CHAPTER 3
RESEARCH PROCEDURES

This chapter presents the procedures for conducting the research. There are seven parts to research procedures: the research method, the focus of the research, the technique of collecting the data, the technique of analyzing the data, the steps of the research, and lastly, the time and place of the research.

3.1 Method of the Research

The present study utilized qualitative descriptive case study as a research method. It is an approach that aims to analyze a phenomenon within a specific context using numerous data sources, and it executes the exploration through a range of lenses to show multiple sides of the phenomenon (Baxter & Jack, 2008). A descriptive case study allows the researcher to describe the natural occurrences in the relevant data (Zainal, 2017).

3.2 The Focus of the Research

The present study investigated students' motivation to accomplish their undergraduate thesis writing as one of the requirements to finish the study.

3.3 Setting and Participants

3.3.1 Setting

The setting of the study was one of the universities in Tasikmalaya, West Java, Indonesia. It was selected because it was the place where a particular phenomenon happened. Moreover, it was the university that required students to accomplish undergraduate thesis writing as compulsory to get a bachelor's degree.

3.3.2 Participants

The participants were two students of class 2019 who had accomplished their undergraduate thesis writing and were examined in the thesis examination. They finish their undergraduate thesis within six to seven months approximately, and ran into four similar stages (explained in the

previous chapter) of writing the undergraduate thesis. They were selected as the representatives of "motivated" students and were chosen based on their responses toward particular question during the pre-interview. It was related to some indicators that related to motivation. It held to filter a qualified participant for this present research. Moreover, they could provide the best information for the research data, increasing the understanding of the study phenomenon. They were required to sign a consent form provided by the researcher as an ethical consideration of physical evidence of their voluntary participation.

Table 3.1 Participants' Demographic Data

	Number
Gender	
Female	2
Age in years	
22	1
23	1
Educational level	
Bachelor's degree	2
Major	
English Education	2

3.4   Technique of Collecting the Data

Semi-structured interview is applied in this research to collect data. It primarily included a conversation between participant and researcher, led by a flexible interview procedure and augmented by probes, follow-up questions, and remarks. It allowed the researcher to get unstructured data, explore participant thoughts, feelings, and views about a specific issue, and even dive deeply into personal and frequently sensitive topics (DeJonckheere, 2019). Another point of view defined that the semi-structured interview is typically based on a guide and is focused on the significant issue that gives a general pattern (Ruslin et al., 2022). Moreover, the semi-structured interview allowed a researcher to shed light on the more profound findings despite the topical trajectories supplied before the interview

(Magaldi & Berler, 2020) where the interviewer could modify and adjust the questions as needed during the process (Ary et al., 2010).

The present research utilized "Zoom" technology to collect the data. It was used to ease possible interviews between the researcher and the participants withing long distance. It was also used due to its flexibility to hold interviews at possible times at each other's place. The interview was held by using Indonesian language as the participants' native language so that they could easily express their experiences, producing clearer output that addressed the interview's questions. In addition, researcher has gained participants' concern to record the zoom interview to be able to be translated and transcribed.

In conducting the semi-structured interview, this research appointed several points that existed in the motivational theory proposed by Ryan & Deci (2000) and Deci & Ryan (2015). These points are served as indicators for the interview guidelines of the present research. The questions involved six selected notions of motivation that related to what was driving and preserving students in accomplishing their undergraduate thesis writing, such as; intrinsic motivation including interest, enjoyment, satisfaction; and extrinsic motivation including pursuing rewards, pursuing recognition, and avoiding threats.

There are several stages to conducting semi-structured interviews, according to Adams (2015), as follows:

1. Designing and conducting semi-structured interviews. The following steps are:
   a. Selecting respondents and arranging interviews
   b. Drafting questions and interview guide
   c. Starting the interview
2. Polishing interview techniques
   a. Analyzing and reporting semi-structured interviews

3.5 Technique of Analyzing the Data

This study set up a thematic analysis (TA) for the data analysis. Thematic analysis is a flexible qualitative method that entails several considerations, such as

searching a data set to identify, analyze, and report repeated themes and patterns (Braun & Clarke, 2006). It was utilized for its flexibility in interpreting the data, and researchers can elicit data sets using themes to address the participants' motivation in writing their undergraduate thesis.

