

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Method

In order to support research that focuses on student motivation in completing a thesis and to answer the question required various information as views in study, qualitative research methods was used. Specifically, the qualitative method used is a descriptive qualitative case study which in this study describes the exact person's motivation. as Yazan (2015) said that descriptive case studies are "contemporary phenomena in real-life contexts, especially when the boundaries between phenomena and contexts".

Furthermore, this research design was used because it has several essential characteristics, such as defining a real problem accompanied by facts, opinions of individuals or groups involved in the problem and the actions they experience, and the solutions they choose to solve a problem. In this study, it was to explain what motivations students have to complete thesis writing.

3.2 Focus of The Research

This research focuses on finding out what motivation boosts and impacts the students to accomplish the process of writing a thesis. The reason for raising motivation in this study was because motivation plays an important role in helping students complete their thesis.

3.3 Research Setting and Participant

In this study, six participants were chosen because the researcher needed a lot of information from various people who were believed to be able to provide information related to research needs. Sargeant (2012) said that in qualitative research the selection of participants is selected based on who can best inform the research question and be able to increase understanding of the phenomenon under study. Therefore, the selected participants were students who finished their thesis on time which were classified into three groups based on their final scores (low, medium, and high). In addition, the participants were selected from various backgrounds to obtain different data as triangulation data (Guion, 2002). The GPA interval was

adjusted with the academic guidelines at the target university of the research with the following numbers: 2.00-2.75 lowest GPA to pass, 2.75-3.00 is a middle GPA and pass satisfactorily, 3.00-3.50 or more it was high and passed very satisfactorily even with honors. The age of the participants ranged from 22 to 23 years old. This research was conducted at the English Education Department of the University of Siliwangi in order to explore what motivates them to immediately complete their thesis because they are believed to have different motivations.

Table 3 1 Demographic data of participant

Variable	Item	Number
Gender	Male	4
	Female	2
Age	22	4
	23	2
Educational Level	Undergraduate Students	6
Major	English Education	6
GPA	Low (2,00 - 2,75)	2
	Middle (2,75 - 3,00)	2
	High (3,00 - 3,50 or more)	2

3.4 Data Collection Technique

The data was collected through interviews and used audio recording from voice notes as the instrument to get the data. Interview was used because it enabled interviewees to “speak in their own voice and express their own thoughts and feelings” (Alshenqeeti, 2014). Furthermore, the interview was conducted in a semi structured interview because by using semi-structure, the conversation between the researcher and the interviewers can be more relaxed but still on the right track. In addition, Alshenqeeti (2014) said that semi-structured is also a more flexible version of the structured interview as it "allows for the depth to be reached by giving the interviewer the opportunity to investigate and broaden the interviewee's responses".

3.5 Data Analysis Technique

The data of the interview was analyzed using Thematic Analysis (TA) from Braun and Clarke (2012). TA is a method for identifying, organizing, and offering insight into patterns of meaning (themes) across a dataset systematically (Braun & Clarke, 2012). TA also focuses on meaning *across* a dataset, and allows the researcher to see and make sense of collective or shared meanings and experiences. Accessibility and its flexibility are also the two reasons why thematic analysis is used in analyzing the data of this research. Thematic analysis is considered the most appropriate for any study that seeks to find using interpretation. The processes of analyzing will be using six phases demonstrated by (Braun & Clarke, 2012).

1. Familiarizing the data

The researcher transcribed the interview to obtain the data, and then repeated reading the data to make sure what data that the researcher needs exactly.

2. Generating initial codes

The researcher started this process by coded all of the data through highlights in different colors and naming it. In this phase, the researcher identifies the different aspects of motivations and finds out whether this data is relevant or not.

Table 3 2 Generating initial codes

Initial Codes

1. Get a lot of encouragement
2. The desire to make parents happy and proud
3. Desire to gain recognition from others
4. Awareness of obligation
5. Desire to get a job
6. Desire to share the knowledge
7. As self achievement
8. Want to continue study
9. Helping each other
10. Reading some quotation

3. Searching for Themes

After highlighting the text with several colors, the next process was analyzing the text using a list to find the themes. In this section, the researcher listed a lot of different codes. These codes are sorted into potential themes.

Table 3 3 Searching for Themes

Environment Aspects	Individual Aspects
Desire to gain recognition from others	Awareness of obligations
Driven by what other people say	Desire to influence and work
	As self-achievement
	To continue study
	The desire to make others happy and proud

4. Reviewing Themes

The themes that appear in the data reviewed are listed by the researcher more specifically. Because there are several things that need to be modified, in this phase the researcher tries to modify the themes obtained previously.

Table 3 4. Reviewing themes

Motivation That Arises From the Environment
Desire to gain recognition from others
Driven by what other people say
Motivation that comes from the students themselves
Awareness of obligations
Desire to influence and work

5. Defining and Naming the Themes

After doing several processes, in this phase the themes which contribute to the research have already been interpreted and named for each theme. These themes are (1). Motivation that arises from the environment, and (2). Motivation that comes from the students themselves.

4.	Research proposal examination								
5.	Conducting the data								