



**OPPORTUNITIES AND CHALLENGES IN THE IMPLEMENTATION OF  
COLLABORATIVE STRATEGIC READING (CSR) IN  
TEACHING READING COMPREHENSION**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF EDUCATION  
UNIVERSITAS JEMBER  
2023**



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Presented as Partial Fulfilment of the Requirement to Obtain the S1 Degree at the  
English Education Study Program, Language and Arts Education Department,  
Faculty Education, Jember University

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2023**

## DEDICATION

This thesis is proudly dedicated to:

1. My beloved grandfather, Parlan Hadinoto, always takes care of me and gives support, love, advice, and countless prayers for me to finish my studies.
2. My beloved parents, Agus Purnomo, Jakiyatun Nafsiyah, and Alm. Hendri Hartono. Thank you for all the support, advice, endless love, and countless prayers for me to finish my study
3. My beloved sister and brother, Albia and Arka who are the reasons for finishing my thesis immediately
4. My hometown friends, Alfi, Icha, Rona, Ima, and Ocha, who always give me advice, support, and strength to finish my thesis.
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7. All of my family, relatives, friends, lecturers, and everyone else I could not mention one by one.
8. The Almamater of the Faculty of Education and the University of Jember family.

### STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, 8<sup>th</sup> December 2023

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that this thesis might have some weaknesses. Any constructive criticism and suggestions will be fully appreciated.

Jember, 8<sup>th</sup> December 2023

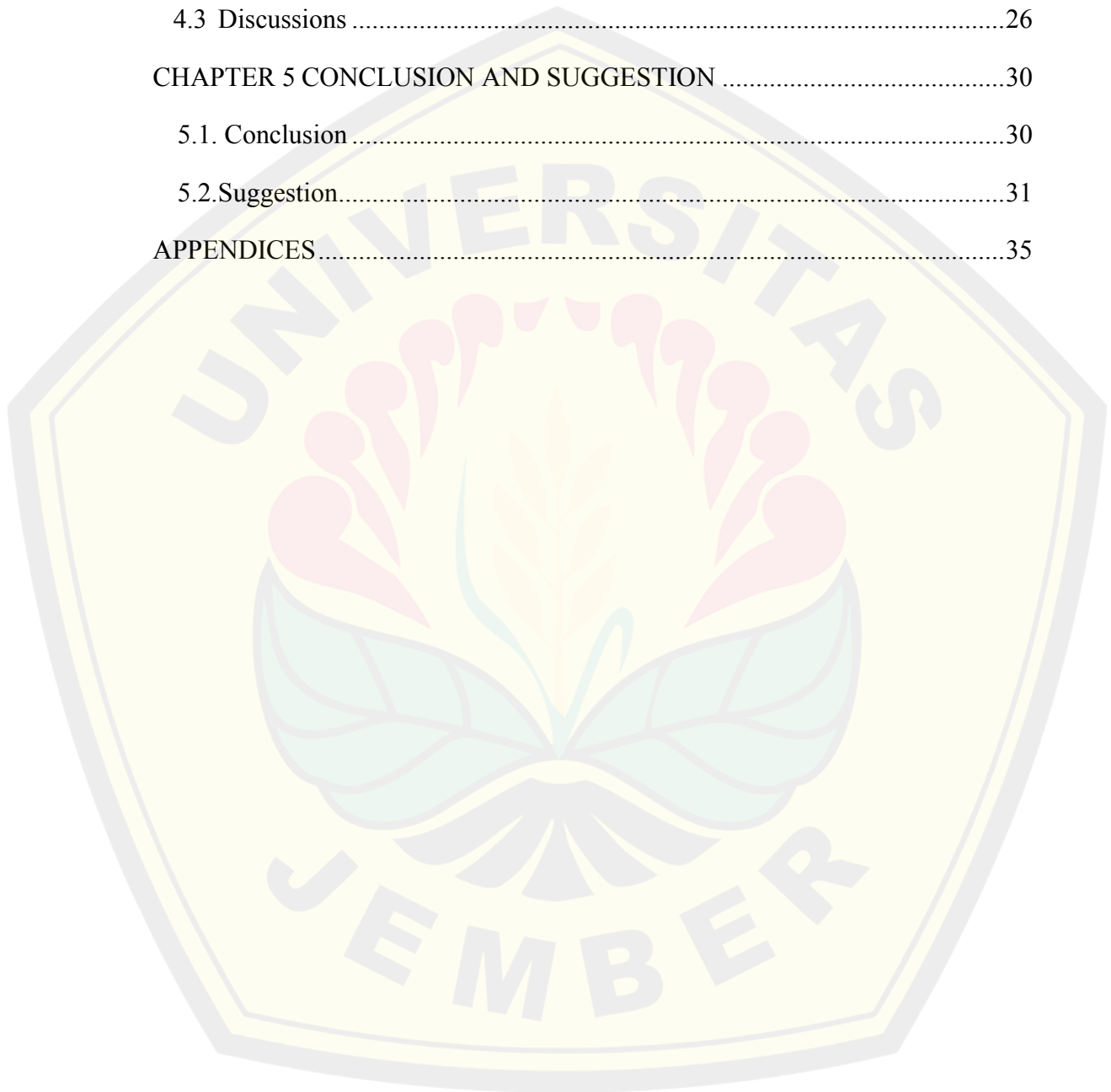
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**TABLE OF CONTENT**

Cover .....	ii
DEDICATION .....	iii
STATEMENT OF THESIS AUTHENTICITY .....	iv
SUPERVISOR APPROVAL .....	v
APPROVAL OF THE EXAMINATION COMMITTEE .....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENT .....	viii
TABLE OF FIGURke .....	x
SUMMARY .....	xi
CHAPTER 1 INTRODUCTION .....	1
1.1 Research Background .....	1
1.2 Research Question .....	2
1.3 Research Objective .....	2
1.4 Research Contribution .....	2
CHAPTER 2 LITERATURE REVIEW .....	4
2.1 CSR in Teaching Reading Comprehension .....	4
2.2 Implementing CSR Creates Opportunities and Challenges in Reading Class .....	7
2.3 Previous Studies in CSR .....	8
CHAPTER 3 RESEARCH METHODOLOGY .....	11
3.1 Research Design .....	11
3.2 Research Context .....	11
3.3 Research Participants .....	12
3.4 Data Collection Method .....	12

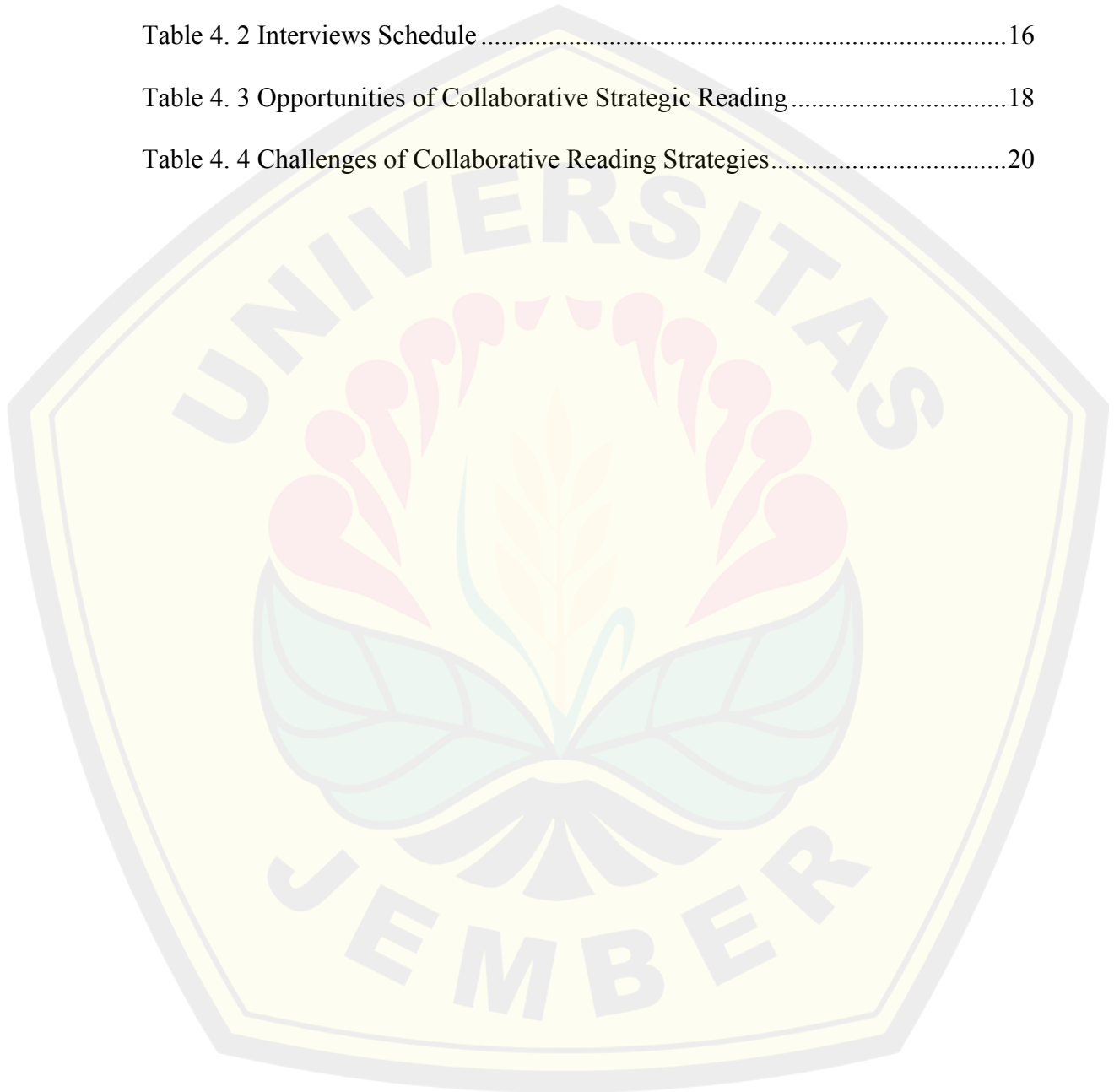


3.5 Data Analysis Method .....	14
CHAPTER 4 FINDINGS AND DISCUSSION .....	16
4.1 Observation Result.....	16
4.2 The Result of Thematic Analysis .....	18
4.3 Discussions .....	26
CHAPTER 5 CONCLUSION AND SUGGESTION .....	30
5.1. Conclusion .....	30
5.2.Suggestion.....	31
APPENDICES.....	35



**TABLE OF FIGURkE**

Table 2. 1 CSR Learning Log .....	7
Table 3. 1 Specification of the interview guide .....	14
Table 4. 1 Observation Schedule .....	16
Table 4. 2 Interviews Schedule .....	16
Table 4. 3 Opportunities of Collaborative Strategic Reading .....	18
Table 4. 4 Challenges of Collaborative Reading Strategies .....	20



## SUMMARY

**Opportunities and Challenges in The Implementation of Collaborative Strategic Reading in Reading Comprehension;** Aura Roro Rif'aning Agna; 190210201084;2023; 31 pages; English Education Study Program, Language and Arts Department, Faculty of Education, Universitas Jember.

