CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses information related to previous research, researchers also discuss explanations and some theories related to variables in this study.

A. Theoretical Description

    1. Window Shopping

        a. Definition of Window Shopping

Window shopping is a group-based learning approach where students explore to see the work of other groups to broaden their understanding. The window shopping strategy also functions to train students' collaboration and critical thinking skills, because each student is expected to have the skills to discuss the topics discussed by the group until the end of their meeting. The Windows Shopping cooperative learning model, which focuses on "shopping" the results of group work, will guide students in developing the characteristics of cooperation, courage, democracy, curiosity, interaction between friends, and responsibility.[1] The work can be displayed on a wall or window. This visit activity is not just a walk, but students are asked to observe and record the work of other groups. This reflects the principle of window shopping, which implies the activity of going around to look around and observe knowledge products from other groups.[2] Students can participate actively and dynamically by displaying their work creatively. Two individuals from each group are responsible for maintaining the exhibition of their group's work (staying at the stand or group work). Meanwhile, other members of each in the group can stimulate their creativity. This kind of learning model is able to create a pleasant situation, while remaining effective in achieving the set learning objectives.[3] The window shopping learning model

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[1] Richul Qomariyah, Dedi Kuswandi, and Henry Praherdhiono, "Skenario Project Based Learning Dengan Format Window Shopping Pada Mata Pelajaran Dasar Desain Grafis," *Jurnal Pendidikan: Teori, Penelitian Dan Pengembangan* 4, no. 10 (2019).

[2] Istianingsih and 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," n.d.

[3] Maslichah Kurdi, "Window Shopping : "Model Pembelajaran yang Unik

is very popular with students because they can combine walking activities with learning. When students visit other groups, their job is to provide input or ask questions about the material being discussed. Meanwhile, students who are responsible for maintaining the exhibition are tasked with interacting and answering questions from students from other groups who come to visit.[4]

b. **The Purpose of *Window Shopping* Learning Model**

According to Awalu Geniusata and Muamaroh, the window shopping learning method aims to develop students' self-confidence and increase students' ability to understand and be responsible for learning material in a fun way and without causing fear. [5]According to Kosasih group-based learning has the following objectives:

1) Increasing students' enthusiasm for learning.
2) Teaching student about leadership and experience in group decision making.
3) Interaction and collective learning with other students regardless of differences in background.[6]

Based on the previous explanation, the researcher concludes that the aim of implementing the window shopping learning model in this research is to provide students with opportunities to participate actively in learning activities. Active student involvement is expected to increase their learning motivation towards narrative text learning material.

c. **Steps of Window Shopping**

Learning planning acts as an initial stage before the implementation of the learning process begins. This function helps teachers in arranging a learning structure so as to avoid possible difficulties in its implementation. With careful planning, teachers will feel better prepared to carry

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Dan Menarik", JurnalLingkarWidyaiswaraEdisi 04 No. 03, Juli – September 2017, hal: 28, 29-30

[4] Maslicah Kurdi, "Window Shopping : Model Pembelajaran Yang Unik Dan Menarik," *JurnalLingkarWidyaiswaraEdisi* 4, no. 3 (2017): 28, 29–30.

[5] Awalu Geniusata Gestalt Farabi Nur Mahmudi and Muamaroh, "The Implementation Of Window-Shopping Learning Model For Efl Students In Merdeka Curriculum," *Skripsi Thesis, Universitas Muhammadiyah Surakarta*, 2023.

