CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. DESCRIPTION OF THE RESEARCH OBJECT

1. THE HISTORICAL OF MTS NU NURUL HUDA KUDUS

The establishment of MTs NU Nurul Huda Kaliwungu Kudus is inseparable from MI Tarbiyatul Banat and MI Tarbiyatus Shibyan which are located in Jetak Kedungdowo Village, Kaliwungu Kudus. This is because the both of MI are experiencing rapid development both in quality and quantity. Secondary schools are far from where they live and are considered expensive, many graduates from these two schools do not continue their education. The existence of the above reality made the MI administrators, religious leaders, community leaders and government officials of Jetak Kedungdowo Kaliwungu Kudus Village anxious and finally held a deliberation which in essence would build a secondary school in the form of a Madrasah Tsanawiyah.[1]

This is intended to provide opportunities for students who graduate from MI Tarbiyatul Banat and MI Tarbiyatus Shibyan to continue their education to a higher level. Dated 18 Rajab 1403 H or coinciding with 1 May 1983 M, MI administrators, religious leaders, community leaders and government officials of Jetak Kedungdowo Village Kaliwungu Kudus said that the deliberation resulted in a decision namely, Madrasah Tsanawiyah (MTs) was established under the name Nurul Huda. Then form a madrasa development implementation committee, with the following composition:

Leader   : Abdul Hamim
Deputy Leader   : Munthoha NS
Secretary   : Ali Ahmadi, BA
Deputy Secretary : Zaenuri, BK[2]
Treasurer   : Turaihan
Deputy Treasurer : Sukandar
Members   : Mas'udi, Ramidi

Then, for further development, a management structure for MTs NU Nurul Huda Kaliwungu Kudus was formed with the following structure:

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[1] Document of school, January 6, 2024

[2] Document of school, January 6, 2024

General Leader   : H. Moh. Yasin
Leader I   : H. Noor Aziz
Leader II   : Majreha
General Secretary : Nasukha
Secretary I   : Sa'dullah
Secretary II   : Nur Ahsin
Treasurer I   : Syafi'i Nur Hamzawi
Treasurer II   : H. Nur Hamid[3]

After the management of MTs NU Nurul Huda Kaliwungu Kudus, in 1983/1984 the acceptance of new student registrations was very good from the surrounding community, with a total of 96 prospective students registering.

2. **THE PROFILE OF MTS NU NURUL HUDA KUDUS**
   a. Madrasah name : MTs NU Nurul Huda, The name of MTs Nurul Huda Was given by Hadlrotus Syekh Bopo KH. Muhammad Arwani Amin Kudus.
   b. Established Year   : Ahad, 24 Rajab 1403 H./7 Mei 1983 M
   c. Foundation Name   : BPPM NU Sultan Kamaluddin
   d. Madrasah Adress   : Desa Kedungdowo Kec. Kaliwungu Kab.Kudus
   e. Telephone Number : (0291) 435532
   f. Postal Code   : 59361
   g. Operational Permit Number : No.Wk/5.c/011/Pgm/Ts/1985 date February, 26 1985
   h. Madrasah Statistics Number   : 121.2.33.19.0002
   i. National School Principal Number: 20364175
   j. Madrasah Status   :
      - Registered with the Department of Religion with registered Madrasa number 452 letter number Mk.08/7.c/713-1434/1983 dated 30 August 1983
      - Charter of Recognition from LP. Ma'arif NU Central Java No. 562/PW/I/87 dated January 5 1987
      - Registered Accreditation of the Ministry of Religion of the Republic of Indonesia No. WK/5.C/PP.003.1/530/446/1995 dated 2 February 1995
      - Accreditation Recognized by the Department of Religion, Central Java Province No. B/Wk/5c/Pgm/Ts/217/1995 dated 25 October 1995
      - Accreditation Equivalent to Department of Religion,

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[3] Document of school, January 6, 2024

Central Java Province No. A/Wk/MTs/157/2002 dated 27 May 2002

- Accredited A Department of Religion, Central Java Province No. Kw.11.4/4/PP.03.2/624.19.03/2005 dated 8 June 2005
- Accredited A Grade 90 by the National School/Madrasah Accreditation Board (BAN-S/M) Dp. 006319 dated November 9, 2010
- Accredited with A Grade 93 in 2015
- Accredited with A Grade 93 (Excellent) in 2020

k. Name of Madrasah Head :
   1) Bp. Ischaq Ns (1983 – 1991)
   2) Bp. H. A. Thoha, S.Pd.I. (1991 – 2012)
   3) Bp. Zaenuri, S.Pd.I. (2012 – 2016)
   4) Bp. H. Moh. Ahlish, S.Ag., M.Pd.I. (2016 – 2020)
   5) Bp. H. Moh. Ahlish, S.Ag., M.Pd.I. (2020 – 2025)

l. School Time   : Morning
m. Entering School   : 07.00 WIB
n. Back to School   :
   - Saturday   : 13.35 WIB,
   - Sunday – Thursday   : 13.05 WIB (Regular Class)
   - Monday – Tuesday   : 13.45 WIB (Achievement Class)[4]

o. Vission and Mission
   VISSION : "Excellent in Achievement, Polite in Character, Quality Maintained to Form Islamic People with Ahlussunnah Wal Jama'ah and Environmentally Caring Culture"
   MISSION: "Organizing quality-oriented education in achieving academic, Islamic and social morals, so as to be able to prepare, realize and develop Islamic human resources with Ahlussunnah Wal Jama'ah, morals Quality Karimah in the fields of Faith and Taqwa, IMTAQ, Science and Technology and Environmental Care Culture"

   OBJECTIVES :
   1) Optimize the learning process by using an active learning approach.

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2) Improve academic achievement in religious and general sciences.
3) Develop academic potential, interests and talents through guidance and counseling services in extracurricular activities.
4) Preparing a young generation of Muslims who are intelligent, skilled, have morals and a culture of caring for the environment.[5]

3. THE GEOGRAPHICAL LOCATION OF MTS NU NURUL HUDA KUDUS

MTs NU Nurul Huda Jetak Kedungdowo Kaliwungu Kudus, occupies a land area of 3600 square meters with several adequate buildings. The boundaries of the location of MTs NU Nurul Huda Jetak Kedungdowo Kaliwungu Kudus are as follows:

a. To the north　　: Kudus Jepara Street
b. To the south　　: Kacu Rejo Street
c. West　　　　　 : Kudus Ring Road
d. East side　　　 : Village of 3 people[6]

4. THE TEACHERS, EMPLOYEES AND STUDENTS CONDITION AT MTS NU NURUL HUDA KUDUS
    a. SCHOOL ORGANIZATION

Organizational Structure of MTs NU Nurul Huda Kudus Academic Year 2023/2024

1) Head of Madrasah　　: H. Moh. Ahlish, S.Ag., M.Pd.I./ NIP. 19710521 200604 1 007
2) Deputy Head of Madrasah
   - Curriculum Field : H. Gufron, S.Ag., M.Pd.I.
   - Student Affairs　 : Hj. Istirofah, S.Pd.I.
   - Facilities and Infrastructure Sector: Ahmad Rofiq, S.Pd.I.
   - Public Relations Sector　: Zaenuri, S.Pd.I.
3) Head of administration　　: Maslikhati, S.E.
4) Head of Laboratory :
   - Lab. Multimedia : Anida Dina Alaiya, S.Pd.
   - Lab. Sains　　　: Rogo Mukti Jumarsih, S.pd.
   - Lab. Computer　: Evi Noor Hidayah, S.Pd.