Reading comprehension is very complex because reading comprehension is a tool to measure the ability of readers understanding related to various kinds of reading materials (Valdev & Shaari, 2019). The existence of CSR supports developments based on collaborative reading strategies. Its approaches in elementary and high school environments for language arts, social studies, and science classes have effectively improved understanding of text reading (Boardman et al., 2015). CSR is a combined strategy of reading comprehension instruction with a group learning model, and teachers will provide students with metacognitive knowledge related to reading strategy (Lee, 2017). CSR was developed to encourage students to write, think critically, and self-direct their learning and social skills (Amjadi & Talebi, 2021).

The purpose of this research is to explore the implementation of teachers-related CSR by English teachers and what opportunities and challenges the English teachers face when applying CSR in English subject classes in Senior High School. This research was conducted in a senior high school in Jember using a case study design. This research design was chosen because the researcher wanted to. One English teacher participated in this study, and the data was collected through a classroom observation and semi-structured interview process. During the classroom observation process, the teacher applied the steps of CSR so that the researcher can discover the emergence of opportunities and challenges in CRS. Moreover, in semi-structured interviews, the teacher shared the experience about the opportunities and challenges of CSR. Besides that, the teacher shared the experience of overcoming the challenges that was show during the implementation of CSR.

The classroom observation shows that opportunities in implementing CSR appeared 18x with the division: Boosting comprehension appeared six times, encouraging students' knowledge appeared 6x, and increasing knowledge retention

appeared six times. While, the challenges in the implementing CSR appeared twenty three times with the division as follows: discussion management appeared eleven times, time management appeared seven times, and counting on individual learning appeared five times.

To analyze the interviews data, I use thematic analysis (Braun & Clarke, 2006). The results show in 6 themes. In determining the theme, deductive coding has been applied in this research based on previous research, namely boosting comprehension, increasing knowledge retention, encouraging students' engagement, time management, discussion management, and counting on individual learning. So, this study found that apart from the opportunities that arise in CSR, it is also accompanied by challenges teachers face while implementing CSR. This can be seen from the frequent appearance of challenges such as time management, discussion management, and counting on individual learning compared to opportunities such as boosting comprehension, increasing knowledge retention, and encouraging students' engagement in CSR. Even so, teachers try to overcome challenges when implementing CSR.

## CHAPTER 1 INTRODUCTION

This chapter contains the research background, the problem of the research, the objective of the research, and the significance of the research.

### 1.1 Research Background

There are many strategies that English teachers apply when teaching reading comprehension with the aim that students can gain a deep understanding of a text. One of strategies that teacher can use in reading comprehension is Collaborative Strategic Reading. Collaborative Strategic Reading (CSR) is a moderate technique used to deepen understanding of the text. Using CSR teachers will give instructions on metacognitive knowledge and self-regulation skills which are students needed when reading independently and successfully understanding the content of the text. The existence of CSR supports developments based on collaborative reading strategies and approaches in elementary and high school environments for language arts, social studies, and science classes that have been demonstrated effectivity to improve understanding of text reading (Boardman, Klingner, Buckley, Annamma, & Laser, 2015). In implementing CSR, students will be directed to be active in improving their ability to read and understand a text. In addition, students also learn to work together in teams to find ideas in a predetermined text (Passig & Maidel-Kravetsky, 2016).

It can be expounded that there are benefits of using CSR by teachers. Research conducted by Babapour, Ahangari, & Ahour, (2019) shows that CSR is superior and influential to students compared to other strategies at the intermediate level at Iran Language Institute. Previous studies have been exploring the effectiveness of collaborative strategy reading in the discipline of science and social studies classes and found that CSR is not so influential for students who are still at the lowest reading level (Boardman et al., 2015). In addition, other studies also found that CSR had significant results for students to understand reading at the high-order thinking or HOT level (Susanti,

Retnaningdyah, Ayu, & Trisusana, 2020)

Previous studies have only focused on the results of the implementation of CSR and the effectiveness of CSR and do not mention the opportunities and challenges in the implementation of CSR. In addition, the level of students in previous CSR-related research is at the elementary school, junior high school, senior high school, also college student levels. There are differences in the focus of research at each level of education, there are differences in the materials used as research such as texts that used are different learning materials in each previous studies, and the research approach used that is often used in previous studies are quantitative research. Therefore, to show the difference with previous research, the current study focus on the teacher who implement CSR in the classroom. That way EFL teacher can explain their experience about the opportunities and challenges are obtained after implementing CSR in the classroom, especially English classes.

### **1.2 Research Question**

The following research question are proposed in this study:

- a) How does CSR create opportunities for students reading comprehension in Senior High School?
- b) What are the challenges in the implementation of CSR for teaching reading comprehension in Senior High School?

### **1.3 Research Objective**

This study aims to explore the opportunities obtained by students from the implementation of CSR carried out by teachers. In addition, exploring the challenges faced by English teachers when implementing CSR in reading classes in senior high school.

### **1.4 Research Contribution**

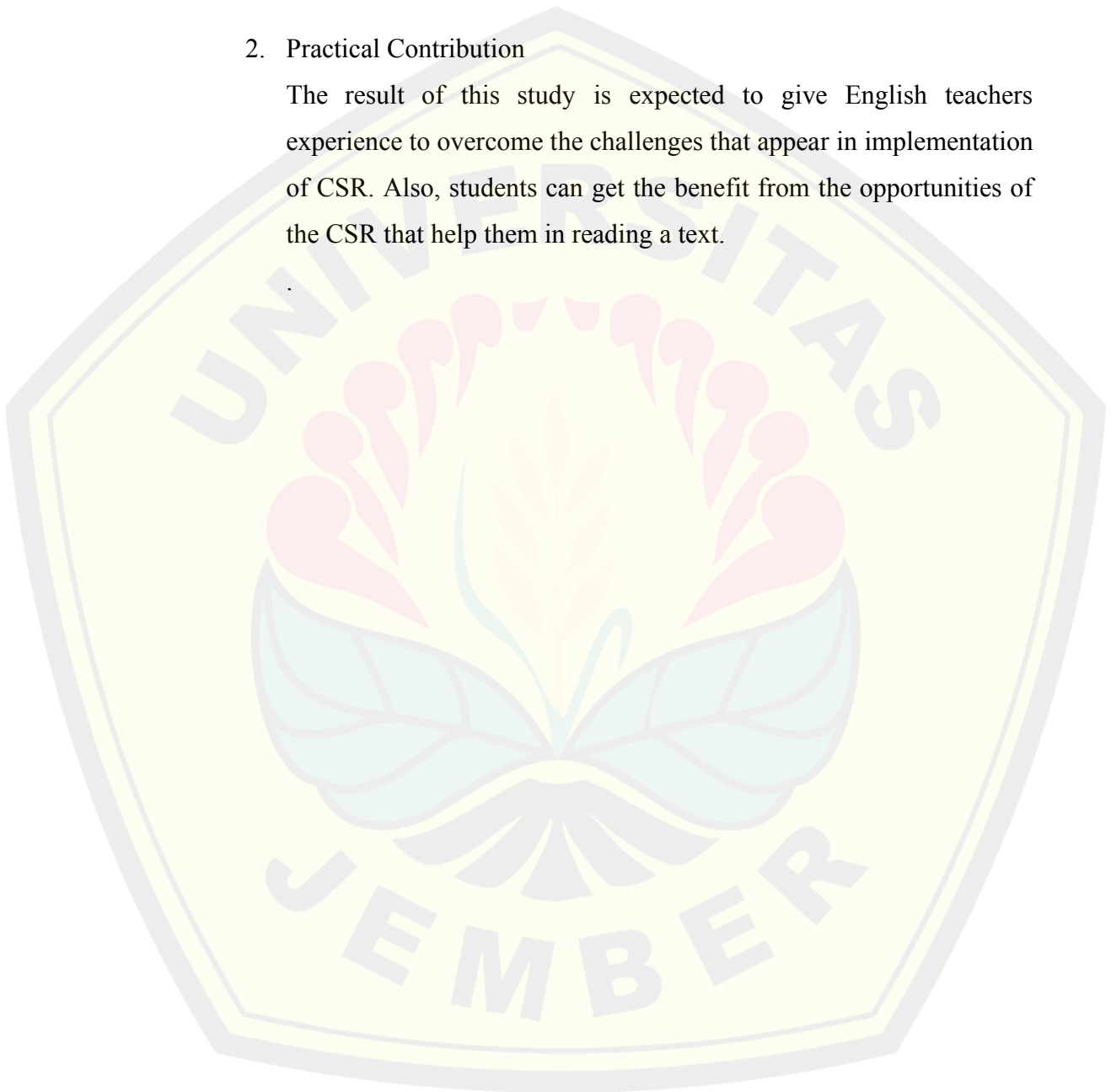
The finding of this study is anticipated to provide information for English teachers with two significant:

1. Empirical Contribution

The result of this study can be used as a source for the next researchers who are interested in conducting further studies on opportunities and challenges of CSR in English classes by choosing the challenges that appeared from student and how students overcome the challenges.

2. Practical Contribution

The result of this study is expected to give English teachers experience to overcome the challenges that appear in implementation of CSR. Also, students can get the benefit from the opportunities of the CSR that help them in reading a text.



## CHAPTER 2

### LITERATURE REVIEW

This chapter presents the theories related to the topic in this research. This chapter contains CSR in teaching reading comprehension, Opportunities and Challenges in the implementation of CSR, and previous studies on collaborative strategic reading.

#### 2.1 CSR in Teaching Reading Comprehension

In the process of learning and reading, students feel that reading provides benefits to their mental development because during reading a text there is an interpretation starting from the mind and feelings, and information that melts and structures in the brain (Sağirli, 2020). Comprehension is a multifaceted process carried out by people to better understand certain language skills (Valdev & Shaari, 2019). Proficiency in reading also depends on the cognitive abilities possessed by students because proficient reading is characterized by the ability to quickly and easily understand information (Valdev & Shaari, 2019). In other words, comprehension is a way to understand a reading and combine the meaning of symbols – symbols that are written/printed (Zano, 2020).

