

CHAPTER IV

FINDINGS AND DISCUSSIONS OF RESEARCH

This chapter consists of two parts, namely research findings and research discussion. The research findings explain the results of data collection from the implementation of CSR in teaching students reading comprehension at seventh grade of SMP Negeri 1 Kadur which researcher have discovered during the research process and discusses in discussion of research. Data collection was carried out at seventh grade in three ways, namely observation, interview and documentation based on the data collection procedure to answer the research focus that had been determined by the researcher.

A. Findings of Research

In this section, the researcher discovers and explains the results the implementation of CSR in teaching students reading comprehension at seventh grade of SMP Negeri 1 Kadur.

To obtain the data of the implementation of CSR in teaching students reading comprehension at seventh grade students of SMP Negeri 1 Kadur, the researcher come to SMP Negeri 1 Kadur and began by visiting the headmaster to ask for permission to conduct research. After obtaining permission, the headmaster asked the researcher to meet and determined a research schedule with the English teacher concerned. After determining and adjusting the English language lesson schedule with the teacher concerned, the researcher receiving a research schedule on Thursday.

Researcher obtained data by making an observation and did not as participants in the teaching and learning process to obtained the data of how the teacher implementing CSR and obtained the data about the supporting and inhibiting factors of implementing CSR in teaching students reading comprehension. The researcher also conducted interviews to obtain information when the researcher did not obtain during the teaching and learning process, which was then strengthened by documentation that the researcher took during the research.

1. The Implementation of CSR In Teaching Students Reading Comprehension at Seventh Grade of SMP Negeri 1 Kadur

In the research process, the researcher conducted the research at SMP Negeri 1 Kadur through three ways according to data collection procedure namely observation, interview and documentation. In this case, the researcher obtained the data of implementing CSR in teaching students reading comprehension at the seventh grade of SMP Negeri 1 Kadur conducting on Thursday, January 25th 2024.

In every meeting of research, the research making an observation first in the class while took the documentation in every moment of the implementing of CSR in teaching students reading comprehension at seventh grade. After making an observation, the researcher making an interview face by face with the English teacher in the office to obtained the information and strengtened by documentation.

Collaborative Strategy Reading (CSR) is the technique that used by the teacher, especially in reading comprehension. In this case, the

researcher observe the implementation of CSR in teaching students reading comprehension at seventh grade of SMP Negeri 1 Kadur by Mrs. Sri Wahyuni, S.Pd. who teaches reading comprehension by using CSR.

a. First Meeting of The Implementation of CSR In Teaching Students Reading Comprehension at Seventh Grade of SMP Negeri 1 Kadur

In the first meeting, the researcher conducting the research in the class on Thursday, 25 January 2024. For the first, the researcher met with the English teacher to obtain the permission then go to the class to conduct the research. The researcher took the data from 07.00 until 09.00. In this case, the researcher was a non participant observer. The researcher just observe and pay attention to the learning activities with CSR implementation until the end. Before discussing the implementation of CSR at seventh grade of SMP Negeri 1 Kadur, there is the lesson plan used by the teacher at the first meeting are as follow:

Kegiatan Pendahuluan:

1. Guru memberi salam (*greeting*) dan memeriksa kehadiran siswa.
2. Guru memimpin doa atau meminta salah satu murid untuk melakukannya.
3. Guru mengkondisikan suasana belajar dengan memberikan game.
4. Guru memberikan pertanyaan pemantik tentang pelajaran sebelumnya.

Kegiatan Inti:

1. Guru meminta siswa untuk membuka halaman 58 yang berisi materi pembelajaran berupa teks percakapan tentang *favorite subject*.

Mark : My favorite subject is Math. I have Math on Mondays and Wednesday. What is your favorite subject, John?

John : My favorite subject is English.

Mark : Do you have English on Thursdays?

John : Yes I do.

Mark : And what is your favorite subject, Lia?

Lia : My favorite subjects are Science and Geography.

Mark : Do you have Geography on Mondays?

Lia : No, I have Geography on Mondays.

2. Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 2-3 orang.
3. Guru menanyakan perihal teks yang diberikan secara singkat dan meminta siswa untuk memprediksi apa yang akan mereka baca tentang teks tersebut.
4. Guru memberikan instruksi kepada siswa agar mendengar dan menyimak teks yang diberikan.
5. Guru membacakan teks dengan mengulang.
6. Guru meminta siswa untuk mengikuti dan menirukan dengan membaca nyaring (*reading aloud*) teks yang diberikan secara bergantian.
7. Guru menulis kosakata/frasa sulit di papan tulis.
8. Guru meminta siswa untuk menulis dan mencari arti/makna dari kosakata/frasa yang ditulis.
9. Guru meminta setiap kelompok untuk bekerja sama menemukan hal penting yang terdapat dalam teks kemudian guru menanyakannya.
10. Guru meminta setiap kelompok untuk membuat teks percakapan dengan tema yang sama sesuai dengan kesukaan anggota kelompok.
11. Guru meminta setiap kelompok untuk mempresentasikan hasil kerja kelompok sambil memperbaiki kata-kata atau bacaan yang salah dan menanyakan hal penting dari teks yang dibuat.
12. Guru meminta setiap kelompok untuk meringkas apa yang mereka pelajari dari teks.

Kegiatan Penutup:

1. Guru meminta siswa untuk menghafal kosakata yang sudah ditulis.
2. Guru mengakhiri pembelajaran dengan permainan.
3. Guru menutup pembelajaran dengan doa.

The results of the observation in implementation of CSR in teaching students reading comprehension by the teacher at the first meeting as follows:

1) Pre-teaching

In pre-teaching, the teacher greeting the students by *assalamualaikum warahmatullahi wabarakatuh* and check the attendance by asking the students condition at the day. Then the teacher ask one of the student to lead the prayer. After prayer, the teacher preparing a game “Word Search” to the students and let the students play a game for a while. Next, the teacher ask to the students about the previous lesson.

2) Whilst-teaching

In whilst teaching, the teacher starts the lesson by asking the students to open the textbook and find page 58. Then ask to look at the conversation text about *favorite subject*. The teacher divides the students into several groups consist of 2 to 3 people. After that, the teacher ask the students to make a predictions about what will they read from the text by preview briefly to it. Then the teacher asked what the conversation text is about.

Next, the teacher gives an instruction for the students to listen carefully the text. The teacher gives an example of how to read the conversation text correctly while give a chance for students when they has a difficulties or giving statement about the text. One of the students ask to the teacher about the meaning of

several words, such as “Ibu, apa arti dari *subject*?” in English “Miss, what the meaning of subject?” then the teacher answer the students question. The teacher repeats it twice while asking the students to follow the teacher loudly in reading the text. Then, the teacher writes down difficult vocabulary and its meaning from the conversation text while gives the students chance to find the examples of another vocabulary related to the theme of the text. The teacher gives students time to write what the teacher has written. Next, the teacher writes a different conversation text but is still related to the previous text and then asks the students to read the coversation text one by one while correcting the students pronunciation error.

To make sure that all students understand about the conversation texts they have read, the teacher ask each group to create a conversation text with the theme of their favorite lesson and giving 10 minutes to do it. While each group creates a text, the teacher gives students the opportunity to look for difficult vocabulary in the dictionary or ask the teacher. After 10 minutes, the teacher asks each group to present the results of their collaboration in turn. When each group makes a presentation, the teacher corrects the students language error and pronunciation error. After that, the teacher asks about the conversation text they created in detail about the important thing of the text, then

continues with the next group until they are finished. Then, the teacher ask the students to make summarize of the text.

3) Post-teaching

The teacher asks students to memorize the vocabulary that has been written previously. Then the teacher finished the lesson with an ice breaking. But, before the teacher closes the lesson, the teacher gives homework to the students. After that, the teacher and the students reads the *hamdalah* together and closes with greetings.

b. Second Meeting of The Implementation of CSR In Teaching Students Reading Comprehension at Seventh Grade of SMP Negeri 1 Kadur

For the second meeting, the researcher conducting the research on Thursday, 1 February 2024. The researcher took the data start from 07.00 until 09.00. In this case, the lesson was different with the first meeting but still use the CSR. There is the lesson plan that used by the teacher in implementing CSR in teaching students reading comprehension at seventh grade of SMP Negeri 1 Kadur for the second meeting as follows:

Kegiatan Pendahuluan:

1. Guru memberi salam (*greeting*) kepada siswa dan memeriksa kehadiran siswa.
2. Guru memimpin doa.
3. Guru mengkondisikan suasana belajar.
4. Guru memberikan pertanyaan tentang pembelajaran

sebelumnya.

Kegiatan Inti:

1. Guru membagikan kertas berisi teks yang beberapa katanya hilang (*fill in the blank*) text dengan tema *lesson schedule*.

Hello! I am Dania. This is my school I study at school from Monday to I start my school activities at 8 o'clock in the I don't have any On Monday at 8 o'clock because we have a Flag From Monday to Thursday, I go home from school at about 3 o'clock in the I only have two classes on Friday so I go Before noon. Now, let me talk about some school subjects. My Subjects are English, Natural Sciences, and Art and Culture. I have English on And Thursday. On Monday and Wednesday I have Natural Sciences. Finally, I have Art and Culture on Friday.