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[5] Document of school, January 6, 2024
[6] Document of school, January 6, 2024

- Library : Siti Nur Sa'adah, S.Pd
Jauharatul Kamila Afliha, S.Hum.

5) Class Teacher :
- Nisrina Nur Fauzia, S.Ag., M.Pd.: 7-A Class
- Haris Mukamal, S.Ag. : 7-B Class
- Yazid Fadlli, S.S., M.Pd.I. : 7-C Class
- Ahmad Afif, S.Ag. : 7-D Class
- Moh Mukhibbin, S.Pd.I. : 7-E Class
- Siti Nur Sa'adah, S.Pd. : 7-F Class
- Falichatin Nihayah, S.Pd.I. : 7-G Class
- Hj. Maria Ulfah, S.Ag : 7-H Class
- Sayyidatul Musyarofah, S.Pd. : 7-I Class
- Sunardi : 8-A Class
- Faiq Shobri, S.Pd. : 8-B Class
- Moh. Junaidi, S.Pd.I. : 8-C Class
- Khamdan : 8-D Class
- H. Gufron, S.Ag., M.Pd.I. : 8-E Class
- Fitrianingsih, S.Pd. : 8-F Class
- Cicik Lintang Indreswari, S.Pd. : 8-G Class
- Rogo Mukti Jumarsih, S.Pd. : 8-H Class
- Enggar Setiyani, S.Pd. : 9-A Class
- Anida Dina Alaiya, S.Pd. : 9-B Class
- Zuliyatul Qoriah, S.Pd. : 9-C Class
- Siti Mursiyah, S.Pd.I. : 9-D Class
- Evi Noor Hidayah, S.Pd.I. : 9-E Class
- Ahmad Rofiq, S.Pd.I. : 9-F Class
- Nurul Ismawati, M.Pd. : 9-G Class
- M. Muhlish, S.Ag. : 9-H Class

6) Guidence Conseling
- Siti Mursiyah, S.Pd.I
- Nailis Sa'adah, S.Pd.

7) Extracurricular Supervisor
- Scout : Rogo Mukti Jumarsih, S.Pd.
Sayyidatul Musyarofah, S.Pd.
- Computer : Evi Noor Hidayah, S.Pd.I.
- Qiroatul Qur'an and Kaligrafi : H. Sholihul
Hadi, S.Pd.I.
- Drumband : Moh. Junaidi, S.Pd.I.

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- Rebana   : Nisrina Nur Fauzia,S.Pd., M.Pd.
- UKS   : Enggar Setiyani, S.Pd.
                Faiq Shobri, S.Pd
- Wall Magazine and voice of Nurul Huda :
                Zuliyatul Qoriah, S.Pd.
- Sains Competition
    - Matematic : Nurul Ismawati, M.Pd.
    - Sains   : Rogo Mukti Jumarsih, S.Pd.
    - IPS   : M. Muhlish, S.Ag.
- Tahfidh   : Sri Yati, S.Pd.
- Pencak Silat   : Ahmad Rofiq, S.Pd.I.
- Volly Ball   : Ahmad Rofiq, S.Pd.I.
- PMR   : Yazid Fadlli, S.S., M.Pd.I.
- Futsal   : Yazid Fadlli, S.S., M.Pd.I.[7]

b. CURRICULUM PROGRAM STRUCTURE
Table 4.1. Curriculum Program Structure
MTs. NU Nurul Huda Academic Year 2023/2024[8]

NO	SUBJECTS	LEARNING TIME ALLOCATION / PER WEEK						INFORMATION	
		7 Regular	8 Regular	9 Regular	7 Achievement	8 Achievement	9 Achievement	*Regular*	*Achievement*
Group A									
1	Islamic education								
	a. Qur'an Hadist	2	2	2	2	2	2		
	b. Aqidah Akhlak	2	2	2	2	2	2		
	c. Fiqih	2	2	2	2	2	2		
	d. SKI	2	2	2	2	2	2		
2	Education Citizenship	2	2	2	2	2	2		

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[7] Document of school, January 6, 2024
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No	Subject								
3	Language and Literature Indonesia	4	4	4	4	4	4		
4	Arabic Lesson	3	3	3	3	3	3		
5	Matematics	4	4	4	5	5	5		
6	Sains	4	4	4	5	5	5		
7	Social knowledge	4	4	4	4	4	4		
8	English Lesson	4	4	4	5	5	5		
Group B									
9	Art and culture	2	2	2	2	2	2		
10	Physical education	2	2	2	2	2	2		
11	Prakarya /	1	1	1	1	1	1		
	Information Technology Communication							2 JTM Afternoon	2 JTM Afternoon
Group C									
12	Social Practice and Practice Worship	1	1	1	1	1	1		
13	Javanese Lesson	1	1	1	1	1	1		
14	Ke-Nu-an	1	1	1	1	1	1		
15	Ta'lim Muta'allim	1	1	1	1	1	1		
16	Tajwid	1	1	1	1	1	1		
17	Fiqih Salaf	1	1	1	1	1	1		
18	Faroidl	-	1	1	-	1	1		
19	Nahwu/Shorof	2	2	2	2	2	2		
20	BTA	1	-	-	1	-	-		
21	BK	1	1	1	1	1	1		
22	Tadarrus/ Khatmul	1	1	1	1	1	1		

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Qur'an								
Total	49	49	49	52	52	52		

c. STUDENTSHIP

Table 4.2. Details of the Number of Students at MTs NU Nurul Huda Kudus For the 2023/2024 Academic Year[9]

Per 31 July 2023					
No.	**Class**	**Male**	**Female**	**Total**	**Information**
1	7-A	32		32	Total of Registrants: 310
2	7-B	32		32	Accepted : 295
3	7-C	32		32	Move Out: 1 (Class 7)
4	7-D	14	18	32	Move In: 5 (Class 8)
5	7-E		33	33	Move In: 3 (Class 9)
6	7-F		32	32	
7	7-G	34		34	
8	7-H		33	33	
9	7-I	16	18	34	
		160	134	294	
9	8-A	32		32	
10	8-B	31		31	
11	8-C	30		30	
12	8-D		32	32	
13	8-E		34	34	
14	8-F		32	32	
15	8-G	35		35	
16	8-H	12	22	34	
		140	120	260	
17	9-A	30		30	
18	9-B	29		29	
19	9-C	30		30	
20	9-D	13	17	30	
21	9-E		33	33	
22	9-F		30	30	
23	9-G	30		30	
24	9-H	15	15	30	

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[9] Document of school, January 6, 2024

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		147	95	242	
	Jumlah	**447**	**349**	**796**	

Table 4.3. List of names of class IX F MTs NU Nurul Huda Kudus for The 2023-2024 Academic Year.[10]

