CHAPTER 3
RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It described seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, step of the research, and research schedule.

3.1. Method of the Research

The research strategy used in this study is a descriptive case study, which is a kind of qualitative research. In order to discover the beliefs, opinions, or even perceptions of study participants, Creswell (2012) stated that qualitative research would be the way to go.

A descriptive case study is particularly relevant for this research, because it allows the researcher to capture the real-life experiences, perceptions, and strategies of students in their natural context without enforcing restrictive frameworks (Yin, 2003). The qualitative descriptive approach allows novice researchers to systematically explore and present findings about students' motivational experiences without the need for highly abstract or theoretical interpretations. As stated by Kim et al., (2017), qualitative descriptive case studies are especially appropriate for novice researchers aiming to provide straightforward, comprehensive summaries of real-world phenomena. Given that this study focuses on identifying both intrinsic and extrinsic motivational factors, a descriptive case study aligns well with the study's objective to present authentic, detailed narratives that explain how and why students maintain motivation throughout the demanding thesis-writing process.

In summary, the descriptive case study method is highly relevant to this study as it provides a systematic yet flexible framework for exploring and presenting real accounts of students' motivation. This is supported by Baxter

and Jack (2010), who argue that a descriptive case study is well-suited for researchers aiming to gain an in-depth, contextually grounded understanding of complex phenomena through the detailed stories of real participants.

3.2. Focus of the Research

This research focuses on identifying and analyzing the specific motivational factors that enable students to successfully navigate thesis completion while maintaining work commitments.

3.3. Setting and Participants

This study has been conducted at one university in Tasikmalaya, Indonesia. The study focused on two participants: a male (P1) and a female (P2), both 22 years of age, who have recently completed their undergraduate theses. These individuals successfully fulfilled their degree requirements within the prescribed four-year period, achieving high GPAs and excellent thesis scores. These participants demonstrated exceptional time management skills by balancing their academic responsibilities with a demanding work schedule. Throughout their thesis writing process, both participants balanced their responsibilities - P1 worked as a barista in a coffee shop and P2 as a radio announcer at a broadcasting media company. In addition to their studies and work commitments, both students had involved in the '*Kampus Mengajar*' (Campus Teaching) program, with one also holding a position in the Student Legislative Organization. Despite these numerous challenges and commitments, both participants were able to complete their theses and graduate on time (4 years/8 semester). The primary factor contributing to their success was their strong motivation, which enabled them to effectively manage their diverse responsibilities while maintaining academic excellence. This ability to balance multiple roles makes them particularly valuable subjects for this study on motivation in undergraduate thesis writing.

The researcher recruited participants through pre-observation, ensuring voluntary participation and informed consent. The study included both male and female students to capture a diverse set of experiences and motivational

factors. By including participants with varied backgrounds and circumstances, such as those who worked while studying, the research aimed to provide a comprehensive understanding of the motivational factors influencing thesis completion among undergraduate students.

3.4. Technique of Collecting the Data

The data was collected via a semi-structured interview for this study. The purpose of a semi-structured interview, according to Longhurst (2003), was to get information from the interviewee through the use of questions posed by the interviewer. Semi-structured interviews were chosen due to their flexibility exploring participants' experiences and perspectives. Wakelin et al., (2024) noted that semi-structured interviews offer flexibility to probe participants' responses and capture nuanced perspectives. So, this was how the researchers collected participants' oral data.

The purpose of this study was to gather in-depth data about the variables, both internal and external, that motivated undergraduates to finish their theses. The interview questions were developed based on Ryan and Deci's (2000) Self-Determination Theory (SDT). One of its sub-theories, Organismic Integration Theory (OIT), provided a comprehensive framework for analyzing different forms of motivation. The interview explored how both intrinsic and extrinsic motivational factors were present in students' thesis writing processes.

Furthermore, the interviews examined how students managed to balance their academic responsibilities with part-time work, and how this balance influenced their motivation. To ensure data accuracy and depth, the interviews were conducted in two stages: the first session aimed to explore and gather initial information, while the second session served to confirm and validate the data obtained in the first interview. The interviews were conducted with students who had recently completed their undergraduate theses while working. Data were collected through audio recordings, either during face-to-face interviews and through Zoom meetings, depending on participants'

availability and location. The recordings served as the primary source of data and as documentary evidence for the research.

