

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter is concerned with research methodology that includes research design, the method used in the study, the participants of the study along with the techniques used to select the sample or participants, instruments for data collection, data analysis and other matters covered by this chapter. This chapter is just like making a long journey from the start of the journey until the destination is reached.

#### 1.1. Research Design

This research was a case study research with two methods known as ‘mixed methods’ combining quantitative and qualitative approaches to allow for greater accuracy. (Denzin, 1978). A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Plano Clark, 2011).

The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. “There were several reasons for using a mixed methods design to conduct a study. In general, the method was conducted a mixed methods study when a research had both quantitative and qualitative data and both types of data, together, provided a better understanding of your research problem than either type by itself.” In this research both of quantitative and

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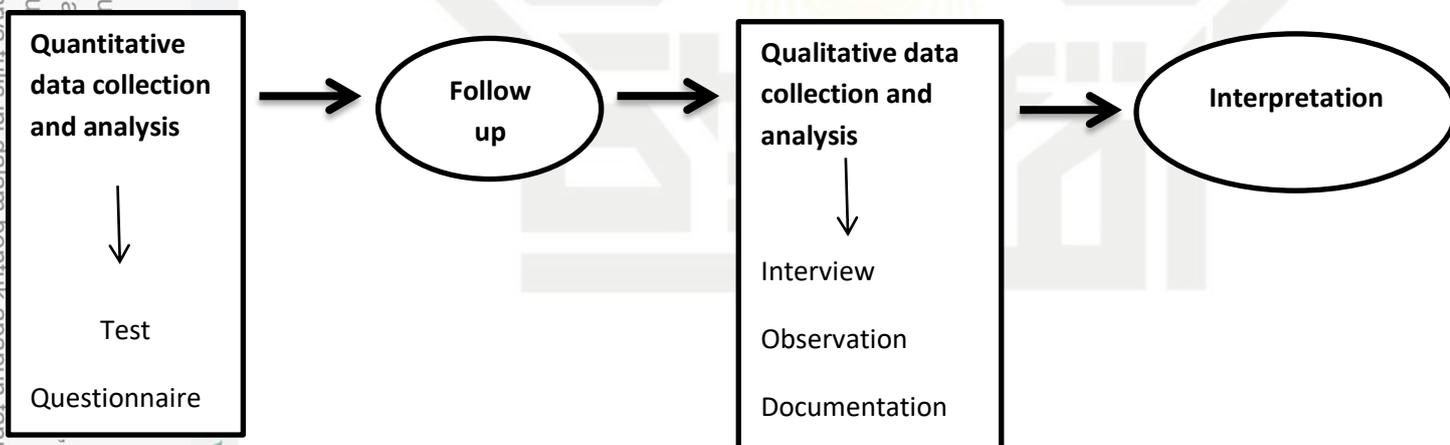
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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qualitative data were used. This study employed the mixed method design which was the combination of qualitative and quantitative approach to collect and analyze data (Creswell & Tashakkori, 2007).

This research applied explanatory sequential mixed methods design. Based on Creswell (2012) “explanatory sequential mixed methods design consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The rationale for this approach was that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend, or explain the general picture”. In particular, the details of research design for the current study is illustrated in Figure 3.1.



**Figure 3.1: Research Design**

Figure 3.1 shows the research design of this study. The mixed method was used by administrating a questionnaire, test, and interview as research instruments in order to collect quantitative and qualitative data respectively. The data from the

questionnaire were analyzed using descriptive statistics and the interview findings were coded and analyzed to support the findings of the questionnaire.

This method was used in order to obtain a clearer picture from the quantitative data, and then to use the qualitative data to provide better understanding and explanation of the study in question. Creswell and Clark (2007) stated that the explanatory design (also called sequential design) is a two-stage mixed method design. This design first began with the collection and analysis of quantitative data and followed by the collection and analysis of qualitative data. In the explanatory design, the researcher recognized particular quantitative findings that need further explanation.

### 3.2. Place and Time

The research was conducted at English Study Program, Islamic University of Riau from February 2019 to May 2019.

### 3.3. Population and Sample

Creswell (2012) views that “Population is a group of individuals who have the same characteristic.” Population refers to the establishment of boundary conditions that specify who shall be included in or excluded from the population (Tuckman 1978). In other opinion, population is defined as all members of any well-defined class of people, event, or object (Singh, Fook, Sidhu 2006). The population of the research was the sixth semester students of English Study Program, Islamic University of Riau. The number of student was 138 students consisting of 47 male students and 91 female students.