No	Name	Gender
1	Adinda Inka Aurani	F
2	Ainun Muqammaroh	F
3	Anzalas Sakinah	F
4	Aulia Della Ramandani	F
5	Chalisa Fikratuha	F
6	Dhea Sarita	F
7	Enggar Dwi Saraswati	F
8	Falihatin Nihayah	F
9	Farah Rusyda Azzahra	F
10	Farissca Novita Ariyana	F
11	Fatimatuz Zahroh	F
12	Faza Aulia Fadhilah	F
13	Hesty Prastiwi	F
14	Melati Puspa Kencana	F
15	Muslimah Ulus Shofa	F
16	Nadia Atika Rahmawati	F
17	Najwa Nailul Yumnaa	F
18	Nasifa Luthfatul Jannah	F
19	Nayda Efri Ramandhani	F
20	Nida Lailul Muna	F
21	Retno Kumala Sari	F
22	Riska Amalia	F
23	Salisa Maulidatun Ni`Mah	F
24	Siti Alimathus Sakdiyah	F
25	Syafa Stanti Ayu Iva	F
26	Ully Aulia Rahmawati	F
27	Ulvi Umaroh	F
28	Uswatun Hasanah	F
29	Vidia Fitri	F
30	Zahratul Ilma	F

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[10] Document of school, January 6, 2024

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d. **STAFFING**

Table 4.4. Details of The Staffing List at Mts NU Nurul Huda Kudus For The 2023/2024 Academic Year[11]

N O	Position	M	F	Total	PNS		Sertification		Comp.
					M	F	Passed	Notyet	
1.	Teacher	19	25	44	1	-	22	22	
2.	Education Personnel	6	9	15	-	-	-	-	
Total		25	34	59	1	-	22	22	

e. **FACILITIES AND INFRASTRUCTURE**

Table 4.5. Details of The Facilities and Infrastructure list at MTs NU Nurul Huda Kudus For The 2023/2024 Academic Year[12]

NO	INVENTORY DESCRIPTION	TP. 2023/2024		TP. 2023/2024	
		TOTAL	SPACE	TOTAL	SPACE
A.	LANDS	1	4868 M2		
B.	INFRASTRUCTURE				
1	VII-A Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
2	VII-B Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
3	VII-C Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
4	VII-D Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
5	VII-E Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
6	VII-F Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
7	VII-G Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
8	VII-H Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
9	VII-I Classroom	-		1 Room	7 m x 8 m : 56 m2

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[11] Document of school, January 6, 2024
[12] Document of school, January 6, 2024

10	VIII-A Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
11	VIII-B Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
12	VIII-C Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
13	VIII-D Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
14	VIII-E Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
15	VIII-F Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
16	VIII-G Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
17	VIII-H Classroom	1 Room		1 Room	7 m x 8 m : 56 m2
18	IX-A Classroom	1 Room		1 Room	7 m x 8 m : 56 m2

B. RESEARCH FINDINGS

1. Implementation *Window Shopping* Learning Model on Students' Reading Comprehension on Islamic Narrative Story in The Ninth Grade MTs NU Nurul Huda Kudus

Before carrying out learning in class, especially in English subjects and narrative text topics, English teachers need to make various preparations. This statement is in line with the views of Mrs. Anida Dina Alayya, S.Pd. The English teacher of 9th grade at MTs NU Nurul Huda Kudus. Mrs. Anida believes that an ideal teacher is the one who has prepared teaching materials before entering the classroom. This approach reflects the principles applied by Mrs. Anida Dina Alayya. Before she was starting the teaching and learning process, she took steps to prepare a structured lesson plan, present clear and relevant material, understand students' needs, prepare appropriate teaching methods, and create an environment supportive learning to ensure the effectiveness of learning in the classroom.[13] This thinking is also in line with the view of the head of the madrasah, Mr. Moh. Akhlis, S.Ag, M.Pd.I. which emphasizes that before starting teaching and learning activities, a teacher must prepare learning tools, such as the annual program, semester program, and RPP.[14]

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[13] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024.

[14] The Principal, Interview by the writer, Transcript, Interview 2, January 11, 2023

The observation results indicate that the 9th grade at MTs NU Nurul Huda implements the K13 curriculum to support the learning process.[15] This aligns with the statement from the Head of MTs NU Nurul Huda, Mr. Moh Akhlis, who mentioned that currently, the madrasah has adopted the independent curriculum for the academic year 2023–2024 in accordance with the government's directives. MTs NU Nurul Huda Kudus has adopted the independent curriculum for the 7th grade, but for the 8th and 9th grades, it continues to use the K13 curriculum. Mr. Moh Akhlis explained that the approach taken by the madrasah in preparing the K-13 and independent learning curricula is through curriculum development. This curriculum development focuses on 21st-century skills, such as digital literacy, character and spiritual strengthening, especially in the context of spirituality, which is a requirement for madrasah (Islamic schools). To support the implementation of the teaching and learning process, both in the Independent Learning Curriculum and the 2013 Curriculum, teachers are provided with complete facilities, including adequate infrastructure and sufficient professional training such as workshops, seminars, and training on the use of educational technology. There is also effective support from the subject teacher working group (MGMP) in enhancing the teaching competence of the teachers.[16]

The importance of implementing the appropriate teaching methods or models by teachers is a focal point of attention, in line with the affirmation from the madrasah head, Mr. Moh Akhlis. He emphasizes that the implementation of teaching methods is significant because these methods act as tools, frameworks, or concepts used by teachers to deliver instructional materials. Before entering the classroom, the initial step for a teacher is to plan the lesson, and subsequently, the teacher applies the methods outlined in the Lesson Plan. Although teachers are given the freedom to choose teaching methods based on personal preferences, as only they understand the subject matter, student conditions, and classroom situations, it is essential for teachers to prepare teaching materials that have been approved by the school principal. This statement is also consistent with the views of Mrs. Anida Dina, the English teacher of 9th grade, who emphasizes

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[15] Observation, at MTs NU Nurul Huda, January 15, 2024

[16] The Principal, Interview by the writer, Transcript, Interview 2, January 11,2023

that the selection of methods is crucial because it can influence the effectiveness of the learning process, students' understanding, and their learning outcomes. Therefore, teachers are expected to have the skills to choose teaching methods that align with the needs and abilities of the learners.

The results of the writer's interview with the English teacher, Mrs. Anida Dina, also revealed the use of the *window shopping* learning model in teaching reading comprehension to 9th grade students at MTs NU Nurul Huda Kudus regarding learning Islamic narrative stories. Mrs. Anida Dina Alayya explained that she implemented the *window shopping* learning model to understand students in reading Islamic narrative text in the ninth grade, and she confirmed this. She also emphasized that the use of the *window shopping* learning model has been implemented in recent years.[17] Mrs. Anida Dina Alayya's statement is strengthened by the writer's interviews with 9th grade students, such as Retno Kumala Sari and Anzalas Sakinah from class 9F, and their friends who confirmed that Mrs. Anida Dina Alayya used the *window shopping* learning model on students' reading comprehension of Islamic narrative story at MTs NU Nurul Huda Kudus.[18]

The implementation of the *window shopping* learning model for understanding Islamic Narrative Story texts by 9th-grade students at MTs NU Nurul Huda Kudus is underpinned by several factors, as explained by Mrs. Anida Dina Alayya. Mrs. Anida Dina deliver it in the interview session as follows:

> "My reason for adopting the *window shopping* learning model in the 9th grade for Islamic Narrative Story is because this method 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.

