

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents an overview of the research findings and a comprehensive discussion of the research methodology. The researcher discusses the research findings regarding the self-regulated learning process of EFL students engaged in thesis writing and the analysis of self-regulated learning strategies employed by EFL students in thesis writing. These findings were examined using the narrative thematic analysis technique, which involved analyzing the data in response to the research questions posed.

A. Findings

In this section, the researcher presents the participant narratives regarding their thesis writing experiences within the context of English thesis writing as EFL students utilizing a self-regulated learning strategy. Thematic analysis of the interview data yielded insights into the experiences of the participants during thesis writing. The findings of this study are presented according to the two research questions, which have led to the identification of two overarching themes: (1) the student experience of the self-regulated learning strategy process in thesis writing, and (2) the strategies employed by students in thesis writing.

1. Students' experiences in the self-regulated learning process for writing a thesis

a. Participant 1's Story

1) Forethought phase: Task interest, goal setting and planning

Participant 1 recounted how she arrived at her research topic. Initially, she solicited input from numerous individuals close to her regarding the selection of a thesis title. Subsequently, the lecturer and her family advised her to consider her personal interest and preferences regarding the topic, in order to ensure that the thesis would not be a burden to her. She then began to search for and read the titles of other people's research, as well as the list of research titles of her previous students in the English language major that her lecturer had provided. From the list of titles, she identified one that pertained to gender. This topic interested her, prompting her to pursue research in this area. She chose to examine the influence of gender on language ability, specifically in the sociolinguistic context. Participant 1 said,

"The reason I chose this title was because it was based on my interest in the language phenomena around me. From what I've heard from lecturers, from family, the most important thing when choosing a title is based on interest or because you like it. So, when working on the thesis, it doesn't become a burden. "

By selecting a title that is of interest to her, Participant 1

gains the motivation to complete her thesis in a relatively short time. This approach allows her to perceive the thesis as a manageable task rather than an onerous obligation. She has a well-defined objective in mind, which is to complete the thesis by the end of the seventh semester.

“My goal is to complete my thesis in 3.5 years and I am quite confident that I can complete it, around 85% I am confident that I can complete it in that target because I think my research is quite easy to do.”

In participant 1’s experience, she shared how she planned and organized the research steps she took. She laid out the steps for her research in quite detail but still in general terms. She will adjust every step of her plan as it approaches its implementation time. She first prepares the people who will be involved in her research, then she will proceed to collecting research data.

“To develop a research plan, the first thing I will do is contact the lecturers and participants who will be involved in my research. So, I can prepare the necessary things and ensure research can be carried out in that class. I will ask if there are any requirements that must be met when you want to do research in that class. Apart from that, I also checked my instrument with the lecturer or participant concerned. I will also continue to increase literature related to research and look for relevant theories so that I can adapt my instrument”

Participant 1 wants to retrieve the data as quickly as possible, so she can continue writing her thesis and plans to progress every day, even if only a little. She even plans to write

a thesis during KKN. Apart from arranging steps, consideration for time planning is also needed. However, participant 1 felt that she was not burdened with time management because she only focused on studying and working on her thesis. She did not join any organizations on campus which left her with a little more free time to work on her thesis. She also doesn't stick too much to the consultation schedule with her supervisor.

“Actually, I have plans such as arranging a schedule in consultation with my supervisor, but I will not rely on that. Because my supervisor had emphasized and told me at the beginning that I would be difficult to contact, let alone find on campus. The important thing is that if there is something he tells me to do, I will do it directly according to his directions.”

2) Performance phase: environmental structuring, time management and interest enhancement

In this phase, participant 1 control her work, both preparing the learning environment before starting and overcoming distractions and problems that arise during the thesis writing. She has her own environmental settings that can help them stay focused. Participant 1 took concrete steps to implement learning environment control strategies by finding a quiet place with minimal distractions from studying, such as in the library or room.

“I can focus more on studying in a quiet and quiet place where there is absolutely no sound. The comfort place is definitely in my bedroom, because there is WI-FI, plenty of water, and sometimes you also have to buy snacks first.

I have never worked on my thesis outside my room, such as a library or cafe, because it's useless and I can't focus."

