CHAPTER 1
INTRODUCTION

A. Research Background

Reading skills Instruction has been proven to provide significant benefits for students at various levels of education. In the 21st era, students' literacy abilities are closely related to the need for reading skills, which will ultimately increase their ability to understand information deeply, critically and with a creative perspective[1]. Sangia in her study stated that reading is an essential need for a cultured society. Reading has a very significant impact in influencing student achievement in the school environment. This refers to the key role of reading in students' learning process at school[2]. Through reading activities, students can access information, ideas and knowledge.

In the Holy Quran, Allah SWT has mentioned the significance of reading in Surah Al-Alaq: 1-5

بِسْمِ ٱللّٰهِ ٱلرَّحْمٰنِ ٱلرَّحِيمِ

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ١ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ٢ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ٣

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ٤ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ٥

Meaning : "(96:1) Recite! in the name of your Lord Who created, (96:2) created man from a clot of congealed blood. (96:3) Recite: and your Lord is Most Generous, (96:4) Who taught by the pen. (96:5) taught man what he did not know.[3]

According to M. Quraish Shihab in his interpretation, known as Al-Misbah, this view is considered the main foundation in education and provides solutions and relevance to learning in the current educational context. The supervision process as a form of correction for children undergoing education is considered an essential step in ensuring healthy and appropriate development. Islam specifically

---

[1] Olifia Rombot, Endry Boeriswati, and M. Atwi Suparman, "Improving Reading Comprehension Skills of International Elementary School Students through Blended Learning," *AL IBTIDA: JURNAL PENDIDIKAN GURU MI* 7, no. 1 (2020): 56–68, https://doi.org/DOI: http://dx.doi.org/10.24235/al.ibtida.snj.v7i1.6045.

[2] R. A. Sangia, "The Process and Purpose of Reading," 2018, https://doi.org/https://doi.org/10.31227/osf.io/2jnf8.

[3] Holy Qur'an, Q.S Al-Alaq : 1-5

urges its followers to continue learning. In the first verse of the Qur'an, there is a command to read, research and study (Q.S. al-Alaq, 1-5).[4] This shows the extent to which the Islamic religion focuses on education, with the aim of realizing a complete and correct understanding of religious teachings through stages such as reading, researching and studying. Thus, Islamic religious education is directed to remain in accordance with the teachings of the Qur'an and Hadith without deviating.[5]

In this context, education in the Qur'an has the ability to apply various scientific theories, especially educational philosophy, where these scientific disciplines are related to the meaning and terms of the verses of the Qur'an which contain the message "Read." In this context, "Read" does not only refer to reading without thinking, but rather to reading with understanding which involves the use of the five senses to explore the potential of each individual.[6] In line with research conducted by Gilakjani and Sabouri, that Reading is a process in which individuals construct meaning from written text. Reading activities are not only a source of information and an interesting activity, but alsoas a tool to strengthen and expand one's understanding of language. Therefore, the main purpose of reading is to understand the message the author wants to convey in the text sothat it can be understood well by the reader.[7] Meanwhile, reading comprehension refers to the ability to remember important details in the text and then draw conclusions based on this information. In other words, reading comprehension describes skills in understanding text and drawing conclusions from the content of the text.[8]

Reading comprehension has been integrated into the school

[4] Sumedi, "Hikmah Idariyah Dalam Al-Qur'an," *Manajeman Pendidikan Islam: Fakultas Ilmu Tarbiyah Dan Keguruan Uin Sunan Kalijaga Yogyakarta*, 2019, 165.

[5] Suismanto Nadifah and Hafidz 'Aziz, *Pengantar Kearah Ilmu Pendidikan Islam Anak Usia Dini* (Yogyakarta: CV. Istana Asency, 2018).

[6] Maragustam, *Menuju Pembentukan Karakter Menghadapi Arus Global* (Yogayakarta: Kurnia Kalam Semesta, 2014).

[7] A.P Gilakjani and N.B. Sabouri, "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education* 6, no. 2 (2016): 229–40, https://doi.org/http://dx.doi.org/10.5296/jse.v6i2.9201.