Morning	Class	Schedule	Friday
Home	Tuesday	Ceremony	Afternoon
Favorite			

2. Guru membagi siswa menjadi beberapa kelompok yang berisikan 2-3 orang dan diminta untuk membuat prediksi apa yang akan mereka baca tentang teks tersebut.
3. Awalnya, guru membacakan teks tanpa mengisi kata yang kosong dan memberikan instruksi agar siswa mendengarkan dengan teliti. Lalu mengulangnya dengan lengkap.
4. Guru meminta siswa dalam kelompok agar bekerja sama mengisi kata-kata kosong dalam teks sesuai dengan yang sudah dibacakan secara lengkap oleh guru.
5. Guru meminta siswa dalam setiap kelompok untuk membaca teks lengkap secara bergantian sambil memperbaiki bacaan yang salah.
6. Guru membaca kembali teks lengkap sambil menanyakan arti dari beberapa kata kepada siswa.
7. Guru meminta setiap kelompok untuk menceritakan kembali teks secara ringkas dan menanyakan hal-hal penting dari teks tersebut.
8. Guru melakukan ice breaking.

Kegiatan Penutup:

1. Guru memberikan game sebagai penutup.
2. Guru membagikan kertas berisi gambar untuk

pembelaran selanjutnya.

3. Guru menuliskan beberapa kosakata beserta arti dan memberikan contoh cara kerjanya kemudian meminta siswa untuk melanjutkannya di rumah.
4. Guru menyelesaikan pembelajaran dengan memimpin doa.

The results of the observation from second meeting can be explained as follows:

1) Pre-teaching

The teacher greeting the students by *assalamualaikum warahmatullahi wabarakatuh* and check the attendance by asking the students condition. Then the teacher lead the prayer. After prayer, the teacher conditioning the students in the class. Next, the teacher ask to the students about the previous lesson.

2) Whilst-teaching

The teacher dividing the paper containing the text which some words in it are missing (fill in the blank) text with the theme “lesson schedule”. The teacher divides the students into several groups consist of 2 to 3 people and asked to make a prediction what they will read and asks to the students about the text. Firstly, the teacher read the text without fill the blank words and giving an instructions so that students listen carefully.

Then, the teacher reread the text completely and slowly so that the students can fill the blank words. The teacher gives a chance for students when they has a difficulties or giving statement about the text. Sometimes, some of the students ask

“Bu, artinya *flag ceremony* itu apa?” in English “Miss, what is the meaning of flag ceremony?” or “Kalau *noon* apa, Bu?” in English “How about noon, Miss?” and “Artinya *schedule* apa, Bu?” in English “What is the meaning of schedule, Miss?”, then the teacher answer the students question. After that, the teacher ask all of the students in each groups to work together to fill in the blank words based on what the teacher has read completely. Then the teacher asks all of the students in the group to read the text completely and alternaly while correcting the students pronunciation error, this was done for each group until finish. Next, the teacher reread the complete text while asking the meaning of several words to the students. Then, the teacher asks for each group to retell the text briefly and asking the important thing from the text.

3) Post-teaching

The teacher giving a game for closing. But, before closing the lesson, the teacher asks the students to retell briefly about the text. Then the teacher gives the students a piece of paper containing of image for the next lesson. The teacher write down several vocabularies and the meaning then give an example of how to use these vocabularies and asks the students to continue at home. And the last, the teacher finished the lesson by lead a prayer together.

Based on the observation results made by the researcher, it can be concluded that the teacher implements the CSR in the first and second meetings to the seventh grade of SMP Negeri 1 Kadur. From two meetings, the teacher implements the CSR by the same way. Firstly, the teacher starts the lesson first and continues to implement CSR by dividing the students into several groups and asking the students to work together to comprehend the text. The teacher gives the example of how to pronounce the words and give the meaning of the words. Then the teacher repeats for several times to make the students easy to comprehend the text.

From the findings of research, there are the categorization of the strategies that are used by the teacher in implementing CSR in the first and second meetings, as follows :

a. Previewing is in the part of whilst teaching

First meeting : The teacher divides the students into several groups consist of 2 to 3 people. The teacher asks the students to make a predictions about what will they read from the text by preview briefly.

Second meeting : the teacher divides the students into several group consist of 2 to 3 people and asks to make a prediction what they will read and asking to the students about the text.

b. Click and Clunk is in the part of whilst teaching

First meeting : one of the students ask to the students about the meaning of several words, such as “Ibu, apa arti dari subject?” in English “Miss, what the meaning of subject?”.