[6] Kosasih E, *Strategi Belajar Dan Pembelajaran Implementasi Kurikulum* (Bandung: Yrama Widya, 2013).

out learning activities. Each teacher's ideas and plans in preparing a lesson are generally recorded in the Learning Implementation Plan (RPP). The RPP clearly details the learning procedures which include the material to be delivered, the methods to be used, the implementation schedule, location, and how to evaluate student progress.[7]

According to information provided by the Ministry of Education and Culture (Kemendikbud) in teacher training materials related to the implementation of the 2013 Curriculum in 2014, the 2013 Curriculum prioritizes a holistic approach in mastering competencies, by implementing an integrative thematic learning model, especially for the basic education level. This learning model combines various subjects into units of certain themes, which are then developed further into sub-themes or related topics. Meanwhile, according to Aqib's view, the learning process is a series of actions carried out in a structured manner by the teacher to facilitate the teaching and learning process effectively and efficiently. This process starts from the planning stage, continues with implementation, and ends with evaluation.[8]

The Windows Shopping Strategy steps are as follows:
1) Students are made into some groups.
2) The teacher gives each group a different topic, in the form of a narrative text and questions designed to practice students' reading skills.
3) Students work together in groups to answer questions given by the teacher. Answers are recorded on cardboard or similar media, while the teacher provides guidance if necessary.
4) The work of each group is displayed around the classroom walls, similar to opening a shop, with a focus on problem solving.
5) Group members are divided into tasks, including those who look after the "shop" and those who visit other groups' "shops".

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[7] Neisari, A.J., & Heidari, M. The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes. Islamic Azad University. (2014)

[8] Aqib, Z. Model-model, Media, dan Strategi Pembelajaran Konstekstual (Inovatif). Bandung: Yrama Widya. (2013).

6) Students who act as shopkeepers are expected to provide explanations to other group members who need information about how to complete the display. It is recommended to choose guards who have good communication skills and understand the results of group work. This activity creates an opportunity for peer tutors to provide assistance.

7) Group members who visit other groups have the right to receive explanations and provide input and corrections to the results of the work of the groups they visit. The input and corrections are recorded on the visiting group worksheet.

8) After the specified time has expired, each member returns to their respective starting groups

9) After returning, group members exchange information based on the results of the visit they have carried out.

10) The teacher then checks the work thoroughly, identifies things that need improvement, and provides comments on the results of each group's work.

11) The teacher confirms the feedback and corrections given to the classical group work..

To measure individual student understanding, the teacher gives a quiz with the types of questions identical to those that have been done by all groups.

The learning steps above reflect the standard procedures for implementing the window shopping model. Even though in practice a teacher can present learning activities that are more flexible, natural and fun, the main learning objectives in each subject must still be maintained.[9]

d.   Advantages of Window Shopping Learning Model

According to Mustopa (2020), there are several advantages of the window shopping learning model, namely: (1) students are trained to build a culture of cooperation in solving problems during the learning process, (2) synergy occurs which mutually strengthens understanding regarding learning objectives, (3) students become accustomed to appreciating and appreciating the learning outcomes of their classmates, (4) this model

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[9] Mumu Abdurrohman et al., "Window Shopping Learning Model on Islamic Education and Creative-Collaborative Skill Improvement," *Advances in Social Science, Education and Humanities Research*, 2018, 216.

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activates students physically and mentally during the learning process, and (5) accustoms students to being tolerant in giving and receiving criticism.[10]

Erliyanti (2019) stated that students should not only see the results of other groups' work, but also record the results of that work with the aim of sharing knowledge with their fellow group members. Therefore, each group member who visits the exhibition can also take knowledge or knowledge as a result of the visit, especially from group members who served as stand guards. From this explanation, it can be concluded that the application of the Window Shopping learning model in learning activities can be a means for students to practice working together with their groups to achieve optimal learning outcomes. Apart from that, this model also accustoms them to communicating politely and effectively in conveying and defending opinions, in accordance with the principles of scientific activity which focuses on students' ability to communicate.[11]

e. **The Obstacles of The Use Window Shopping Learning Model**

Istianingsih has identified various issues, including 1) Students' reluctance to ask questions and express ideas or difficulties they face, leading to a lack of understanding by the teacher of students' abilities; 2) Students are less proficient in speaking, especially adhering to the standard language rules, vocabulary usage, and displaying inadequacies in reading and writing. They tend to not listen, doodle, play with objects in their hands, or disturb classmates who are studying; 3) Teachers have insufficient mastery of explanatory text material, which is categorized as new material that requires understanding of concepts and examples of its application.[12] While according to Dede