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**Table 3.1**  
**The Population of Sixth Semester Students of English Study Program,**  
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Class	Population		
	Female	Male	Total
<b>Class A</b>	10	13	23
<b>Class B</b>	6	91	25
<b>Class C</b>	8	18	26
<b>Class D</b>	9	12	21
<b>Class E</b>	5	14	19
<b>Class F</b>	10	12	24
<b>Total</b>	47	91	138

The sample is a representative group of all population to serve as respondents. Creswell (2013) states “A sample is a subgroup of the target population that the researcher plans to study for generalizing the target population.” In this research, simple random sampling technique was used. Gay (2000, 131) stated “simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample.

To determine the sample size, the following formula was used as suggested by Krejcie and Morgan (1970).

$$S = \frac{x^2 NP (1-P)}{d^2 (N-1) + x^2 P(1-P)}$$

Where:

$S$  = sample size

$X_{\alpha}^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level

$N$  = the population size.

$P$  = the population proportion (assumed to be .50 since this would provide the maximum sample size).

$d$  = the degree of accuracy expressed as a proportion (.05).

Having used the formula, the sample taken that was 103 from the number of population of 138 using r simple random sampling technique and purposive sampling techniques was used to decide the participants or the informants for qualitative data.

According to Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. Purposive sampling thus applies to both individuals and sites. The researcher interviewed one of the Academic Reading lecturers at English Study Program, Islamic University of Riau (UIR) as the informants. In additions, 6 students were also chosen as the informants. The researcher recorded the interview with the permission from the interviewers and made the interview transcripts.

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### 3.4 Data Collection Technique

This design first begins with the collection and analysis of quantitative data and followed by the collection and analysis of the qualitative data. There were three techniques of collecting data used in this study; namely, questionnaire, a reading test, and interview.

#### 3.4.1 Reading Comprehension Test

The reading test consisted of 20 questions. The questions were based on three English journal articles. The test was in the form of multiple choice test. The students were asked to choose one of 4 options (a,b,c,and d) that they thought was the best statement.

##### A. Pilot Study

Before conducting the research, instrumentation covering the aspect of the pilot study, reliability, and validity was conducted. It was used in the preparation steps to develop the instrument.

The aim of conducting a pilot study was to try out the research instruments and identify the potential problems that might influence the quality and validity of the research study. (Bessing and Chakrabati, 2009:114).

##### 1. Validity

Validity is of a test represents the extent to which a test measures what is supposed to be measured (Tuckman,1978: 163). It means that the test really measures the characteristic that is being used to measure. To meet how validity was concerned with determining what abilities contributed to this reliable

variance, the writer used standard competence and indicators to right good questions to be posed in the tests.

Validity refers to the degree to which an instrument measures what it is supposed to measure. Several bases exist for validity: content validity, criterion-related validity, and construct validity. Concerning this study, content validity was used in order to measure each item of the contents. Moreover, in order to measure the reading strategies questionnaires content validity was used to measure whether the questionnaires were valid or not.

To analyze the validity of data, the researcher analyzed the data through inter-item validity using SPSS 20 program. The following table is the criteria of item validity.

**Table 3. 2**

**The criteria of items validity**

<b>R</b>	<b>Interpretation</b>
$0,80 < r \leq 1,00$	Very High
$0,60 < r \leq 0,79$	High
$0,40 < r \leq 0,59$	Average
$0,20 < r \leq 0,39$	Low
$0,00 < r \leq 0,19$	Very Low

(Brown:2003)

Based on the try out results of the test instrument validity to the 20 items, it was noticeable that all of the items were valid. It means that the instrument

could be used in this research. In the following table is the results of the instrument validity.

**Table 3. 3**  
**The analysis of Reading comprehension Test validity**

Item	R	Interpretation of Validity	Status
1	0.69	High	Valid
2	0.57	Average	Valid
3	0.67	High	Valid
4	0.72	High	Valid
5	0.69	High	Valid
6	0.77	High	Valid
7	0.78	High	Valid
8	0.81	Very High	Valid
9	0.85	Very High	Valid
10	0.83	Very High	Valid
11	0.85	Very High	Valid
12	0.84	Very High	Valid
13	0.84	Very High	Valid
14	0.85	Very High	Valid
15	0.86	Very High	Valid
16	0.86	Very High	Valid
17	0.87	Very High	Valid

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18	0.88	Very High	Valid
19	0.88	Very High	Valid
20	0.87	Very High	Valid

## 2. Reliability

Brown (2003) said that reliability had to do with accuracy of measurement. This kind of accuracy was reflected in obtaining of similar results when measurement was repeated on different occasions or with different instruments or by different persons. Brown views that the characteristic of reliability is sometimes termed consistency. The following table is the level of internal consistency of Cronbach Alpha.