Reading comprehension is very complex because reading comprehension is a tool to measure the ability of readers understanding related to various kinds of reading materials (Valdev & Shaari, 2019). Reading comprehension can be covered in several ways related to how important the reading experience is to improving reading comprehension skills (Van der Kleij, Burgess, Ricketts, & Shapiro, 2022). Sağirli (2020) revealed that everyone has different effective skills for reading comprehension, children with low reading comprehension ability will have a low ability to recognize word order because they are still at the basic level for decoding skills. This was also stated by (Wawire & Zuilkowski, 2021) that children who are still learning to read and write will go through a more complex process in carrying out reading comprehension.

Learning activities that students can do daily to improve reading comprehension and writing are learning to read continuous text, pre-reading, and



still other reading activities (Wawire & Zuilkowski, 2021). In addition, achieving effectiveness and efficiency during the learning process that is by receiving various information and continuing to develop independently is also part of the reading (Sağirli, 2020). Research conducted by (Magableh & Abdullah, 2021) shows that the differences in instructions given by teachers also have an impact on reading comprehension achievement and modifications in implementing instruction can cultivate a soul capable of collaborating in groups and improve the understanding of disciples at a certain level.

Collaborative Strategic Reading is a strategy developed by Janette Klingner and Sharon Vaughn in 1998. CSR is a strategy used in the classroom for students to facilitate reading comprehension in addition to increasing vocabulary and training them in teams (Klingner, Vaughn, & Sullivan, 1998). CSR was developed to encourage students to write, think critically, and be able to self-direct their learning and of course social skills (Amjadi & Talebi, 2021). CSR is used in expository text in social studies or another content of textbook, besides that CSR can also be used in narrative text (Klingner et al., 1998). The use of CSR is aimed at improving reading comprehension and maximizing conceptual learning involving students (Bermillo & Merto, 2022).

CSR is a combining strategy of reading comprehension instruction with a group learning model and teachers will provide students with metacognitive knowledge related to reading strategy (Lee, 2017). CSR will help teachers to introduce specific reading strategies to learn new vocabulary, terms, and phrases, and identify important information from text, while for CSR students it is a tool, which they use together to understand a text that they havenot independently authorized (Beucher, Arya, & Wang, 2020).

In the implementing CSR in the classroom, the first thing the teacher does is introduce the strategies of CSR to all students in the class (Abidin & Riswanto, 2012). This is need to be doing by the teacher because there must be students who do not really understand the steps of CSR (Alqarni, 2015). Teachers can use modeling, role-playing, or teacher centered techniques in introducing and describing CSR steps to students (Abidin & Riswanto, 2012). Based on Klingner

and Vaughn 1998, CSR have four steps to facilitate students' ability in reading a text, namely:

1. Preview

In this step, students will recall information that they have known before related to the topic in the text they are reading and they will predict the content of the text. Not only that, but this preview also helps teachers to build background knowledge and teach important vocabulary and concepts based on text (Boardman et al., 2015).

2. Click and clunk

This step is carried out when reading, students will observe their abilities by authenticating clunks, or difficult vocabulary, and understanding text concepts. They will do fix-up strategies that will write down in the clunk card. In the fix-up strategies teacher will read aloud a short text and ask students to identify the clunks. The are steps to use fix-up strategies:

- a. Re-read the sentences and look for key ideas to help them understand
- b. Re-read the sentences before and after looking for clues
- c. Look for the prefix, root word, or suffix in the word
- d. Break the word apart and look for the smaller word

3. Get the gist

This step is also done when reading, students will start to compile important ideas and use them as a paragraph or sections. Boardman, *et al* (2015) added that students will read and stop in each paragraph to find out the most important person, place, or thing.

4. Wrap up

After reading, students will summarize what they have learned from a text and identify the most important information from the whole text. In the wrap up there are two activities, namely students answering their questions – questions that they have made related to the text they have read and the second is summarizing important information and presenting it in class (Boardman et al., 2015).

After the student understands the use of these strategies, the teacher will

group the students with a maximum of 4 members in each group (Boardman et al., 2015). Furthermore, in the group students will get roles based on steps above and they will work together in the group for students to understand the text given (Lee, 2017). The role used in CSR is the leader who will direct his group members to perform CSR steps and report to the teacher if they find difficulties, clunk expert reminds and receives information related to the problems they face when reading comprehension, gist expert's role is to direct members to get the main idea of a text, reporter is a student who will read the results of the whole idea of a text after discussion based on the CSR learning logs that has been given by the teacher in front of the class (Amjadi & Talebi, 2021). CSR learning log is used to record ideas while implementing each steps, so as to provide a springboard for students to actively participate in their groups (Klingner et al., 1998).

*Table 2. 1 CSR Learning Log*

Name:	Date:
1) a. Brainstorm: What do you already know about this topic?	b. Predict: What do you think you will learn by reading this passage?
2) Clunks: Please list you clunks	
3) The gist (main idea): Write the gist of the section you read	
4) Make a question: Make a question about main ideas	5) Review: Write something important they learned

(Klingner et al., 1998)

## **2.2 Implementing CSR Creates Opportunities and Challenges in Reading Class**

Students can improve their reading comprehension with the instruction given by the teacher when implementing CSR in the classroom (Novita, 2018). Not only through instruction from the teacher, students can also improve their reading comprehension with the help of their group mates or when in step clunk of CSR (Alqarni, 2015). CSR aims to improve reading comprehension and motivate

students to participate in learning activities. The students can get the opportunities after the teacher applied CSR in classroom (Mendieta, Muenera, & Olmos, 2015). The opportunities that students can get as follows: (1) Boosting Comprehension by linking prior knowledge and new knowledge because the preview step requires students to recall information related to the topic and connect it with new information obtained by students (Klingner et al., 1998). This can increase students' interest in a text and learning activities; (2) Encouraging students' engagement by acquire new vocabulary when students read a text and identify difficult vocabulary by doing fix-up strategies, student can tackling vocabulary difficulties (Amjadi & Talebi, 2021); (3) Increasing knowledge retention with student use synthesizes by making questions such as 4W (What, When, Where, Why) and How also make a short summary of a text (Fiorella & Mayer, 2016). Critical thinking by passing all the steps of CSR can train students to be more thorough in reading a text.

CSR can be a challenge for teachers in teaching reading comprehension classes (Klingner & Vaughn, 1998). Some challenges of CSR in reading class as follow: (1) Time management because CSR takes a long time to use because there are four steps and role in the group (Kim, Clapper, Vaughn, Bremer, 2009); (2) Discussion management from noises distraction in the classroom because in CSR the class will be divided into several groups so that when the discussion is going on, the class will become noisier (Amjadi & Talebi, 2021); (3) Counting on individual learning because CSR focus on learner-center and it did not fit and valuable for some student, and it makes not achieve the goal of CSR itself, the teacher need to give direct guidance for every step of CSR so students still on track and can achieve the goal of CSR (Amjadi & Talebi, 2021).

### **2.3 Previous Studies in CSR**

One of the previous studies related to CSR on students' comprehension and motivation was conducted by Bermillo & Merto (2022). The study was conducted on 9th-grade students from the Ministry of Secondary School in Bukidnon and divided into two groups, namely CSR, with 35 students consisting of 17 males and 18 females, and non-CSR, with 35 students consisting of 16 males and 19 females. The data collection instrument uses

questionnaires, and there are two questionnaires: a reading comprehension test and a reading motivation questionnaire. The research findings show that reading motivation for CSR groups is higher than in non-CSR, which indicates that students give positive results towards implementing CSR. In addition, students' interest in English is increasing by using CSR. This indicates that students feel happier during the learning process with CSR.

The subsequent research was conducted by Amjadi & Talebi (2021). The study involved 61 male students divided into CSR groups and Extended-CSR or ECSR and was at the upper secondary level of the two existing public schools in Mazandaran, Iran. This study's data collection instrument used the Nelson English proficiency test and reading comprehension test. There are two results from this study: quantitative and qualitative. The result of the quantitative method is that in the CSR group, there is an improvement in each part of the problem, such as multiple-choice, matching section, true or false, and cloze test section. However, in some sections, the results are insignificant. Meanwhile, qualitative results also show the positive side of interventions. However, compared to other strategies, ECSR has more advantages, such as students remembering social rules in communication skills and emphasizing when using strategies.

The research was conducted by Novita in 2018 related to CSR involved 20 colleges student of ESP reading class in the first semester in Universitas Sidoarjo, Indonesia. The data collection used survey and questionnaire about students attituded and perceptions by the students towards CSR. The result of the study after implementing CSR in four meetings show the students have positive attitude towards implementation CSR in class. In addition, most of students have a strong agreement about the effectiveness and usefulness CR for reading comprehension in ESP class. It can be concluded that CSR become an attractive strategy to overcome the problem in reading class.

The research by Karimabadi, Khonamri, & Mahdavi in 2015 involved thirty four student from English literature at University of Mazandaran, Iran. The data collection instrument used questionnaire and semi-structured

interview to get understanding the attitude of students toward CSR. This study implementing CSR in 10 sessions of class with 90 minutes in each session. The result of questionnaire and interview in this study shows that the students have more positives attitudes toward reading when using CSR as novel way to reading a text. The students expressed that CSR help them willing to continuous read a text with CSR and become a critical reader.

To sum up, all the previous studies examined the effectiveness, attitude, and perceptions of CSR implementation in various countries, namely the Philippines, Iran, and Indonesia. The participants were also a variety of students from various levels of education. Because previous research involved a large sample of students compared to teachers, the present study focused on teachers' implementation using CSR in the classroom in a senior high school, mostly leads to the effectiveness of using CSR in the classroom rather than the opportunities and challenges of CSR implementation carried out by teachers in the classroom. Previous research also used qualitative research or mixed research (quantitative and qualitative), so the present study employed a case study design to gain in-depth information about the implementation of CSR in classrooms in the school.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter contains the research methodology which includes: 1) Research Design, 2) Research Context, 3) Research Participants, 4) Data Collection Method

#### 3.1 Research Design

Referring to the research problems, the appropriate design for this current research is a qualitative case study design. Qualitative research aims to explore more detailed information about a phenomenon that is the subject of research (Creswell, 2012). Susanto (2020) stated that a case study is a research method revealing a process, activity, or event in detail. In the case study, there is no intervention from the researcher, which means that the researcher is not included in the research object, and the researcher is the one who comes to the object of study. Case studies are associated with current research, which is related to the learning process carried out. During the learning process, reading comprehension uses the CSR method to know the opportunities and challenges of the CSR method after observing the learning process. This research also includes explanatory case study research that will reveal the questions in the formulation of the problem above, namely "How" and also Exploratory within reveal the question "What" (Chopard & Przybylski, 2022). It can identify the causes and consequences of opportunities and challenges of implementing CSR in teaching reading comprehension.

