

CHAPTER III

RESEARCH METHOD

This chapter includes the research design, research subject, data collection methods, instruments, data analysis methods and Trustworthiness of the Research .

A. Research Design

In this study, the researcher employed a qualitative method, specifically descriptive qualitative research. This type of research is conducted systematically to explore and understand individuals' experiences, perceptions, and behaviors in depth. The use of a phenomenological approach serves as a framework to examine participants' lived experiences and uncover meaningful insights. According to van Manen (1990), phenomenology emphasizes the exploration of lived experiences, which is relevant to this study as it aims to understand EFL learners' experiences in using Spotify podcasts for learning listening ability. In line with this, Creswell and Poth (2018) state that phenomenology focuses on revealing the meaning participants assign to their experiences rather than measuring outcomes.

The researcher chose a qualitative approach because the purpose of this study is not to measure the effectiveness of Spotify podcasts, but to explore how learners experience the use of Spotify podcasts and how these experiences contribute to shaping their motivation in learning listening ability. This approach allows the researcher to gain a deeper understanding of participants' perspectives, reflections, and learning processes.

According to Creswell and Creswell (2018), qualitative research is appropriate when the researcher aims to understand a phenomenon based on the meanings individuals assign to their experiences. In this study, the focus is on how EFL learners perceive and experience the use of Spotify podcasts, and how their motivation is shaped through those learning experiences in the context of listening ability.

B. Research Subject

The research participants in this study were university students learning English as a Foreign Language (EFL) who actively use Spotify podcasts as a learning tool to improve their listening ability. The criteria for selecting the participants include: (1) EFL learners who have experience using Spotify podcasts for listening practice, (2) learners who use podcasts regularly or consistently, and (3) learners who are willing to share their experiences and perspectives during the data collection process. Participants in this study were selected using purposeful sampling. This sampling technique was employed so that the researcher could obtain rich, informative data from a diverse group of participants, thereby enabling the identification and explanation of consistent themes (Patton, 2002). Although the primary criteria for selecting interview participants were the duration of Spotify Podcast usage and frequency of use, other criteria were also considered in the selection process: participants had to be students in at least their second semester. Of the 50 participants in the participant questionnaire screening phase (phase one), 35 agreed to participate in the interview phase (phase two). They were then selected through four steps. First, I analyzed their profiles including educational background, duration of

use, and frequency of daily use to ensure the range and diversity of participants optimally represented the interview phase data. Next, I contacted 20 participants via the WhatsApp numbers listed on the screening questionnaire and asked if they were still willing to participate in the interview phase. Twelve participants agreed to participate in the interviews, but since I was only selecting 10 participants, I further screened those 12 to identify those with the longest duration of use. Finally, I recruited 10 female interview participants, all from different semesters: 7 participants in their 8th semester, 2 participants in their 2nd semester, and 1 participant in their 6th semester, and then I contacted the participants again via WhatsApp to schedule a suitable time for the interviews.

C. Research Instrument

In qualitative research, the primary research instrument is the researcher themselves. As emphasized by Lincoln and Guba (1985), the human instrument is central in qualitative inquiry because only humans are capable of capturing the complexity of human experience, interpreting meaning, and adapting to the dynamic nature of social interactions during data collection. Therefore, in this study, the researcher acts as the main instrument who directly engages with participants, interprets verbal and non-verbal cues, and makes reflexive decisions throughout the research process.

To support and structure the data collection process, the researcher also utilize two types instruments:

1. Screening Questionnaire
2. Semi-structured Interview

These instruments were designed based on relevant theoretical frameworks and are aligned with the research objectives. They serve as tools to guide the researcher in collecting rich and credible data on learners' experiences in using Spotify podcasts for listening comprehension, as well as in exploring how these experiences contribute to shaping their motivation in the learning process.

1. Screening Questionnaire

According to Dornyei and Taguchi (2010), questionnaires are a highly effective method in second language research because they provide structured, yet flexible, ways to collect diverse perspectives from a relatively large group of learners. In this study, the questionnaire also serves as a screening tool to identify suitable participants for the follow-up interview stage. The screening questionnaire also supported the credibility of the study by ensuring that all participants had relevant experiences related to the research topic before participating in the interviews.

The screening questionnaire is distributed online using Google Forms to reach a broader range of respondents. The online format ensures accessibility and efficiency in data collection, particularly for tech-savvy learners accustomed to digital interaction. (The complete list of screening questions was attached in the appendix 1.)