**Table 3.4**  
**A commonly accepted rule of thumb for describing internal consistency by using Cronbach Alpha**

Cronbach Alpha	Internal Consistency
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

(Brown:2003)

To obtain the reliability of the test given, SPSS 20 program was to find out whether or not the test was reliable.

**Table 3. 5**  
**Cronbach Alpha Table**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.721	20

From the table above, it can be seen that the value of Cronbach Alpha is 0.721. It means that the items were not reliable, in which the value of internal consistency is  $.8 > .721 > .7$ . Therefore, the test was acceptable.

### B. The Scoring

The test consisted of 20 questions. The test was in the form of multiple choices. Multiple choices technique is a technique that is designed by using four options of choice and the students only choose one correct answer based on the questions. The questions were related to the components of reading comprehension in academic journal articles.

No	The Journal parts	Kinds of question
	<b>The Title</b>	1. What are the major ideas addressed in the article? 2. Who were the participants? What was their affiliation?
	<b>The Abstract</b>	1. What variables were examined? 2. What were the findings? 3. Where was the work conducted (i.e., laboratory or field). If field, what was the geographical location?

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3	<b>The Introduction</b>	<ol style="list-style-type: none"> <li>1. What is the purpose of the article?</li> <li>2. What is the topic of the article?</li> <li>3. Where is the article going?</li> <li>4. Where are the gaps in contemporary knowledge or understanding of this topic/phenomenon?</li> <li>5. What specific prediction(s) or hypothesis (es) are being tested?</li> <li>6. What were the main independent variables (what the researchers manipulated) and dependent variables (what the researchers measured)?</li> </ol>
4	<b>The Method</b>	<ol style="list-style-type: none"> <li>1. What research techniques are used by the author(s)?</li> <li>2. What is the method employed a valid test of the predictions or hypotheses?</li> </ol>
5	<b>The Results</b>	What are the implications of this finding?
6	<b>The Discussion</b>	What is the summary of this finding?

The scoring process of the reading test was the number of students correct answers divided by the number of questions and multiplied by 100. The scoring is displayed in the formula below:

$$\text{Student's reading comprehension Score} = \frac{(\text{correct answers})}{\text{the numbers of question}} \times 100$$

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To classify the students reading comprehension, the table below was used:

**Table 3.6**  
**The Classification of Students' reading comprehension Scores**

Number	Score	Classification
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Fairly Good
4	21 – 40	Poor
5	0 – 20	Very Poor

(Harris, 1986)

### 3.4.2 Questionnaire

This research had two types of questionnaire. The first questionnaire is SILL (Strategy Inventory for Language Learning) and the second Reading strategy questionnaire.

### 3.4.3 Reading Difficulty Questionnaire

Reading difficulty is the factor bearing a significant relationship with reading comprehension, and many empirical researchers have pointed out that good reading comprehension reader and inefficient readers tended to face reading difficulty (Boonkit, 2004; Yukselir, 2014; etc.). Therefore, reading difficulties questionnaire was used to measure the reading difficulty.

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## A. Pilot Study

Before conducting the research, instrumentation covering the aspect of the pilot study, reliability, and validity had been conducted. It was used in the preparation steps to develop the instrument.

### 1. Validity

The results of validity reading difficulty questionnaire are displayed in the table below:

**Table 3. 7**  
**The Analysis of Reading Difficulty Questionnaire validity**

Item	R	Interpretation of Validity	Status
1	0.69	High	Valid
2	0.57	Average	Valid
3	0.67	High	Valid
4	0.85	Very High	Valid

Based on the try out result of the test instrument validity to the four items, it was clear that all of the items were valid. It means that the instrument could be used in this research.

### 2. Reliability

The result of reliability reading difficulty questionnaire is shown in the table below:

**Table 3. 8**  
**Cronbach Alpha Table of reading difficulty**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.722	5

From the table above, it can be seen that the value of Cronbach Alpha is 0.621. It means that the items were not reliable, in which the value of internal consistency is  $.8 > .722 > .7$ . Therefore, the test was acceptable.