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[10] Muhamad Zaena Mustopa, "Peningkatan Prestasi Belajar Peserta Didik ,Melalui Pendekatan Saintifik Model Pembelajaran Window Shopping (Kunjungan Galeri) Pada Materi Sistem Pencernaan Manusia Kelas VIII.8 SMPN I Praya Tahun Pelajaran 2019 - 2020," *.." JISIP (Jurnal Ilmu Sosial Dan Pendidikan)* 4, no. 2 (2020).

[11] Rusnida Erliyanti, "Penerapan Pendekatan Saintifik Berbasis Window Shopping Untuk Meningkatkan Hasil Belajar Peserta Didik Konsep Himpunan Pada Kelas Vii C Smpn 3 Hulu Sungai Tengah," *Jurnal Pendidikan Matematika* 7, no. 2 (2019).

[12] Kholish Istianingsih and Riyya Mir'anina, "The Influence of the Two Stay

Wajyudin Alfaedi include: (1) Some students are not actively participating. (2) Some students still do not understand the material conveyed by their peers.[13]

2. **Reading Comprehension**
   a. **Definition of Reading**

   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 also as 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 so that it can be understood well by the reader.[14] Rahim emphasized that Reading is an activity that has an important role in achieving effective learning. Usually, readers combine existing knowledge, vocabulary, grammar knowledge, previous experience with text, and various other strategies to facilitate understanding of written text.[15] As documented in the literature, reading involves understanding symbols in written language, which act as stimuli to aid in remembering what has been read, and thereby building understanding through the accumulation of experience.[16] In this regard, it can be interpreted that the purpose of reading is to gain understanding as well as to develop the knowledge of the reader.[17] Based on the statement, it can be said that reading is a word processing activity that aims to understand the contents of the reading text.

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.

[13] Dede Wahyudin Alfaedi, "Penerapan Metode Mind Mapping Dan Metode Window Shopping Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Pai Di Smpn 1 Lelea Kabupaten Indramayu Kelas Ix," 2022.

[14] Gilakjani and Sabouri, "How Can Students Improve Their Reading Comprehension Skill?"

[15] F. Rahim, *Pengajaran Membaca Di Sekolah Dasar*, *Bumi Aksara* (Jakarta, n.d.).

[16] A. Smith and J. Feng, "Literature Circle and Gifted Students: Boosting Reading Motivation and Performance," 2018, 1–36.

[17] M. Kozak, "The Types of Reading and Exercises for Teaching Reading," 2011, 7–10.

b. **Models of Reading**
There are there models of reading process:
1) The bottom –up model

A model that is particularly effective for young learners, especially children, is one that emphasizes letter recognition and reading individual words. In Browne's view as quoted by Osama Abu Baha, this model describes the reading process as the beginning of the learner's knowledge about letters, sounds, words, and how these words are arranged to form sentences. However, there are several weaknesses in this model, such as the tendency to be used at a higher level which can ignore reader expectations, and less attention to context because the main focus is only on recall.

2) The top-down model

This model is also known as the inside-out model, and it relates the reading experience and connection with the reading material. This model is considered more realistic and inclusive. Its presence is crucial whenever it involves students, because that is when teaching becomes effective. This model encourages guessing activities to improve understanding of information. However, one weakness is that cross-cultural identification can be a key factor in these texts. For example, some cultures may have limited information about certain topics, so readers may have difficulty identifying the subject.

