaitan dengan pencapaian tujuan pembelajaran bahasa inggris aku. Begitu juga dengan adanya tugas yang bisa menguji kemampuan kita dalam dasar – dasar bahasa inggris dan melatih kemampuan kita mengajar kepada siswa</p>	<p>Goal Setting</p>
<p>M: Misalnya dealine-nya sehari lagi jadi harus nyari kesempatan. Jadi misal nih saya ada kegiatan lain, saya bakal ngerjainnya nanti pas kegiatan itu selesai. Semisal selesainya jam 7 malem, nah saya langsung kerjain tuh tugasnya. Jadi buat akalannya saya bikin deadline versi saya sebelum deadline aslinya si tugas itu</p>	<p>Time Management</p>
<p>M: Aku sih lebih ke liat deadline-nya sih ya, bukan diliat dari tugasnya gampang jadi dinanti – nanti ga gitu juga, jadi biar lebih bisa tentuin mana yang lebih prioritas terus dikerjakan gitu tah</p>	<p>Task Strategies</p>
<p>D: Kalo aku tuh kebetulan kalo ngerjain tugas tuh harus di ruangan yang hening, kalo untuk tempat harus yang tidak penuh dengan keramaian gitu soalnya aku gampang pecah fokusnya kalo liat sekelebat aja juga suka blank lupa gitu tah,</p>	<p>Environmental Structuring</p>
<p>D: Tentunya minta bantuan ya bang, soalnya semisal ada tugas yang sulit kalo kita paksain nantinya malah mumet setres juga kan ga efisien, jadi bakal minta bantuan ke temen – temen terdekat kayak di kelas yang setidaknya dia lebih mengerti daripada aku jadi tanya ini gimana sih atau harus apa sih, atau kalo masih ragu sama jawaban sendiri suka minta pendapat saran ini bener ga sih ke temen, terus juga suka sharing juga kan kayak yang punya akumah gini gini. Jadi hal ini juga cukup membantu sih kalo semisalkan kita udah stuck banget ah udah gimana nih udah mumet banget, ya</p>	<p>Help-seeking</p>

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minta bantuan ke temen bahkan ke kating juga kalo kita ga bisa.

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M: Kalo evaluasimah cuman kalo semisalkan jangan sampe mepet lagi ke deadline, atau jangan ditunda – tunda gituh. Soalnya kan kalo dikebut semalam karna mepet tuh bikin kurang tidur dan sebagainya, ga baik juga buat kesehatan, biar ga keburu – buru dan teliti. Jadi lebih ke mengevaluasi waktunya sih

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Self Evaluation

6 initial codes represented different aspects shown by participants' interview transcription. Here is the list of initial codes and their frequency.

**Table 3. 2 List of Initial Codes and Their Frequency**

No	Initial codes	Total
1	Goal setting	11
2	Time management	8
3	Task strategies	10
4	Environment structuring	13
5	Help-seeking	5
6	Self-evaluation	4

### 3) Searching for themes

In this step, the researcher combined the appropriate codes into a potential theme that followed the research questions while eliminating codes that were irrelevant to the themes and research questions.

**Table 3. 3 Searching For Themes**

No	Initial codes	Potential themes
1	Goal setting	Planning learning outcomes (forethought and activation)
2	Environment structuring	Avoid visual distractions



3	Task strategies	
4	Time management	
5	Help-seeking	Self-regulation in learning
6	Self-evaluation	

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#### 4) Reviewing themes

In this step, the researcher considered the preceding themes, which were completed in the third phase. The researcher reviewed the themes again to see if they were appropriate for the study. If not, the researcher then declined or altered the themes until the most acceptable themes were found.

**Table 3. 4 Reviewing Themes**

Potential themes
Planning learning outcomes (forethought and activation)
Avoid visual distractions
Self-regulation in learning

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#### 5) Defining themes

The researcher interpreted each topic identified as the answer to the research question that was posed earlier.

**Table 3. 5 Defining Themes**

Themes
Using cognitive and metacognitive strategies in self-regulation
Employing behavioral strategies in self-regulation

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## 6) Producing the report

It is the last phase in thematic analysis. After the researcher got the central theme, the researcher created a report on the research findings.

### 3.6 Research Steps

**Table 3. 6 Steps Of The Research**

Step	Description
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research
4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants
7	Transcribe the interview's outcome
8	Analyze the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners

### 3.7 Research Schedule

This research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from January 2023 to November 2023.

<b>Table 3. 7 Time Of The Research</b>											
Activities	Month										
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
	2022										
Research Proposal Writing											
Research Proposal Examination											

