CHAPTER 3
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a descriptive case study. A descriptive case study focuses on providing a comprehensive and detailed examination of a specific event, group, or setting within a defined context and time frame. According to Yin (2018), a case refers to a phenomenon occurring within clearly defined boundaries. This method enables an in-depth exploration of current issues within their actual environments. The use of this research design is suitable for the present study, as it aims to explore and describe the specific strategies applied by teachers to help reduce students' speaking anxiety during classroom activities.

B. Research Setting and Participants

This study involved four English as a Foreign Language (EFL) students who were selected using a purposive sampling technique. This method was chosen because it aligned with the research objective, which required participants to meet specific criteria relevant to the study (Bharwadj, 2019). The primary selection criterion was that the participants demonstrated a high level of intrinsic and extrinsic motivation in completing their undergraduate thesis. This motivational level was identified through initial informal observations, consultation with academic supervisors, and preliminary background inquiries. Indicators of high motivation included consistent and timely progress in thesis writing, proactive engagement in academic supervision sessions, independent efforts in seeking feedback, and clear articulation of academic or personal goals related to thesis completion. All participants were eighth-semester undergraduate students from the English Education Department at a university in Tasikmalaya. At the time of data collection, they were either actively engaged in the process of writing their thesis or nearing its completion. The participants were identified based on several observable indicators of motivation, including consistent progress in thesis writing, active engagement in academic supervision, timely fulfillment of academic requirements, and verbal articulation of strong personal or external goals such as the desire to graduate on time, pursue further education, or meet family

expectations. The selection process considered not only the participants' academic standing and field of study but also their demonstrated perseverance, initiative, and commitment in overcoming various academic and personal challenges throughout the thesis writing process. These attributes were deemed essential for providing rich and meaningful data regarding the intrinsic and extrinsic motivational factors influencing undergraduate thesis completion.

C. Data Collection

The data were collected using semi-structured interviews. This approach is particularly effective in exploring complex behavioral and motivational aspects, such as the intrinsic and extrinsic motivations of students in academic settings. According to Ruslin et al. (2022), semi-structured interviews enable researchers to obtain in-depth information while maintaining a clear focus on the research topic, offering room for elaboration based on participants' responses. The interview questions were developed based on the Self-Determination Theory (Deci & Ryan, 1985), focusing on the three basic psychological needs: autonomy, competence, and relatedness. These components served as the foundation for exploring how motivational factors are experienced and interpreted by undergraduate students during the thesis writing process.

In this study, the data was conducted through online interviews, chosen for their ability to efficiently reach participants from diverse locations while minimizing time and cost constraints. Recent research highlights that online interviews provide flexibility and reduce logistical barriers, making them well-suited for studies involving respondents from various regions (Smith et al., 2024). Additionally, the use of recording features during the interviews ensured accurate and reliable data documentation, which is crucial for maintaining the integrity of qualitative data (Johnson & Martinez, 2023). To enhance clarity and depth of responses, the interviews were conducted in Bahasa Indonesia, the native language of the participants. Current studies emphasize that using participants' first language in qualitative interviews fosters greater comfort and richer data, particularly in contexts where English is not the primary language (Nguyen & Tran, 2025). The interviews involved four students who had experience in writing or completing their

thesis and demonstrated high levels of motivation. This selection aimed to provide relevant and insightful data for the study.

D. Data Analysis

The researcher used thematic analysis for analyzing the interview transcription. According to Braun and Clarke (2006), there are six steps to thematic analysis, and they are as follows:

a. Familiarizing with the Data

It begins with transcribing the data, then the researcher reads and re-reads the data, including transcripts, interviews, and field notes, and interacts with the material to ensure that it is useful for interpreting the data accurately.

b. Generating Initial Codes

At this stage, the researcher began to organize the data according to the study's aim by labeling certain areas with symbols or markers. The researcher created initial codes by using a coloring approach to separate different elements that the participants recognized.

Table 3.1 Generating Initial Codes

	Data Item	Initial Code
P4	Because I wrote my thesis in my own way and didn't copy anyone else's style, like "I'm like this and that." No, I did it because I wanted to.	Topic chosen independently
P2	I have never experienced coercion... walking according to my wishes.	No external pressure
P2	I tried to refuse it... but it seems that it won't go according to plan.	Resisted academic pressure
P4	I understand the topic well because I have experienced it firsthand.	Familiar with topic

P2	I also got an A in all pronunciation courses.	High academic performance
P1	I am optimistic that I can do it... even though there are difficulties.	Confident in ability
P1	My senior's thesis, which became my role model for writing...	Referred to senior theses
P1	Nowadays, there is AI, so use it wisely. AI can help us understand things better and get to the point. We can use AI, and for me personally, it is very helpful, but we have to use it wisely.	Used academic tools
P2	And of course, I believe in my abilities and want to prove to myself that I can do it.	Clear academic goal
P4	I have motivation and must be able to realize it.	Strong personal determination
P3	I just remember how far I've come... it would be a shame to give up now.	Remembered academic journey
P4	I'm feeling lazy, but remember your motivation... talk to yourself.	Self-motivation strategies
P4	To be able to work, earn money, and make my parents proud, especially my mom.	Motivation to please parents
P1	The impact is not only on you, but also on your parents.	Avoid burdening family

