

CHAPTER III

RESEARCH METHOD

A. Research Design

Researcher used a narrative inquiry research design in this research. Narrative inquiry is a qualitative technique that tells human life experiences regarding a component and is described using a narrative format. While other qualitative designs only capture certain phenomena, narrative inquiry tries to cover the whole story. Thus, the narrative here is not only a writing format but also an analytical examination of the underlying insights and assumptions illustrated by the story (Jonasson, 1997).

Connelly and Clandinin 1997 established the superiority of narrative education as a research methodology and the term narrative inquiry emerged. They define narrative inquiry as a collaborative process between researchers and participants aimed at understanding personal and human aspects of experiences over time. This approach acknowledges the connection between individual experience and cultural perceptions.

In the context of thesis writing, narrative inquiry is used to explore and understand the student's self-regulated learning process, including challenges, strategies, and related emotional experiences.

Researcher used narrative inquiry design because the participants' experiences and how these experiences can influence them can only be obtained through the participants' stories (Webster & Mertova, 2007).

This research examined students' experiences using SRL strategies in writing a thesis and what SRL strategies are used to support it. Researcher divided participants' experiences into 3 aspects based on the SRL phase of Zimmerman's theory namely the planning phase before writing the thesis, while writing the thesis, and evaluation after writing according to the target. Thus, the research procedures used in this study were taken from Clandinin and Connely (2000), with the following steps.

1. Determine if the research question fits the narrative research

Narrative research is ideal for capturing in-depth stories that fit the researcher's research question, namely exploring participants' experiences using SRL strategies when writing a thesis. Each person has different influences underlying their experiences. With an SRL strategy that is considered flexible, there will be implementation experiences that differ.

2. Select one or more participants

Researcher chose participants who had stories about their experiences using SRL in writing their thesis. The sampling

technique used in this research is purposeful sampling. The criteria for selecting participants in this research were those who were or had finished writing a thesis using English, a demonstrated passion for self-regulated learning strategies, a proactive approach to goal setting and time management, and a clear focus on achieving timely completion of their thesis.

3. Gather information

To collect participant information related to the criteria, researchers conducted interviews to obtain participant stories or collect supporting documents such as diaries. In this research, researchers will use interviews to collect data.

4. Analyze participant stories

Retelling a story is reorganizing a story into a certain general framework. Usually, people only sometimes tell stories in chronological order. Therefore, researcher analyzed the key elements and then wrote them in order. During the restoring process, researcher provide consistent relationships between ideas. Thus, the analysis can take the form of a description of the story and the themes that emerge from it.

5. Collaborate with participants

In narrative research, collaboration with participants is essential. Researcher must be able to establish good relationships, facilitate smooth transitions and provide benefits to participants. After the

writing, the researcher ensures the participants that the story is correct and appropriate. In this process, researchers and participants negotiate to give meaning to the story to validate the analysis carried out.

B. Research Setting

This research had been carried at UIN Antasari Banjarmasin. The researcher selected this research due to the extensive history and expertise in English Language Education at English language education department of UIN Antasari, which is required that the thesis must be written in the English language.

The research was conducted in a virtual environment utilizing online platforms for data collection and participant interaction. The participants engaged in research activities remotely, with interviews conducted via Google Meet providing a platform for discussion, while WhatsApp chats facilitated more in-depth communication and follow up exchanges relating to self-regulated learning strategies. The online setting allowed for flexibility in scheduling interviews and asynchronous communication. The online setting allows for flexibility in scheduling interviews and asynchronous communication. Thus, the researcher conducted 2 days of in-depth interviews on 17th and 18th June, 2024 and then additional interviews as needed until the researcher finished writing the findings, which is by 26th June, 2024.

C. Participant

There are five students from the English Department of UIN Antasari Banjarmasin chosen by researcher as participants in this research. There is no required number of participants in qualitative research, so researcher take in relatively small numbers (Martha & Kresno, 2016). They are 6th-semester students who are working on their thesis who have high motivation to complete their study in 3,5 years. Participants were selected because they matched the criteria of this study.