[8] M. L. Cordeur, "The Struggling Reader: Identifying and Addressing Reading Problems Successfully at an Early Stage. A Journal of Language Learning," *A Journal of Language Learning* 26, no. 2 (2010): 77–89, https://doi.org/https://doi.org/10.5785/26-2-23.

curriculum in Indonesia, and its role is very important in shaping students' worldview and in developingspecific literacy in various scientific disciplines. Therefore, it is important to pay more attention to reading comprehension at all grade levels[9]. Thus, reading comprehension helps students expand their knowledge, improve their skills, and prepare them to face real-world challenges such as decision-making and collaborating with others. This has animportant influence on the development of reading skills as well as student achievement.

The Indonesian government also places reading as one of the main aspects of the English language curriculum. The types of text that must be taught at the high school level are descriptive, narrative and recount texts, in accordance with the competency standards and basic competencies recommended by the government. Based on many of those texts, Narrative text is one of the reading text type that students should to learn in their second year of junior high school, both in state schools and Islamic schools (madrasah). However, there are quite significant differences between Islamic schools or madrasas and state schools. Even though English is included in the national curriculum as a compulsory subject in Islamic schools, there needs to be further development in the teaching of English in Islamic school environments to meet the needs of students. This is due to the need to include Islamic religious subjects in the curriculum, so that it is in accordance with the vision and mission of the Islamic school itself. Islamic schools' commitment is to align learning with Islamic values.[10] Therefore, to support the commitment of Islamic schools/madrasas, educators need to be selective in determining learning materials that are linked to Islamic values, including in learning English.

Teaching narrative texts is an integral part of the junior high school curriculum, implemented both in general education institutions and in madrasas. In general, narrative texts tend to contain imaginary elements originating from the author's imagination or true story (problematic personal experience) that has purpose to entertain or amuse the readers with the story (Khadafi

---

[9] C. E. Snow, "Reading Comprehension: Reading for Learning. In P. Peterson, E. Baker, & B. McGaw (Eds.)," *International Encyclopedia of Education* 5 (2010): 413–418, https://www.scholars.northwestern.edu/en/publications/.

[10] Alfu Nikmah, "Developing Speaking Material Using Islamic Content in MA Salafiyah Kajen," *Journal of English Teaching and Learning Issues* 1, no. 1 (2018): 1–12.

2017)[11]. On the other hand, there are various types of narrative texts that can be found in everyday life, such as fairy tales, legends, mysteries, horror stories, romances and short stories.[12] However, in the context of education in Islamic schools (madrasas), narrative text material needs to be expanded by integrating Islamic values into it. The aim is to form Islamic character in students, in accordance with the attitudinal competencies contained in the Independent Learning Curriculum. The curriculum divides attitudinal competencies into two, namely spiritual attitudes related to the formation of students who are faithful and devout, and social attitudes related to the formation of students who have noble, independent, democratic and responsible character.[13] In the context of narrative texts, in line with the objectives contained therein, in general, there is a hidden mission in a narrative. This mission refers to the moral values that the author wants to convey to readers. Therefore, selecting good stories is very important, which are not only able to entertain, but also have the potential to shape students' characters in a positive way.[14] In this context, through research results, Piaget and Kohlberg (1932) as quoted by Musfiroh show that stories have a significant role in the process of character formation. If teaching narrative reading is done correctly, learning narrative texts can have a positive impact on the formation of students' character because they have the opportunity to develop their imagination and learn to appreciate other people's experiences as a basis for understanding morality.[15] Narrative texts that are associated with Islamic values have the term Islamic Narrative Text.

Connelly & Clandinin quoted by Faridi and Bahri state that Islamic narrative stories are narratives that take Islamic stories. These stories are taken or summarized from the stories contained in the Holy Qur'an and Al Hadith. By referring to these two sources,

---

[11] Muammar Khadafi, "Teaching Narrative Writing By Using Roundtable Strategy To Islamic Junior High School Students," *Edukasi: Jurnal Pendidikan Dan Pengajaran* 4, no. 2 (2017): 57–65.

[12] Khadafi.