P2	The surrounding environment, such as social media and friends.	Influenced by peers
P3	My high school friends have also gone their separate ways... so I'm even more motivated.	Compared with peers
P4	My close friend... listen to me until the end... give me emotional support.	Emotional support received
P2	Comments from lecturers... made me more confident.	Support from supervisor
P3	Positive feedback from lecturers makes me even more enthusiastic.	Encouraging feedback
P1	From the very beginning of college, my goal was to graduate on time.	Aim to graduate on time
P1	It's also something to think about if, for example, you add semesters and so on. This might be a bit sensitive, but it's also a motivation for me because I don't want to pay UKT again.	Financial efficiency

Table 3.2 List of Initial Codes and Their Frequency

No.	Initial Codes	Frequency
1	Topic chosen independently	3
2	No external pressure	2
3	Resisted academic pressure	2
4	Familiar with topic	4
5	High academic performance	1

6	Confident in ability	4
7	Referred to senior theses	3
8	Used academic tools	2
9	Clear academic goal	3
10	Strong personal determination	3
11	Remembered academic journey	2
12	Self-motivation strategies	3
13	Motivation to please parents	4
14	Avoid burdening family	2
15	Influenced by peers	2
16	Compared with peers	2
17	Emotional support received	4
18	Support from supervisor	4
19	Encouraging feedback	3
20	Aim to graduate on time	3
21	Financial efficiency	1

c. Searching for Themes

The researcher reviewed and shorted considering the context in which the researcher organized the important data that is connected to the research.

Table 3.3 Searching for Themes

No.	Initial Codes	Potential Sub-Themes
1	Topic chosen independently	Autonomy
2	No external pressure	
3	Resisted academic pressure	
4	Familiar with topic	Competence
5	High academic performance	
6	Confident in ability	
7	Referred to senior theses	

8	Used academic tools	
9	Clear academic goal	Personal Growth and Persistence
10	Strong personal determination	
11	Remembered academic journey	
12	Self-motivation strategies	
13	Motivation to please parents	
14	Avoid burdening family	
15	Influenced by peers	Family and Social Expectations
16	Compared with peers	
17	Emotional support received	
18	Support from supervisor	Supervisor and Peer Feedback
19	Encouraging feedback	
20	Aim to graduate on time	Future-Oriented Goals and
21	Financial efficiency	Practical Needs

d. Reviewing Themes

At this stage, once the sub-themes were clearly validated, the researcher reassessed the overall structure to see if they clustered meaningfully into larger, distinct themes. Two primary themes were confirmed:

- Intrinsic Motivation; encompassing students' autonomy in thesis writing, students' competence in thesis writing, and Personal Growth and persistence throughout the thesis writing process.
- Extrinsic Motivation; including family or social expectations, external feedback, and future goals.

e. Defining and Naming Themes

At this stage, the researcher refine and clearly define the themes that were reviewed in the previous phase, ensuring that each theme captures the essence of what the data reveals about the research question. At this point, the themes should go beyond simply grouping codes; they must explain the meaning behind patterns in the data.

Table 3.4 Defining and Naming Themes

	Sub-themes	Themes	Description
1	Students' Autonomy in Thesis Writing	Intrinsic Motivation	Motivation based on personal choice, confidence in ability, and the desire to improve and finish what was started.
	Students' Competence in Thesis Writing		
	Personal Growth and Persistence throughout the Thesis Writing Process		
2	Family and Social Expectations	Extrinsic Motivation	Motivation influenced by family, peers, supervisors, academic pressure, and practical goals such as saving time and money.
	Supervisor Feedback		
	Future Goals and Practical Needs		

f. Produce the Report

The researcher produces a thorough and cohesive report based on their findings. The researcher writes a report on the research findings as the last step in theme analysis. The researcher synthesizes the findings and presents them in a thorough report after identifying and analyzing the main topics. A summary of the research topic, an explanation of the technique used, a presentation of the main ideas and the evidence for them, and an interpretation of the results are usually included in this report. Based on the themes that were found, the report attempts to give an organized and logical explanation of the research findings.

E. Research Schedule

The research was conducted from January 2025 until July 2025 at a University in Tasikmalaya, West Java. Here is the detail, as follows:

Table 3.5 Research Schedule

Description	Jan 2025	Feb 2025	March 2025	Apr 2025	May 2025	Jun 2025	Jul 2025
Research Proposal writing	███	███	███	███	███		
Research Proposal Examination						███	
Data Collection						███	
Data Analysis						███	
Report						███	
Thesis Result Seminar							███
Thesis Examination							███