2. Semi-structured Interview

This study also uses semi-structured interviews to collect more detailed information about participants' experiences and motivation using Spotify podcast. According to Creswell and Poth (2018), semi-structured interviews are useful in qualitative research to explore personal perspectives

that cannot be captured through questionnaires alone.

The interviews are conducted in person (face-to-face) and online via Zoom, Google Meet, or WhatsApp, depending on the participant's preference.

To ensure accuracy and completeness, the following tools were used in this interview:

- 1) A printed interview protocol
- 2) Audio Recording device (with participants' informed consent)
- 3) Transcription software or manual transcription methods for converting audio to text.

The complete list of interview questions was attached in the appendix.

D. Data Collection

The data collection process in this study was carried out through a screening questionnaire and semi-structured interviews. The questionnaire was used to identify and select participants who met the criteria, particularly those who have experience using Spotify podcasts for learning listening comprehension. Meanwhile, the semi-structured interviews were designed to obtain in-depth and comprehensive data regarding EFL learners' experiences and to explore how these experiences shape their motivation in the learning process.

1. Screening Questionnaire

The first stage involved the distribution of an online questionnaire created using Google Forms. The questionnaire consisted of both closed-ended and open-ended items designed to identify participants' listening habits, podcast preferences, and motivation.

Step 1: The researcher shared the questionnaire link through social media platforms (WhatsApp, Instagram, and academic groups) to reach potential respondents who met the selection criteria: college students who had used Spotify podcasts for at least six months for English learning.

Step 2: Participants were asked to fill out demographic information (age, study program, and listening duration), followed by questions related to their frequency of podcast use, favorite podcast genres, and perceived benefits for listening comprehension.

Step 3: The responses were automatically collected via Google Forms and reviewed by the researcher. Based on these responses, participants who provided rich and relevant answers were shortlisted for the next stage semi-structured interviews.

The questionnaire serves as a screening tool to select eligible participants and as a source of preliminary descriptive data to identify general trends regarding learners' use of Spotify podcasts.

In this screening questionnaire, the researcher received responses from 50 participants, but only 35 prospective participants were willing to be interviewed. The researcher then reviewed these 35 prospective participants to select candidates for the interviews. Afterward, the researcher identified 20 potential interview participants, but after contacting them via WhatsApp, 8 people were unwilling to be interviewed. The researcher then had 12 potential interview participants however, since the researcher intended to select only 10 participants, the

researcher re-screened these 12 individuals to identify those with the longest duration of use.

2. Semi-Structured Interview

This phase aims to explore in greater depth the experiences of English as a Foreign Language (EFL) learners in using Spotify podcasts to develop listening comprehension (Research Question 1), as well as how the motivation of EFL learners is shaped through their learning experiences when using Spotify podcasts to practice listening skills (Research Question 2). The following sections describe the interview phase in detail, covering the research participants, research instruments, interview data collection procedures, as well as the management and analysis of interview data.

Semi-structured interviews were used in the second phase of this study to obtain in-depth information from the research participants. Billups (2021) states that interviews aim to gather information regarding the participants' perspectives, feelings, stories, and experiences. Various interview formats can be used to collect data from participants, including structured interviews, semi-structured interviews, and unstructured interviews (Billups, 2021; Fontana & Frey, 2008). This study used semi-structured interviews to collect data from participants. Semi-structured interviews were chosen because they offer flexibility in asking questions and delving deeply into information, as well as in adjusting the order and details of topics to be discussed during the interview (Bernard et al., 2017; Richards, 2013). In this study, I prepared

an interview protocol as a guide during the semi-structured interviews. However, I also formulated new questions to explore emerging areas of interest and seek further clarification. Bryman (2012) emphasizes that semi-structured interviews provide “the flexibility to ask follow-up questions in response to answers deemed significant” (p. ...Thus, the researcher has greater control over the interview topics to elicit information from the informants (Given, 2012).

1. Interview protocol

Interview protocols play a crucial role in the process of gathering information from participants during interviews, as they guide the interviewer using a list of questions and similar topics so that the same general areas of information are obtained from each informant (Billups, 2021; Frey & Oishi, 1995). In this study, each interview began by identifying the informant, the location, the date, and the time of the interview, as well as the interviewer’s name. The interview protocol was then divided into four main sections comprising 12 questions (see Appendix II for the interview protocol used in this study). The first section is the introduction. This section aims to establish a close relationship with the informant. In this section, the researcher introduces themselves and thanks the informant for their participation in this study. They then explain the research objectives and the interview procedure. The second section provides background information. This section aims to inquire about the interviewee’s educational background and how long they

have been using Spotify podcasts to practice listening. The third and main section aims to explore the experience of using Spotify podcasts for listening comprehension and how motivation is formed through the experience of using Spotify podcasts. The fourth section covers the research methodology and concluding remarks. This section aims to conclude the interview, request permission to contact the informant again if necessary, and thank the informant for their participation in this study.