#### 3.2 Research Context

The research was conducted in one of the senior high schools in Jember, East Java Province. The selection of this school is based on the English teacher who has been teaching in the school for several years. Besides that, the school had never done any research on CSR. The school also implements 2x45 minutes of class for English subjects that takes place once a week so that there are days when teachers apply CSR in reading comprehension.

### 3.3 Research Participants

This research involves one of the EFL teachers who teaches at the target school and applies CSR in the learning process of reading comprehension; his name is Mr. Tian (Pseudonym). The EFL teacher teaches in the 10th Grade. The teacher was interviewed regarding his experience applying CSR during reading comprehension teaching in class. Therefore, the researcher got in-depth information from the EFL teachers about the opportunities and challenges of teaching in the 10<sup>th</sup> Grade.

### 3.4 Data Collection Method

The data collection method used in this study were in the form of observation and interviews as follows:

#### a. Classroom Observation

This study used classroom observation to collect data. Classroom observation in this study obtains actual and detailed facts (Zaare, 2013). In this observation, the researcher directly observed the learning process of reading comprehension using CSR strategies carried out by teachers so that the researcher could obtain information related to opportunities and challenges in implementing CSR in teaching reading comprehension. The classroom observation was to collect the data about opportunities and challenges in implementation of CSR in the one class that teacher was implement CSR. At the same time, the steps in the implementation of CSR for classroom observation was based on previous study that conduct by (Kim et al., 2017).

The researcher recorded all the teaching processes using a tripod camera. The static camera was set at back corner to get an overview of the class and the learning process. Steps to conduct classroom observation: (1) The researcher met the teacher to know the schedule and class that the teacher used for teaching; (2) The researcher does direct observation as the first step to get the data; (3) Setting the camera; (4) Click “Press” button to start recording; (5) Record all of the



teaching process; (6) Press the record button to finish the recording.

The researcher uses an observation checklist to observe the implementation of CSR in the classroom. The observation checklist is based on opportunities and challenges of CSR in reading class. The researcher noted the extra information in the field notes during the classroom observation. Field notes are essential to enrich the information and condition of the research that was not in the observation checklist. The content of the field notes included the kind of text that teacher use in CSR, the teaching and learning atmosphere in the classroom, the weather, the student's participation, and responses during implementation of CSR.

b. Interview

After doing classroom observations, the next step is conducted interviews with EFL teacher from the school. Interviewing is a data retrieval technique through dialogues directly with the respondent to dig up the information needed. Interviews for studies range from informal to formal or ordinary conversation but have stricter rules and aim to get information from one side only. In this study, semi-structured interviews will be used. Interview questions already prepared in advance by the researcher, but the interviewer could expand the questions according to the flow of the conversation with the respondents. The EFL teacher gave opinions about the implementation of CSR in the classroom and analyzed them according to the answers given to the questions in the forms (Semercioglu et al., 2021).

The procedures for conducting the interview as follows: (1) Make a question based on the interview guide that I made; (2) Make an appointment with the teacher to conduct the interview; (3) Conducting the interview; (4) Record the interview. The interview transcript was data that was analyzed further. The topic specification in the interview guide used by the researcher is as follows;

*Table 3. 1 Specification of the interview guide*

No	Topics of the Question	Question Number
1	Opportunities of CSR in reading comprehension	1-5
2	Opportunities and Challenges of CSR in reading comprehension	6-7
3	Challenges of CSR in reading comprehension	8

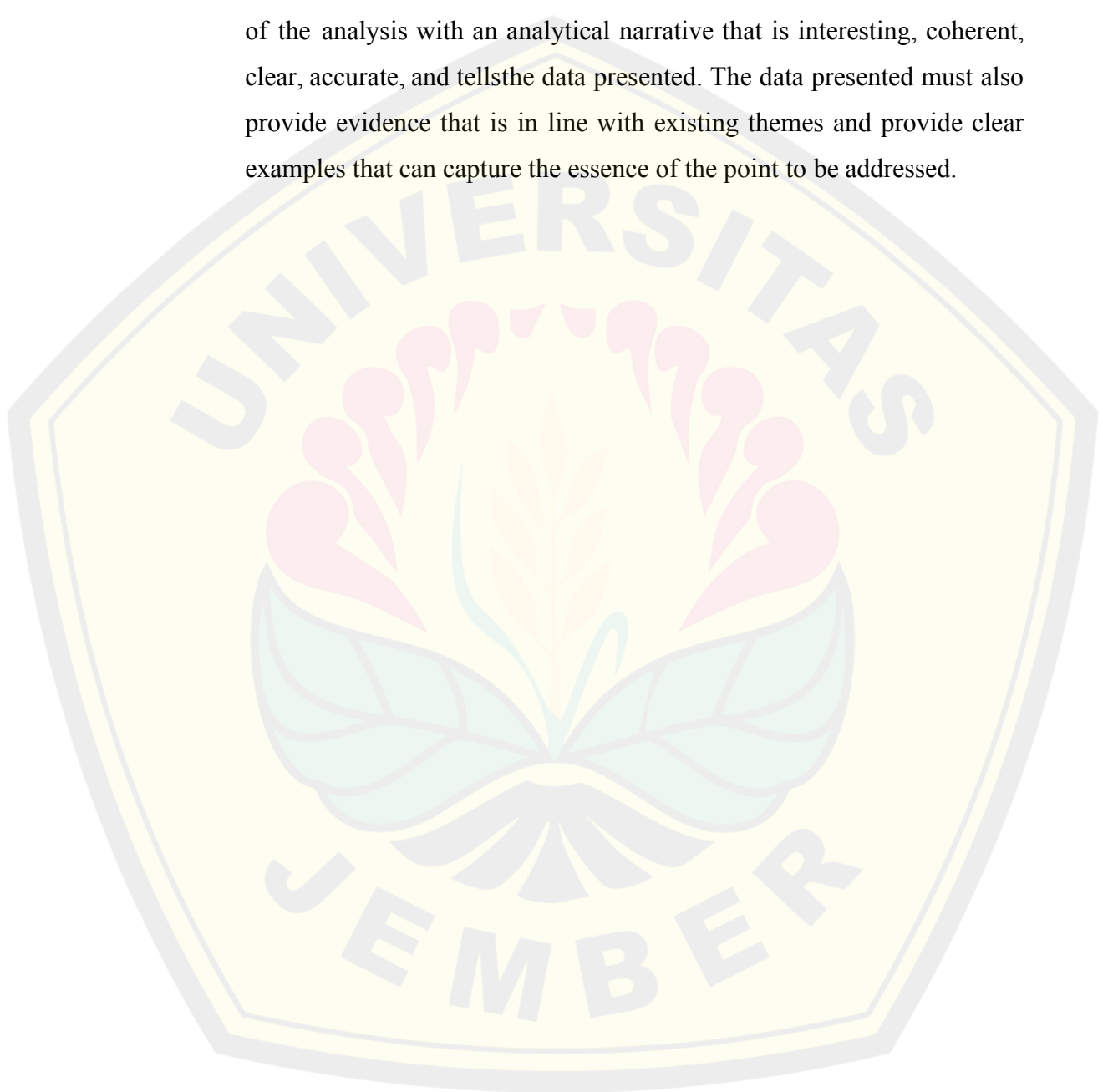
### 3.5 Data Analysis Method

Data Analysis is a process of analyzing and organizing data that has been collected during research and used by researchers to find findings. The data obtained from observations and interviews analyzed using thematic analysis following those determined by Braun & Clarke (2006) with six steps namely

1. Familiarization with data: In this initial step what is needed is a researcher must be familiar with the data. The thing that can be done is to re-read the data or listen to the audio from the existing data.
2. Generating initial codes: After the researcher is familiar with the data collected, the grouping is carried out using code. Code provisioning can be done manually which provides highlight pens with different colors in each code or using program software by tagging or grouping data on certain file names
3. Searching for themes: Researchers identify code that has been formed and look for code that is in line with the research theme/question. In this step, a selection of candidates from themes, sub-themes, and extra data will be obtained accordingly.
4. Reviewing themes: In this step, researchers reflect on existing theme candidates to be rescanned to be removed or add other themes seen from pre-existing extra codes.
5. Defining and naming themes: In this step, researchers will describe in more

detail related to the analysis of themes that have been formed in the previous stage. Furthermore, the researcher will identify the 'essence' of each theme and name each theme concisely and concisely so the reader can have an idea of the name that has been created.

6. Producing the report: In this last step, the researcher will write the results of the analysis with an analytical narrative that is interesting, coherent, clear, accurate, and tells the data presented. The data presented must also provide evidence that is in line with existing themes and provide clear examples that can capture the essence of the point to be addressed.



## CHAPTER 4

### FINDINGS AND DISCUSSION

This chapter present the findings of my study that contains the result of observation, the result of Thematic Analysis of the qualitative data that I collected, and the discussion. The following table show the schedule of the observation and interview:

*Table 4. 1 Observation Schedule*

Date	Length
August 15 <sup>th</sup> 2023	79 minutes 47 seconds

*Table 4. 2 Interviews Schedule*

Date	Length
August 15 <sup>th</sup> 2023	10 minutes 33 seconds
August 31 <sup>st</sup> 2023	06 minutes 56 seconds

#### 4.1 Observation Result

I conducted classroom observation to observe the implementation of CSR in class and see the emergence of opportunities and challenges at every step of CSR. The Observation was held on 15th August. I observed Mr. Tian (Pseudonym) when he applied CSR in X-E. The Observation was 79 minutes 47 seconds.

Observation results show that when CSR is used in the classroom, it raises more challenges than opportunities. The frequency of occurrence of each challenge in CSR is very varied. In total, twenty-three times frequency of challenges appeared in the implementation of CSR in X-E with the division as follows: discussion management appeared eleven times, time management appeared seven times, and counting on individual learning appeared five times. This indicates that the challenge that most often arises when I make observations is discussion management. The reason is that teacher need to be more careful when dividing students into groups. Students shout and walk around looking for their group so that learning becomes noisy and students become unfocused. Students have started to focus when they are in their respective groups. However, during the observation

process, because some students had little difficulty reading a text, these students had the initiative to copy other group mates, which caused a noise in class. Even though each group had the text, the noise also appeared when one of the students presented. This is because break time will soon arrive during presentations, so students focus on getting ready for a break rather than paying attention to friends who are presenting. Second, the frequency of challenges that often appear is time management. Of all the steps in CSR, several take quite a long time, so at the lesson's closing, it is carried out quickly. The CSR step that takes a long time is Clunk. At this step, students can only use fixed-up strategies and may not use Google Translate or a dictionary. Students need a lot of vocabulary, so they still need help using fixed-up strategies if they lack it.