The explanation provided by Mrs. Anida Dina Alayya aligns

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[17] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

[18] The Students, Interview by the writer, Transcript, Interview 3, January 15 , 2024

with the response given by the principal of MTs NU Nurul Huda Kudus, Mr. Moh. Akhlis. He provides the following feedback:

> "I really provide support to educators who adopt creative and innovative learning models in teaching English subjects, one of which is window shopping learning model. This approach not only provides motivation for students to learn the language in an interesting way, but can also improve overall learning outcomes. Teachers who implement innovation has the ability to create dynamic learning environments, strengthen language skills, and provide memorable learning experiences for students."[19]

The information contained above is supported by the author's direct observation when the English teacher applied the *window shopping* learning model to the reading comprehension of Islamic narrative story texts for 9th grade students. In these observations, it was seen that the students showed high enthusiasm during the learning process, and many of them participated actively in learning activities.[20]

In the results of an interview between the writer and the English teacher, Mrs. Anida Dina, it was stated that narrative text learning material, especially the Islamic Narrative Story, was used as the focus of learning by applying the *window shopping* learning model to teach reading comprehension to grade 9 students. Mrs. Anida Dina stated that the decision to choose the topic of Islamic Narrative Story in teaching reading comprehension for grade 9 narrative texts was based on consideration of the needs of the students being taught.[21] This statement is strengthened by the results of the writer's interviews with grade 9 students, such as Retno Kumala Sari and Anzalas Sakinah from class 9F, and their colleagues, who confirmed that Mrs. Anida Dina Alayya used Islamic Narrative Story as learning material and applied the *window shopping* learning model in teaching reading comprehension skills to students at MTs NU Nurul Huda Kudus.[22]

In applying the *Window Shopping* Learning Model to

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[19] The Principal, Interview by the writer, Transcript, Interview 2, January 11,2023

[20] Observation, at MTs NU Nurul Huda, January 15, 2024

[21] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

[22] The Students, Interview by the writer, Transcript, Interview 3, January 16, 2024

students' reading comprehension, Mrs. Anida Dina Alayya taught Islamic Narrative Story material. Islamic narrative story topics that teach refer to stories or narratives that have Islamic themes and values. In this context, these stories include elements such as Islamic religious teachings, morality, ethics and Islamic values. The aim of Islamic narrative stories is usually to convey Islamic messages, teach morality, and inspire a better understanding of Islamic principles. These stories can be varied, including stories from the Al-Qur'an, the life story of the Prophet Muhammad SAW, or fictional stories that reflect Islamic values. The use of Islamic narrative stories in learning contexts, especially in Islamic educational institutions, can be an effective means of educating and forming students' characters with Islamic values. Some of the themes of Islamic Narrative Stories adopted by Mrs. Anida Dina Alayya in students' reading comprehension are the stories of Abu Bakar Ash Shidiq, Ali bin Abi Talib, Sayyidatina Fatima R.A., Khadijah Bint Khuwailid, and Aisha bint Abu Bakar. The purpose of studying the Islamic Narrative Story of the companions, including Abu Bakar Ash Shidiq, Ali bin Abi Thalib, Sayyidatina Fathimah R.A., Khadijah Binti Khuwailid, and Aisha binti Abu Bakr, is to understand and learn from their experiences, virtues, and contributions in Islamic history. These narratives provide insights into the lives of these prominent figures, their relationships with the Prophet Muhammad, and their roles in shaping the early Muslim community. Studying their stories aims to draw valuable lessons, moral values, and inspiration for Muslims to emulate and apply in their lives.

The Reasons for using Islamic narrative story material in implementing the *window shopping* Learning model on reading comprehension of grade 9 students at MTs NU Nurul Huda Kudus is based on a statement from the English teacher, Mrs. Anida Dina deliver it in the interview session as follows:

"I chose this topic because it is a need and a right for students at Madrasah to receive teaching about Islamic values in all learning, including English language lessons, especially in this narrative text material. The main aim is to build Islamic character and strengthen the spiritual dimension of students through an Islamic narrative story that not only introduces, but also educates them about the struggles of the companions during the time of the Prophet Muhammad

SAW."[23]

Mrs. Anida Dina Alayya's explanation is in accordance with the statement from the principal of MTs NU Nurul Huda Kudus. Mr Moh. Akhlis stated as follows:

"Right, it is very important to integrate Islamic values in learning, including learning English, it shows the commitment of students teachers in strengthening character, morals and ethics in accordance with Islamic teachings for students. That is also a form of implementation of our curriculum development, with the main focus on strengthening children's character and spiritual dimensions. By Therefore, the integration of Islamic values in learning materials in Madrasas, including English language learning, have relevance and significant positive impact. Integration of Islamic values helps form a moral and ethical foundation of Islam in students, a very important aspect crucial in the educational process in Madrasah. As a teacher, I sees the integration of Islamic values in learning, in particular in learning English, is an effective way to creating a more meaningful, relevant, and learning experience helps students gain a deep understanding of values that they adhere to."[24]

This data is supported by the writer's direct observation when the English teacher taught Islamic Narrative Story material in class 9F MTs NU Nurul Huda. At that time, teachers used the window shopping learning model in teaching reading comprehension.[25]

Based on the results of observations, interviews and documentation at MTs NU Nurul Huda Kudus, the writer obtained information regarding the implementation of the *window shopping* learning model on student's reading comprehension of Islamic Narrative Story texts in class 9F students at MTs NU Nurul Huda Kudus. Research results related to the application of the *window shopping* learning model can be identified through interviews with the English teacher, Mrs. Anida Dina Alayya, who uses this method in teaching reading

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[23] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

[24] The Principal, Interview by the writer, Transcript, Interview 2, January 11,2023

[25] Observation, at MTs NU Nurul Huda, January 15, 2024

comprehension of Islamic Narrative Story texts in class 9.[26] This opinion is reinforced by the statement of the headmaster, Mr. Moh. Akhlish, regarding learning innovation at MTs NU Nurul Huda. Mr Moh. Akhlis explained that innovation is a form of renewal, which means teachers have the freedom to apply as many learning innovations as possible so that learning remains interesting and students do not feel bored in class.[27] The learning time for English subjects at MTs NU Nurul Huda is allocated for 4 sessions, each lasting 40 minutes, so the total learning time reaches 160 minutes.

Based on the results of interviews regarding the initial steps of learning activities in implementing the *window shopping* learning model in reading comprehension of Islamic Narrative Story texts in class 9 of MTs NU Nurul Huda, as carried out by Mrs. Anida Dina Alayya, it was explained that the lesson lasts 160 minutes. For the first time, before starting learning, Mrs. Anida Dina Alayya started by greeting and recording students' attendance. Next, She invited students to read basmalah together as a first step so that the learning process runs smoothly and students gain useful knowledge. After that, several questions were asked to students to remember the previous week's material.[28] After these initial steps, the core learning process began, where Mrs. Dina explained material about narrative texts, including definitions, objectives, functions, generic structure, concepts of Islamic narrative texts, example texts, and practice analyzing the general structure of narrative texts. The material is delivered via PowerPoint media. After delivering the material, a learning practice was carried out using the *window shopping* learning model by Mrs. Anida Dina Alayya. She had divided the class into five groups, with each group consisting of five or six members. Subsequently, she had provided each group with Islamic Narrative Story texts on different topics. Additionally, she had given them worksheets containing tasks and questions to be discussed together. Following that, she had explained how to address these challenges. Each group had then been engaged in a discussion led by their respective group leaders. For their

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[26] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

[27] The Principal, Interview by the writer, Transcript, Interview 2, January 11,2023