2. Piloting the interview protocol

Conducting a trial interview is an important step before conducting the actual interviews. Through this trial, I gained experience regarding how the interviews should be conducted, how long they should take, and what issues might arise during the interviews. Billups (2021) notes that through a trial run, a researcher can determine whether the interview protocol is suitable for use and whether the interaction between the interviewer and the participant is proceeding smoothly. Additionally, the researcher can verify whether the interview questions asked are clear and easy to understand. Before conducting the interview protocol pilot test, I thoroughly reviewed the draft interview protocol, such as by carefully checking the language and instructions. I also revised it after receiving feedback from my supervisor before testing it with the pilot participants. Once the interview protocol was ready, I conducted the pilot test with two English language instructors who

were not participants in the main study. At the end of the trial, I asked the trial participants to provide feedback on the order of the questions, the clarity of the questions, and the specific terms or language used.

Overall, the interview protocol went very well. Some participants used English, some used Indonesian, and others used a mix of Indonesian and English during the trial interviews, which lasted between 15 and 25 minutes. However, I noted several key points from the pilot interviews and some feedback from the participants. For example, there was one question whose answer overlapped with a previous question, so I revised it; there were also a few questions that confused participants regarding their meaning, so I rephrased them to make them easier to understand.

3. Interview procedure

Data for this interview phase was collected through in-person semi-structured interviews following the participant questionnaire screening phase. After participants who met the criteria were selected, they were contacted via WhatsApp to participate in the second phase of the study. The interviews were conducted in person because all participants preferred face-to-face interaction for greater comfort. Before starting the interview, I explained the project details, the estimated time required, and the languages used (both English and Indonesian). Some participants in this study chose to use Indonesian for the interview, while others

opted for a mix of languages, as not all were yet fully proficient in English. I also explained to the participants that the interview was voluntary, and they were permitted to withdraw at any time; however, at the end of the interview, I provided a small gift as a token of appreciation for their participation in ensuring the success and smooth progress of this research. Their identities will be kept confidential, and pseudonyms will replace their real names. Interviews were conducted at times convenient for the participants and in a relaxed, informal manner to minimize anxiety and nervousness during the process and to build a good rapport with them. Interviews were audio-recorded with the participants' permission.

E. Data Analysis

Before analyzing the interview data, all audio recordings of the interviews were transcribed verbatim in accordance with the transcription guidelines (see Appendix 3), and the transcripts were checked and double-checked several times to avoid errors in the transcription process. Pseudonyms and identification codes were used for the recorded interview files and transcripts to facilitate identification prior to analysis and to protect participant confidentiality. For example, the code Nia/I refers to the participant's pseudonym (S1= Student 1) and the interview (I). Additionally, the date, duration of the interview, and the interviewer's name are added to each transcript (for an example of an interview transcript, see Appendix 4). By following this procedure, it is deemed unnecessary to send the transcripts to the respondents and seek their approval,

as this would only marginally improve the accuracy of the transcripts. Finally, all files from the interview phase were securely stored on my laptop and regularly backed up to avoid the risk of data loss or corruption. Analysis began once the interview data was ready. The interview data was analyzed using thematic analysis (Braun & Clarke, 2006; 2022). Braun and Clarke (2006) state that thematic analysis identifies, analyzes, and reports themes within qualitative data. The data in this study consist of participants' responses to interview questions. I developed themes and subthemes from the interview data by following the six phases of thematic analysis proposed by Braun and Clarke (2006, 2022). The following paragraphs provide more detailed information about each phase.

1) Phase 1 :Familiarising myself with the data

In the first phase of the thematic analysis, the researcher conducted a data familiarization process with the aim of gaining an in-depth initial understanding of the entire research data set. The data in this study were obtained through semi-structured interviews with ten participants, who were EFL students with experience using Spotify podcasts for listening comprehension practice.

The first step was to transcribe the entire interview verbatim. This transcription process was carried out carefully to ensure that every utterance by the participants, including pauses, emphasis, and specific expressions, was accurately recorded in text form. This was important to maintain the authenticity of the data before proceeding to the next stage of analysis.