Practically, this research utilized the steps proposed by Braun and Clarke (2013) which included summarizing the data, interpreting and making sense of it. Practically, there are six stages in conducting thematic analysis as follows:

3.5.1 Familiarizing the Data

In the process, the researcher familiarized and obtained the data from the interview recording. Furthermore, numerous reading activities of the transcripts are required to highlight ideas for coding/themes.

3.5.2 Generating Initial Codes

In this stage, the researcher identified the entire data set to produce the initial codes that possibly answer the research interview question. The initial codes are highlighted to identify the study's related purpose.

Table 3.2 Generating Initial Codes

Statements	Initial Codes
P1: *Feeling interested ke linguistics gitu ya. Feeling interested itu karena penelitian saya kan jarang diteliti. Topiknya seputar analisis grammar berdasarkan analisis SFL, subjek penelitiannya* "transitivity" *mencari subjek dan predikat. Terus data yang saya ambil juga baru. Itu bukunya buku terbaru dari kemendikbud. Jadi, itu masih fresh gitu, jadi merasa interested untuk meneliti itu. Itu buku paket siswa untuk SMP kelas 7, kelas 1, kurikulum Merdeka.*	Interested in linguistics area, eliciting her to conduct a rare research topic
P2: *Iya sih, kayak itu udah passion aku banget gitu ya, meskipun emang benar sebagian kecil gitu tentang Google Docs yang aku teliti gitu, tapi maksudnya kayak aku udah paham akan penelitian aku, gitu sih.*	Having a passion on the undergraduate thesis topic being investigated

P1: *Gini, saya itu dalam proses pengerjaan skripsi ee setiap harinya itu harus ada target, jadi ee ketika saya sudah menentukan ee targetnya atau ee progresnya setiap hari ada progress, nah itu akan merasa enjoy sendiri gitu terus ee jadi nggak sehari harus selesai sampai target 1, 3 bab harus selesai nggak kayak gitu. Jadi, ee* step by step *gitu jadi punya target tersendiri.*	Attempting to meet targeted plan
P2: N*ah aku tuh punya* timeline *pokoknya bulan ini aku harus udah boleh ngambil data atau minimal ee udah dapat data gitu, udah* interview *gitu, nah selanjutnya aku, ee intinya bikin* timeline *aku aku suka bikin* timeline *ee batasan batasan batasan waktu untuk mengerjakan skripsi. Jadi itu tuh apa ya kayak terstruktur gitu. "Oh, jadi bulan ini aku harus selesai ini", jadi aku bikin ee kan di di proposal tu di skripsi tu ada ee* time and place *kan yang bulan ini sampai bulan ini kita harus ee selesai apa gitu ya nah aku berusaha sebisa mungkin tuh harus apa, sama dengan* timeline *yang udah aku buat yang udah aku rencanain.*	Attempting to meet targeted plan
P2: *Aku tuh gak pernah lewatin bimbingan gitu soalnya kalau ngelewatin bimbingan tuh kayak ngerasa bolos kuliah aja gitu, meskipun emang kalau skripsi mah itu mah tergantung kita gitu ya, tapi aku Alhamdulillah gak pernah ngelewatin bimbingan gitu jadi kalau misalnya minggu depan nih udah mau bimbingan, sebelum bimbingan itu pokoknya harus beres revisi kayak gitu sih.*	Striving to not be absent in the guidance meet with supervisors
P1: *Setelah menyelesaikan skripsi saya juga berekspektasi untuk mendapatkan pekerjaan, seperti itu, pekerjaan yang sesuai*	Desire to have feasible job
P2: *Kalau ekspektasi aku ketika udah lulus tuh, aku mendapat mendapatkan pekerjaan yang emang bener-bener layak gitu ya entah itu pekerjaan yang ee, apa ya, realistis aja ya Ma ya, kalau habis kerja itu aku penginnya dapat kerjaan yang emang apa namanya, yang linier.*	Desire to have feasible job