3.5. Technique of Analyzing the Data

Thematic analysis was employed to examine the collected interview data. Braun and Clarke (2013) define thematic analysis as a qualitative approach to analyzing data, applicable across various epistemologies and research inquiries. It serves to organize, describe, and report themes found within a data set. Moreover, it is a useful and effective technique for exploring the viewpoints of research participants, highlighting similarities and differences, and generating abrupt insights. As outlined by Braun and Clarke (2013), there exist six stages in the process of thematic analysis, which include:

1) Familiarizing yourself with the data

In this step, having read and reviewed the interview transcription while gathering information. The steps in this research includes establishing the significance, theme, or structure related to identify and analyze the specific motivational factors that enable students to successfully navigate thesis completion while maintaining work commitments.

2) Generating initial codes

In this step, the researcher organized the data into meaningful groups by singling out the aspects of the data that appeared compelling for analysis. Using a colouring method, the researcher differentiated potential patterns. However, the codes continued to encompass various pieces of information, necessitating simplification for theme identification. Then, the researcher's coding process was poised to uncover essential aspects of the data. Utilizing the colouring method facilitated the differentiation of each element pointed out by participants, leading to the formulation of initial codes.

Table 3. 1 Generating Initial Codes

Excerpt	Initial Codes
From my family, they are always fully supportive, starting from when I have to go to campus, they can take the time to take me to my thesis guidance, and I think that's more than enough to motivate me to finish my thesis quickly.	Influencing by other people
Then, for the thesis itself, it was the same, there was no pressure from anyone, but I actually put pressure on myself, there were never any demands that were too harsh from my family, but from myself.	Self Management
Because I have a desire to get a more decent job, and many companies determine that the job requirement is to have a Bachelor's degree and that is also a factor in why I finished my thesis on time.	Carrier's goal
And maybe my reason is also because I want to be free from my student tuition fees (UKT), which is indeed a very large nominal payment, so it's like a shame if I have to pay tuition fees (UKT) again, let alone pay UKT for the	Institutional regulation

trial. Well, maybe that's what makes me more motivated to work on my thesis.

Yes, it adds my motivation, because when the tentative submission was an initial research framework, then I discussed it with supervisor 1 and supervisor 2, thank God, it was immediately approved and signed, then I could proceed to the proposal. Social Interaction

First, because of self-motivation and feeling responsible as a student. And because they feel burdened to be free from student tuition fees (UKT) payments. Congruence

Alhamdulillah, the results were satisfying because I got an A grade too, and thank God there were minimal revisions, so I am very, very satisfied with the results. Personal proud

It wasn't too difficult, because I took the thesis title based on personal experience when I participated in the campus teaching program and it made me more motivated in continuing my thesis research topic. Topic Interest

I enjoyed it the most during chapter 4 and chapter 5, because it felt really Writing enjoyment

hectic, and I had more discussions with my closest friends, with my seniors too, so it didn't make me bored either.

Table 3. 2 List of Initial Codes and Their Frequency

Initial codes	Frequency
Influencing by other people	7
Personal proud	5
Institutional Regulation	3
Congruence	6
Social Interaction	14
Topic Interest	4
Writing enjoyment	6
Carriers' goal	5
Self management	6
Total	56

3) Searching for themes

In this step, the researcher arranged the data codes into potential themes, reflecting on how diverse codes could intertwine to construct an overarching theme. Throughout the sorting phase, the researcher used visual representations like tables, mind maps, or writing with a brief description. The conclusion of this phase would showcase the identification of themes, sub-themes, and their relations.