3) The interactive model

According to Stanovich, quoted by Osama Abu Baha, the interactive model is the result of a combination of bottom-up and top-down models which provide depth of meaning in the reading process. By utilizing knowledge about the subject of the text, understanding the words, and predicting the reading text, readers become more proactive in reading activities. The advantage of this model lies in the integration between communicative activities and reading skills.[18]

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[18] Osama Abu Baha, "Reading Models: A Review of the Current Literature," *International Journal of English, Literature and Social Science (IJELS)* 2, no. 3 (2017): 45.

c. **Types of Reading**
   There are three types of motivation, they are as follows:
   1) Skimming

   Skimming occurs when readers quickly look at book content pages, chapter titles, or subtitles. Readers do so to get the gist of a particular passage, such as a news article, without reading in detail what they encounter.

   2) Scanning

   Readers perform a scan to find specific items they believe are mentioned in the text. This search may include searching for names, dates, or specific facts presented in writing.

   3) Intensive Reading

   Also known as "study reading," it involves diligent examination of a text. Based on the explanation above, the research concludes that there are three types of reading skills needed so that students can fluently read certain stories or passages.[19]

d. **Reading Comprehension**

   Reading Comprehension refers to a collection of general knowledge acquisition skills that enable a person to understand and demonstrate. This process involves gathering information through reading printed language. Although it is not always necessary to pronounce or read in public, reading comprehension is still crucial. In this context, comprehension includes recognition and understanding of main ideas and related details. Individuals who are skilled in reading comprehension are aware that many ideas are implied, and to understand fully, one needs to read between the lines to catch the implied meaning.

e. **Reading Comprehension Strategies**
   1) Visualization

   Creating mental images when students read, such as pausing at certain points in the reading to create mental images, is included in the concept of visualization. Students can also describe and create visualizations until they can easily imagine them in

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[19] Rahmat Agus, "Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba," *Journal of English Language, Literature, and Teaching* 1, no. 2 (2017): 22.

their minds.

2) Summarization

Summarizing teaches students to compile summaries of the reading they have studied. Students can practice this skill by reading a passage and then telling it to their classmates or teacher.

3) Making inferences

A teacher practices inference skills by reading to the class a passage that is missing some details. Students may miss these details due to a lack of story context.[20]

3. Islamic Narrative Story

a. Definition of Narrative Text

Narrative is a type of text that tells a story, whether in the form of a true story (based on personal experience) or fiction which aims to entertain readers with its narrative. Narrative text is a type of text that reviews a series of events that occur to certain characters, which can be humans, animals, plants, or objects. When writing narrative texts, it is important to create an organized structure so that students can easily convey their experiences. This systematization helps students organize their ideas and express experiences through narrative text. By using narrative, students can fluently convey stories or experiences they have had, making it one of the most commonly used text types. Narrative, basically, is the writing of a story that allows students to present a clear and detailed statement about something that has happened.[21] By detailing the events in the story, readers can easily understand the meaning the author wants to convey in his writing.

b. Definition of Islamic narrative Story

Islamic Narrative Story by Connelly & Clandinin in Faridi and Bahri. They state that it is stories that highlight Islamic values. These stories are taken or rearranged from stories contained in the Holy Koran and Al Hadith. By referring to these two sources, Islamic narrative stories become rich in good moral values and provide positive

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[20] Agus.

[21] John Langan, *College Writing Skills with Readings, Seventh Edition* (New York: McGrowHill, 2018).

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character education to students.[22] 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 Koran 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.[23] In this context, the aim of Islamic narrative stories is to provide moral values to today's students. As quoted from Ardianto, research that promotes Islamic values is assumed to make a positive contribution to the development of educational character in Indonesia. The development of narrative texts can be enhanced by incorporating such thoughts into written English narrative texts.[24]

Narrative is not just a story or legend that is already known to students, but also involves experience. This type of writing can be in narrative form. Thus, the research concludes that narrative texts function as a tool to help students organize their ideas and convey their experiences using time sequence.

c. **Types of Narrative Text**

There are some types of narrative writing, which are personal, narrative essay and imaginative.