Participant 1 did not find it difficult to find time to write a thesis proposal. However, because the writing of this proposal is also a requirement for passing the methodology course, so she must finish on time according to the assignment given. So for the time to work on it, it becomes easier but still tight. Participant 1 said,

"I don't have any difficulties in dividing time to write proposals, because I don't participate in campus organizations or other activities. Mostly I'm hindered by laziness and college assignments that are closer to the deadline."

Even though they had made preparations before starting to work on their thesis, participant 1 also sometimes experienced a decrease in enthusiasm and motivation to continue working on her thesis. She shared her experience of how she dealt with this when she experienced a decline in enthusiasm and felt lazy. She solves this by looking for motivation through educational content or films that can arouse enthusiasm for learning.

"When I'm too lazy to do revision, lately I have to watch it first. Usually, Chinese dramas (about the main character struggling to get into college) or outsider vlogs (daily vlogs about campus life). I think those in the video are very cool. Well, after watching a motivating film or video like that, you will definitely have the energy to be enthusiastic about working on your thesis."

3) Self-Reflection phase: Evaluating the progress

At this stage, participant 1 evaluate and understand more deeply about the learning strategies used, the results achieved and make adjustments to improve her performance.

Participant 1 said that the way she evaluates her writing is by checking it himself first, then she uses the help of AI tools on the internet to check spelling and correct citations. Apart from that, she also consulted her writing results with her supervisor.

“I also use AI assistance to improve my writing, such as Quillbot to check grammar and Mendeley to correct citation writing correctly.“

In participant 1's experience, she actually felt less satisfied with the results she achieved after the proposal seminar. She didn't get the feedback she wanted while she realized the weaknesses of her thesis proposal. Regarding her progress, she also felt dissatisfied because he did not work optimally.

"If you say satisfied, I am still not satisfied because my PA lecturer didn't really check my proposal writing before completing it. He didn't give much input. And just said to continue because it seemed like he already knew where his research was going to take him. In fact, I think, in chapter 2 the theory is still unclear. But the rest is fine in my opinion. Regarding the processing time, because this proposal as a requirement for passing the Research in ELT course, it must be completed on time. I was quite tired yesterday because I was thinking more than writing."

b. Participant 2's Story

1) Forethought phase: Task interest and planning

In this first phase, participant 2 determined the title of his proposal, and determined the steps he should take for the research. Participant 2 chose the title based on his interest. He has a hobby of reading fan-fiction, both novels and in the form of alternative universes. Alternate Universe (AU) is a type of fiction story deliberately created by a fan. However, different settings and situations from the real life of the character or idol are used as a description of the story. Based on her fondness of reading fan-fiction like this, she thought of making AU as her thesis research topic.

“Nowadays there is a lot of fanfiction like alternative universe or wattpad, so I am interested to see from a broad view whether fanfiction can be used as a way to improve English vocabulary. Because now a lot of fanfiction has English interludes or full English”

Participant 2 is flexible in planning, but has clear targets in each part. This is because she has difficulty planning time so she chooses to be flexible with her processing time. She doesn't like doing two activities on the same day. She feels less focused when writing a thesis during KKN or feels tired when she has to write a thesis after returning from college. She plans to write her thesis whenever she has free time, such as on weekends or holidays from college and organizations. She also limits the

parts she will write. She determined that she could write a minimum of one paragraph each time he wrote, and a maximum of one discussion.

"I plan to write my thesis in my free time, because I think if I have time to do it, why not. Usually during the week, there must be one or two days of free time. So, that's where I use my time to write at least one paragraph and a maximum of one discussion every week."

2) Performance phase: environmental structuring and help seeking

In this phase, participant 2 tried to organize the learning environment so that she can write with focus according to their learning style. In participant 2's experience, she said she had special things she needed to prepare before starting to write her thesis. She uses tools such as earphones to help block distracting background sounds and adjust them to the music she wants which can make her more focused.

"The first thing I have to prepare is earphones. Because I'm the type of person who can focus on studying while listening to music. For a place to work on your thesis, sometimes it can be in my room, sometimes it can also be in a cafe because usually there is music playing."