Second meeting : some of the students ask “Bu, artinya *flag ceremony* itu apa?” in English “Miss, what is the meaning of flag ceremony?” or “Kalau *noon* apa, Bu?” in English “How about noon, Miss?” and Artinya schedule apa, Bu?” in English “What is the meaning of schedule, Miss?”, then the teacher answer the students question.

(In this part, there is only clunk that found by the researcher in the class because the students do not understand the meaning of the words).

c. Get the Gist is in the part of whilst teaching

First meeting : The teacher asks about the conversation text they created in detail about the important thing of the text, then continues with the next group until they are finished.

Second meeting : the teacher asks for each group to retell the text briefly and asking the important thing from the text.

d. Wrap Up is in the part of post teaching

First meeting : The teacher asks students to memorize the vocabulary that has been written previously.

Second meeting : The teacher asks the students to retell briefly about the text.

2. The Supporting and Inhibiting Factors In Implementing CSR In Teaching Students Reading Comprehension at Seventh Grade of SMP Negeri 1 Kadur

The strategy that used by the teacher to teach students reading comprehension of course will faced the supporting and inhibiting factors. When the researcher conducting the interview to the teacher, the teacher said that there are several supporting and inhibiting factors of implementing CSR in teaching students reading comprehension at seventh grade students of SMP Negeri 1 Kadur. The supporting and inhibiting factors faced by teachers in implementing CSR can be influenced by several important components themselves, including students and teachers. It seen from the result of interview with the English teacher, the teacher said that:

“Faktor pendukung atau penghambat yang saya hadapi ketika menerapkan CSR tentu dari saya sebagai guru, atau dari murid. Untuk faktor pendukung dari guru mungkin persiapan yang baik dan harus kreatif. Dari murid mungkin ketika murid aktif dalam kelas dan merasa enjoy saat belajar. Juga ketika dibagi menjadi kelompok mereka akan saling tolong menolong dan saling menukar ide.

Sedangkan untuk faktor penghambatnya mungkin saya sulit untuk mengatur murid dengan baik karena mereka punya sifat yang berbeda-beda. Yang kedua adalah murid masih kurang percaya diri untuk bekerja sama dengan yang lain, selanjutnya mungkin motivasi untuk belajarnya kurang, dan yang paling penting murid itu sangat kurang menguasai kosakata bahasa Inggris.”⁹⁸

In English:

”The supporting or inhibiting factors that I faced when implementing the CSR of course by myself as a teacher, or by

⁹⁸ Sri Wahyuni, English Teacher of SMP Negeri 1 Kadur, *Direct Interview* (25 January 2024).

the students. For the supporting from the teacher maybe well prepare and must be creative. From the students maybe when students active in the class and enjoy to learn. When dividing into a group, they will help each other and change the ideas.

While for inhibiting factors maybe I am difficult to control students well because they have different character. The second is the students still not confident to work together with the other, the next maybe less motivation to learn, and the important is the students not mastering a lot of English vocabulary.”

Based on the statement above, the researcher can conclude that there are the supporting and inhibiting factors faced by the teacher in teach the students reading comprehension by implementing the CSR, as follow:

a. Supporting Factor

The following are supporting factors faced by the teacher when implementing the CSR in teaching students reading comprehension at seventh grade that researchers obtained, including:

1) Teacher

The teacher preparing many thing before entered the class, such as the teaching material and teaching media, game or ice breaking for make the students enjoy. It can seen from the results of interviews, the teacher said that:

“Sebagai guru, kami harus siap segalanya dan harus kreatif juga. Siap dalam keadaan dan kondisi apapun. Mempersiapkan segala kebutuhan yang dibutuhkan saat mengajar, seperti mempersiapkan pembelajaran, media, mempersiapkan game atau ice breaking ketika murid bosan, kreatif memilih game yang sekiranya ga membosankan. Sehingga murid bisa belajar dengan nyaman dan gembira.”⁹⁹

⁹⁹ Sri Wahyuni, English Teacher of SMP Negeri 1 Kadur, *Direct Interview* (25 January 2024).

In English:

“As a teacher, we must be ready for everything and must be creative. Ready in circumstance and condition. Preparing all the necessities need when teaching, such as preparing the lesson, media, preparing a game or ice breaking when the students bored, creative in choosing a game which does not seems boring. So that the students can learn comfortably and joyfully.”