[28] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

assignment, she had provided a passage with random paragraphs from the Islamic narrative story. The first task had been for them to discuss and correctly arrange the paragraphs, the second task had been for them to analyze its generic structure, and the third task had been for them to determine the message or moral values contained in the story. Afterward, she had asked them to present their group's work on Astro paper, which she had previously instructed them to bring. Then, she had asked each group to affix their work to the nearest wall. Next, she had requested them to divide their group members into two teams: the presenter team and the visitor team. The presenter team had been tasked with guarding their work and presenting it to the visitor team from other groups. Meanwhile, the visitor team had been assigned to visit other groups, listen to explanations, and take notes on the other groups' work. After all groups had been visited by the visiting team, everyone had gathered back within their respective groups, and the visiting team had shared their notes with their presenting team.[29]

This is also related to the statement of class 9 students, namely Najwa Nailul Yumnaa. She knows the steps that Mrs. Anida Dina Alayya applies in the *window shopping* learning model. She conveyed her opinion to the writer :

"Before starting the discussion, Mrs. Anida Dina formed groups, followed by determining the group leader, after that each group was given different Islamic Narrative story texts, these texts were distributed in random form. So students must discuss how to order the paragraphs correctly, then determine the main idea per paragraph, identify the generic structure and determine the message or moral value contained in the text. After that, the results of the group discussion were written on astro paper and posted on a nearby wall. After that, the groups were divided into 2 teams, the team that presented and the team that went around recording the results of the work of other groups. After that, gather with our respective groups and share the results of our notes with our group friends."[30]

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[29] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

[30] Yumnaa, Interview by the writer, Transcript, Interview 3, January 16, 2024.

According to Farah Rusyda Azzahra, she also states that the steps taken by the English teacher to implement the *Window Shopping* Learning Model are almost the same. She conveyed her opinion to the writer :

"The first step before starting the discussion, Mrs. Anida Dina Alayya explains the Narrative text material using a PowerPoint presentation, then forms groups and gives discussion topics in the form of sheets containing different Islamic narrative stories for each group, along with student worksheets containing task instructions. Then, the students begin their discussions and record the results on astro paper. After that, each group is divided into two teams: a team that presents the group's work and a team that goes around and records the work of other groups. Then, the team that went around returns to their respective groups and shares the recorded results with their team assigned as presenters."[31]

Teachers provide opportunities for students to be active in learning. So far, teachers only act as moderators and facilitators in discussion activities. Students have the opportunity to ask and answer freely. Mrs. Anida Dina Alayya's statement is the result of her interview with the writer, she gave students the freedom to ask questions and respond to other groups' presentations. After the discussion activity using the window shopping model took place, Mrs. Dina discussed the evaluation of the discussions that had been carried out by the students. Because in this discussion the teacher acts as a moderator and facilitator, the teacher as a filler organizes lessons, encourages students' work, organizes appropriate tasks, and mediates their activities.[32]

After the core activity ends, the final activity is assessing the results of the discussion. This is in accordance with the statement of Mrs. Anida Dina Alayya:

"After the window shopping activity, I gave an overall evaluation and gave an independent assignment containing 15 questions, and I ask them to do it at home. The questions of which covered all the topics they had discussed together. So I can know to what extent they can understand the reading, determine the main idea, analyze the generic

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[31] Farah, Interview by the writer, Transcript, Interview 3, January 16, 2024

[32] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

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structure, and determine the moral value of the Islamic narrative story. "[33]

This data is strengthened by the writer's direct observation when the English teacher taught with implementing *window shopping* learning model on student's reading comprehension of Islamic Narrative Story in class 9F MTs NU Nurul. Step by step of implementing *window shopping* learning model delivered by the English teacher in interview have been proven to be implemented, as shown by the existing observation sheet instruments.[34]

The use of the *window shopping* learning model is a learning model that encourages students to be more active and happy when involved in discussions. A similar experience was also experienced by Zahratul Ilma, a student in class 9 at MTs NU Nurul Huda Kudus. She conveyed her impression to the writer :

"I'm so happy when Mrs. Dina implemented the *window shopping* learning model in class. I like Mrs. Dina's way of teaching and feels that learning in class is more varied and not boring. At first the class was busy because students were joking and talking with their friends. However, after Mrs. Dina implemented the *window shopping* learning model, class activities became busy because students were involved in discussions, presentations, and moving between groups."[35]

Following Zahra's opinion, Chalisa Fikratuha also shares her experience when the teacher applies the *window shopping* learning model in her class. According to her, she conveyed her impression to the writer :

"The method applied by Mrs. Dina feels enjoyable and not boring compared to the lecture method commonly used by English teachers. When using the lecture method, students tend to feel sleepy during the learning process, resulting in lower participation levels. On the other hand, by implementing the Window Shopping method, as applied by Mrs. Dina, I and my groupmates have a better understanding of the material because we have to discuss problem-solving

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[33] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

[34] Observation, at MTs NU Nurul Huda, January 15, 2024

[35] Zahra, Interview by the writer, Transcript, Interview 3, January 16, 2024.

together."[36]

Nasifa Luthfatul Jannah also conveyed similar views to the writer when interviewed. she conveyed her impression to the writer :

"We felt happy and did not feel bored when Mrs. Dina used the *window shopping* learning model in class. With this method, we could discuss and solve problems together with our classmates. This method provides opportunities for us to practice collaboration skills in groups in order to achieve optimal learning outcomes.[37]

The writer's observations also add strength to this data, where when the English teacher implemented the *window shopping* learning model in class 9F, most students showed enthusiasm and active participation in learning.[38]

So, implementing the *window shopping* learning model in class 9 of MTs NU Nurul Huda Kudus has had a positive impact to improve reading comprehension of Islamic narrative story texts. This method is successful in avoiding monotonous and boring learning, while increasing students' literacy levels. In addition, this model involves students in building a culture of cooperation when solving problems during the learning process, teaches students to respect the learning outcomes of classmates, and encourages students' physical and mental activity during the learning process. The results of interviews with the English teacher, Mrs. Anida Dina Alayya, support this statement. She conveyed to the writer :

"The use of window shopping learning model brought positive changes, such as increasing students' interest in reading, increasing learning activities, collaboration between students, and appreciation for the work of classmates. This model is also proven to train students' speaking skills in presenting the results of their work, while cognitively students can identify the main idea of a paragraph, analyze text structure, and find moral values.[39]

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[36] Chalisa Fikratuha Interview by the writer, Transcript, Interview 4, January 16, 2024

[37] Nasifa, Interview by the writer, Transcript, Interview 3, January 16, 2024.