P2: Sempet ada juga sih ee terbesit kayak pengen lanjut gitu. Tadinya pengen ee kalau enggak S2 tuh pengennya PPG gitu ya. Tapi, setelah lihat itunya apa ya jurusannya gitu yang dibuka tahun sekarang tuh gak ada Bahasa Inggris tuh. Bahasa Inggris tuh gak linier ke mana mana itu aku lihat ya teh jadi gak ada, jadi gak bisa PPG gitu.	Desire to continue study or desire to register in *PPG Prajab/CPNS*
P1: *Ini sih kalau saya, kuliah itu ee untuk mendapat gelar sarjana supaya apa ya namanya, supaya ee membuktikan sama orang tua gitu bahwa mereka tu berhasil gitu*, udah berhasil nyekolahkan anaknya. Jadi mereka Alhamdulillah merekanya senang gitu.	Desire to get parents' approval
P2: *Saya ingin membuktikan bahwa saya bisa cepat ngerjain skripsi itu untuk orangtua yah, untuk orang tua.* Ee kemudian cara saya ee membuktikannya yaitu dengan itu, mempercepat pengerjaan skripsi, kemudian rajin dalam bimbingan, rajin dalam mengerjakannya skripsinya, jadi gak ditunda-tunda gitu. Itu sih. Pokoknya buat orangtua.	Desire to get parents' approval
P1: *Yang memotivasi menyelesaikan skripsi motivasi saya waktu itu, itu sih pengen cepet-cepet itu dapat gelar agar bisa ee apa ya agar tidak menunda ee melamar loker gitu loh jadi pengen cepat cepat selesai gitu. Jadi pengen cepet-cepet selesai. Pengen cepet-cepet dapet gelar* dan ya bisa mengaplikasikan segera bisa segera mengaplikasikan ilmu yang didapat di masyarakat gitu sih, atau di dunia kerja.	Desire to get degree applying the gotten knowledge in the society
P1: *Hal yang paling dihindari yang paling dihindari itu ee saya enggak mau nambah semester lagi gitu nggak bayar UKT.* Waktu itu itu pas sidang itu tanggal 31 juli itu terakhir, ya terakhir biar bisa bebas dari UKT. Jadi, ya.	Avoiding paying tuition
P2: *Hal yang memotivasi aku tuh, intinya enggak bayar lagi UKT hahaha. Itu sih aku kan ee ikutan beasiswa ya otomatis kan kalau beasiswa itu ee sampai semester 8 kan kalau misalnya lebih dari semester 8 itu harus nambah eh harus iya nambah*	Avoiding paying tuition

semester tuh harus bayar UKT sendiri. Nah aku tuh gak mau, gak mau kalau ee orang tua aku itu sampai bayar UKT soalnya kan beliau itu ee ya Alhamdulillah nya tuh ee dari semester 2 soalnya kan semester 1 aku masih bayar UKT, tapi pas di semester 2 aku ikutan beasiswa.	
P2: Iya, tahun sekarang tuh kan ada CPNS itu ya CPNS itu. Nah, aku teh iya ngeburu-buruin itu teh supaya aku bisa dapet ijazah nih, cepet-cepet dapet ijazah supaya bisa daftar gitu. Eh ternyata ya meskipun gak ada formasi tapi gak papa sih udah, Alhamdulillah. Nah, yang pertama tuh tadinya tuh pengennya tuh PPG gitu ya PPG. Nah setelah lulus teh terus kan, karena gak ada PPG terus ya udah deh CPNS aja ikutan cobaan gitu. Eh ternyata, cpns juga gak buka formasi. Yaudah jadi guru aja hahaha.	Avoiding losing a chance to register in *PPG Prajab/CPNS*

Ten initial codes have been identified, gained from participants' statements, representing their motivations in undergraduate thesis writing. The frequencies of these initial codes are:

Table 3.3 Circulating Initial Codes

Initial Codes	Total
Interested in linguistics area, eliciting her to conduct a rare research topic	1
Having a passion on the undergraduate thesis topic being investigated	1
Attempting to meet targeted plan	2
Striving not to be absent in the guidance meet with supervisors	1
Desire to have feasible job	2
Desire to continue study or desire to register in *PPG Prajab/CPNS*	1
Desire to get degree and applying the gotten knowledge in the society	1
Desire to get parents' approval	2
Avoiding paying tuition	2
Avoiding losing a chance to register in PPG Prjabab/CPNS	1

3.5.3 Searching for Themes

The highlighted data are categorized and organized into themes in the next stage. The different codes are sorted into potential themes, and all relevant coded extracts within the identified themes are collated. It points out the relationship between codes, themes, and different levels of themes.