After the transcription process was completed, the researcher reread the entire interview transcript repeatedly to develop a deeper understanding of the data's content. At this stage, the researcher begins to identify initial patterns, key ideas, and frequently recurring experiences related to the use of Spotify podcasts in listening practice. Additionally, the researcher notes points of interest and potential meanings relevant to the research questions, particularly regarding the learning experience and how that experience contributes to the development of motivation.

During the familiarization process, the researcher also takes initial notes on parts of the data considered significant, such as experiences of difficulty in understanding the podcasts, strategies used to overcome these difficulties, and changes in feelings and motivation during the learning process. These initial notes serve as the foundation for the coding process in the next phase. I highlighted important statements or ideas in yellow and took notes while reading the dataset, both manually on printed transcripts and electronically. However, I converted the printed versions into digital format. By the end of this step, I had 10 transcripts marked with my notes on the right margin of the transcripts. Table 1 presents an example of a highlighted statement and my notes from Nia's transcript.

Tabel 3.1. An Example of notes and highlighted statement in Student's 1 transcript

Student 1 (Nia)	Notes
Interviewers : Can you describe your experience of using Spotify podcasts to learn English listening? Student 1 : “Well, I first started using the Spotify app in high school a friend recommended it to me. At first, I just listened to songs because I really like English songs, so I mostly listened to music. Then, since I was having trouble with some of my English classes, my friend suggested that, in addition to songs, they also suggested using podcasts, which can help you build your vocabulary or improve your listening skills more so than just songs. So I started exploring English-language podcasts on Spotify. I saw there were tons of channels; there aren't just one or two English podcasts on Spotify, but thousands there are so many.” Interviewes: In what situations do you usually listen to English podcasts? Student 1: “I listen to podcasts on Spotify pretty often like two or three times a day. So in a week, maybe more than ten times. But it's mixed I mean, there are podcasts and songs, but mostly podcasts. As for the topics of the podcasts I usually listen to, sometimes I listen to ones about romance, or self-improvement, but mostly self-improvement like	participant started using podcasts due to external influence and academic difficulty; podcasts seen as a tool to improve listening and vocabulary. Frequent and habitual use; podcasts serve both learning and emotional purposes (motivation & relaxation).

By repeatedly reading and examining the data, the researcher becomes increasingly familiar with the overall characteristics of the data. This allows the researcher to understand the context of the participants' experiences more fully, so that the analysis process in the next stage can be conducted in a more focused and in-depth manner.

2) Phase 2: Coding

After thoroughly understanding the data during the familiarization phase, the researcher began the coding process. At this stage, the researcher carefully reread the entire dataset, pausing at sections deemed to have interesting and relevant meanings in relation to the research focus.

Next, the researcher marked these sections and noted potential codes using the comment feature in the transcript document in Microsoft Word. This process was applied to the entire interview data to identify participants' various experiences in using Spotify podcasts for listening comprehension practice, as well as how those experiences relate to their learning motivation (See Appendix 5).

The resulting codes were developed by referring to both the semantic (explicit) and latent (implicit) meanings contained in the data. Semantic codes were used to capture meanings directly expressed by participants, such as difficulties in understanding speaking speed or the use of specific strategies. Meanwhile, latent codes were used to interpret implied meanings, such as changes in self-confidence or the development of learning motivation through repeated experiences.

The focus of the coding process in this phase was on analyzing each participant individually (within-case analysis), so that the researcher could deeply understand each participant's experience before comparing them with other participants in the next stage.

After all potential codes have been identified, the researcher then transfers and organizes these codes into a codebook (see Appendix 6). In this process, the researcher also refines the codes iteratively, such as by merging similar codes, clarifying code labels, and ensuring that each code accurately represents the meaning of the data.

At the end of this phase, the researcher produced ten codebooks representing the coding results from the ten participants in this study.

These codebooks were then used as the basis for the subsequent analysis process, namely grouping codes into candidate themes.

Table 3.2. *presents an example of my codebook*

Example of codebook

Partitipant's Name : Student 1 (Nia)

1. Views about Experience

Name	Data Extracts	Turns	Codes	Description
Nia	a friend recommended it to me... suggested using podcasts... to build vocabulary or improve listening skills		Recommendation from others	Participant started using podcasts based on external suggestion
	So than just songs, so I started exploring English-language podcasts on Spotify.... in addition to songs, they also suggested using podcasts..... So I started exploring English-language podcasts on Spotify.		Transition from music to podcasts	Shift from entertainment use to learning-oriented use

3) Phase 3: Generating candidate themes

In the third phase, the researchers began conducting a cross-case analysis of the codes generated in the previous phase. The purpose of this stage was to identify recurring themes or ideas that emerged consistently across the dataset.

