CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents the research methodology. It covers research design, setting, participants, data collection, analysis, and research schedule.

3.1 Research Design

Qualitative research was the paradigm that was approached in this study. The researcher used a qualitative case study as a design to collect, gather, and analyze the data that explores the phenomenon of multiple sources of indication by Yin (2003). A case study intentionally focuses on students' processes to accomplish their study by observing self-directed learning. Hence, Yin (2018), suggested that if this is the first study, it could be presented as an individual experience and make their research more engaging to readers while reading it.

This case study has been chosen because it helps build a comprehensive and thorough understanding of the studied subject. It enables the analysis of real-life issues. Therefore, the research will focus on how learners accomplish their study by viewing their self-directed learning to elaborate on how they acquire their learning.

3.2 Research Setting and Participants

The research participants involved four graduates from one of the universities in Tasikmalaya. There are a 24 years old male and three 23 years females who met the criteria, such as an independent self-concept and directing their own learning, experience being rich resources of learning, learning needs closely related to changing social roles, interest in the immediate application of knowledge, and motivation.

The participants were informed that their privacy would be protected and they could withdraw from the research anytime. Participants were given pseudonyms (P1, P2, P3, and P4) to protect their identities further. Its purpose is to collect their experiences, which will help the investigation in a useful manner. The participants were given a thorough explanation of

the ethical issues involved in the research, including what, why, and how it would be conducted. They were advised to read and sign a consent form, formalizing their agreement to participate in the data collection process. Hence, the dates and times for the interviews were agreed upon in advance with each participant.

3.3 Data Collection

Due to the participants' circumstances, the research used online platforms (Zoom and Voice Note). This study employed semi-structured interviews. Based on Alsaawi (2014), the data was collected through semi-structured interviews using open-ended questions to elaborate and explain specific issues. Applying the semi-structured interview, the detailed question part allowed interviewees to share their thoughts on the research topic. Supported by (Ahlin, 2019), semi-structured interviews are adjustable. They include survey questions for all respondents and offer opportunities for more detailed research into other topics during the discussions. During the interview process, the interviewer focuses on a specific area and asks questions based on the adaptation questions as a guide. The researcher then requests the participants to elaborate and explain further follow-up questions to acquire more information. The data gathered from the interview outcomes answered 11 research questions that seek to understand the process followed by the interviewee to finish their study by viewing their self-directed learning. The researcher reviewed the findings at each process step and ensured the recorded information was valid. The data collected during the interviews were processed and transcribed for analysis.

The interviews were conducted with four graduates from the English Education Department at one of the Universities in Tasikmalaya. These students were identified as highly self-directed learners who agreed to fill out the consent form. The interview guidelines were adapted from

Williamson (2007), based on aspects of self-directed learning and the dimensions of self-directed learning constructed by Knowles (1975).

3.4 Data Analysis

The data was analyzed using the thematic analysis by Braun and Clarke (2006), which was performed in a six-phase approach:

1. Familiarizing the Data

    The researcher reviewed the interview recordings, transcripts, and field notes to ensure accurate data comprehension.

2. Generating Initial Codes

    The researcher divides the data into segments. Codes are characterized by labels that briefly represent the content of the coded segment.

Table 3.1. Generating Initial Codes

Cara motivasi untuk menyelsaikan thesis, um, motivasinya waktu itu, um, yang pertama, aku ingin ini, um, lulus tepat waktu.	Intrinsic Motivation
Yang kedua itu dorongan dari orang tua. Dari dorongan orang tua, supaya cepat-cepat selesai dan mendapatkan pekerjaan untuk membantu perekonomian keluarga.	Extrinsic Motivation
I have to finish my responsibility as mahasiswa*, I have to finish my study and that's why I do it.*	Responsibility
Seharusnya kan, waktu jaman saya dulu, waktu SMP ini sudah engga asing lagi meskipun tetap susah bagi beberapa orang. Nah, karena *this curiosity of um* kekurangan	Curiosity

exposure mereka, saya juga *notice* siswa yang bahasa Inggrisnya bagus. Nah, dari situ "kok ini kenapa bagus? Kenapa yang lain engga?"	
Misalnya kan ketika udah, um, ada judul nih ada fenomenanya berarti kan ada kata kuncinya nah dari kata kunci kata kunci itu, um, dicari jurnalnya. Maksudnya, um, jurnal-jurnal yang relevan dengan topik yang diminati,	Finding Relevant Keywords
Evaluasi-evaluasi, iya, dari mencari sumber, nah mencari sumber itu gacukup dari *google scholar* aja, gacukup dari itu aja, jadi butuh referensi-referensi yang lebih banyak lagi, misalnya nyarinya ga hanya di *goole scholar* bisa dari *tandofline* , terus, um, bisa dari kalo misalnya ke perpustakan ada referensi-referensi buku-buku ataupun dari thesis nya kakak tingkat	Collecting Source
kadang kan yang ini di terima yang ini ga diterima otomatis kita kan berusaha ya buat gimana sih nih caranya buat di *acc* gitu kan, kadang juga tanya-tanya ke kating misalnya permasalahan terkait ini	Seeking Assistance