### **B. Scoring**

This survey had three main questions: whether students had any difficulties while reading academic texts, what kinds of difficulties they encountered, and what their biggest problem they had. In the second and the third questions, the respondents were asked to choose among a list of five reading difficulties (lack of interest, lack of background knowledge, lack of concentration, lack of vocabulary and lack of grammatical knowledge), and could report any other difficulty in the box "Others".

Furthermore, there was a space for participants to mention any other sources of difficulties they might encounter so that they would not feel imposed to choose only among the five options. This tends to raise the objectivity and diversity of the collected pool of data.

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### 3.4.4 Reading Strategy Questionnaire

Questionnaire has long been regarded as a typical quantitative research method. According to Dörnyei (2007:24), quantitative research primarily relies on numerical data that is then analyzed by statistical approaches. On one hand, quantitative method provides accurate measurement and reliable data that can be replicated and generalized to other contexts (Dörnyei, 2007:34). On the other hand, this method is criticized for its over-simplicity, decontextualization, and failure in capturing the meaning that participants attach to their lives and circumstances (Brannen, 2005:7).

A set of questionnaire was used to collect the data in this research. The questionnaire is called SILL (Strategy Inventory for Language Learning) to find out the students' reading strategies. SILL (Strategy Inventory for Language Learning) is a questionnaire which was developed by Rebecca L Oxford. The questionnaire consisted of items in positive statements.

#### A. Pilot Study

Before conducting the research, instrumentation covering the aspect of the pilot study, reliability, and validity had been conducted. It was used in the preparation steps to develop instrument.

#### 1. Validity

The results of validity reading strategy questionnaire are displayed in Table 3.9 below:

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**Table 3. 9**  
**The Analysis of Reading Strategy questionnaire validity**

Item	R	Interpretation of validity	Status
1	0,977	Very high	Valid
2	0.750	High	Valid
3	0.77	High	Valid
4	0.80	Very high	Valid
5	0.72	High	Valid
6	0.94	Very high	Valid
7	0.77	High	Valid
8	0.78	High	Valid
9	0.81	Very high	Valid
10	0.85	Very high	Valid
11	0.83	Very high	Valid
12	0.85	Very high	Valid
13	0.84	Very high	Valid
14	0.84	Very high	Valid
15	0.85	Very high	Valid
16	0.86	Very high	Valid
17	0.86	Very high	Valid
18	0.87	Very high	Valid
19	0.88	Very high	Valid

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20	0.88	Very high	Valid
21	0.87	Very high	Valid
22	0.81	Very high	Valid
23	0.73	High	Valid
24	0.74	High	Valid
25	0.81	Very high	Valid
26	0.88	Very high	Valid
27	0.76	High	Valid
28	0.80	Very high	Valid
29	0,977	Very high	Valid
30	0.750	High	Valid
31	0.77	High	Valid
32	0.80	Very high	Valid
33	0.72	High	Valid
34	0.94	Very high	Valid
35	0.77	High	Valid
36	0.78	High	Valid
37	0.81	Very high	Valid
38	0.85	Very high	Valid
39	0.83	Very high	Valid
40	0.85	Very high	Valid
41	0.84	Very high	Valid

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42	0.84	Very high	Valid
43	0.85	Very high	Valid
44	0.86	Very high	Valid
45	0.86	Very high	Valid
46	0.87	Very high	Valid
47	0.88	Very high	Valid
48	0.88	Very high	Valid
49	0.87	Very high	Valid
50	0.81	Very high	Valid

The try out results of the reading strategy questionnaire validity with 50 items showed that all of the items were valid. It means that the instrument could be used in this research. To obtain the reliability of the questionnaire that was given, SPSS 20 program was to find out whether or not the questionnaire was reliable.

**Table 3.10**  
**Reliability of Reading Strategy**

Cronbach's Alpha	N of Items
.754	50

Table 3.10 above shows that variable 1 questionnaire (reading strategy) is  $.754 > .7$  which is acceptable.

## B. Scoring

To get the score of the observation the Likert Scale was used. According to Singh, Fook, and Sidhu (2006: 139), a Likert scale format is usually used to measure the strengths of an attitude or an opinion using a five-point scale. In that instrument, the writer gave the alternative options: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree that can be seen in the following table:

**Table 3.11**  
**The Likert Scale Rating**

Optional	Score
	Favorable
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

(Brown:2003)

The questionnaire consisted of 50 statements but the writer only chose 28 statements which were relevant with the listening strategy. To score the items some steps were used adopted from Oxford (1990);

1. Add up the score of each part of the questionnaire.
2. The sum of each part is divided by the number of items of each part to get average score. For example, cognitive strategy has 8 items. Then sum score of the cognitive strategy is divided by 8.