From the statement above, the teacher must be well prepare for all of the equipment to teach like a teaching media that will be used or well prepare for a game or ice breaking for the students if they are tired, bored, or sleepy. Therefore, the teacher should be more creative to choose fun game or ice breaking to increase the spirit of the students. So that the teaching and learning process will more fun and joyfully.

2) Student

The students have an active role in the class. When the students are active in the class, willing to listen the explained, enjoy to learn, and willing to work together with other friend makes the teacher more enthusiastic to teach in the class. It can seen from the results of interviews, the teacher said that:

“Ketika murid belajar aktif dalam kelas, enjoy pada pembelajaran, membuat suasana kelas semakin hidup dan pada saat dibagi menjadi kelompok mereka menerima siapapun yang menjadi teman sekelompok dan mereka mau untuk bekerja sama, tolong menolong, dan saling bertukar ide, membuat saya semakin semangat mengajar.”¹⁰⁰

¹⁰⁰ Sri Wahyuni, English Teacher of SMP Negeri 1 Kadur, *Direct Interview* (25 January 2024).

In English:

“When students learn actively in the class, enjoy learning, it makes the class atmosphere more lively and when they are divided into groups they accept anyone who is a partner in group and they are willing to work together, help each other, and exchange ideas, making me more enthusiast to teach.”

From the statement of the teacher, the researcher conclude that the students has an active role in the class. So, the students who are active, enjoy, willing to work together with the other, help each other and exchange the ideas can make the teacher more enthusiast and happy to teach.

b. Inhibiting Factor

The following are inhibiting factors the implementation of CSR in teaching students reading comprehension at seventh grade that researchers obtained, including:

1) Teachers Difficult In Manage Students

The inhibiting factor that faced by the teacher in implementing CSR is difficult in manage the students because of the students have a different and various character. There are some who can managed and there are some can not be managed.

As the teachers statement when interviews said that:

“Salah satu faktor yang menghambat adalah kesulitan dalam mengatur dan meminta murid untuk melakukan sesuatu karna mereka memiliki sifat yang beragam dan berbeda. Beberapa dari mereka sulit diatur dan beberapa juga bisa diatur. Sehingga akan mengganggu murid yang lebih bisa diatur.”¹⁰¹

¹⁰¹ Sri Wahyuni, English Teacher of SMP Negeri 1 Kadur, *Direct Interview* (25 January 2024).

In English:

“One of the inhibiting factors is the difficulty in organizing and asking students to do something because they have diverse and different characteristics. Some of them are difficult to managed and some can also be managed. So it will disturb students who are more manageable.”

From the statement, the researcher can assumes that the students who can not be managed become an obstacle for the teacher in implementing CSR because of the different characteristics of students.

2) Students Not Confident

Confident is one of the way to do something well. Confident also must be applied by the students in the classroom to develop the skill they have. But in this case, the teacher state that some the students of SMP Negeri 1 Kadur are not confident on their ability. It can seen from the result of interview, the teacher said that:

“Saat bekerja sama dalam kelompok, beberapa dari mereka mau dan bisa untuk saling bekerja. Tapi ketika diminta untuk melakukannya sendiri, mereka kurang percaya dengan kemampuan mereka sendiri.”¹⁰²

In English:

“When working together in groups, some of them are willing and able to work with each other. But when asked to do it themselves, they not confidence in their own abilities.”

¹⁰² Sri Wahyuni, English Teacher of SMP Negeri 1 Kadur, *Direct Interview* (25 January 2024).

From the statement above, several students not confident and shy to do something alone. Some of them are unbelieving their own abilities.

3) Students Have Low Motivation

The teacher giving statement about the students low motivation as the one of inhibing factor in implementing CSR, the teacher state that:

“Beberapa murid mempunyai motivasi yang dan kemauan untuk belajarnya rendah, itu sangat menghambat karena mereka akan lebih mudah untuk bosan dan mengantuk. Mereka juga akan merasa bahwa apa yang guru jelaskan sangat sulit dan tidak menarik, sehingga murid tidak tertarik untuk belajar. Tetapi tidak semua murid memiliki motivasi rendah.”¹⁰³

In English:

“Some students have low motivation and willingness to learn, which really hinders them because they will more easily get bored and sleepy. They will also feel that what the teacher explains is very difficult and uninteresting, so students are not interested in learning. But not all students have low motivation.”

Based on the statement above, the researcher can obtain the conclusion that the students who have low motivation the inhibiting factor to the teacher in teaching students reading comprehension by implementing the CSR. When the students have a low motivation to learn, they will bored and not interest to learn. They will be difficult to understand the material.

¹⁰³ Sri Wahyuni, English Teacher of SMP Negeri 1 Kadur, *Direct Interview* (25 January 2024).