misalkan gimana sih yang cocok, dikasih tau juga dari pengalaman kating gitu.	
I'm not the type of person just sedikit-sedikit-sedikit, no, *I don't like that. I'm the type of one who is just one of the finished ones all the way.*	Learning Preference
Cara belajar saya tuh gini, jadi, um, setiap harinya itu, membuat to do list, apa aja yang harus saya kerjakan.	Learning Strategy
Terus, um, dari pokoknya dari jam sekian sampe jam sekian itu harus cari referensi, kemudian dari referensi-referensi itu dibaca, dipahami, kemudian, dari jam sekian, misalnya dari jam 12 sampe jam 1 istirahat nih, dari mulai jam 2 nya mulai lagi, um, menulis, mem-parafrase	Learning Activity
malah jadinya malah scroll ig atau wa atau sosial media gitu ya, jadi ga, um, gaboleh, 17pay a, ga, ga tersusun gitu, ga, malah jadinya gaada *progress* buat *thesis* nya. Nah, waktu, um, apa strategi pembelajaran juga, ini, hindari ini penggunaan 17pay a, sosial media	Avoid Procrastination

aku belum tau, belum bisa nentuin mau dibawa kemana ini arah penelitianku, karena ketika ditanya sama dosen aja aku masih bingung	Shortcoming
Dari hasil diskusi itu, emang banyak sekali insight yang aku dapat ketika aku misalnya dikasih tau "ini harusnya gini, ini harusnya gitu" aku sampe ke kosan teh "oh, iya juga ya"	Reflection
aku punya *partner* waktu itu, aku punya *partner*. Ketika, mengerjakan *thesis* itu, um, saling, 18 pay a, saling, saling *sharing*, saling membantu	Interaction Discussion
kita saling *sharing*, kalo misalnya, kalo misalnya ada yang belum paham coba deh kamu tanya ke dosennya dosen pengampunya misalnya siapa gitu, jadi gitu, saling menasehati, saling memberi saran, kayak gitu.	Giving encouragement

The initial codes represent different aspects observed in participants' interview transcriptions. Here is the list of initial codes and their frequencies.

Table 3.2. List of Initial Codes and Their Frequency

No	Initial Codes	Total
1	Intrinsic Motivation	3
2	Extrinsic Motivation	4

3	Responsibility	4
4	Curiosity	4
5	Finding Relevant Keywords	2
6	Collecting Source	5
7	Seeking Assistance	8
8	Learning Preference	4
9	Learning Strategy	10
10	Learning Activity	6
11	Avoid Procrastination	1
12	Shortcoming	4
13	Reflection	5
14	Interaction Discussion	4
15s	Giving encouragement	2

3. Searching for Themes

The researcher reviews and shortens, considering the context in which the researcher will organize the important data related to the research.

Table 3.3. Searching for Themes

No	Initial Codes	Potential Themes
1	Intrinsic Motivation	Learners' Motivation in Accomplishing Their Study
2	Extrinsic Motivation	
3	Responsibility	Learners' Strategies Through Their Self-Directed Learning
4	Curiosity	
5	Finding Relevant Keywords	
6	Collecting Source	
7	Seeking Assistance	
8	Learning Preference	
9	Learning Strategy	

10	Learning Activity	
11	Avoid Procrastination	
12	Shortcoming	Learners' Monitoring Their Self-Directed Learning
13	Reflection	
14	Interaction Discussion	Learners Build Relationships Through Interaction Discussion
15	Giving encouragement	

4. Reviewing Potential Themes

The researcher's process of validating the identified themes represents the accuracy of the data and effectively addresses the research question.

Table 3.4. Reviewing Themes

Potential themes	Themes
Learners' Motivation in Accomplishing Their Study	Learners' Motivation
Learners' Strategies Through Their Self-Directed Learning	Learners' Strategies
Learners' Monitoring Their Self-Directed Learning	Personal Monitoring
Learners Build Relationships Through Interaction Discussion	Social Interaction

5. Defining And Naming Themes

The researcher provides the definition and chooses an appropriate name the essence of the theme, which the goal is to articulate with the content and context of the data.

6. Producing the Report

The researcher compiles their findings into a coherent and comprehensive report.

3.5 Research Schedule

The research was conducted from September 2023 until July 2024. Here is the detail, as follows:

Description	Sept/ 2023	Oct /2023	Nov /2023	Dec/ 2023	Jan-Feb/ 2024	March-June/ 2024	July /2024
Research Proposal writing	▓	▓	▓				
Research Proposal Examination				▓			
Data Collection				▓			
Data Analysis					▓		
Report					▓		
Thesis Result Seminar						▓	
Thesis Examination							▓