Mr. Tian, as the teacher, continues to monitor students so they can complete this Clunks step. Mr. Tian went around each group and gave students clues or directions so they could fill out the CSR learning log. The third was the frequency of challenges appearing, counting on individual learning. When Mr. Tian explained the steps of CSR and activities to be carried out by students, some students instead played cell phones and laid their heads on the table; they ignored the teacher's explanation. When the discussion started, it was seen that students who felt they could not carry out their roles in the group tended to be silent and did not try to help their group mates. Some students instead play on cell phones and do not care about their group mates. Students stopped playing on their phones when Mr. Tian came to his group.

Opportunities in implementing CSR appeared eighteen times with the division: Boosting comprehension appeared six times, encouraging students' knowledge appeared six times, and increasing knowledge retention appeared six times. The three opportunities have the exact total because each step of CSR gives rise to different opportunities. Even so, there are steps that bring up two or three opportunities at once. Similarly, the emergence of opportunities boosts comprehension and encourages students' engagement together in the preview step. This happens because, in the preview step, students were dig up their memories related to a topic and associate them with new knowledge when reading the text.

When reading, students immediately can find complex vocabularies they will identify in the next step, namely clunk. That way, students can gain all the opportunities that exist in CSR.

From the researchers' observations, teachers can implement CSR in the classroom to improve student reading comprehension. The problem is that the teacher must control the students when the discussion occurs or the teacher gives more explanations of the CSR instructions. Students also feel interested in using the CSR method because they can get discussion activities differently. In addition, students can hone their previous vocabulary skills and add new vocabulary from the text they read.

#### 4.2 The Result of Thematic Analysis

This part contains the result of the semi-structured interview with Mr. Tian (Pseudonym) who taught at English in Muhammadiyah 3 High School in Jember. I analyzed the data using Thematic Analysis. The result of thematic analysis is shown below.

*Table 4. 3 Opportunities of Collaborative Strategic Reading*

Themes	Coded for	Excerpt
Boosting Comprehension	Making comprehension easier	"...So, they don't need to read too much, then know the meaning until the details are not. Just the predictions of some of these parts correspond to the text, they will know" (Excerpt 1)
	Critical Enhancement	"Students to be able to predict, be able to find difficult words without opening, without finding meaning in dictionaries or using Google Translate." (Excerpt 6)
		"Actively guess the content of the text, find difficult words and when working on LKPD discuss each other." (Excerpt 9)
	Improve students' understanding	"This method is quite interesting to apply to improve students' understanding of reading" (Excerpt 18)
		"In addition to guessing earlier, then what else, clunk, then the last one writes the whole review, that is one, making questions too, that is one form of what is,

		one part that makes the children understand the content of the text. So indeed, when they make questions from the given reading they also, help them to understand the content of the text, like that.”
Increasing Knowledge Retention	Students’ understanding can long-lasting	“That makes it easier for children to recall their memories. So, it's good for the long term” (Excerpt 4)
		“But they will not forget 100%, there will definitely be their memories stuck in their brains” (Excerpt 5)
		“Can increase students' understanding in a rather long period of time.” (Excerpt 2)
Encouraging Students’ Engagement	Teacher goes around accompanying the students	“Then we have to go around to make sure the first is the student knows his instructions, the student / group knows what to do.” (Excerpt 10)
		“So, the teacher when there is a group discussion is obliged to accompany students in each group.” (Excerpt 11)
	Encourage student’s understanding of the text	“But they can guess, they can predict the meaning. So, I think it is very good for students if they know the meaning by themselves by predicting. I think it is good for students to encourage the students understanding of reading” (Excerpt 7).
		Teacher motivates students to engage in discussion
	“Even if they don’t understand, we help them to help discuss with other friends” (Excerpt 14)	
	“Providing support to children, confidence to children that they can do it without using google translate, without what it is called, without opening a dictionary, they can do it. So that things that provide motivation, talking to children, going around, this is one of my ways to make children not bored” (Excerpt 20).	

	“But we encourage children who are relaxed, look relaxed, seem to play no role in the discussion” (Excerpt 13)
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*Table 4. 4 Challenges of Collaborative Reading Strategies*

Themes	Coded for	Excerpt
Time Management	Students' take a long time	“Moving (moving students from the previous student seat to the new seat (with groups)) requires a considerable time” (Excerpt 16).
		“Maybe, what consumes time is that usually students are used to using google translate to translate, well because yesterday they shouldn't, they tried to guess about the content of the text, what topic, so it took quite a long time” (Excerpt 23).
	Managing time	“Ensure that they are in the correct group in a short period of time” (Excerpt 17). “Eeee..... It depends on the text. Incidentally, the text used yesterday was descriptive text” (Excerpt 22).
	Students lacking of vocabularies	“Yes, yes that's a bit difficult. Because they are related to vocabularies. Because not all children have vocabularies, right, some are lacking. When looking for vocab is difficult, looking for its meaning is a bit difficult indeed” (Excerpt 24).
Discussion Management	Students are not conducive	“Nothing, just one factor, not the difficulty of some kind of problem faced when implementing a learning method based on discussion methods, then the first is to condition students a little heavy” (Excerpt 15)
	Establish a comfortable atmosphere	“The main thing is that we must build a comfortable environment in the classroom” (Excerpt 7).
Counting on Individual learning	Students' do not pay attention	“In the group, there will be children whose terms are relaxed, children who play alone, children who do not pay attention to their friends in groups” (Excerpt 19)



Based on the table above, it shows that implementing CSR in the classroom present various opportunities and challenges faced by English teachers. Opportunities for CSR are boosting comprehension, increasing knowledge retention, and encouraging students' engagement. Meanwhile, there is time management, discussion management, and counting on individual learning in the challenges of CSR. Further discussion of opportunities and challenges of CSR in teaching reading comprehension is discussed below.

#### 4.1.1. Boosting Comprehension

Boosting comprehension is an activity in which students link their prior knowledge and new knowledge related to the topic they discuss in class. Then, the students will recall the information they have known before related to the topic and connect with the new information they obtained. The teacher that I interviewed said:

*“...because, in **CSR before reading they start predicting** what the reading is about, what it is about, what paragraph 1 is talking about, what paragraph 2 is talking about. It is **to help children understand the text.**” (Excerpt 1)*

The teacher will guide students to predict a reading, they guess about the text. It can attract students to read a text and easily understand it. Students will more easily improve their reading comprehension. Mr. Tian agreed to this by revealing:

*“This method is quite interesting to apply **to improve students' understanding of reading**” (Excerpt 18)*

When students reach the clunk stage, which is finding difficult vocabulary and finding the meaning of difficult vocabulary using fix-up strategies, it can also increase their critical enhancement. Mr. Tian stated, as follows:

*“Students and their groups are **active in guessing the content of the text, finding difficult words and when working on LKPD** they discuss with each other.” (Excerpt 9)*

The statements above prove that boosting comprehension is one of

the opportunities to get from CSR. All stages of CSR can improve students' reading comprehension by making it easier for students to understand text and think critically.

#### 4.1.2. Encouraging Students' Engagement

When students start reading the contents of the reading, and they do not know some vocabulary, they are directed to use fixed-up strategies in CSR. Using these fix-up strategies, students will guess what is meant by sentences containing complex vocabulary and predict the meaning of the difficult vocabulary. Students will feel compelled to understand a passage when they can find the meaning of complex vocabulary. The opinion of Mr. Tian supports this, that is:

***“But they can be guests, they can predict the meaning. So, I think it’s very good for students if they know what it means themselves by predicting. I think it’s good for students to encourage students to understand reading.” (Excerpt 7)***

From predicting activities using fixed-up strategies, students will need help independently finding the meaning of the difficult vocabulary. They will stick more to their memories regarding the vocabulary they find. Mr. Tian expected this, and then he said:

***“With CSR we expect students to be able to predict, be able to find difficult words and finding the meaning without open the dictionaries or using Google Translate.” (Excerpt 6)***

Therefore, predicting the meaning of difficult vocabulary can make students get the opportunities of CRS namely encourage students' engagement.

#### 4.1.3. Increasing Knowledge Retention

All steps in CSR start with those who link their previous knowledge with new knowledge, identify difficult vocabulary, find the main idea of a text, write down the essential things in the text, and then present their work. All these things can increase their knowledge retention. Mr. Tian supports this by saying:

*“So, in the future when we ask about a place, they will recall that in paragraph 1 there is anything, oh there is a location, there is a size, there is a height, and so on. Then, when we ask paragraph 2 what is there, “oh sir, in the second paragraph if I am not mistaken there are floors, stupas, there are Buddha statues, and so on. **That makes it easier for children to recall their memories. So, it is good for the long term**” (Excerpt 4)*

When it comes to memory, every student has a different memory. It could be related to information they get from the internet or things related to daily life—likewise, memory in absorbing learning material. By implementing CSR when learning English, it will be easier for them to remember the material delivered by the teacher over a long period. Mr. Tian conveyed this, that is:

*“Then when we say, what Borobudur Temple is about, what paragraph 1 is talking about, “Oh, location, yes, sir.” So, try recalling. **But they will not forget 100%, there will be their memories stuck in their brains**” (Excerpt 5)*

In this way, implementing CSR in reading comprehension learning can provide opportunities for students. So, students can still remember some of the learning material they have received for a long time.

#### 4.1.4. Time Management

The teacher was teaching English in class for two hours or 2x45 minutes. During this time, the teacher must be able to convey all the material that the teacher has determined before class begins to achieve maximum learning outcomes. Thus, the teacher must be good at managing the time when delivering material or when asking students to work on questions given by the teacher. Especially when using learning methods such as CSR, which require students to work in groups, it will take quite a long time for students to gather in groups determined by the teacher. Mr. Tian argues as follows:

*“.....when implementing a learning method based on discussion*

*methods, then the first is to condition students a little heavy, **moving (moving students from the previous student seat to the new seat (with groups)) requires a considerable time.***” (Excerpt 16)

In addition to the movement of students in forming groups. The thing that takes quite a long time is step clunk. In this step, students are required to find the meaning of vocabularies using fix-up strategies, not using google translate or dictionary. So, students who do not have a lot of vocabulary will have a hard time. This is in line with what Mr. Tian said, namely:

*“Maybe, **what consumes time is that usually students are used to using google translate to translate, well because yesterday they shouldn’t, they tried to guess about the content of the text, what topic, so it took quite a long time.***” (Excerpt 23)

This happens because students do not have much vocabulary. So, when implementing CSR, students can’t quickly find difficult vocabulary. However, it cannot find the meaning of such difficult vocabulary using fix-up strategies. This is in line with what Mr. Tian said, that is:

*“Yes, yes that's a bit difficult. Because they are related to vocabularies. **Because not all children have vocabularies, right, some are lacking. When looking for vocab is difficult, looking for its meaning is a bit difficult indeed**”* (Excerpt 24)

The selection or use of text in the application of CSR also has an effect on the duration needed by students to complete all stages of CSR. This was stated by Mr. Tian, as follows:

*“Eeee..... **It depends on the text. Incidentally, the text used yesterday was descriptive text.**”* (Excerpt 22)

As a teacher, Mr. Tian already knows and understands about the condition of the students in the class. He tries to makes the students to gather with their respective groups immediately. So, learning can continue and can be finished on time. This was stated by Mr. Tian, namely:

*“But as teachers we must control the children so that they immediately group according to their respective groups. **Ensure**”*

***that they are in the correct group in a short period of time.”***

*(Excerpt 17)*

Ensuring students gather in groups in a short time is one alternative solution that teachers can do when controlling students after dividing classes into several groups.