[13] Pelipus Wungo Kaka, "Integrasi Sikap Spiritual Dan Sikap Sosial Dalam Pembelajaran Bahasa Indonesia Berbasis Kurikulum Merdeka Belajar Pada Siswa Kelas Viii Smp Citra Bakti," *Stilistika* 11, no. 1 (2022).

[14] Abdurrachman Faridi and Seful Bahr, "Pengembangan Model Bacaan Narasi Cerita Islami Berbahasa Inggris Di SMP Islam," *Arab World English Journal (AWEJ)* 7, no. 2 (2016): 224–43.

[15] T. Musfiroh, *Memilih, Menyusun, Dan Menyajikan Manfaat Untuk Anak Usia Dini* (Yogayakarta: Tiara Wacana., 2018).

Islamic narrative stories become a tool that is rich in positive moral values and provides good character education to students.[16] In research conducted by Abdurrahman F. and Seful B., Islamic narrative stories are defined as narrative stories that promote Islamic values. These stories are taken or adapted from stories contained in the Holy Qur'an and Al Hadith. By referring to these two sources, Islamic narrative stories become a rich tool for positive moral values, providing good moral education to students. In the context of this research, the Islamic narrative stories that will be used as reading material are the stories of Rasul Allah (Stories of the Prophets). The theme and length of the narrative text are adjusted to the level of readers or students, especially junior high school students.[17]

In this context, Islamic narrative stories have a positive purpose, namely providing moral values to today's students. According to Ardianto, research containing Islamic values is assumed to make a positive contribution to achievements in the development of character education in Indonesia.[18] So that the message or moral value contained in the Islamic narrative story can be accepted by students, students must be able to understand the text, because narrative texts emphasize understanding the storyline, themes, characters, moral value and events, and how they are all related to each other.[19] Therefore reading comprehension is an ability that students in high school need to master. However, the fact is that students still experience difficulties in understanding narrative text.

Based on research by Hikmah and Pranata, in their research has shown that students may experience difficulties in comprehending narrative texts as they advance to higher levels of schooling, the level of understanding of narrative texts among junior high school students is still relatively low. This fact is revealed by the small number of students who are able to understand the content of the text, identify the structure of the story, and grasp the moral message contained in the narrative text. Several reasons behind students' low understanding of narrative texts include (1) students' lack of

---

[16] Faridi and Bahr, "Pengembangan Model Bacaan Narasi Cerita Islami Berbahasa Inggris Di SMP Islam."

[17] Faridi and Bahr.

[18] Teguh Ardianto, "Developing Islamic Narrative Reading Material for Eight Grade of Islamic Junior High School in Central Jaya," *Semarang State University*, 2016, http://lib.unnes.ac.id.

[19] S. Dymock, "Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness the Reading Teacher" 61, no. 2 (2007): 161–167, https://doi.org/https://doi.org/10.1598/RT.61.2.6.

enthusiasm for the material, (2) students' difficulties in grasping the meaning of reading texts, and (3) students' difficulties in recognizing the structure of the material and the messages contained in narrative texts.[20] In line with these findings, Habibah and Muftianti also found that difficulties in students' understanding of reading texts were caused by students' lack of concentration and their tendency to get bored quickly.[21] According to Ruston, students' reading comprehension is influenced by two main factors, namely vocabulary mastery and reading strategies. Ruston explained that even though these factors exist, students experience difficulty in comprehending reading. The first factor is poor vocabulary mastery as a result of students' disinterest in reading texts in English. Sometimes, students feel bored because the explanation of material seems monotonous in class. The second factor is students' lack of motivation to learn English because the strategies used are not appropriate, resulting in students having difficulty understanding reading texts.[22] Therefore, appropriate strategies and good English teaching materials are needed that can meet students' needs in teaching English.