4) Students Lack of Vocabulary

Vocabulary is the important component to learn about English. So that the students should be learn and master a lot of vocabulary to make easier when learning English. But the teacher give statement that the students of seventh grade of SMP Negeri Kadur very less of vocabulary. It can seen from the result of interview, the teacher said:

“Murid di sini sangat kurang dalam menguasai banyak kosakata, sehingga ketika diberi teks bacaan, mereka menjadi kesulitan untuk memahami arti bacaan dan membutuhkan waktu untuk mencari arti kata tersebut dalam kamus. Terlebih ketika mereka tidak membawa kamus. Itu sangat menghambat proses belajar mengajar.”¹⁰⁴

In English:

“The students here are very lacking in mastering a lot of vocabulary, so that when given a reading text, they have difficulty understanding the meaning of the reading and need time to look for the meaning of the words in dictionary. Especially when they do not bring a dictionary. It really inhibiting in teaching and learning process.”

According to the statement above, the researcher can conclude that the students of SMP Negeri 1 Kadur are lack of vocabulary. They have a difficulties in understanding the meaning of the words which are they do not know. When they are do not know, they will ask to the teacher but sometimes they do not know how to write the word. They also must be look at the dictionary to know the meaning, so that it will be need

¹⁰⁴ Sri Wahyuni, English Teacher of SMP Negeri 1 Kadur, *Direct Interview* (25 January 2024).

more time to understand the text. Even they already know the meaning, they do not know how to read it. Therefore, the teacher need to be more patient.

B. Discussion

In this section, the researcher would like to discuss about two major discussion referred to statement of the problem in chapter one, then the researcher compared the data finding with the theory used. They are as follow:

1. The Implementation of CSR In Teaching Students Reading Comprehension at Seventh Grade of SMP Negeri 1 Kadur

The implementation of CSR in teaching students reading comprehension at seventh grade of SMP Negeri 1 Kadur by the teacher conduct in whilst-teaching . There are strategies of CSR implemented by the teacher in whilst teaching, firstly the teacher divided the students into several groups consist of 2-3 people while the teacher giving the text material for the students. Before the students read the text in detail, the teacher ask the students to make a prediction briefly about what will they read from the text. After that, the teacher asks to the students what the text about.

The discussion above strengthen with the theory by Christine, Sharon *et al* in their journal that students recall what they already know about the topic and to predict what the passage might be about. Preview

is a strategy to activate students prior knowledge, to facilitate their predictions about what they will read, and to generate interest. A teacher introduces previewing to students by asking them to think about the previews. Preview consists of two activities, consist of brainstorming and making predictions.¹⁰⁵

Then, the teacher gives an instruction to the students to listen carefully when the teacher give an example how to read well the text. The teacher repeat it in twice while telling the students about the difficult words. The teacher always gives a chance for students when they has difficulties or even wants to giving a statement about the text. Sometime the students ask about the meaning of some words and the teacher answer their question.

The discussion above suitable with the theory by Klingner and Sharon that students monitor comprehension by identifying clunks, or difficult words and concepts in the passage, and using fix up strategies when the text does not make sense. Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to parts of the text that make sense to the reader: "*Click*" comprehension clicks into place as the reader continue smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "*Clunk*"

¹⁰⁵ Christine D. Bremer, Sharon Vaughn, Ann T Clapper, and Ae-Hwa Kim, "Collaborative Strategic Reading (CSR): Improving Secondary Students ReadingComprehension Skills," *National Center on Secondary Education and Transition Research to Practice Brief* 1, no 2 (July, 2002), 3.

comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.¹⁰⁶

After that, for the three times, the teacher reread while asking the students to follow after the teacher to read in loudly. So that, the students can know how to pronouncing several words. Next, the teacher write down the difficult words with the meaning from the text in whiteboard and ask the students to give or find the related vocabulary. Then the students write those vocabularies in the book. In the first meeting, to make sure that the students already understand, the teacher asks the students to work together to creat a text with the same theme in group and then the teacher asks the students to present the results of work together in turn.

The discussion above suitable with the theory by Klingner and Sharon that Students learn to *get the gist* by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to restate in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.¹⁰⁷

In the second meeting, because the text is about fill in the blank and the teacher want to make sure the students reading comprehension, the teacher asks the students to read the text one by one in each group. Next, the teacher asks the students to make summarizing about the text

¹⁰⁶ Janette K. Klingner and Sharon Vaughn, *Using Collaborative Strategic Reading* (Juli, 1998), 2.