#### 4.1.5. Discussion Management

During the learning process in the classroom, distractions will arise, either from outside the classroom or inside the classroom. Also, the case in implementing CSR, especially since CSR is a method that requires students to work in groups, makes it difficult to condition the class to be calm and pay attention to the instructions given by the teacher. It was also expressed by Mr. Tian, that is:

***“Nothing, just one factor, not the difficulty of some kind of problem faced when implementing a learning method based on discussion methods, then the first is to condition students a little heavy.”***

*(Excerpt 15)*

To ensure effective learning, teachers must cultivate a calm behavior in their students and ensure they can follow instructions. Creating a comfortable learning environment is one approach to achieving this goal, as it helps students focus on the teacher’s instructions without being distracted by external or classroom disruptions.

#### 4.1.6. Counting on Individual Learning

In learning that focuses more on students and uses group discussions, some students feel they need more support and choose to study independently. These students will withdraw more from the group and not want to participate in the group. Students need to pay more attention to learning and choose to relax or play on their cell phones. Mr. Tian was said:

***“In the group, there will be children whose terms are relaxed, children who play alone, children who do not pay attention to their friends in groups”*** *(Excerpt 19)*

Even though some students seem to be relaxing and not paying

attention, he does not just keep quiet as a teacher. As a teacher, it is mandatory to motivate students so that students are moved to participate in group discussions so that each student can achieve goals from learning, especially learning that uses this CSR.

### 4.3 Discussions

In answering the research questions, in this discussion part the researcher discussed the results of opportunities and challenges in the implementation of CSR in teaching reading comprehension. In this discussion section, I discuss the crucial aspects about my findings.

#### 4.3.1. CSR Creates Opportunities in Students Reading Comprehension

In implementing CSR, various opportunities related to student reading comprehension arise. Recall information activities that students know before with new information, as in the step preview in CSR. The teacher said that by making predictions of the text in the preview step, students can more easily understand the content of the text (See excerpts 1 and 18). When classroom observation, students show that activities in step preview can boost their comprehension. The study found that linking prior knowledge with new knowledge can boost students' reading comprehension (Klingner et al., 1998). On the other hand, teacher also feel that when students try to understand the meaning in the clunk steps can boosting students' comprehension and encourage students' engagement at the same time. Students can acquire new vocabulary when searching for clunks where students predict the meaning of difficult vocabulary without opening a dictionary (see excerpts 23 and 7). This is in line with a previous study in which when students read a text and identify difficult vocabulary by using fix-up strategies, they can easily understand difficult vocabulary (Amjadi & Talebi, 2021).

Furthermore, teachers state that CSR can help students retain the knowledge they have learned over time. This is when students

write the gist or main ideas from a paragraph, make 5W + 1H questions related to the text, and write down important things (see excerpt 4). The teacher also stated student can have long terms memories about their reading materials after applied CSR in classroom. The study found that student activities make 5W + 1H questions, and a text summary can increase students' knowledge retention (Fiorella & Mayer, 2016). So, the finding found that CSR can creates the opportunities for students in reading comprehension.

#### 4.3.2. The Challenges of CSR in Teaching Reading Comprehension

Teachers face challenges when implementing CSR in reading comprehension. Teachers faced difficulties implementing CSR because the steps of CSR take a long time. For example, when the teacher forms students in groups and conditions students to immediately gather with their respective groups (see excerpt 16). In addition, in Step Clunk, students take a long time to find the meaning of vocabulary, which is difficult because they do not use dictionaries (see excerpt 23). Meanwhile, not all students have much vocabulary (see excerpt 24). This is evidenced by classroom observation that is slightly hampered in step clunk because students have difficulty finding the meaning of vocabulary. The previous study also stated that all steps of CSR, namely preview, clunk, get the gist, and final, take a long time (Klingner et al., 1998).

Another challenge faced by teacher is when the discussion process by students runs. During the student's discussion, the teacher finds it difficult to discipline the students to pay attention to every instruction the teacher gives (see excerpt 15). The study found that when students are discussion after divided into several groups, they make noisy atmosphere and distracts another student from the ongoing discussion process (Amjadi & Talebi, 2021). In the classroom observation found that many students discuss in a loud enough voice or even go around to other groups to cheat answers.

Previous research stated that student-centered learning, such as CSR, is unsuitable for some students and results in not achieving the goals of CSR itself (Amjadi & Talebi, 2021). The findings found that students played alone and did not pay attention to instructions or groups (see excerpt 19).

Each method will have challenges that teachers will face in applying the method. However, teacher also have various solutions to overcome the challenges in CSR. If some students are weak and irresponsible with their tasks in one group, one or several other students will feel unable to carry out activities and interactions effectively (Amjadi & Talebi, 2021). In the current study, when teachers look into each group that has been formed, teachers try to motivate weak students to participate in groups. In addition, noises are distracting during discussions or from outside the classroom. Previous studies said that if it is not suitable to use a learner-centered approach, it will be replaced with a teacher-centered approach (Amjadi & Talebi, 2021).

This is also the case in the current research; although students will learn independently about the content of the text, teachers still go around and help students who find it difficult. Because learning time is limited to complete all steps of CSR, teachers provide motivation and direction to students with problems such as not knowing the meaning of a vocabulary. The teacher's direction and motivation will increase students' confidence to complete their tasks. Teachers provide feedback as a form of support for students when they struggle with the steps of CSR (Amjadi & Talebi, 2021).

The impact on reading comprehension students can be seen based on the opportunities and challenges found in CSR. Therefore, teachers must pay more attention and be able to overcome the challenges faced when implementing CSR. However, this study only focuses on teachers, opportunities, challenges, and how the teacher



overcomes the challenges faced during the implementation of CSR. It does not focus on how students deal with opportunities and challenges while implementing CSR.



## CHAPTER 5

### CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the findings in the previous chapter and suggestions dealing with the improvement and further studies beyond the scope of this study

#### 5.1. Conclusion

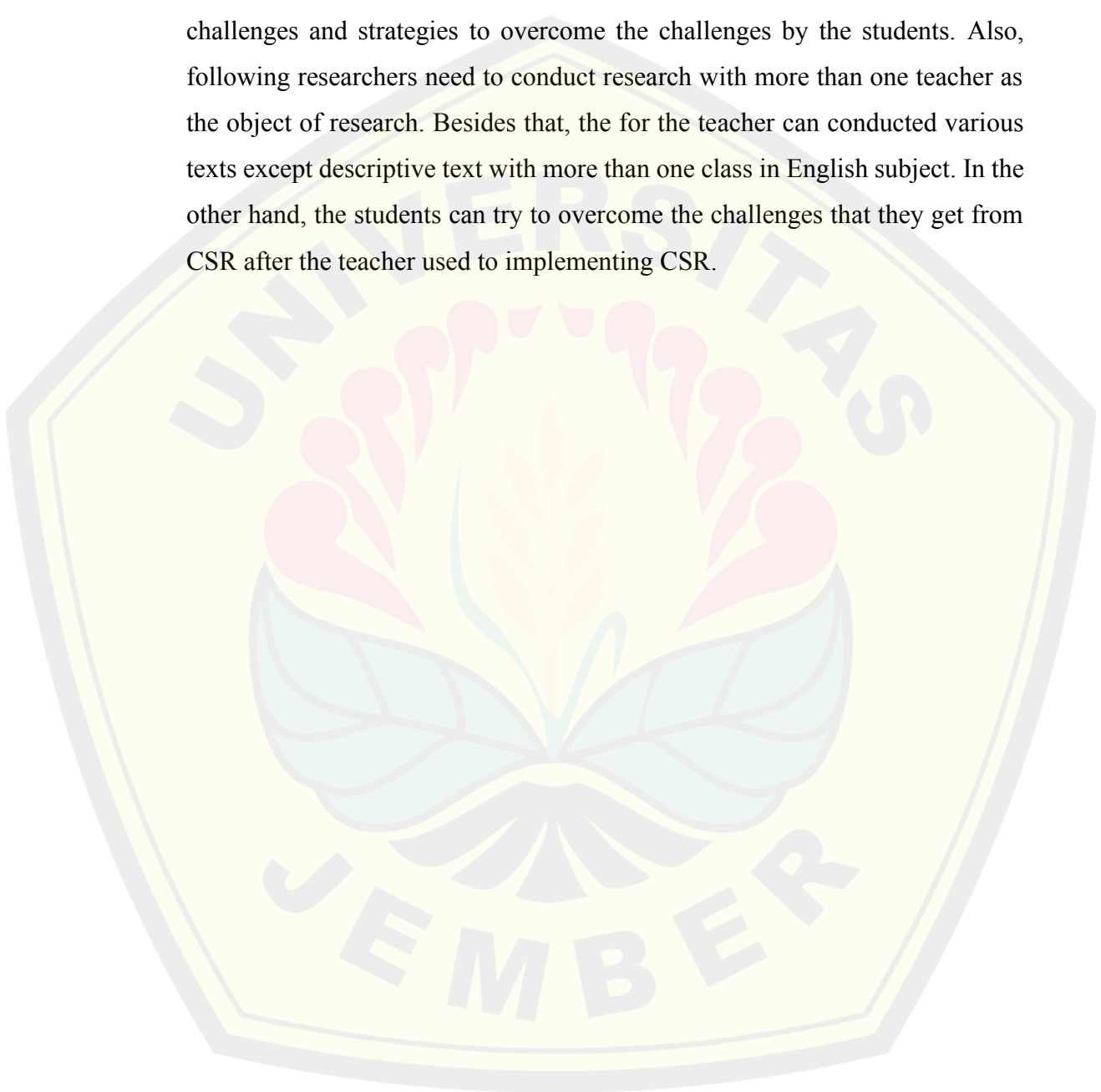
Based on research findings and discussion in the previous chapter, CSR can create opportunities for students who need to improve their reading comprehension. The first opportunity is boosting comprehension, where the teacher says that the student obtains this opportunity when they predict the content of the text before reading. The frequency of boosting comprehension in classroom observation appeared six times. Next, encouraging students' engagement appeared six times. The teacher argues that the students can get these opportunities by trying to find difficult words without dictionaries and Google Translate. Opportunities for students' knowledge retention appeared six times with the teacher's statement saying that after the implementation of CSR, students will not forget the reading completely.