Based on the related academic problem above, *Window Shopping* Learning Model is an approach that can be defined as a way for students to develop their reading comprehension by dividing them into groups. By applying the *window shopping* learning model to narrative text material in class 9, students can not only share ideas, but can also strengthen collaboration and teamwork to overcome problems that arise during assignments. Each group is given the task of reading a different narrative text, then having a discussion and working on the worksheet provided. This activity involves determining the idea of a paragraph from narrative text, identifying general and specific information in the paragraph, identifying its generic structure, and looking for the meaning of difficult words. The results of this discussion were then recorded on a sheet of manila

---

[20] D. Hikmah and M. S. A Pranata, "Peningkatan Pemahaman Siswa SMP Pada Teks Narrative Melalui Strategi Semantic Mapping," *Konstruktivisme : Jurnal Pendidikan Dan Pembelajaran* 12, no. 1 (2020): 26–38.

[21] L. C. Habibah and A Muftianti, "Pembelajaran Keterampilan Membaca Pemahaman Teks Narasi Pada Siswa Kelas V SD Dengan Menggunakan Metode SQ3R," *Journal of Elementary Education* 3, no. 6 (2020): 327–334.

[22] Ruston, "Kontribusi Strategi Membaca Dan Penguasaan Kosa Kata Terhadap Kemampuan Memahami Alinea Bahasa Inggris Siswa Kelas II SMP Negeri 1 Ranah Batahan Kabupaten Pasaman Barat," *PPs Universitan Negeri Padang*, 2006.

paper. Each group is divided into two teams, namely the sales team/stand guard who is tasked with explaining the group's work to other groups who visit, and the buying team who is tasked with visiting other groups to record the group's material. Through the application of this learning model, students appear more active and enthusiastic in sharing information from the material they read.

Kholish Istianingsih and Riyya Mir'anina conducted in their study that *window shopping* activities where students were invited to visit and see the results of other groups'work displayed on walls or windows. During the visit, students were asked to do more than just look, namely to observe carefully and record the work of other groups. This approach encourages students to communicate with each other and often involves the role of peer tutor.[23] According to Ibnu Athiyah, students' reading scores have increased since researchers used the window shopping learning model in learning, using the window shopping learning model in learning English can become more interesting so that students are motivated and produce improvements in each meeting.[24] Based on mini research conducted by Sumiyati, it was found that there was a significant increase in the learning outcomes of class IXE students at SMP Negeri 5 Banjarmasin. English passive voice material through the application of the "window shopping" learning model.[25] Previous research that used window shopping as an effective English language learning model most likely had different subjects, focus and research variables, resulting in different results. Therefore, the researcher conducted research that focused on describing the implementation of the window shopping learning model to students' reading comprehension in Islamic narrative stories at grade 9 students at MTS NU Nurul Huda Kudus.

---

[23] Kholish Istianingsih and Riyya Mir'anina, "The Influence of the Two Stay Two Stray Model with Window Shopping Activities on the Interest and Learning Outcomes of Students at MTS Al-Muttaqin Pjauhan Kediri," *Scientific Journal of Mathematics Education,* 3, no. 2 (n.d.): 92 – 98.

[24] Ibnu Athiyah, "CLASSICAL GUIDANCE SERVICES USING WINDOW SHOPPING METHOD TO IMPROVE READING COMPREHENSION OF VOCATIONAL SCHOOL COUNSELORS," *International Journal of Indonesian Education and Teaching* 6, no. 1 (2022), https://doi.org/https://doi.org/10.24071/ijiet.v6i1.3354.

[25] Sumiyati, "Enhancing The Learning Outcomes In English Course Material With Passive Voice Through The Application Of The Window-Shopping Learning Model," *Intensive Journal* 5, no. 1 (2022), http://ojs.uniska-bjm.ac.id/index.php/EJB.