1) Fable

A fable is a short narrative in the form of an allegory and communicates a moral message, generally involving animal characters who speak and behave like humans. Fables, in other words, are fictional stories designed to convey moral values. Some examples of fables in narrative texts include the story of the Ant and the Grasshopper, The Smartest Parrot, and The Story of the Ape and the Crocodile.

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

[23] Faridi and Bahr.

[24] Ardianto, "Developing Islamic Narrative Reading Material for Eight Grade of Islamic Junior High School in Central Jaya."

2) Fable Tale

Fable or animal story is a term in English that refers to a type of short narrative and is often known by the same term in French. These stories generally feature folklore characters such as fairies, goblins, elves, trolls and dwarves. Some examples of fairy tales in narrative texts involve stories such as Cinderella, Snow White, Pinocchio, and Beauty and the Beast.

3) Personal narrative writing

If someone writes about themselves or their personal experiences, it can be classified as personal narrative writing. In this approach, the writer is expected to be able to express his experiences in a way that is interesting to the reader. Various types of personal experiences, such as Islamic figure, vacation moments, events at school, visits to the library, experiences at work, or even life in the village, can be used as writing material.

4) Legend

Legends are stories about human actions that are considered by listeners to be of traditional human stories. The characteristic of legends lies in short, traditional and historical narratives conveyed through conversational mode. Some examples of legends include stories such as Sangkuriang, the Malingkundang Legend, and Tangkuban Perahu.[25]

d. **Generic Structure of Narrative Text**

The generic narrative text structure focuses on a series of proposed stages to build a story. In the narrative text the stage covers:

1). Orientation

The orientation section in a paragraph includes initial information about when and where the characters, setting, and time of the story are placed. Generally, this section provides responses to questions such as who the characters are, when the event occurred, and where it is. The story characters are

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[25] Dk Yusimah Pg Hj Amjah, "A Study of Teachers' Strategies so Develop Students' Interest towards Learning English as a Second Language," *Procedia - Social and Behavioral Sciences* 134 (2014): 188–92, https://doi.org/10.1016/j.sbspro.2014.04.238.

introduced in this section. For example, once upon a time, there was a wolf living in the forest.

2). Complication

The complication section refers to the beginning of the problem that triggers the crisis or climax in the story. Often involving the main character, this section describes the essence of the story and shows an event that increases tension and creates anticipation in the reader.

3). Resolution

The climax of the story is the resolution of the existing conflict. Therefore, finding a solution is important. The resulting solution can be a solution that improves or worsens the situation, and creates happiness or sadness. Sometimes, some complex issues have to be addressed, which ultimately increases and maintains the reader's interest and suspense.[26]

In the general structure of narrative texts, namely orientation, complication, and resolution, the composition can change how the resolution of important events occurs. In the narrative writing process, fluency in structuring a story requires a good understanding of parts such as orientation, complication, and resolution.

B. Review of Previous Study

Previous research is one of the basic references in researching because previous research has the function of expanding and deepening the theory that be used in research before conducting research, several researchers have conducted similar research. That is:

The first research was done by Mumu Abdurrohman, Dindin Nasrudin, Aep Saepurrohman, Irfan Ahmad Zein in 2018 with the title **Window Shopping Learning Model on Islamic Education and Creative-Collaborative Skill Improvement, ",** The aim of this research is to understand that using the window shopping learning model can increase the attractiveness, fun and contemporary nature of Islamic learning. Through curriculum analysis, indicators of creative-collaborative skills, and learning design, the window shopping model is considered as an option that can facilitate students in developing

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[26] http://www,kuliahbahasainggris.com/narrative-text-pengertian-tujuan-jenis-generic-structure-dan contoh. (accessed on November 19 2023)

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their creative-collaborative thinking skills.[27] **The similarity** between the research study and this research because it raises the same variable, namely about Window Shopping Learning Model, **but what makes it different** from this research is the variables that are subject to the window shopping learning model, in Mumu Abdurrohman's research, the variables that are subject to the window shopping learning model are Islamic Education and Creative-Collaborative Skill Improvement, different from this research, the variables that are subject to the window shopping learning model is student's reading comprehension on Islamic Narrative Story.