In the event of experiencing difficulties in working on his thesis, Participant 2 sought the assistance of his peers. To illustrate, if he encountered challenges in comprehending material or theoretical concepts pertinent to his research topic or those related to thesis writing, he sought guidance from his peers

through discussions and exchanges of ideas.

“In addition, if I have difficulty understanding a material or theory, I usually exchange ideas with my friends.”

3) Self-reflection phase: feedback in evaluating and reflection

Participant 2 in this study used a collaborative approach in her evaluation progress by asking for help from her supervisor or friend. she realized the added value of an external perspective and believed that involving others in the evaluation would help her improve the quality of her writing. Therefore, she chose not only to evaluate alone but also to involve others to provide additional perspectives. Participant 2 said,

“I usually revise after receiving advice from my supervisor regarding my research theory. And before going to the lecturer, I usually check with friends first, whether the writing is correct and whether there is anything that needs to be corrected. I often discuss my thesis with friends, especially if the supervisor is the same.”

At the end of this phase, after completing her thesis proposal, Participant 2 felt happy with the progress she had made. Although she reacted positively to the achievement, she still carried out a reflection process to identify areas that still needed to be improved.

“I feel quite satisfied with my progress until now.

However, if it can be improved again I would like to improve more in the understanding of theory.”

c. Participant 3's Story

1) Forethought Phase: Strategic planning and goal setting

In Participant 3's experience, she described the process by which she identified the topic and title for her research project. Despite initial difficulties in selecting a suitable topic, she ultimately decided on a title that aligned with her personal interests.

“It started because one of the courses told me to find a topic as a research title. After that, I was interested in linguistics. But, I got advice from my lecturer not to take linguistics because it was difficult. So, after that I thought again, and I was interested in taking a topic about learning media. And I like teaching with media.”

Participant 3 described how she proceeded to organise the planning of her research even after conducting the proposal seminar. As a result of having set a deadline for the completion of her thesis, she devised a suitable plan of action. However, she was reluctant to proceed due to the unexpected change in the location of her research project following the proposal seminar. Participant 3 stated,

“My target is to graduate in 3.5 years. But I'm not sure because my research location has changed. So, I haven't started revising yet. If I have found a location, I will fight laziness to be more diligent in working on my thesis. If possible, I plan to finish writing my thesis for up to three months after getting a research location. I also plan to schedule consultations with my supervisor twice a week.”

2) Performance Phase: Structuring learning environment

When initiating the thesis writing process, Participant 3

establishes a personal space conducive to optimal focus and concentration. She creates a conducive learning environment, recognizing that this facilitates maintaining focus on the tasks at hand. Participant 3 indicates a preference for conducting her thesis work in her room, as she states,

“I like working on my thesis in my room. I can focus even if my roommate is there and I can also write while listening to music. Besides that, I prepare food in advance. If the room conditions are hot, I like to work in front of the terrace so that it is cooler.”

3) Self-reflection phase: Self-judgment and reflection

For the self-reflection phase in the self-judgment process, the students know how to identify their writing mistakes by evaluating them. Each participant has a distinct perspective, with a particular focus on a specific aspect of thesis development. Participant 3 evaluated the systematics of her writing more often. Therefore, she also uses AI tools to check the spelling and systematics of her writing.

"Usually I pay more attention to the systematics of the writing, such as whether there are still typos. Or I check whether the paragraphs are connected or not. I can also use Quillbot to check my grammar errors when writing."

Self-reaction is how participants react to the results they achieve. In participant 3's experience, when she had successfully completed her thesis proposal she felt quite satisfied with her

progress and she still realized that there were several things she needed to improve.

“I really appreciate my progress to date, and I really enjoy my work. Even though I got a lot of revisions, I still feel grateful for the results of my work and in the future I want to be more diligent to overcome laziness.”

d. Participant 4’s Story

1) Forethought phase: Setting the goal and planning

Similar to Participant 1's experience of becoming intrigued by phenomena in his immediate environment, Participant 4 also developed an interest in researching a topic based on the observations she made. Participant 4 reported that during her visits to the school, she encountered numerous challenges and concerns regarding the teaching of English from both the students and their parents. Accordingly, she was interested in conducting a single case study to investigate the efficacy of learning strategies in fostering interest in learning English.