Based on the mini research conducted by the author, the author's interview to the English teacher which were held on October, 2023 at MTs NU Nurul Huda, the author met directly with the English teacher, MTs NU Nurul Huda named Mrs. Anida Dina Alaiya, S.Pd. She used the window shopping learning model for teaching in grade 9 because there were some problems faced by grade 9 students at MTs NU Nurul Huda in reading comprehension of narrative text, narrative texts have various types, but in this research the focus is on narrative stories that are infused with Islamic values, namely Islamic narrative story. The teacher, Mrs. Dina stated that students have difficulty getting the main idea, supporting details, and moral value from the text, and it takes a long time to find. Students cannot understand what is said in the text. They are less able to identify the generic structure of the narrative text, so they cannot understand the text after the learning takes place. Finally, their scores on the narrative text subject were low. [26]

The teacher uses *window shopping* learning model to overcome the student's problem in comprehending Islamic Narrative Story. The reason of the English teacher, for adopting the *window shopping* learning model to improve student's reading comprehension of Islamic Narrative Story at the 9th grade MTs NU Nurul Huda is because window shopping learning model can stimulate students' interest before delving into deeper learning. This model can generate enthusiasm and foster active student engagement in the learning process, while providing an enjoyable experience in the classroom. Thus, it is expected that students can comprehend the text better, more easily, and enhance their confidence levels. So that students are able to identify the general structure, can find the main idea, supporting details, and moral value of the Islamic narrative story text.[27]

From the background of the problem above, the writer is interested in taking the title of the research **"The Implementation of *Window Shopping* Learning Model to Improve Student's Reading Comprehension of Islamic Narrative Story at The Ninth Grade of MTs NU Nurul Huda Kudus."**

---

[26] The English Teacher, Interview pre research by the writer, transcript, interview 1, October 10, 2023

[27] The English Teacher, Interview by the writer, transcript, interview 1, January 15, 2024

B. Research Focus and Scope

Based on the background above this research focuses on teacher who applies, the implementation of *window shopping* learning model to improve student's reading comprehension in Islamic narrative story at the ninth grade of MTs NU Nurul Huda.

C. Identification of the Problem

Based on the background of the problem, the problem formulation can be taken as follows:

1. How is the implementation of *window shopping* learning model to improve student's reading comprehension in Islamic narrative story at the ninth grade of MTs NU Nurul Huda?
2. What are the supporting and obstacles to the use of *window shopping* learning model to improve student's students' reading comprehension in Islamic narrative story at the ninth grade of MTs NU Nurul Huda?

D. The Objective of the Study

Based on the identification of the above problem formulation, this study aims to:

1. To know implementation of *window shopping* learning model to improve student's reading comprehension in Islamic narrative story at the ninth grade of MTs NU Nurul Huda.
2. To know supporting and obstacles to the use of *Window Shopping* Learning Model to Improve students' reading comprehension in Islamic narrative story at the ninth grade of MTs NU Nurul Huda.

E. Significance of the Study

It is expected that this study can be useful to the English teacher, English EducationDepartment, and other researchers.

1. For Students

   By applying the window shopping learning model in learning to read, students can maximize their reading abilities and become more motivated in the learning process, especially in the Islamic narrative story.

2. For the English Teachers

   This research is expected to provide useful data and suggestions for teachers in adopting the window shopping learning model in improving the quality of learning outcomes in reading comprehension of Islamic narrative story.

3. For Researchers

       This research is expected to experience and knowledge and can be used as a reference source for subsequent research.

F. Writing Systematics

Systematic writing of this study aims to provide an overview of the part of this thesis, it is hoped that systematic and scientific research will be obtained. This systematicis divided into 3 parts, namely the beginning, the core, and the end.

The beginning part consists of cover/title page, approval page, originality statement/declaration of work, abstract, Indonesian version abstract, motto, thank you note, introduction, table of contents, Image List, Table List.

The body part consists of chapter I introduction includes research background, research focus and scope, Identification of the problem, The Objective of The Study, The significances of The Study, and Writing Systematics. Chapter II related literature review consists of theoretical description, theoretical framework, review of previous study. Chapter III research methodology consists of research method, researchpopulation/sample, setting of the research setting, research participants/subjects, instruments and data collection technique, research data validity, data analysis technique and research ethical considerations. Chapter IV research findings and discussion, this chapter presents the results and their discussion, which have been ordered analysed in ways justified in the methodology. There are 2 parts in chapter IV, the results of research and discussion. The last chapter is chapter V contains about conclusions and recommendations.

The final part consists of a bibliography and appendices related to research. Theseattachments can be in the form of analytical data processing statistics, documentation, educational history lists, and others.