[38] Observation, at MTs NU Nurul Huda, January 15, 2024

[39] The English Teacher, Interview by the writer, Transcript, Interview 1,

This data is also confirmed by the statement of class 9F students regarding the *window shopping* learning model which helps students understand Islamic narrative story text material. They said that English teachers applied the window shopping learning model and they understood the material being taught better. Because before starting this learning model, the teacher explains the material first, if students don't understand it then students discuss it with the group.[40]

The information contained above is supported by the writer's direct observation when the English teacher applied the *window shopping* learning model to the reading comprehension of Islamic narrative story texts for 9th grade students. In these observations, it was seen that the students showed high enthusiasm during the learning process, and many of them participated actively in learning activities.[41]

2. **The Supporting and Obstacles to The Use of *Window Shopping* Learning Model to Improve Students' Reading Comprehension of Islamic Narrative Story in The Ninth Grade of MTs NU Nurul Huda Kudus**

   a. **The Supporting to the Use of *Window Shopping* Learning Model**

   Based on the findings from the writer's interview with the English teacher at MTs NU Nurul Huda Kudus, using the *window shopping* learning model as a model for teaching ninth-grade students' reading comprehension of Islamic narrative stories. There are several supporting factors in using this method, one of which is making students more active in class. This statement aligns with what Mrs. Anida Dina Alayya conveyed:

   "This *window shopping* learning model has several supporting factors, one of which is encouraging students to participate in learning activities in class. All students can be active in teaching and learning activities, teach students to respect other people's opinions and work together with their friends, develop communication skills in students, present peer tutors with their friends, increase individual student

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January 15, 2024

[40] The Students, Interview by the writer, Transcript, Interview 3, January 16, 2024

[41] Observation, at MTs NU Nurul Huda, January 15, 2024

participation in groups and in class, and can develop knowledge because students can share knowledge and exchange opinions with their group or other groups."[42]

The headmaster of MTs NU Nurul Huda Kudus, Mr. Moh. Akhlis S.Ag., M.Pd.I, stated that the data was strengthened by other supporting factors, namely the availability of adequate facilities to support the learning process. The facilities at MTs NU Nurul Huda Kudus are considered adequate to support teaching and learning activities. He explained that MTs NU Nurul Huda, which is part of the Sultan Kamaluddin Jetak foundation, has a building with 3 floors and 25 classrooms, all of which are in good condition. Not only is the classroom considered the main supporting facility for learning, but facilities outside the classroom are also deemed adequate. For example, there is a library that students can use to read and search for reference books. Additionally, the computer laboratory at MTs NU Nurul Huda Kudus is considered a facility that supports students' learning activities. Mr. Moh. Akhlis emphasizes that, apart from classrooms, the presence of a library aims to encourage students' literacy spirit. Similarly, the computer laboratory is expected to provide adequate technological support for students so that they do not lag behind in technological advancements. One supporting factor for the use of the *window shopping* learning model is the utilization of various media in the teaching process by teachers. According to Mr. Moh. Akhlis, the use of media is an essential element in education at MTs NU Nurul Huda Kudus. He states that various media available at MTs NU Nurul Huda are sufficient to support teaching and learning activities, both by students and teachers. The school facilities include the use of speakers that can be utilized by English teachers to listen to materials, as well as the presence of a projector to support English teaching by projecting materials such as films or other learning sources.[43]

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[42] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

[43] The Principal, Interview by the writer, Transcript, Interview 2, January 11,2023

This data is strengthened by testimonials from grade 9 students who expressed the benefits of implementing the *window shopping* learning model on studen's reading comprehension of Islamic narrative stories at MTs NU Nurul Huda Kudus. Nasifa Luthfatul Jannah stated that She felt significant benefits from using this model. With the *window shopping* learning model approach. She conveyed to the writer :

> "I experience increased understanding because we can be involved in discussions, interact with friends, share knowledge, and feel more active and less bored during the learning process. This model makes learning more enjoyable"[44]

Support for the previous statement also comes from Adinda Inka Aurani, a student, who asserts that the use of this method has made discussions more engaging. She conveyed to the writer :

> "I feels that the material on Islamic narrative story texts is easier to comprehend because Mrs. Dina always provides initial explanations before the discussion begins. If there are students who do not understand, we can discuss it with our friends, I feels more confident after the discussion because the results of their discussions are presented in front of other groups. This process provides an opportunity for Group One to see and learn from the work of other groups, and students not only observe but also take note of important information to share knowledge with other group members. As a result, each visit to another group's exhibition becomes an opportunity to gain new knowledge.[45]

Based on the writer's interviews with other ninth grade students, the majority of them stated that they felt many benefits when English teachers implemented the window shopping learning model in class. One of the main advantages highlighted by these students is the ease in understanding the material, especially when discussing

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[44] Nasifa, Interview by the writer, Transcript, Interview 3, January 16, 2024.
[45] Adinda, Interview by the writer, Transcript, Interview 3, January 16, 2024.

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Islamic narrative story texts. This makes students' interest in learning increase and they are more active in the learning process. In addition, according to ninth grade students, involving themselves in discussions is also considered a way that refreshes the brain and allows them to exchange opinions with friends, which in turn increases their self-confidence in learning. Supporting factors and benefits that students obtain through The use of *window shopping* learning models is listed above.[46]

b. **The Obstacles and Solution of Implementing *Window Shopping* Learning Model**

1) **Teacher's Obstacles and Solution**

Apart from providing joy in using the *window shopping* learning model, there are several obstacles that need to be considered. That is the difficulty of maintaining student conduciveness. From the data obtained through the interview session, there were challenges faced by Mrs. Anida Dina Alayya, an English teacher. In her explanation, Mrs. Anida Dina Alayya said that since the beginning of the activity, there were a number of students who paid little attention to the learning material being presented. This causes confusion among them regarding the procedures for implementing window shopping activities and the technical aspects involved, which in turn has an impact on achieving learning outcomes that are not optimal. The process of making resumes and making wall magazines is part of the tasks that require cooperation between students in their groups.

This statement was conveyed by Mrs. Anida Dina Alayya during an interview. She said:

"Although it is important for students to focus on carrying out window shopping activities effectively, some of them seem more interested in personal matters, such as talking to each other about things outside the learning topic. Such student attitudes can disrupt the smooth implementation of window shopping activities, having a negative impact on both the students

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[46] The Students, Interview by the writer, Transcript, Interview 3, January 16, 2024

concerned and their colleagues."

In facing the main challenges of implementing the *window shopping* learning model, Mrs. Anida Dina Alayya created a solution that was revealed in an interview with researchers. She identified that some students were not paying enough attention to the teacher, thereby impacting the overall class dynamics. Based on the interview, the teacher proposed a solution by applying the principle of Class Differentiation. This approach involves dividing students in a class into three levels, namely low, middle, and high level students, based on their level of English language skills and knowledge. Through the formation of this differential group, it is hoped that learning efficiency can be significantly increased. In the interview Mrs. Anida Dina said that the working principle of the method involves dividing students between groups with low and high levels of understanding. By carrying out this division, teachers can provide more intensive attention to groups of students who are at a low level of understanding, thereby enabling a deeper understanding of their needs and limitations. The effect of applying this method also covers students who are less focused in class, especially those from groups with the lowest level of understanding, by providing them with additional reminders."[47]

2) **Student's Obstacles and their solution**
   a) **The Student's Obstacles**

   There are two obstacles faced by students, which are explained as follows :

   (1) Difficulty in presenting discussion results to their peers

   First, there is the problem of the seller (presenter team) in explaining the material to the buyer (visitor team). From the results of the interview, Ainun Muqammaroh, one of the 9th grade students, explained hat one of the difficulties he encountered in the Window Shopping activity was difficulty in

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[47] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

explaining the material to buyers (visitors) due to his lack of public speaking skills. Taken from the results of the interview, Ainun Muqommaroh as a seller (presenter) in the implementation of window shopping, She agreed, "In *window shopping* activities, I really understand the material I write but I have a little difficulty conveying it to buyers. This happened because I didn't have good public speaking skills". From observations, researchers could see that these problems were actually occurring at that time. Some sellers have difficulty explaining the material to buyers.

(2) Some students are not actively participating.