¹⁰⁷ *Ibid*, 34.

and ask about the important points from the texts such as the main character and what the text about. This discussion suitable with the theory in Anike that students summarize what has been learned and generate questions that a teacher might ask on the text.¹⁰⁸ This theory strengthen with the theory by Klingner and Sharon that the students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students knowledge, understanding, and memory of what was Read. Students generate questions that ask about important information in the passage they have just read.¹⁰⁹

From the discussion and the theory above, the researcher can obtained the conclusion that between implementing CSR in the field with the theory has the same strategies, where the strategies consist of previewing, click and clunk, get the gist, and wrap up. However, from these strategies there are do not match to the strategies in the theory mentioned, namely the click and clunk, where in the field there is no click. This is because students do not state that they understand the text given and instead students only express their lack of understanding of several words which are called clunk. Therefore, at this strategy there is only clunk. However, in general researchers can assess that the implementation of CSR carried out by teachers is appropriate and good in teaching reading comprehension to students at SMP Negeri 1 Kadur

¹⁰⁸ Anike Rosalina, "The Influence of Collaborative Strategy Reading(CSR) Technique on Students Achievement in Reading Comprehension in Narrative Text" (Skripsi, UIN Syarif Hidayatullah, Jakarta, 2014), 16.

¹⁰⁹ Janette K. Klingner and Sharon Vaughn, Using Collaborative Strategic Reading (Juli, 1998), 3.

because all strategies have been carried out, only a small part is missing. The missing part is the click, because the click here is not happen in the implementation of CSR. In the other hand, the students not obtain the word, concept, or idea of the text in detail. Therefore, they do not know the meaning of a word, it is a clunk.

In the finding of research, the researcher found the strategy that different from the theory, namely the teacher gives an example of how to read the conversation text and fill in the blank text. It is different strategy from the theory because in CSR there is no strategy that the teacher gives the example in pronounce the text.

2. The Supporting and Inhibiting Factors In Implementing CSR In teaching students reading comprehension at Seventh grade of SMP Negeri 1 Kadur

In every activity, the strategy that used by the teacher have many factors faced by the teacher in teaching students reading comprehension by using CSR at seventh grade of SMP Negeri 1 Kadur. These factors consist of the supporting and inhibiting factor faced by the teacher.

a. Supporting Factor

1) Teacher

The teacher preparing many thing before entered the class, such as the teaching material and teaching media, game or ice breaking for make the students enjoy. Teacher must be ready for everything and must be creative. Ready in circumstance and

condition. Preparing all the necessities need when teaching, such as preparing the lesson, media, preparing a game or ice breaking when the students bored, creative in choosing a game which does not seems boring. So that the students can learn comfortably and joyfully.

The discussion above suitable with the theory in Azizah that Teacher must be creative and prepared. The teacher sets and prepared the plan A and B before come to the class and carries it all out has been planned. Whenever unexpected problem occur changes and improvements to the plan must be made, because the teacher is the director and facilitator of learning activities.¹¹⁰

The teacher must be well prepare for all of the equipment to teach like a teaching media that will be used or well prepare for a game or ice breaking for the students if they are tired, bored, or sleepy. Therefore, the teacher should be more creative to choose fun game or ice breaking to increase the spirit of the students. So that the teaching and learning process will more fun and joyfully

2) Student

The students have an active role in the class. When the students are active in the class, willing to listen the explained,

¹¹⁰ Azizah Batubara, "Implementing Collaborative Strategic Reading to Improve Students Reading Comprehension," *English Language Teaching and Research* 2, no 1 (Desember, 2018), 97.

enjoy to learn, and willing to work together with other friend makes the teacher more enthusiastic to teach in the class. When students learn actively in the class, enjoy learning, it makes the class atmosphere more lively and when they are divided into groups they accept anyone who is a partner in group and they are willing to work together, help each other, and exchange ideas, making the teacher more enthusiast to teach.

The discussion above suitable with the theory in Leliana that Students are able to play an active role in each stage of learning and following the process cooperative learning. Students are also able to accept diversity in their groups so that the collaborative learning process can run well.¹¹¹

The researcher conclude that the students has an active role in the class. So, the students who are active, enjoy, willing to work together with the other, help each other and exchange the ideas can make the teacher more enthusiast and happy to teach.