The first step was to review all the codes in the codebook from the ten participants. The researcher then compared these codes to identify those with similar or interrelated meanings. This process involved rereading the codes and data excerpts repeatedly to ensure that groupings were based on semantic similarity, not merely on word similarity.

Next, the codes with similar meanings were grouped into several code clusters (grouping similar codes). Each code cluster contains a set

of codes from various participants that represent similar ideas or concepts. This process is presented in a table (Appendix 7), which includes information on the participants, data quotes, and the codes included in the cluster.

After the code grouping process is completed, the researcher then identifies broader patterns within each code group to form initial themes. These initial themes represent the more general meanings emerging from the previously grouped set of codes.

Next, the researcher developed candidate themes by grouping related initial themes. In this process, the researcher considered whether each candidate theme possessed internal coherence (data within the theme were interconnected) and clear distinctions from other themes. The researcher also ensured that these themes were relevant to the research questions and capable of representing the entirety of the data.

In developing the candidate themes, the researcher used a hybrid approach, combining a data-driven approach with a theory-driven approach. The data-driven approach involved identifying patterns that emerged directly from the data, while the theory-driven approach involved considering the research focus and interview guidelines as an initial framework for understanding the data.

As a result of this process, the researcher generated a number of candidate themes representing various aspects of participants' learning experiences in using Spotify podcasts and how those experiences relate to learning motivation. These candidate themes were organized based

on evidence from data quotes, codes, and code groups, presented in tabular form (Table 3). The candidate themes generated in this phase were then used as the basis for the theme review and development process in the next phase. (See Appendix...

Table 3.3. *Example of Candidate themes*

Data Extract	Codes	Candidate Theme
'At first, I found it difficult to understand what the speaker said because they spoke too fast and I didn't know many words.' (S1)	initial difficulty; fast speech; unfamiliar vocabulary	Struggling Phase in Listening Experience
'I feel challenged when I don't understand, but it makes me want to try again.' (S2)	initial difficulty; fast speech; unfamiliar vocabulary	
'At first, it was difficult because the speaker talked too fast.' (S6)	fast speech difficulty	
'I didn't understand what they were saying at the beginning.' (S10)	lack of comprehension	
'There were many unfamiliar words that made it hard.' (S9)	unfamiliar vocabulary	

4) Phase 4 : Developing and reviewing themes

In the fourth phase, the researcher reviews and develops the candidate themes generated in the previous phase. This stage aims to ensure that each theme possesses strong internal coherence and is clearly distinguishable from the others.

The review process is conducted in two stages, as suggested by Braun and Clarke (2006; 2022).

In the first stage, the researcher revisits all data quotes and codes within each candidate theme. The researcher checks whether the coded data is truly relevant and aligns with the theme it represents. During this process, it was found that some candidate themes still had overlapping meanings or did not sufficiently represent the data clearly. Therefore,

the researcher refined them by merging themes with similar meanings, separating overly broad themes, and clarifying the boundaries between themes.

Through this process, several previously separate candidate themes were subsequently combined into more comprehensive themes. For example, themes related to initial difficulties, the process of understanding, and adaptation to listening were developed into a single theme representing the overall learning process. Additionally, themes related to learning strategies were grouped together to describe participants' active efforts in overcoming difficulties.

In the second stage, the researcher re-read the entire dataset to ensure that the developed themes truly reflected the entirety of the data and were relevant to the research questions. At this stage, the researcher also evaluated whether the resulting thematic structure provided a complete picture of the participants' learning experiences and their impact on motivation.

The results of this review process indicated that the revised themes were more coherent, clear, and representative of the data. At the end of this phase, the researcher identified five main themes covering various aspects of the learning experience, the strategies employed, emotional responses, changes in motivation, and the development of self-directed learning behaviors through the use of Spotify podcasts.

These five themes were then organized into a thematic map illustrating the relationships among themes and subthemes, serving as

the foundation for further analysis in the subsequent phase.