Table 3.4 Searching for Themes

Themes	Initial Codes
Intrinsic Motivation	▪ Interested in linguistics area, eliciting her to conduct a rare research topic ▪ Having a passion on the undergraduate thesis topic being investigated ▪ Attempting to meet targeted plan ▪ Strive not to be absent in the guidance meet with supervisors
Extrinsic Motivation	▪ Desire to have a feasible job ▪ Desire to continue study or desire to register in *PPG Prajab/CPNS* ▪ Desire to get parents' approval ▪ Desire to get bachelor's degree and applying the gotten knowledge in the society ▪ Avoiding paying tuition ▪ Avoiding losing a chance to list in *PPG Prajab/CPNS*

3.5.4 Reviewing Themes

In the process, the data for each theme are reviewed to discover the steady pattern. The researcher ensured the following themes how it was coherent and substantial to the study.

Table 3.5 Reviewing Themes

Themes	Sub-Themes	Initial Codes
Intrinsic Motivation	Personal Interest	▪ Interested in linguistics area, eliciting her to conduct a rare research topic

		▪ Having a passion on the undergraduate thesis topic being investigated
	Awareness of the Responsibility	▪ Attempting to meet targeted plan ▪ Striving to not be absent in the guidance meet with supervisors
Extrinsic Motivation	Desire to Have a Feasible Job and Achieve Further Purpose	▪ Desire to have a feasible job ▪ Desire to continue study or desire to register in *PPG Prajab/CPNS*
	Desire to Receive Recognitions	▪ Desire to get parents' approval ▪ Desire to get degree applying the gotten knowledge in the society
	Avoiding Threats	▪ Avoiding paying tuition ▪ Avoiding losing a chance to list in *PPG Prajab/CPNS*

3.5.5 Defining and Naming Themes.

In this stage, the themes are generated with clear and detailed definitions and named to produce an excellent, engaging theme for the research. The themes are produced from initial codes that have been grouped into several sub-themes, such as:

1. Intrinsic Motivation. It refers to motivation that comes from the student's internal source, which was most likely process-oriented, such as:

   1) personal interest

   2) awareness of the responsibility

2. Extrinsic Motivation. It refers to motivation that comes from students' external sources to attain the outcomes by accomplishing the undergraduate thesis writing as one of the requirements to finish study, as follows;

   1) desire to have a feasible job or achieve further purpose

2) desire to receive recognitions

    a) desire to get parents' approval

    b) desire to get degree

3) and avoiding threats

3.5.6   Producing the Report

It is the last stage of analyzing data. The selected themes are devoted to a final report. The final result should be brief, coherent, logical, non-repetitive, and engaging.

3.6   Steps of the Research

Table 3.6 Steps of the Research

Steps	Description
Identifying the Problem	Developing a detailed comprehension of the phenomenon after exploring the problem
Conducting a Literature Review	Conducting a literature review to assist the study by reviewing several relevant research articles and books.
Objectives and Research Questions	Selecting participants who attain the study needs and asking about their concerns. The research question was established based on the issue investigated in the present research.
Collecting the Data	Semi-structured interviews were selected due to a more significant opportunity for the researcher to explore a particular topic in depth. The information from the participant then is put into the transcript.
Analyzing the Data	Setting up Thematic Analysis was the analytical procedure for analyzing the data. In the process, thematic analysis functioned to analyze, manage, and represent the result of the text transcript to determine the theme and description that provide a vast understanding of the findings.
Writing the Report	As all the stages explained above, writing a report was conducted by interpreting the data as the result of the study. The flexible, structured, and included elements of reflexivity and subjectivity will be in the final result.

3.7 Time and Place of the Research

Table 3.7 Research Schedule

No	Description	May 2023	Jun 2023	Sep 2023	Nov 2023	Dec 2023	Mar 2023	Apr 2024	May 2024	July 2024
1.	Research proposal writing	■	■							
2.	Research proposal examination		■							
3.	Data collection			■	■					
4.	Data analysis				■	■				
5.	Writing Report					■	■			
6.	Comprehensive review							■	■	
7.	Thesis Examination									■