“The reason I chose this research title is because I plan to research English learning for elementary school children in my elementary school first, because in that elementary school, I heard many obstacles, complaints about learning English from students and even parents.”

In the initial phase, Participant 4 established goals and

devised a strategy for achieving them. He aimed to complete his college education in 3.5 years, which entailed finalizing the thesis proposal by the end of Semester 6 and continuing his research after the KKN program until the end of Semester 7.

“As for my target, I want to finish my studies in 3.5 years. I plan to start taking research data immediately after completing KKN. Then, start completing the thesis little by little, if it is finished, I can immediately consult my supervisor.”

Furthermore, Participant 4 intended to commence work on his thesis by visiting the library in order to identify pertinent references related to his research topic.

“I have a plan to work every day after KKN activities, while coming to the library to find references for my research. Afterward, I plan to consult with my supervisor every two to three times a week.”

2) Performance phase: self-control and problem solving

In interviews, the participant stated that a conducive environment could potentially interfere with focus and concentration when studying. Participant 4 attempted to identify a location that was both tranquil and free from auditory and visual distractions. She stated that she was unable to concentrate on composing her thesis due to the presence of numerous

individuals. Accordingly, she found it more conducive to her writing process to compose her thesis in the privacy of her own room. Participant 4 stated,

"I prefer to work on my thesis in my room so I can focus more on it. If there is one person with me, I can still focus. However, if there is more than one I become less focused."

Although he had made preparations before starting to work on his thesis to avoid distractions, participant 4 also experienced difficulties when writing his thesis. In the interview, he shared his experience of overcoming these distractions. Usually she often finds it difficult to focus on writing her thesis if he has other problems. Therefore, she needs to express her thoughts by telling stories to those closest to her so that she can reduce the burden on her mind a little. Apart from that, she also doesn't force himself to work on her thesis if her mind is confused. She will entertain himself by watching movies or doing other activities she likes. She said,

"Sometimes when writing my thesis it can be difficult to focus because I have other thoughts. The way I can overcome this is by telling my family and friends. I am also more diligent in worship such as midnight prayers and reciting the Koran. When I can't think about writing a thesis, I choose to watch films or listen to songs."

3) Self-reflection phase: evaluating and reflecting

Participant 4 evaluated her writing in consultation with the

supervisor. Initially, she will assess the quality of her writing independently. If she determines that her writing is satisfactory, she will solicit feedback from the supervisor on potential areas for improvement. She also utilizes AI tools that can help to improve her writing.

“After being checked by the supervisor, he often checked and said there were some grammar mistakes. So, I tried to check on grammarly to fix the grammar. I also used quillbot to paraphrase to avoid plagiarism.”

In reflecting upon her progress from the beginning of the process to the successful completion of the proposal seminar, she expressed satisfaction with her overall progress. She had her own satisfaction because she had been able to prove himself to her friends to advance to the second proposal seminar, meaning she completed her proposal quite quickly. Also, she realized her mistake and had the desire to correct it.

“I feel very satisfied with my progress to date. I can prove to my friends that I can advance to the proposal seminar in second place in my class. However, I don't really understand theory, so to improve I want to be more diligent in studying understanding theory.”

e. Participant 5's Story

1) Forethought phase: task interest and target setting

Participant 5 revealed his story about how he chose the title of his research. He started thinking about the title of his thesis since studying academic writing. At that time, students

were asked to look for research articles and were advised to choose an interesting topic to use as the title of their next study. During topic selection, he received many suggestions which made him change his research topic several times and was confused about determining the right title for his thesis. After much deliberation, he was finally able to determine a topic that also attracted his attention because he quite liked the topic.

"Initially, I was interested in one of the 4 skills in English, but when I asked my lecturer, I was advised to look for another topic because that topic was already too widely used. Then I tried the linguistic topic, but when discussing it with the academic advisor, I was advised not to take that topic, because supervisors who were experts in that field would be difficult to find. After that, I was confused and I thought again, why don't I just take a topic about media. Finally, I decided to research learning media in English, and succeeded in completing a thesis proposal about learning media and its application in English classes."