Table 3. 3 Process of Searching for Potential Themes

No	Initial Codes	Potential Themes
1	Influencing by other people	External Regulation
2	Institutional regulation	
3	Social Interaction	Introjected Regulation
4	Carrier's goal	Identified Regulation
5	Self management	Integrated Regulation
6	Congruence	
7	Topic interest	Interest
8	Writing enjoyment	Enjoyment
9	Personal proud	Inherent Satisfaction

4) Reviewing themes

In the review phase, the researchers revisited the findings from the third step, giving rise to various potential outcomes. The first possibility involves excluding a candidate theme if there is insufficient data to validate it or if the theme exhibits excessive diversity. The second possibility entails combining distinct themes if there are two separate themes that can be merged. The last possibility involves breaking down the candidate themes into separate themes.

Table 3. 4 Process of Searching for Themes

No	Sub themes	Themes

1	External Regulation	Extrinsic Motivation
2	Introjected Regulation	
3	Identified Regulation	
4	Intrograted Regulation	
5	Interest	Intrinsic Motivation
6	Enjoyment	
7	Inherent Satisfaction	

5) Defining and naming themes

In this phase the researcher defined and refined the themes selected for analysis, delving into the data within each to identify the fundamental essence of the themes. At the conclusion of this phase, the relationships of the themes become evident, initiating the task of assigning brief, instantly informative names to each theme, ensuring readers quickly grasp the essence of each.

Table 3. 5 Defining and Naming Themes

Themes	Definition
Students' Extrinsic Motivation in Writing Undergraduate Thesis	Extrinsic motivation refers to the external factors that drive individuals to engage in a task or activity with the aim of achieving separable outcomes. In the context of this research, extrinsic motivation encompasses support and encouragement received from family members, supervisors, lecturers, and peers, as well as institutional

requirements such as GPA thresholds and tuition fees (UKT). These external influences act as stimuli that push students to complete their undergraduate thesis on time, despite the concurrent demands of work and organizational responsibilities. The data demonstrates that participants were significantly influenced by weekly supervision schedules, flexible work shifts, and parental assistance—both material and emotional—which collectively sustained students' motivation, structured their progress, and reduced the risk of academic delay.

| Students' Intrinsic Motivation in Writing Undergraduate Thesis | Intrinsic motivation describes the internal drive to pursue an activity due to inherent interest, enjoyment, or personal satisfaction. Within this study, intrinsic motivation manifested through students' genuine engagement with their thesis topics, their appreciation for the learning process, and the fulfillment derived from overcoming academic challenges. Participants expressed enthusiasm when selecting research topics aligned with personal experiences (e.g., from the Kampus Mengajar program), and reported enjoyment in writing specific chapters—particularly when they felt intellectually stimulated or emotionally connected. |

> Furthermore, feelings of pride and self-affirmation, as well as a sense of responsibility as students, underscored the intrinsic value they placed on completing their theses independently and meaningfully.

6) Producing the report

In this phase, the researcher created a written text that conveyed the data, presenting a concise, coherent, logical, and non-repetitive was reported in this phase. Furthermore, the report offered adequate evidence regarding the data's themes, with the researcher providing narrative analysis that discussed arguments relevant to the research question.

3.6. Steps of the Research

In preparing this thesis, several research steps must be carried out systematically so that the research can run well and produce valid findings. The following are the stages in the research:

Table 3. 6 Steps of The Research

Step	Description
1	Identifying and describing the research issue
2	Exploring for sources and deepen journals or books relevant to the research topic
3	Choosing a topic to be researched
4	Compiling research proposals stars from writing backgrounds, literature review, and research methodology

5	Examining the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants
7	Converting audio interview into written form (transcription)
8	Analyzing the data using thematic analysis of Braund and Clarke (2006)
9	Writing the research report (thesis)
10	Examining the thesis in front of the supervisors and examiners

3.7. Research Schedule

This research will be conducted at one of the universities in Tasikmalaya, West Java, Indonesia. It will be conducted from October 2024 to July 2025, and the data collection (questioning) will also be conducted there.

Table 3. 7 Research Schedule

Description	Oct/ 2024	Dec/ 2024	Feb/ 2025	Mar/ 2025	Apr/ 2025	Jun/ 2025	Jul/ 2025
Research Proposal Writing	▓						

Research
Proposal
Examination

Data
Collection

Data
Analysis

Report

Thesis
Results
Examination

Thesis
Examination