3. To get the average score of overall questionnaire, the sum of six parts are added up then divided by 50.
4. To determine how students' listening strategies are and what strategies are more frequent, the result should be referred to range of the average score and its interpretation. The average and its interpretation is shown in the following table;

**Table 3.12**  
**The Classification of Students' LLS used**

<b>High</b>	Always or almost always used	4.5-5.0
	Generally used	3.5-4.4
<b>Medium</b>	Sometimes used	2.5-3.4
<b>low</b>	Generally not used	1.5-2.4
	Never or almost never used	1.0-1.4

(Oxford: 1990)

### 3.4.3. Interview

Historically, interview has been one of the most widely used qualitative research methods. Dörnyei (2007:24) emphasized that qualitative research principally employs open-ended, non-numerical data that is normally analyzed by non-statistical approaches. This method is particularly useful for interpreting and providing insights into complex phenomena and allowing for flexibility when things go wrong (Dörnyei, 2007:39). However, its largest shortcomings are the lack of generalizability due to limited sample size (Duff, 2006) and the dearth of standardized analytical instruments and procedures (Seale et al, 2004).

Considering the pros and cons of qualitative approach, this methodology tends to complement the above-mentioned merits and limitations of quantitative approach.

The researcher decided to interview the academic Reading lecturer, so the phenomenon and what really happened in academic reading class could be found. The researcher interviewed one of academic reading lecturers at English Study Program, Islamic University of Riau. (UIR) as the informant.

After collecting and analyzing the responses of the questionnaires, the researcher decided to choose 6 out of the 103 participants for semi-structured interviews to gather some additional qualitative data. The purpose of this step was to get more insight into individual's reading behaviour and to check whether the qualitative data in the interviews supported the findings of the questionnaire. Although this study relied significantly on quantitative approaches, the interview also played a role in providing more in-depth qualitative data and clarifying any surprising findings in the questionnaire.

This study utilized one-to-one semi-structured interviews, which is the most popular interview type conducted in applied linguistics research (Dörnyei, 2007:136). This method offers a compromise between structured interviews and unstructured interviews: although it relies on a set of prepared guiding questions, it still allows for flexibility by encouraging interviewees to elaborate on certain issues or develop the answers in unexpected directions that may open up new interesting areas (Heigham and Croker, 2009). Accordingly, this study relied on an interview guide with four self-designed questions as follows:

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**Table 3.13**  
**The Interview Guideline**

<b>Research question</b>	<b>Framework</b>	<b>Interview guideline</b>
The students' reading comprehension of academic journal articles	<p><b>Lecture's point of view</b></p> <p><b>Students' point of view</b></p>	<p>-Can the students comprehend the academic journal articles well? Explain!</p> <p>-Can you comprehend the academic journal articles well? Explain!</p>
The Implication of reading academic journal article in academic reading subject?	<b>Lecture point of view</b>	<p>-Do you apply various reading techniques in the class?</p> <p>-What is "Academic Reading Subject" teaching goals?</p> <p>-How do you asses the students' reading skill?</p> <p>-What kind(s) of teaching materials do you use in teaching "Academic Reading Subject"? and How effective are they ?</p> <p>-How do you prepare your students for any text? Do you ask various questions related to a particular text in order to</p>

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prepare the students to read the text ?

Do the teaching materials help the students to comprehend academic reading? Why?

Do you reading English education journals have an effect on the students' reading comprehension achievement? Explain it

-What are the goals of reading academic journal articles in Academic Reading subject?

-Do the students reach the goals? Why?

- How can you help your students when they do not understand while reading them?

-What kind of reading material do you like reading?(magazine, book, newspaper, etc)

-Have you ever taken Academic Reading class?