The second research was done by Ibnu Athiyah in 2022 with the title **"Classical Guidance Services Using Window Shopping Method To Improve Reading Comprehension Of Vocational School Counselors"**, aims for this research to find out an understanding that classical guidance services with the window shopping method was effective in improving reading comprehension of vocational school counselors, which are a type of an experimental method with one group pretest-posttest design. The research instrument used was an objective test of reading comprehension compiled by the researcher himself and involved 30 participants who the school counselors of vocational schools in East Jakarta. The results of this study showed that that classical guidance services with the window shopping method are effective in improving reading comprehension of the School counselors at vocational East Jakarta. **The similarity** between the research study and this research because it raises the same variable, namely about reading comprehension and it raises the same variable, namely about Window Shopping Learning Model, **but research from** Ibnu Athiyah, researched the use of window shopping to improve reading skills, and there were no specifications regarding what learning materials the method was applied to.[28] Meanwhile, this research explore the of using the window shopping learning model on reading comprehension in Islamic narrative story.

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[27] Mumu Abdurrohman et al., "Window Shopping Learning Model on Islamic Education and Creative-Collaborative Skill Improvement," *Advances in Social Science, Education and Humanities Research*, 2018, 216.

[28] 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.

The third research was done by Sumiyati in 2022. The title "**Enhancing The Learning Outcomes In English Course Material With Passive Voice Through The Application Of The Window-Shopping Learning Model**", The aim of this research is to identify improvements in English learning outcomes in passive sentences among Class IXE students at SMP Negeri 5 Banjarmasin through the application of the window shopping learning model. This type of research is classroom action research. Data collection was carried out through observation, tests and documentation, then analyzed descriptively as percentages. This research involved 16 participants, namely students in class XI E Shift 1 of SMP Negeri 5 Banjarmasin. The results of the research show an increase in English learning outcomes regarding passive sentences through the application of the window shopping learning model for Class IXE students at SMP Negeri 5 Banjarmasin. **The similarity** between the research study and this research because it uses the same variable, namely about Window Shopping Learning Model, **but research** from Sumiyati, researched the use of window shopping to improve reading skills, and there were no specifications regarding what learning materials the method was applied to. Meanwhile, this research uses a qualitative approach to explain the implementation of using the window shopping learning model on reading comprehension in Islamic narrative story material.[29]

The fourth research was done by Nofita, et all in 2020 with the title **"Improving the Speaking Ability of Children Aged 4-5 Years Through the Window Shopping Learning Model at Ibnu Sina Kindergarten, Pekanbaru City".** aims for this research to find out an The child's speaking ability in TK Ibnu Sina is very good enhanced with the window shopping learning model, which are a type of a class action research. The data collection technique used in this research is using observation and documentation and involved 13 participants who students age 4-5 years old in TK Ibnu Sina. The results of this study showed that Children's speaking abilities can be greatly improved with window shopping learning models includes learning that is new for children and has levels good every cycle. **The similarity** between the research study and this research because it uses the same variable, namely about Window Shopping Learning Model, **but research** from Nofita, researched the use of window shopping to improve speaking skills. Meanwhile, this research uses a qualitative

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[29] 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).

approach to explain the implementation of using the window shopping learning model on reading comprehension in Islamic narrative story material.[30]