Students face challenges in forming groups. Based on data obtained from observations, researchers found that several groups blamed each other for not participating in completing group assignments. In the interview, Fatimatuz Zahroh expressed his opinion regarding this matter, especially regarding group members who showed difficulty in collaborating. In an interview, She expressed his opinion,

"So, I collaborated with my group members, but there were two other students who were involved in the conversation on their own without contributing to completing the assignment of making summaries and wall magazines. Honestly, I would like to say that their behavior only adds to the burden on our group."

This assertion is strengthened by the teacher, Mrs Anida Dina Alayya agreed that the Student's obstacles to this method included Difficulty in presenting discussion results to their peers and some students are

not actively participating.[48]

b) **Student's Solution**

The solutions that students use to overcome these obstacles are as follows:

1. Difficulty in presenting discussion results to their peers.

   Ainun Muqamarah explained her opinion regarding solutions in overcoming difficulties in presenting the results of group discussions, in an interview with researchers, she said: "Determining who will be the seller (presenter) and buyer (visitor) needs to be considered carefully. The seller must be a student who has good speaking skills, She must also master the topic he has acquired." So, students need to be truly selective in choosing who will be the seller and buyer, so that the implementation of window shopping learning can run optimally.

2. Some students are not actively participating

   Fatimatuz Zahroh from the interview answered her opinion about the second problem regarding students who did not participate in the group, She said, "In my opinion, students who do not participate in group discussions well need to be given sanctions or punishment. So students who are not active will feel afraid if they don't participate in the group."

   According to Fathimatuz Zahroh, the reason for imposing sanctions is so that students are encouraged to work together on group assignments, so that no more students talk to themselves or are busy with their own interests. Even so, teachers also agree with Fathimatuz Zahroh's opinion and consider the benefits of imposing sanctions in learning. [49]

   At the Point, Mrs. Anida Dina Alayya applies several methods to overcome the

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[48] Ainun, Interview by the writer, Transcript, Interview 3, January 16, 2024
[49] Fatima, Interview by the writer, Transcript, Interview 3, January 16, 2024

obstacles from herself and the student of using the *window shopping* learning model on students' reading comprehension of the Islamic Narrative Story text. When interviewed by the author, Mrs. Dina said that she tried to overcome the obstacles by doing several things, there was (1) Teachers apply the Class Differentiation method by separating students into three levels, namely low, middle and high levels, based on their skills and knowledge in English to increase learning effectiveness. By separating students who have low abilities and students who have high abilities, the goal is to have a positive impact on students who do not participate enough in class, so that they become more enthusiastic and motivated. (2), She applies sanctions or punishments to students who do not follow the lessons well. So, before starting the discussion, the teacher gives reminders and sets rules that students must follow. If these rules are violated, sanctions in the form of points deduction will be applied. The importance of student discussion results related to learning topics is also explained, and teachers must be able to motivate and create enthusiasm in students.[50]

C. RESEARCH ANALYSIS

Data from research at MTs NU Nurul Huda Kudus. After the writer conducted research on the use of the *window shopping* learning model on student's reading comprehension of Islamic narrative story texts in class 9 MTs NU Nurul Huda Kudus, through several lessons the writer finally obtained the collected data, and from this data was collected into a report. The results of this research have been explained in the previous discussion. Next, the data will be analyzed so that it can be interpreted and then conclusions can be draw

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[50] The English Teacher, Interview by the writer, Transcript, Interview 1, January 15, 2024

1. **Analysis of The Implementation of the *Window Shopping* Learning Model to Improve Students' Reading Comprehension of Islamic Narrative Story in Class 9 MTs NU Nurul Huda**

   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 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.[51]

   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.[52]

   In implementing learning in class, especially in English subjects with a focus on Islamic narrative story, teachers need to carry out structured learning plans. English teachers must develop teaching methods that can effectively achieve learning goals. By utilizing the *window shopping* learning model in reading comprehension of Islamic narrative story texts, English teachers can have a more focused goal in forming students' thinking framework according to their needs.

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

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

a. **Planning and Preparing Stage**

The planning and preparing stages carried out by a teacher before starting the teaching process are as follows:

- Preparing Teaching Material

    Every time a competent teacher prepares to carry out teaching, they review the learning material that will be presented. This includes evaluation of previous learning, so that if obstacles arise, solutions or anticipatory steps can be immediately identified. Even though a teacher has experience in formal education, this does not reduce the importance of reading material or compiling teaching materials. Competent teachers can recognize certain aspects or subjects that require special attention by conducting a review before the teaching process, thereby ensuring maximum understanding of the material for all students.

- Making Learning Tools

    Equipment used by teachers in teaching, also known as learning tools, has an important role that is not only limited to administrative matters. This equipment has a big impact on how the learning process will take place in classrooms in the future. Syllabus, annual program, semester program, and learning implementation plans are some learning tools. If all these learning tools are arranged carefully, competent teachers will have no difficulty in creating a conducive learning and teaching environment.

- Preparing Learning Media

    After completing the learning tools, preparing the learning media is the next step before a competent teacher can start the teaching session. Learning media is a tool that plays an important role in the success of the learning process. Effective learning media is able to meet student needs and provide support in overcoming learning difficulties.

    There are various types of learning media, and skilled teachers will choose the ones that best suit the characteristics of the students and the learning challenges they face. An approach that starts with empathy for students, followed by identifying the learning problems they face, will guide teachers to create relevant ideas and prototypes. Trials need to be

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carried out after the prototype is completed, to ensure that the learning media created can be improved optimally.

Curriculum 13 is the curriculum that is being implemented in class 9 of MTs NU Nurul Huda. In an interview session with the school principal, the author learned that MTs NU Nurul Huda still uses Curriculum 13. However, in the new academic year 2023-2024, the school is trying to implement an independent curriculum in grade 7. In the next academic year, it is hoped that MA Grade 8 and 9 Nahdlatul Ulama will switch to the curriculum proposed by the government, namely the independent curriculum. The *window shopping* learning method for reading comprehension of Islamic narrative story texts has been used at MTs NU Nurul Huda Kudus for the last few years by Mrs. Anida Dina Alayya, who is an English teacher. Grade 9 students also confirmed the use of this learning model by English teachers.

There are several purposes why English teachers use the *window shopping* learning model on student's reading comprehension of Islamic Narrative Story texts for grade 9 students at MTs NU Nurul Huda Kudus, namely:

- Students can understand the text well and easily

    Through the implementation of the *window shopping* learning model in understanding the reading of Islamic narrative story texts, it is expected that students can achieve a better understanding of the text. With this learning model, students will practice understanding the Islamic narrative story text together with their group members, and then they will discuss it together. This approach allows students to comprehend the text more thoroughly. After the discussion process is complete, groups will exchange their discussion results by forming presenter and visitor teams for each group. Visitor teams that have visited and noted the discussion results of other groups will share this information with the presenter teams. Thus, it is expected that the understanding of the Islamic narrative story text can be evenly distributed among all students.

- Training students to be more confident

    The implementation of the *window shopping* learning model enhances students' confidence through

group discussion activities. By participating in group discussions, students can improve their communication skills and manage emotions better. Expressing opinions in a supportive environment can also stimulate increased student courage. Additionally, this model helps train students to become peer tutors for their classmates. Therefore, there is no doubt that the implementation of the *window shopping* learning model has a positive impact on increasing students' confidence.