In GEE's experience, he was more flexible in planning and arranging time according to personal preferences. He has targets for his writing, but within these targets he considers his personal reasons. As in the interview, he said

"When it comes to planning to work on a thesis, I usually always have a target, like now I'm targeting to have completed complete completion of chapter 3 of the thesis before Idhul Adha. And I often schedule things using targets like that. I usually target a rather long completion time, because I consider the time I have to work on it, so sometimes I end up finishing before the target. "

2) Performance phase: Interest Enhancement

During the performance phase of self-control strategies, the students were able to monitor their writing. Participant 5 shared his experience of how he organizes his learning environment. He could focus on working on their thesis no matter what the environment or circumstances. So, he can change the place or learning environment according to his needs.

"I can actually be comfortable in any learning environment, sometimes at home, sometimes in a cafe, sometimes with friends too, and I can just focus on everything and I just like it all."

From participant 5's experience, after conducting self-observation of his progress, he discovered that he could be influenced by his friends regarding the motivation for writing his thesis. If his friends are experiencing a decrease in motivation and are lazy about working on their thesis, he will also experience a decrease in enthusiasm. If that happens, he will adjust his learning environment by only working on his thesis at home.

"What's difficult is that sometimes if you don't have friends who are enthusiastic about working and you have to do it at home or alone, it's usually difficult to gather the mood. And usually the mood appears when you wake up in the middle of the night and are no longer sleepy. So, I

immediately work on it when the mood strikes while vaping and listening to music."

3) Self-reflection phase: self-evaluation and satisfaction

In the evaluation phase, Participant 5 indicated a preference for manual checking or self-checking. He considered his writing to be accurate if he could comprehend the outcomes of his own writing. If he deems the result to be correct, he then seeks the input of the supervisor.

"I prefer to evaluate my own writing before it is checked by the lecturer, and then make revisions from the supervisor. I can also use quillbot, but I don't like it because I can't understand the results, so I prefer manual revision."

In reflecting on the results of his progress in writing a thesis proposal, he feels satisfied with his performance. Having a clear understanding of his abilities and the processes he employs in thesis work, he is even able to feel proud when he is able to complete the proposal in a shorter time than he had initially anticipated.

"Because I usually target the completion time to be a bit long, so sometimes I even finish before the target, so I'm satisfied with the results, because I also consider the time if I'm lazy to work on it. So, I feel satisfied with the current results. Self-reaction"

2. Self-regulated Learning Strategies used by EFL Students in Thesis

Writing

Table 4.1 Represent the findings

No.	Partisipant	Component	Learning strategy
1.	Participant 1 (female)	Cognitive strategy	<ul style="list-style-type: none"> Using inferencing to understanding reseach theory. She trying to understand the theory by classify the references and connect each topic from interconnected references and then concludes.
		Management strategy	<ul style="list-style-type: none"> Using environmental structure to control the learning environment during writing the thesis by look for the quiet room to stay focus and less disturb.
		Metacognitive strategy (personal metacognitive knowledge)	<ul style="list-style-type: none"> Using tools to help monitoring the writing progress. She use grammarly to check grammar and quillbot for paraphrase to improve effectiveness. Self-reflection; she know what to improve after the proposal seminar.
		Motivation strategy	<ul style="list-style-type: none"> Using vicarious learning by watching the motivation movies related to her to increase motivation to do so. Self- efficacy; she is confident that she can complete the thesis on target because she feels that the thesis is easy.
2.	Participant 2 (female)	Cognitive strategy	<ul style="list-style-type: none"> Using note-taking to remembering information obtained from reading
		Metacognitive strategy	<ul style="list-style-type: none"> Planning; She planned at least can get the thesis done at 8th

		<p>Management strategy</p> <p>Motivation strategy</p>	<p>semester. She took one day to write a thesis, even though it was only a little</p> <ul style="list-style-type: none"> • Self-reflection; she want to improve her understanding about the research theory • Using help- seeking to check the understanding and check the writing before hand in to superisor (monitoring) • Environmental structure; flexible place but she has to use earphone and listening to music while writing the thesis • Intrinsic motivaton; she using Artificial Universe as her research topic which something that she likes •
3.	Participant 3 (female)	<p>Cognitive strategy</p> <p>Metacognitive strategy (general metacognitive knowledge)</p> <p>Management strategy</p>	<ul style="list-style-type: none"> • Using inferencing by conclude the link references that collected • Using organization by collect the related article. • Using note taking to write her understanding about theory • Using time planning, she planned to complete the thesis in 2 months after getting the research location and schedule regular consultations with supervisors twice a week • Self- evaluation; she pays more attention to the systematics of writing every time she checks her writing • Resource utilizstion; she use AI tools to check the grammar • Using help-seeking or collaboration to check her understanding about the research