Based on the supporting factors above, researchers can assess that there is a match between the factors faced by teachers in the field and the theory stated, namely teacher and student factors. However, there are several factors that teachers do not face as mentioned in theory, namely appropriate time allocation and

¹¹¹ Leliana Lianty, "Pengembangan *Collaborative Strategic Reading* dalam Pembelajaran Membaca Pemahaman Bagi Murid dengan Problema Belajar Membaca di Sekolah Dasar," *PERSPEKTIF Ilmu Pendidikan* 30 No. 1 (2016): 32.

materials and resources. Teachers must pay attention to this because based on theory, appropriate time allocation and materials and resources are supporting factors in implementing CSR. So, teachers are expected to be more careful about appropriate time allocation and materials and resources in the classroom so that the learning process runs well. So the researcher can conclude that the supporting factors faced by teachers in the field are in accordance with theory even though there are a small number that are not appropriate.

b. Inhibiting Factor

1) Teachers Difficult In Manage Students

Teacher must be able to conditioning the students in the classroom well, especially in collaborative learning where the teacher must be able to unite students who have different and diverse characters to be able to work together consistently well, so the teacher need more the effort to be managed them well too. One of the inhibiting factors is the teacher has difficulty in organizing and asking students to do something because they have diverse and different characteristics. Some of them are difficult to managed and some can also be managed. So it will disturb students who are more manageable.

The discussion above, in line with the theory in Leliana that teachers have never managed learning collaboratively with heterogeneous groups consistently, where in the process the

ability to analyze students reading comprehension skills is required.¹¹²

The researcher can assume that the students who cannot be managed become an obstacle for the teacher in implementing CSR because of the different characteristics of students.

2) Students Not Confident

Students working together in groups, some of them are will and able to work with each other. But when asked to do it themselves, they not confidence in their own abilities.

It is in line with the theory in Azizah that Some students are still not confident in implementation of CSR and still need guidance will disturb other students by asking questions and cheating. When it comes implementing strategies and engaging students, anyone can do it overall strategy and said that they did not found any difficulties. However, when they do it individually, they do not have the confidence to carry out these steps and they ask other students to help.¹¹³ Several students not confident and shy to do something alone. Some of them are unbelieving their own abilities.

3) Students Have Low Motivation

Some students have low motivation and willingness to learn, which really hinders because they more easily get bored

¹¹² Ibid

¹¹³ Batubara, *Implementing*, 97.

and sleepy. They also feel that what the teacher explains is very difficult and uninteresting, so students are not interested in learning. But not all students have low motivation.

The discussion above in line with Dian statement in Fitria Arafah that many students have low motivation in learning English especially in Reading because they state that English is not an interesting subject. So that the students argue that reading is vary difficult.¹¹⁴

The researcher can conclude that the students who have a low motivation the inhibiting factor to the teacher in teaching students reading comprehension by implementing the CSR. When the students have a low motivation to learn, they will bored and not interest to learn. They will be difficult to understand the material.

4) Students Lack of Vocabulary

Vocabulary is the important component to learn about English. So that the students should be learn and master a lot of vocabulary to make easier when learning English. The students of SMP Negeri 1 Kadur are very lacking in mastering a lot of vocabulary, so that when given a reading text, they have difficulty understanding the meaning of the reading and need time to look for the meaning of the words in dictionary.

¹¹⁴ Fitria Arafah, "The Use of Collaborative Strategic Reading Technique to Improve Students Reading Comprehension," (Skripsi, Ar-Raniry State Islamic University, Banda Aceh, 2016), 20.

Especially when they do not bring a dictionary. It really inhibiting in teaching and learning process.

The discussion above in line with the theory by Hicthock in Abdus Syakur that the students lack of vocabulary and structure, so that to find the difficult words, they open dictionary frequently. They spend a lot of time and showing the weak point in grammar.¹¹⁵

The researcher can conclude that the students of SMP Negeri 1 Kadur are lack of vocabulary. They have a difficulties in understanding the meaning of the words which are they do not know. When they are do not know, they will ask to the teacher but sometimes they do not know how to write the word. They also must be look at the dictionary to know the meaning, so that it will be need more time to understand the text. Even they already know the meaning, they do not know how to read it. Therefore, the teacher need to be more patient.

Based on the inhibiting factors above, researchers can assess that there is a match between the inhibiting factors faced by teachers in the field and the theory mentioned, namely teachers have difficulty in managing students, students are not confident, students have low motivation, and students lack of vocabulary. However, there are several factors that teachers do not face in implementing

¹¹⁵ Abd. Syakur and Paisun, "Efficacy of Collaborative Strategic for Reading (CSR) to Improve Students Reading Comprehension."

CSR, including the application of CSR, students commitment, monitoring tools, students have no skills in cooperative, and teachers do not apply an appropriate teaching strategy and aids. This is not a problem because each implementation has its own obstacles and it is possible that they will be different. Overall, the inhibiting factors in the field are in accordance with theory.