On the other hand, when teacher implement CSR in reading class, there will be challenges faced by teachers, both external and internal. As well as some of the challenges found, namely time management with the frequency appeared in 7 times. The teacher confirms these challenges appeared when dividing students into several groups, and all the steps of CSR take a long time. The second challenge is discussion management, which appeared eleven times and caused the most challenges. Observation and interview with the teacher show that there is a lot of noise distraction by students or outside class. The third is counting on individual learning, which appeared five times. CSR is a student-centered strategy. The teacher said that not all students are suited to the student-centered method. All the challenges that appeared certainly affected the learning process and influenced students to achieve opportunities from CSR. In addition, teachers also try to overcome the challenges received during the implementation of the CSR process and try to solve these problems aimed at

creating comfortable learning so students can receive learning well.

## **5.2. Suggestion**

At the end of this study, the researcher would like to give some suggestions addressed to the following researchers who are interested in the study of opportunities and challenges of CSR; it is suggested that they analyze the challenges and strategies to overcome the challenges by the students. Also, following researchers need to conduct research with more than one teacher as the object of research. Besides that, the for the teacher can conducted various texts except descriptive text with more than one class in English subject. In the other hand, the students can try to overcome the challenges that they get from CSR after the teacher used to implementing CSR.



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**APPENDICES**

**APPENDIX A**

**Observation Checklist**

**Date** :  
**Class** :  
**Materials** :  
**School** :

Annotation:

Opportunities:

1. Boosting comprehension
2. Increasing knowledge retention
3. Encouraging students' engagement

Challenges

1. Time management
2. Discussion management
3. Counting on individual learning

No	CSR	Opportunities			Challenges			Notes
		1	2	3	1	2	3	
1	<b>Opening Activity</b>							
	- Teacher gives a clear explanation of steps of CSR (Preview, Click and Clunk, Get the Gist, and Wrap-up)							
	- Teacher introducing the learning log, clunk card, and fix-up strategies							
	- Teacher asks student to make a group of four and explaining role of student in their group (leader, clunk expert, gist							

	expert, and reporter)							
	- Teacher distributing the learning log, cue card, clunk card, and text to the students							
<b>2</b>	<b>Main Activity</b>							
	<i>Preview</i>							
	- Teacher asks student to read the supporting details of the text only (the title or bolded/underlined word)							
	- Students write what they already know and what they will learn about the topic in the CSR leaning log							
	- Student to read the text							
	<i>Click and Clunk</i>							
	- Identify the clunks (difficult words) in the text and write them down in the CSR learning log							
	- Find the meaning of the difficult unfamiliar words by using fix-up strategies and write them down							



	on the CSR learning log							
	<i>Get the Gist</i>							
	- Find the main idea in each paragraph							
	- Write the gist statement in the CSR learning log							
	<b>Wrap Up</b>							
	- Generate questions about the text and write them on CSR learning log							
	- Review and write the important ideas of a text in the CSR learning log							
	- Discussing with the whole class about the topic of the text, reviewing the students' clunks, answering questions, and sharing some review ideas							
<b>3</b>	<b>Closure</b>							
	- The teacher together with students makes conclusions about the reading that has been they learned today							

	- The students do reflect under the teacher's guide							
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**APPENDIX B****Interviews Guideline**

<b>No</b>	<b>Questions</b>
1	In what way do you think the CSR model can boosting comprehension?
2	In what way do you think the CSR model can increase students' retention?
3	In what way do you think the CSR model can encouraging students' knowledge?
4	How were the students' interactions during teamwork that you observed during the implementation of CSR?
5	What are the interactions between you and students during the implementation of CSR?
6	What obstacles did you get during the implementation of CSR?



## APPENDIX C

## Observation Checklist

**Date** : 15<sup>th</sup> August 2023  
**Class** : X-E  
**Materials** : Descriptive Text  
**School** : SMA Muhammadiyah 3 Jember

Annotation:

Opportunities:

1. Boosting comprehension
2. Increasing knowledge retention
3. Encouraging students' engagement

Challenges

1. Time management
2. Discussion management
3. Counting on individual learning

No	CSR	Opportunities			Challenges			Notes
		1	2	3	1	2	3	
1	<b>Opening Activity</b>							
	- Teacher asks students to make a group of four and explains the role of the student in their group (leader, clunk expert, gist expert, and reporter)				✓	✓		<ul style="list-style-type: none"> <li>• Teachers don't share group roles to students</li> <li>• Students divide their own roles in groups</li> <li>• It takes a long time to gather students in a group</li> </ul>
	- Teacher introduces the learning log, clunk card, and fix-up strategies					✓		<ul style="list-style-type: none"> <li>• Students gather with their groups, causing a commotion which does not pay attention to the teacher's explanation</li> </ul>
	- Teacher distributes the learning log, cue card, clunk card, and text to the students							

	- Teacher gives a clear explanation of the steps of CSR (Preview, Click and Clunk, Get the Gist, and Wrap-up)				✓	✓		<ul style="list-style-type: none"> <li>The teacher needs to explain several times and it takes longer because the class is not conducive after forming a group</li> </ul>
<b>2</b>	<b>Main Activity</b>							
	<i>Preview</i>							
	- Teacher asks student to read the supporting details of the text only (the title or bolded/underlined word)	✓		✓		✓		<ul style="list-style-type: none"> <li>Students read the title and the teacher asks them to remember what they already know about the title text.</li> <li>Students actively answer what they remember about the title text.</li> <li>There are rowdy students</li> </ul>
	- Students write what they already know and what they will learn about the topic in the CSR learning log	✓				✓		<ul style="list-style-type: none"> <li>Students answer aloud and then write in the learning log</li> <li>The teacher goes around to make sure the student understands his instructions</li> </ul>
	- Student to read the text	✓			✓	✓	✓	<ul style="list-style-type: none"> <li>Students try to associate what they once remembered about the title text</li> <li>In the group there are some students who do</li> </ul>

								<p>not focus and play mobile phones</p> <ul style="list-style-type: none"> <li>The teacher monitors the students by going around and explaining back several times to the group</li> </ul>
	<i>Click and Clunk</i>							
	<ul style="list-style-type: none"> <li>Identify the clunks (difficult words) in the text and write them down in the CSR learning log</li> </ul>	✓		✓		✓		<ul style="list-style-type: none"> <li>Students found a lot of vocabulary difficult so there were some students who asked other groups, causing an uproar</li> <li>Students try to use fix-up strategies to find meaning in difficult vocabulary</li> </ul>
	<ul style="list-style-type: none"> <li>Find the meaning of the difficult unfamiliar words by using fix-up strategies and write them down on the CSR learning log</li> </ul>	✓		✓	✓			<ul style="list-style-type: none"> <li>Students begin to understand the content of sentences in the text after discovering the meaning of difficult vocabulary.</li> <li>It takes a long time to find the meaning of difficult vocabulary.</li> </ul>
	<i>Get the Gist</i>							
	<ul style="list-style-type: none"> <li>Find the main idea in each paragraph</li> </ul>	✓	✓			✓	✓	<ul style="list-style-type: none"> <li>Once students are able to discover</li> </ul>

								<p>the meaning of new vocabulary, it is easier for students to find the main idea in paragraphs</p> <ul style="list-style-type: none"> <li>• The teacher went around again because there was a group that had little difficulty in finding the main idea</li> <li>• Teachers need to explain back to individual students</li> </ul>
	- Write the gist statement in the CSR learning log		✓		✓	✓		<ul style="list-style-type: none"> <li>• Interaction between group members is getting closer and can build a pleasant group discussion atmosphere.</li> <li>• There are students who find it difficult to equate ideas in groups</li> <li>• There are students who find it difficult to equate understanding with their group mates</li> </ul>
	Wrap Up							

	<ul style="list-style-type: none"> <li>- Generate questions about the text and write them on the CSR learning log</li> </ul>		✓			✓	✓	<ul style="list-style-type: none"> <li>• There are some students who play mobile phones, because they feel they can't understand the text</li> <li>• Students have little difficulty in making questions in English because they do not master a lot of vocabulary</li> </ul>
	<ul style="list-style-type: none"> <li>- Review and write the important ideas of a text in the CSR learning log</li> </ul>		✓				✓	<ul style="list-style-type: none"> <li>• There are some students who are indifferent in the group because they cannot understand the text and instructions</li> </ul>
	<ul style="list-style-type: none"> <li>- Discussing with the whole class about the topic of the text, reviewing the students' clunks, answering questions, and sharing some review ideas</li> </ul>	✓	✓	✓	✓	✓		<ul style="list-style-type: none"> <li>• The presentation was only done by 1 group because the learning time was running out</li> <li>• Students recall information in the text and information they already know</li> <li>• Students get new vocabulary from their friends' presentations</li> <li>• Individually students, the descriptive text material that has</li> </ul>



								<p>been learned they can remember.</p> <ul style="list-style-type: none"> <li>The class is a little rowdy because there are discussions, some pay attention and some don't.</li> </ul>
<b>3</b>	<b>Closure</b>							
	<ul style="list-style-type: none"> <li>The teacher together with students makes conclusions about the reading that has been they learned today</li> </ul>		✓	✓	✓			<ul style="list-style-type: none"> <li>The teacher invites students to make conclusions from descriptive text material so that students can remember the learning that has been done.</li> <li>Invite students to actively participate in making conclusions</li> <li>Learning time is up</li> </ul>
	<ul style="list-style-type: none"> <li>The students do reflect under the teacher's guide</li> </ul>			✓	✓			<ul style="list-style-type: none"> <li>The learning time has run out so that it can only do a short reflection</li> </ul>
	Frequency	6	6	6	7	11	5	