		Motivation strategy	<ul style="list-style-type: none"> • Environmental structure; she has her own room as her comfort place to write the thesis • Self-reaction; she appreciated and feel grateful of her progress on writing the thesis proposal
4.	Participant 4 (female)	Metacognitive strategy	<ul style="list-style-type: none"> • Planning; plan to start doing the reseach after KKN, and focus to write the thesis in 3 month • Problem solving; she share her problem with her close people when she cannot focus to write the thesis
		Management strategy	<ul style="list-style-type: none"> • Environmental structure; she like to write the thesis in her room, she need wifi and she also go to library to look for references
		Motivational strategy	<ul style="list-style-type: none"> • Goal orientation; she want to achive the target as soon as possible
5.	Participant 5 (male)	Cognitive strategy	<ul style="list-style-type: none"> • Using rehearsal by write immediatly when he read information from an article that is related to his research and appropriate
		Metacognitive strategy	<ul style="list-style-type: none"> • Using planning, goal setting; he always targeting the thesis writing by the time he want and he consider enough time to reach the target • Self-evaluation; he reread and evaluate his thesis before handing in to his supervisor
		Motivational strategy	<ul style="list-style-type: none"> • Using instric motivation by choose his favorite game as his researcch topic • Attributions, locus of control; he influenced by the mood of his

			friends when writing a thesis, and he always immediately started working on the thesis when he was in the mood to do it
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In the results of this research interview, the five participants understood the importance of implementing effective learning strategies in writing their thesis. They realize that appropriate learning strategies can help them achieve their research goals. The five participants took concrete steps in implementing their learning strategies and organizing information for use in understanding their research theory. In addition, they recognize their respective learning styles and use appropriate methods such as *elaboration, inferencing, or discussion-based learning*. So, there are differences in the strategies they set.

Before starting to write, participants must understand their respective research topics first. So a strategy for organizing information that is appropriate for them is needed so that they can really understand the theories being studied. In this context, almost all participants agreed that the first step in starting to write a thesis is to look for references that are appropriate to each topic.

In participant 1's experience, she chose the difference in writing ability between male and female students. She explained the steps she took when she first wanted to write a thesis proposal in an interview.

"Initially, I looked for references related to my research topic first, such as articles or research journals from previous research or books that contained theories related to my research topic. Then I collected each reference into one file. After I collected them, I read them one by one and started relating them to each other. So it can be concluded that there really are gender differences in writing ability."

Here, participant 1 uses a cognitive strategy, namely *inferencing*, as a way of organizing information. She looked for relationships between theories and began to draw conclusions from the results of the reading. Next, Participant 1 tried to determine whether the research could be done before actually writing the proposal.

"Then I made pre-observations in the class of the class that I wanted to research, such as who the lecturer was and what kind of material was being studied so that I knew whether the class was possible for my research. After making sure, I discussed with my academic advisor lecturer about my plans. I discussed everything that was an obstacle and confusion for me at that time with my lecturer (collaboration)."

From this narrative, participant 1 also used collaboration strategies with her lecturer to discuss her research. Similar from that, participant 3 also focused more on discussion-based learning. She enjoys exchanging ideas with her friends about a problem or discussing a particular theory related to her thesis. Meanwhile, Participant 3 preferred to read while taking notes so she could understand the research theory.

"I prefer to read while taking notes, because if I just read, I usually forget easily."