Table 3. 4. *Example of the thematic map*

Students Experienced the Process of Learning in Listening Comprehension
<i>Struggling Phase</i>
<i>Gradual Understanding</i>
<i>Adaptation to Listening</i>
<i>Breakthrough Experience</i>

5) *Phase 5: Refining, defining, and naming themes*

In the fifth phase, the researcher refined the themes identified in the previous phase. The purpose of this stage was to clarify the meaning of each theme, ensure clear boundaries between themes, and provide clear and representative definitions of the data.

The first step taken was to review all data quotes within each theme to ensure that the data included in each theme was truly relevant and semantically appropriate. The researchers also re-examined whether there was any overlap between themes or sub-themes, and ensured that each theme had a specific focus and was not too broad. At this stage, the researcher combined one subtheme under Theme 3 specifically, the "Reduced Anxiety" subtheme because it was deemed to yield the same results as the "Enjoyment in Learning" subtheme.

Next, the researcher identifies and confirms the sub-themes within each main theme. These sub-themes represent more specific aspects of the main themes and help explain the internal structure of each theme in greater detail. In this process, the researcher ensures that each sub-theme

plays a clear role in supporting the main theme it falls under.

Once the structure of the themes and sub-themes was established, the researcher then formulated definitions for each theme. These definitions serve to explain the essence of each theme specifically, which aspects of the data are captured and how the theme represents the participants' experiences. The definition process was conducted by referring to patterns of meaning that emerged consistently in the data.

Additionally, the researcher named each theme and sub-theme using concise, clear, and informative phrases, ensuring they accurately reflect the content and meaning of the theme.

Through this process of refinement, definition, and naming, the researcher identified five main themes and fifteen sub-themes. These themes and sub-themes were then organized into a final thematic map, which serves as the basis for presenting the research findings in the following chapter. (See Appendix 8 for Final Theme)

6) *Phase 6 : Producing the report*

The final phase of the thematic analysis is to compile a report on the themes identified from the interviews. The report narrates the data in relation to the study's research questions, namely EFL learners' experiences using Spotify podcasts for listening comprehension and how those experiences shape their motivation to learn. This report is supported by evidence in the form of quotations from data extracts throughout the dataset as well as relevant literature to strengthen the arguments.

The interview phase report is presented in Chapter IV (Findings), following the thematic map identified in the study, which consists of five themes: the learning process through the experience of using podcasts; strategic efforts in developing listening skills; emotional experiences during the learning process; motivation formed through learning experiences; and self-directed learning behaviors and the application of learning outcomes.

Each theme is presented systematically and supported by representative data quotes to illustrate the patterns emerging from participants' experiences.

F. Trustworthiness of the Research

Trustworthiness is an important aspect of qualitative research to ensure that the findings accurately represent participants' experiences and perspectives. According to Lincoln and Guba (1985), trustworthiness consists of credibility, transferability, dependability, and confirmability. In this study, trustworthiness was established through participant selection, semi-structured interviews, member checking, and systematic thematic analysis.

To ensure credibility, the researcher carefully selected participants through a screening questionnaire before conducting the interviews. The screening questionnaire was used to identify participants who met the criteria of the study, namely EFL learners who had experience using Spotify podcasts for developing listening ability. Through this process, the researcher ensured that all participants were relevant to the research objectives and able to provide meaningful information related to their learning experiences and motivation.

The primary data were collected through semi-structured interviews. This method allowed participants to describe their experiences, listening difficulties, emotional responses, learning strategies, and motivational development in detail and in their own words. During the interviews, the researcher used probing questions to obtain rich and in-depth information that directly addressed the research questions.

To further strengthen the credibility of the findings, the researcher conducted member checking (see Appendix 10). After the interview data were transcribed and interpreted, several participants were asked to review the researcher's interpretations to ensure that the findings accurately reflected their intended meanings and actual experiences. This process helped minimize misinterpretation and increased the accuracy of the findings.

In terms of transferability, the researcher provided detailed descriptions of the research context, participant characteristics, and research procedures. These descriptions allow readers to determine the relevance and applicability of the findings to similar educational contexts.

To ensure dependability, the researcher conducted the research process systematically, including data collection, transcription, coding, theme development, and thematic analysis. The researcher also reviewed the interview transcripts repeatedly to ensure consistency between participants' statements and the resulting themes.

Furthermore, confirmability was maintained by ensuring that all findings and interpretations were grounded in participants' actual statements rather than the researcher's personal assumptions. The themes and sub-themes

were generated directly from the interview data and supported by participants' quotations as evidence.

Therefore, the trustworthiness of this study was established through careful participant selection, in-depth semi-structured interviews, member checking, systematic thematic analysis, and the use of participants' statements to support the findings.