The criteria for selecting participants in this research were those who were or had finished writing a thesis using English, a demonstrated passion for self-regulated learning strategies, a proactive approach to goal setting and time management, and a clear focus on achieving timely completion of their thesis. The researcher used several steps to select the participant criteria, namely by conducting interviews to find out how motivated the students are and how far they have set their goals. In addition, the researcher also asked for the validation of the participant's lecturer, who could provide additional information about the participant's motivation and commitment to writing a thesis.

D. Technique of Data Collection

This study is narrative inquiry research, so researcher used interview to collect the data more deeply. Based on the interview's purpose, three types of interviews are used to collect data: structured, unstructured and semi-structured (Barkhuizen, 2014). In this study, the researcher conducted semi-structured interviews using an interview guide during this investigation. This guide uses comprehensive but flexible instructions to be more like a natural conversation (Duranti, 2011). Researchers should seek to stimulate participants' points of view while maintaining a structured framework.

The participants will invited to engage in individual semi-structured interviews, with each interview lasting approximately 50 minutes. Subsequently, they were invited to discuss their experiences, reflections, and aspirations related to thesis writing, addressing specific questions. The interviews were conducted in English, although participants were given the option to switch to Indonesian if they encountered difficulties in expressing certain emotions or feelings.

E. Instrument

The instrument is a tool utilized by a researcher to collect data. In this research, the instrument was employed by the researcher to gather the requisite data (Fraenkl, et al. 2012). The researcher was

utilized interview as the primary instrument for conducting this study. As the primary instrument, the researcher was actively engaged in exploring and developing a comprehensive understanding of the phenomenon under investigation. The researcher gathered data through verbal interactions with individuals, capturing their experiences and perspectives. Subsequently, the data were subjected to analysis and interpretation, taking into account the researcher's subjective reflexivity and potential biases. Furthermore, to obtain the requisite data, interview guides were employed.

The interview guide employed both open-ended questions and a semi-structured format, thereby enabling participants to provide information that was relevant to the instructions provided. A semi-structured interview is flexible and allows for the introduction of new questions based on the participant's answer (Sugiono, 2015). It is necessary for the researcher to have interview guidelines that outline the specific questions to be asked. During the formulation of these questions, the researcher made several revisions to ensure that the questions were suitable in terms of the research question.

Based on the theory from Zimmerman (2002) and the indicators, researcher designed the interview questions wich adapted by Ade Eka Whyu Utami (2023).

Table 3.1 blueprint of interview guidelines

No.	Theories	Indicator	Question
1.	Forethought phase	Self-Motivation	1. Which topic did you choose for your thesis? 2. Why you choose the topic?
		Task Analysis	3. How long do you set a target for writing your thesis? 4. What your plan to achive your target? 5. What kind of learning strategy that you used to learn the content of your thesis?
2	Performance Phase	Self-Control	6. What do you do to help organize your thought? 7. What kind of environment that can make you focus? 8. How do you manage your time in writing the thesis?
		Self-Observation	9. What challenges did you face when writing your thesis? 10. How do you solve the problem?
	Self-Reflection Phase	Self-Judgement	11. How do you identify your mistakes during thesis writing? 12. What aspects do you pay attention to when checking your writing?
		Self-Reaction	13. Are you satisfied with your progress at this time ?

F. Data Analysis

In this research, researcher used narrative thematic analysis based on interviews as the primary foundation for data analysis. After the data is collected, the researcher will interpret it based on what the participants say and organize it into patterns or themes. Additionally,

researchers use one type of approach in narrative analysis, namely narrative thematic analysis.

As stated by Creswell (2014), the narrative thematic analysis is comprised of five stages. The initial stage of the process entails the organization and preparation of data, which commences with the transcription of audio recordings at the earliest opportunity, and in any case, within a short time frame following the interview. Any initial patterns or themes are noted in the transcript margins during the transcription process. The second stage of the process entails attaining a general comprehension of the information. The third stage is the coding process, which involves a second reading of the transcripts in order to identify any recurring words, ideas, or patterns derived from the data. The fourth stage entails the categorization of codes into logical groups that represent explicit data segments. The final stage of the analysis involves interpreting the data, which entails studying the categories and their corresponding codes to determine if any overarching themes or theories provide insight into students' thesis writing and self-regulated learning processes (Butina, 2015).