Additionally, help-seeking behavior is prominently observed in this phase. When confronted with difficulties, students do not hesitate to seek

assistance from peers or supervisors, leveraging the collective knowledge and experience available to them. This collaborative approach not only helps in resolving specific issues related to thesis content and structure but also provides moral support, enhancing students' confidence and motivation

Likewise with participant 4, she did not use special techniques and also did not need to regulate the learning environment because she could focus on writing her thesis in any environmental conditions and without any learning strategies. Participant 4 only focused on completing the target she set. So, she only used time planning strategies in writing her thesis. Participant 4 stated,

"Usually I just read the material straight away, then write it straight into my proposal. Also, I often schedule things using targets, including when writing a thesis"

Meanwhile, Participant 5 combined several learning strategies in writing his thesis, as he said in the interview.

"I use various strategies, sometimes I just read, sometimes I collect references and conclude and I record them in a book. I can also ask my friends for opinions, then I ask the lecturer."

G. Discussion

The researcher conducted a qualitative study using the narrative inquiry method to obtain relevant data. The study specifically focused on exploring students' self-regulated learning processes in thesis writing and

identifying self-regulated learning strategies used in thesis writing. In the discussion section, the researcher details the findings obtained from the data collection and analysis process. The primary objective of this discussion is to provide answers to both general and specific research questions that have been formulated in the context of this research.

1. Self-Regulated learning Process of EFL Student' Thesis Writing

The first result that the researcher describes is about the process of self-regulated learning in writing a thesis. The findings of this study support the SRL theory proposed by Zimmerman (2002), which states that the SRL process involves three main phases: forethought, performance, and self-reflection phase.

In the forethought phase, students plan and motivate themselves in choosing a research topic and setting clear goals. The initial encounter in the forethought phase is the students' planning and motivation strategies when starting the thesis writing process. At this stage, students engage in various efforts to determine research topics that are relevant and interesting to them, as well as gain the necessary motivation to start and complete the thesis. When individuals are intrinsically motivated, they do it because of pleasure and satisfaction. Research indicates the findings indicate that students who select their thesis titles based on their personal interests are more satisfied with the final product after completing a thesis proposal. This is

corroborated by a study conducted by Sclater et al. (2006), which asserts that students who engage in tasks with intrinsic motivation tend to derive greater satisfaction from their work.

The researcher discovered that, once the thesis title and research objectives had been established, students emphasized the importance of setting a clear timeline for thesis completion, which included detailed, adaptable plans to accommodate any unforeseen changes. This helped them to manage their time and resources effectively. Following Winne and Perry's (2000) explanation, namely task analysis, whereby students determine the goals and appropriate steps to achieve these goals. Therefore, this phase shows that planning and setting achievable goals is important for writing a thesis.

In the performance phase, students use different strategies to stay productive and overcome challenges. Students find it helpful to work in quiet, distraction-free places like their bedrooms or libraries. Some students like to work in noisy places like cafes. They understand their own preferences and know how to create good writing environments. As Corno (2001) asserts, the maintenance of attention and interest in a given task hinges upon the establishment of a structured learning environment. The creation of an environment that is relatively free of distractions and conducive to learning can be an effective means of cultivating such an environment.

In the performance phase, students also conduct self-observation, where students monitor their progress and look for ways to overcome demotivation or distractions that arise during the writing process. In accordance with the tenets of self-observation theory, students are encouraged to assume control over the outcomes of their monitoring efforts and to identify strategies for attaining progress and overcoming obstacles (Schraw et al., 2006).

The third phase of self-regulated learning is self-reflection. This phase entails the evaluation of performance and the results achieved, with the subsequent implementation of adjustments for future improvement. According to Dinata et al. (2016), the self-reflection phase is the final phase of the process, during which students demonstrate their performance. The continuous evaluation and adjustment of one's performance help students identify and address weaknesses, thereby enhancing the quality of their writing.

In self-evaluation, students employ various tools and techniques to assess the quality of their writing, including assistive technology tools and feedback from friends or lecturers. The study findings indicate that learners use AI applications designed to support SRL strategies as intended. These results are consistent with Gracia et al.'s (2018) systematic literature review of e-learning tools, including AI applications, which demonstrated their effectiveness in supporting

self-regulated learning strategies proposed by Zimmerman (1989). In addition to the use of AI tools, students also had conversations with their supervisors or friends about what parts of their writing were incorrect. Supervisor feedback is particularly important, as it can provide valuable insights and guidance to help students develop their writing skills (Stracke & Kumar, 2010).