## APPENDICES D

## Interview Transcript

Date: 15<sup>th</sup> August 2023

No	Question	Answer	Codes
	Assalamualaikum wr, wb. Good morning, Mr. Tian. Today, Tuesday, August 15, 2023, Saya Aura Roro Rif'aning Agna will hold an interview with Mr. Tian (Pseudonym) as a resource person for my research entitled "Opportunities and Challenges in The Implementation of CSR in Teaching Reading Comprehension"	Walaikumsalam wr, wb.	
1	For the first question, how long have you been teaching English?	I have been teaching English for almost 15 years in this school	
2	For the implementation of CSR in the classroom, what do you think?	Basically, the first one I have never used the CSR method for reading comprehension. Earlier because it was the first time using it, it was a little confused, related to several steps in the CSR step. But, in general, turbidity is no problem because on average all the methods are almost similar, just the steps are different	
3	In what way do you think the CSR model can boost comprehension?	Yes, because in CSR before reading they start predicting what the reading is about, what it is about, what paragraph 1 is talking about, what paragraph 2 is talking about . That is to help children understand the	Making comprehension easier

		text (Excerpt 1).	
4	In what way do you think the CSR model can increase student retention?	Yes, I think by using this CSR method I think it can increase students' understanding in a rather long period of time (Excerpt 2). Why, children don't just memorize, not just translate.	Students' understanding can long-lasting
		But he also predicted from the readings he got. So, they don't need to read too much, then know the meaning until the details are not. Just the predictions of some of these parts correspond to the text, they will know (Excerpt 3).	Making comprehension easier
		So, in the future when we ask about a place, they will recall that in paragraph 1 there is anything, oh there is a location, there is a size, there is a height, and so on. Then, when we ask paragraph 2 what is there, "oh sir, in the second paragraph if I'm not mistaken there are floors, stupas, there are Buddha statues, and so on. That makes it easier for children to recall their memories. So it's good for the long term (Excerpt 4).	Students' understanding can long-lasting
5	Approximately how long it lasts, whether until UAS or needs to be recalled again	If it takes up to 6 months for UAS, it needs to be recalled. Why, because indeed, children subjects are not only English, English is also not only this TP, descriptive text, there will be other TPs, so	

		<p>children need to recall again. But at the very least, when we talk about descriptive text, kids will know. “Oh, descriptive text about places, sir”, “Oh, about animals, yes, sir”, “Oh, about person, yes, sir” Like I first asked about descriptive text. Then when we talk, what Borobudur Temple is about, what paragraph 1 is talking about, “Oh, location, yes, sir.” So, try recalling. But they will not forget 100%, there will definitely be their memories stuck in their brains (Excerpt 5)</p>	<p>Students’ understanding can long-lasting</p>
6	<p>In what way do you think the CSR model can encourage students’ knowledge?</p>	<p>In what part, yes because it is reading, the main problem is that the mostly the student didn’t understand the meaning, the vocabularies. By CSR we expect that the student can predict, can find difficult words and the meaning without open the dictionary or using google translate (Excerpt 6).</p>	<p>Students can predict meaning by themselves</p>
		<p>But they can guest, they can predict the meaning. So, I think it is very good for students if they know the meaning by themselves by predicting. I think it is good for students to encourage the students understanding of reading (Excerpt 7).</p>	<p>Encourage students understanding of reading</p>
7	<p>According to Mr. Tian, is</p>	<p>Depends on some aspects.</p>	

	CSR difficult to implement in the classroom?	For example, we must understand the conditions of the students, then the readiness of the teachers, then the instrument. I think if all of the parts are ready, I think it is very easy to use CSR for reading comprehension	
8	How to build an atmosphere so that students are interested in using CSR?	The main thing is that we must build a comfortable environment in the classroom (Excerpt 7). So if the class is comfortable, the class is fun, then the children, whatever the method, whatever strategy is used, it will definitely be comfortable. Well, with regard to CSR itself, that's the most interesting thing, it's that we divide groups based on student abilities, so students whose abilities are above average we divide throughout the group.	Establish a comfortable atmosphere
		Students who have weak abilities, we divide throughout the group, so that one student with another student can fill each other, help each other (Excerpt 8).	Students' helping each other
9	How were the students' interactions during teamwork that you observed during the implementation of CSR?	Students and their groups are active in guessing the content of the text, finding difficult words <sup>2</sup> and when working on LKPD they discuss with each other (Excerpt 9).	Critical thinking enhancement
10	How about interactions between you and students during the implementation of CSR?	So almost all modes of learning, when there is a group discussion, there is a teacher's role as a facilitator, he	

		<p>accompanies, then we have to go around to make sure the first is the student knows the instructions, the student / group knows what to do (Excerpt 10). We make sure by the way to their place. Then we motivate the children, if there is “This sir, No. 2 I can’t difficult” We motivate the children for this, “this means like this.” So when it comes to groups, teachers don’t stay in front, but we go around to monitor the progress of children’s discussions. Did the discussion go smoothly, or was there a problem, or there were students who did not understand the instrument. So, the teacher when there is a group discussion is obliged to accompany students in each group (Excerpt 11)</p>	<p>Teacher goes around accompanying the students</p>
11	<p>I see that there are students who are a little passive in the group, how do you think you can improve so that you still want to help the group?</p>	<p>One method that I used was that I accompanied the children. I remind the children “Come on, please discuss groups, don’t play, don’t bark, don’t daydream.” So what, so as to feel involved in the discussion. That’s what I do, I don’t let go, we don’t let them discuss themselves, we don’t let them do anything, we want one to sleep, two to sleep, one to do, no (Excerpt 12)</p>	<p>Teachers motivate students to engage in discussion</p>
		<p>But we encourage children who are relaxed,</p>	<p>Students do not pay attention</p>

		look relaxed, seem to play no role in the discussion continue to motivate them to be involved in the discussion (Excerpt 13).	
		Even if they don't understand, we help them to help discuss with other friends (Excerpt 14).	Teachers motivate students to engage in discussion
12	What obstacles did you get during the implementation of CSR?	Nothing, just one factor, not the difficulty of some kind of problem faced when implementing a learning method based on discussion methods, then the first is to condition students a little heavy (Excerpt 15)	Students are not conducive
		moving (moving students from the previous student seat to the new seat (with groups)) requires a considerable time (Excerpt 16).	Students' take a long time
		But, as teachers we must control the children so that they immediately group according to their respective groups. Ensure that they are in the correct group in a short period of time (Excerpt 17).	Managing time
13	Is there a possibility of applying CSR in other classes?	Insyallah, maybe	
14	What is your reason for making it possible to reapply this CSR method?	This method is quite interesting to apply to improve students' understanding of reading (Excerpt 18)	Improve students' understanding of reading

## APPENDICES E

## Interview Transcript

Date: 31<sup>st</sup> August 2023

No	Question	Answer	Codes
	Assalamualaikum wr. Wb	Walaikumsalam wr. Wb	
	Today, on August 31, 2023, I will conduct a second interview related to my research entitled opportunities and challenges in the implementation of CSR in teaching reading comprehension. Let's go straight to the question, sir.	Oh, yes please	
1	From your perspective, when learning using CSR methods, students are interested or vice versa, such as experiencing boredom?	Okay, because it was the first time I implemented the CSR method, by reading the guidebook, children seemed difficult. Why? Because at the beginning, they must guess, guess what text are about, without them reading, without them translating, indeed children are in trouble. But as the process progresses, the children have begun to be comfortable, begin to comfort, begin to find "oh this is how to do it". And finally, until the end that you can see on the video, they enthusiastically follow the activity until the end, until they produce their work.	
02	Oh that means, are all students interested or still someone playing	In accordance with what you observed during the activity, groups were formed. The groups use the basis of	



	<p>alone?</p>	<p>students' interests, talents, their basic abilities. So that the child is scattered in various groups. In the group, there will be children whose terms are relaxed, children who play alone, children who do not pay attention to their friends in groups (Excerpt 19). But with the guidance of the teacher, I went around in each group. So, we can motivate children to "Let's do it together", "Let's be supported by friends", "Let's help their friends", "Let's give parts to their friends" like that. So that the rest of the group has the responsibility to complete the task together.</p>	<p>Students not paying attention</p>
<p>2</p>	<p>For the next question, usually if you are bored, what kind of signs, sir? What are the symptoms that arise because of boredom?</p>	<p>Okay, ee... As teachers we can identify, we can guess like that, identify "oh this student is bored", "oh this student is tired", there are many things. One of the most widely used by teachers so far is using ice breaking. Because indeed, ice breaking can be, children can slightly lower, their stress to do tasks. I just did not do it yesterday. What I do, we motivate the kids that they do it, they can work together, they can do the tasks they are given. Providing support to children, confidence to children that they can do it without using google translate, without what it is called, without opening a dictionary, they can do it. So that things that provide motivation, talking to children, going around, this is one of my ways to make children not bored</p>	<p>Teachers motivate students to engage in discussion</p>

		<p>(Excerpt 20). Not bored to do his task, finish the discussion. It doesn't get bored why, with us talking to them, what difficulties are faced, what they don't understand, who doesn't understand which, which instructions are not clear. Then, let's work together, let's do it Together, let's ask the other friend. That way children can interact.</p> <p>Who are initially bored, because children cannot do it, because we are motivated, children will become confident and feel challenged to complete the task (Excerpt 21)</p>	Teachers motivate students to engage in discussion
3	Do you think the implementation of all steps of CSR takes a long time?	<p>Eeee..... It depends on the text. Incidentally, the text used yesterday was descriptive text (Excerpt 22). descriptive text before we used CSR with it. We have previously discussed what descriptive text is about, what its characteristics are, what charts look like. Even before that we have discussed about Borobudur temple, we also discussed about Simpang Lima Gumul which is like what is called a building in India and France. So that children are familiar with the text and the text yesterday was quite short, about only 2 short paragraphs. So, the time is not long enough. Maybe, what consumes time is that usually students are used to using google translate to translate, well because yesterday they shouldn't, they tried to guess about the content of the text, what topic, so it took quite a</p>	Managing time

		<b>long time</b> (Excerpt 23). But the duration of 2x45 minutes yesterday, until what stage is it called, ee... Presenting the results they can already carry out well.	
4	That is, the difficult part of CSR steps is clunk time	Yes, the clunk, that's what kids guess some difficult words "what does that mean", "what does it mean?" Without them opening google translate or opening their dictionary	
5	It means that the clunk time is just yes, sir, which takes a long time	Yes, yes that's a bit difficult. Because they are related to vocabularies. Because not all children have vocabularies, right, some are lacking. When looking for vocab is difficult, looking for its meaning is a bit difficult indeed (Excerpt 24).	Students lacking of vocabularies
5	For the next question, other than when students predict the content of the text, is there anything else in the CSR steps that can boost students' comprehension	In addition to guessing earlier, then what else, clunk, then the last one writes the whole review, that is one, making questions too, that is one form of what is, one part that makes the children understand the content of the text. So indeed, when they make questions from the given reading they also, help them to understand the content of the text, like that (Excerpt 25).	Improve students' understanding of reading
	Finished the interview, Thank you, sir	Yes, mbak	