The fifth research was done by Maslichah Kurdi, with the title **"Window Shopping: A Unique and Interesting Learning Model".** The research results show that the level of enthusiasm of training participants in the learning process was observed through the application of three models, namely Buzz Group Discussion, Role Playing, and Window Shopping. Observations were carried out in the period February to April 2018 in pre-service training classes within the Banten Provincial Government. There were 200 training participants divided into 5 classes, each consisting of 40 people, with a focus on the subject of ASN as Public Employees. The observation method involves polling with two simple questions, and participants' answers are processed and organized into percentages (%). The purpose of observation is to identify the learning model most preferred by training participants and understand its strengths and weaknesses. Although in the classroom it was seen that all learning models were able to arouse participants' enthusiasm and encourage their involvement, observation results showed that the Window Shopping learning model received a higher assessment compared to the other two models. The highest score, namely 41.5%, was achieved by Window Shopping, while Role Playing received a medium score of 31.0%, and Buzz Group Discussion received the lowest score, namely 27.5%.. **The similarity** between the research study and this research because it uses the same variable, namely about Window Shopping Learning Model, **but research from Maslichah** Kurdi, the research uses a quantitative approach which aims to identify the learning model most preferred by training participants and understand its strengths and weaknesses. Meanwhile, this research uses a qualitative approach to explain the implementation of using the window shopping learning model on reading comprehension in Islamic narrative story material [31]

Fifth previous studies have several similarities and difference. The similarities found in previous research lie in the variable used, namely window shopping. Meanwhile, the difference found in the

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[30] Zulkifli Nofita and Rita Kurnia, "Meningkatkan Kemampuan Berbicara Anak Usia 4-5 Tahun Melalui Model Pembelajaran Window Shopping Di Tk Ibnu Sina Kota Pekanbaru"," *Jurnal Review Pendidikan Dan Pengajaran* 3, no. 1 (2020).

[31] Kurdi, "Window Shopping : Model Pembelajaran Yang Unik Dan Menarik."

subject setting of time and place, material and increase in the variables studied. There is this difference lead to different research results.

C. Framework

This structure of this research framework consists of relationship between variables that are formed based on the various theories that have been explained. According to Sugiyono's theory, the variables that have been described are then analyzed critically and systematically, resulting in a comprehensive synthesis of variable relationships. In the context of this research, the framework has two variables.[32] By using window shopping learning model as a free variable, then reading comprehension of narrative text as a suspended variables and as the object of this research.

Reading comprehension can be defined as an activity that involves an active and interactive process, where the reader tries to understand the content of the text being read by producing words mentally and vocally. Middle school students will study several text genres, such as narrative text, descriptive text, recount text, and others. Islamic Narrative texts topic are the focus of learning in class 9 of MTs NU Nurul Huda. Narrative is a type of English language text that explores a story or series of events that are related to each other, is imaginative or is a pure composition created by the author. This text was written with the aim of entertaining the reader. Islamic narrative Text Topic are stories that highlight Islamic values. These stories are taken or rearranged from stories contained in the Holy Koran and Al Hadith. By referring to these two sources, Islamic narrative stories become rich in good moral values and provide positive character education to students.

However, there are several obstacles faced by students during the learning process. Students have difficulty in retrieving the main ideas, supporting details, and moral value from the text, which also takes quite a long time. Students' ability to identify the general structure of text after learning is limited, so they have difficulty understanding the content of the text presented.

In facing these challenges, the English teacher at MTs NU Nurul Huda decided to implement a window shopping learning model as an effort to overcome the obstacles faced by students. The application of this method is expected to provide solutions to the problems faced by students in reading ability. In this research, the author uses the window shopping learning model as the focus, especially in assessing

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[32] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2017).

the reading abilities of grade 9 students at MTs NU Nurul Huda. This learning model can be an effective tool for teachers to increase students' motivation to participate in class discussions, especially in learning narrative texts. Students can collaborate to produce ideas for answers to questions related to the material being studied.

Chart 2.1
Theoritical Framework

Student's difficulty to find a main idea, supporting details, and moral value in the reading comprehension of Islamic Narrative Story

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Window Shopping Learning Model

Planning and Preparing Stage

Learning Steps Implementing

Evaluating

Preparing teaching material

Grouping of Students and dividing topic for each group

Making Learning Tools

Discussion and making Presentation Media

Preparing Learning Media

Explaining and visiting other groups session

Go back to the group members and explain to the member who are on guard duty

Comprehending of Islaimic Narrative Story

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