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<p>© Hak cipta milik UIN Suska Riau</p>	<p><b>Students' point of view</b></p>	<p>-What reading materials did you read in Academic Reading class?</p> <p>-Do you think motivation in reading is important?_</p>
<p>The students' strategies in comprehending academic journal article?</p>	<p><b>Students' point of view</b></p>	<p>-What strategies do you use in reading academic journal articles?</p> <p>-Which reading technique do you use?</p> <p>-While reading, what kind of reading strategies do you use?</p> <p>-When you do not understand a text, you will...</p> <p>-What do you do if you cannot answer the questions about the text?</p>
<p>The students' difficulties in comprehending academic journal article</p>	<p><b>Lecturer's point of view</b></p>	<p>-According to you, what factors caused reading difficulties among adult students?</p> <p>-What are the difficulties that your students face when reading them?</p>

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<p>© Hak cipta milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p><b>Students' point of view</b></p>	<p>-Do you think reading difficulties affect students' performances? How?</p> <p>-According to you as a language lecturer, what are the causes behind these problems?</p> <p>Is the duration of time devoted for the reading session sufficient?</p> <p>-Which one of them did you find most difficult?</p> <p>-Do you have difficulties in reading academic journal articles?</p> <p>-Do you have difficulty regarding vocabulary problems? What is your major problem?</p> <p>-Do you have difficulties regarding comprehension?</p> <p>-What are the causes of why academic reading is difficult?</p>
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### 3.5. DATA ANALYSIS

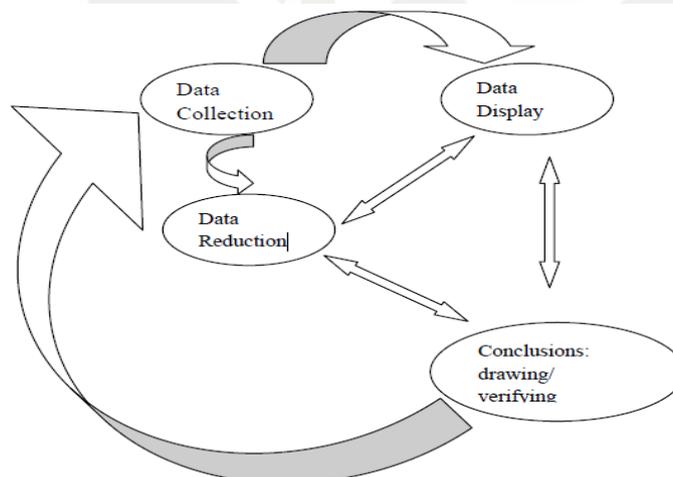
After collecting data, the next step was analyzing the data :

#### 3.5.1. Quantitative

In quantitative data analysis, the researcher used descriptive analysis. The data of the research were the results of students' reading strategy, reading difficulty questionnaire, and the results of reading comprehension of 103 students. The data were analyzed by using SPSS 20. Descriptive analysis, according Cresswell (2009) indicates the means, standard deviation, and range score.

#### 3.5.2. Qualitative

Analysis is a challenging and exciting stage of the qualitative research process. It requires a mixture of creativity and systematic searching, a blend of inspiration and diligent detection (Snape, 2003,199).





were written on the field notes together with the record. Reduction steps in this research are:

1. Resuming the result of data
2. Classifying the results of data
3. Changing the results of interview to be good language, then it was transformed into the notes.

### 3.5.2.2. The Data Representation

After data reduction, the next step was displaying the data. Data display is the collection of information which are arranged and gives the possibility to get the conclusion and take the action. By displaying the data, the data would be organized and arranged so that it will be easier to be understood. In the qualitative research, displaying data can be displayed in the form of a short description, draft, flowchart, etc. Sugiono (2008, 92).

The data representation is the technique of analyzing qualitative data. The representation data is the activity while the horde of information is arranged and give the possibility to take the conclusion. The forms of the data display in qualitative are formed in narrative text, matrix, graphic, networks and draft. In qualitative research, the data taken are in the form of narration. The data are presented in the narrative words. All the data were obtained from documentation and interview.

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### 3.5.2.3. Conclusion Drawing/ Verification

The next step after displaying the data is conclusion drawing/ verification.

Verification refers to the process to answer research questions and research objectives. Beginning conclusion is still temporary, and will be changed if there isn't strong proof that support on the next step in collecting data. But, if the beginning conclusion is supported by valid proof and being consistent, when the researcher is back to the field, the conclusion is credible ( Sugiono, 2008, 99).

Verification of data is the technique of analyzing qualitative data. Drawing conclusion is the result which is used to take the action. After describing and interpreting the data which are drawn continuously in the study as the result of representation above, the researcher took conclusions after interpreting the data already taken. The results of the research became the description of the investigating students' reading comprehension in academic reading. In this research, drawing the conclusion was made by comparing the observation data, documentation data and interview data.

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