Students have different reactions to their progress, influenced by both internal self-assessment and external feedback. While some students may feel satisfied with their progress, they may still feel there is room for improvement. Others feel less satisfied because of a lack of feedback or because they recognize their own shortcomings. However, studies have found that in some cases, supervisor feedback may not always align with students' expectations or needs.(Bastola & Hu, 2020). The results of self-reaction indicate how students evaluate the results they have achieved and plan for improvement based on their satisfaction or dissatisfaction with their progress. In line with this, Johnson and Davies (2014) define self-assessment as students' evaluation and comparison of their performance results to determine what needs to be improved.

The findings indicate that EFL students employ a range of self-regulated learning (SRL) strategies when engaged in writing thesis. They demonstrate effective learning management, environmental

adaptation, seeking of support, and self-evaluation. These strategies facilitate the the attainment of thesis proposal writing goals. The study demonstrates the importance of understanding and supporting students' individual learning styles in order to facilitate the successful completion of their theses.

2. Self-Regulated Learning Strategies Used by EFL Student in writing the thesis

This study revealed a variety of approaches to self-regulated learning (SRL) employed by EFL students in thesis writing. These approaches involved a combination of motivation, planning, self-control, and continuous reflection. The subsequent finding that will be discussed is the identification of SRL strategies utilized by EFL (English as a Foreign Language) students in writing their thesis. The interviews with the five participants revealed the use of diverse SRL strategies that align with the theoretical framework of SRL, particularly the approach proposed by Zimmerman (2002). Delving deeper, the researchers identified four overarching categories that encompass the various self-regulated learning strategies employed by the participants: cognitive strategies, metacognitive strategies, management strategies, and motivational strategies.

In the context of Self-Regulated Learning (SRL) Strategies, the concept of self-regulation in learning is of particular relevance in light

of the findings of this study. In the initial category of cognitive strategies, Participant 1 employs cognitive strategies such as inference to organize information and draw conclusions from reading materials. This is in accordance with the definition of inferencing as our ability to infer new information from existing knowledge and information. Inferencing is a fundamental component of self-regulated learning, as it facilitates the acquisition of knowledge beyond one's existing comprehension, enabling the construction of new knowledge at a higher level of proficiency (Schraw et al., 2006).

Metacognitive strategies entail planning, monitoring, and evaluating the learning process. Students utilize planning strategies to ascertain their thesis completion targets. Subsequently, researcher found that students conduct self-evaluation by attending to writing systematics each time they assess their writing and evaluate the thesis prior to submission to the supervisor or the other student prefer evaluate the continuity between research theories than checking the writing systematics. This aligns with the findings of Mansour et al. (2018), which indicate that students develop a systematic approach to self-editing, such as prioritizing the elements to be checked first. Subsequently, students engage in self-reflection following the proposal seminar, acknowledging their performance and formulating strategies for improvement.

Management strategies encompass the organization of the resources utilized during the thesis writing process. Collaboration with supervisors, as exemplified by Participant 1, reflects the social aspect of SRL strategies, whereby seeking assistance and engaging in discourse with others can enhance comprehension and provide support. Participant 3's emphasis on discussion-based learning evinces an awareness of the significance of social interaction in the learning process. This is contrary to the assertion made by Panadero and Tapia (2014) that seeking assistance may be indicative of a lack of self-regulation, as it could suggest that a task has not been completed successfully. The findings of this study indicate that this collaborative approach not only facilitates the resolution of specific issues pertaining to thesis content and structure but also provides a source of moral support, thereby enhancing students' confidence and motivation.

The results of this study demonstrate the implementation of diverse SRL strategies that align with the tenets of Self-Regulated Learning Strategies theory. The participants exhibited the capacity to orchestrate their own learning trajectory, solicit requisite assistance, and engage in continuous self-assessment to enhance the caliber of their thesis composition. This aligns with the tenets of Zimmerman's (2002) self-regulated learning (SRL) principles and Schraw's (Schraw et al., 2006) self-regulated learning strategies. The findings highlight the significance of recognizing and nurturing students' distinctive

learning styles and strategies to facilitate the successful completion of thesis proposals.