- Students can enjoy and experience happiness in class

  To facilitate learning about understanding the reading of Islamic narrative story texts, teachers face the challenge where students tend to feel bored with reading activities. Therefore, this method is applied to create a fun and exciting atmosphere so that students can enjoy the learning process in class.

- Attracting students to more participate

  The English teacher chooses to use the *Window Shopping* Learning Model in students' understanding of the Islamic narrative story text with the aim of encouraging student participation. By involving students in group discussions, this method successfully promotes effective participation. Additionally, this learning approach requires students to act as peer tutors with their classmates. Each student has the right to provide criticism, input, and feedback to other groups.

  The objectives of implementing the *window shopping* learning model on student's reading comprehension of Islamic narrative story texts for MTs NU Nurul Huda grade 9 students are relevant to the theories of Awalu Geniusata and Muamaroh. The purposes are developing students' self-confidence and increase students' ability to understand and be responsible for learning material in a fun way and without causing fear.[53] Moreover while compared with research by Kosasih, group-based learning has the following objectives : (1) Increasing students'

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[53] Geniusata Gestalt Farabi Nur Mahmudi and Muamaroh, "The Implementation Of Window-Shopping Learning Model For Efl Students In Merdeka Curriculum."

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.[54]

The results of interviews conducted by the author with English teachers show that the teacher has the main goal of applying the window shopping learning model to students' reading comprehension of Islamic Narrative story, and the teacher's goals are in line with the theory put forward by Awalu Geniusata and the study by Kokasih.

The method applied at MTs NU Nurul Huda Kudus is a tool or framework that assists teachers in delivering learning materials. Before starting a learning session, the teacher needs to plan the learning activities and apply the methods outlined in the Lesson Plan (RPP). Teachers have the freedom to choose teaching methods according to their preferences because they are the ones who understand the material, the students' situation in the class, and the overall classroom conditions. Before entering the class, teachers must also prepare learning tools, such as lesson plans, annual programs, and semester programs approved by the school principal. These documents include minimum competency standards, learning outcome indicators, and evaluation procedures for each subject.

Learning innovation is a change or development in learning activities. Teachers have the freedom to apply various methods in the classroom to prevent learning from becoming monotonous and to keep students engaged without feeling sleepy. One form of learning innovation applied by Mrs. Anida Dina Alayya, S.Pd., is using the window shopping learning model for understanding the reading of Islamic narrative story texts for ninth-grade students at MTs NU Nurul Huda.

b. **Learning Proccess**

Then, after planning and preparation, is the learning process. The results of the observation conducted by the writer are the steps of implementing the window shopping

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[54] Kosasih E, *Strategi Belajar Dan Pembelajaran Implementasi Kurikulum*.

learning model in understanding the reading of Islamic narrative story texts for ninth-grade students at MTs NU Nurul Huda Kudus.[55] The steps of implementing the window shopping learning model by Mrs. Anida Dina Alayya include: (1) The English teacher explained the material about narrative texts using *powerpoint* media. (2) The teacher divided the students into 5 groups, each group consisting of 5-6 members. (3) The teacher provided the random paragraphs of Islamic narrative story reading texts with different topics to each group. (4) The teacher provided a worksheet containing tasks and questions for each group. (5) The students discussed about the tasks such as arranging the random paragraphs of the Islamic narrative story text which was provided by the teacher, analyzing its generic structure, determining the main idea and determining the message or moral value contained in the narrative Islamic story. (6) Each group presented their work on astro paper, which was previously asked to be brought by the students. (7) Each group stuck their work on the nearest wall. (8) Each group divided their group members into 2 teams, as a stand guard team that acts as a presenter and as a visitor team that visits other groups, listened to explanations, and took notes on the work of other groups. (9) The students gathered again in their respective groups, and the visitor team shared notes with the presenter team. (10) The teacher gave written questions to the students to take home.

The steps for implementing the *window shopping* learning model on reading comprehension of Islamic narrative story texts for MTs NU Nurul Huda grade 9 students are relevant to the theories of Mumu Abdurrohma, et all. The procedure is as follows: (1) Students are divided into several groups. (2) The teacher assigns different topics to each group, consisting of narrative texts and questions designed to enhance the students' reading skills. (3) Students collaborate within their groups to answer the teacher's provided questions. The answers are recorded on cardboard or a similar medium, while the teacher provides guidance if necessary. (4) The works of each group are displayed around the classroom walls, resembling the opening of a shop, with a focus on problem-solving. (5) Group members are

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[55] Observation, at MTs NU Nurul Huda, January 15, 2024

assigned tasks, including those who manage the "shop" and those who visit other groups' "shops." (6) Students acting as shopkeepers are expected to explain to other group members who need information on how to complete the display. It is advisable to choose shopkeepers with good communication skills and an understanding of the group's work. This activity provides opportunities for peer tutoring. (7) Members visiting other groups have the right to receive explanations and provide feedback and corrections to the visited group's work. Feedback and corrections are recorded on the visiting group's worksheet. (8) After the specified time is up, each member returns to their respective original groups. (9) Upon returning, group members exchange information based on the visits they conducted. (10) The teacher then thoroughly reviews the work, identifies areas that need improvement, and provides comments on the work of each group. (11) The teacher confirms the feedback and corrections given during the classical group work. To measure individual student understanding, the teacher administers quizzes with various types of questions, similar to those completed by all groups.[56]

The results of the observations conducted by the author indicate that the teacher has implemented the window shopping learning model, and the steps applied by the teacher align with the theory proposed by Mumu Abdurrohman, et all.

c. **Evaluating Stage**

Then, after the learning process is evaluating session. The next step in preparation before teaching is designing an assessment or evaluation. Careful teachers must create assessment instruments that are in accordance with previously established learning objectives. The results of this evaluation will be an indicator of success or failure in achieving learning objectives. The type of assessment and evaluation chosen after setting learning objectives has a significant impact on the course of the learning process. After the process of implementing the window shopping learning model, the teacher gave written questions to the students to take home.

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[56] Abdurrohman et al., "Window Shopping Learning Model on Islamic Education and Creative-Collaborative Skill Improvement."

Students of ninth-grade expressed their awareness of the steps taken by the English teacher in implementing the window shopping learning model for understanding the reading of Islamic narrative story texts in class at MTs NU Nurul Huda Kudus. They acknowledged that the first step taken by the English teacher is to form groups, but some students also understood that the initial step involves the teacher explaining the material. After that, reading materials on Islamic narrative stories with different topics were distributed to each group. Each group was also given a student worksheet containing tasks for discussion and work. Following this, the teacher asked students to present the results of their discussions and group work on buffalo paper. Then, the teacher requested each group to divide into 2 teams: a team that safeguards their own work, serving as presenters, and a visitor team responsible for visiting other groups to see their work and record it. After the allotted time, the teacher asked the visitor team to return to their respective groups and share the notes they had obtained with the presenter team. Following this, the teacher administered a written quiz to evaluate the extent of their understanding of the material covered that day.

The English teacher played a highly effective role as an educator in reading comprehension by implementing the window shopping learning model in the ninth-grade class. In addition to their primary role as an English teacher, they also served as a facilitator and moderator, guiding the learning activities using the window shopping learning model.

The implementation of the window shopping learning model by the English teacher received positive responses from students during the learning process. Students expressed their joy as this method made the learning experience less monotonous or boring, preventing them from easily getting sleepy in class. Through the window shopping learning model, learning became more enjoyable and understandable for students. They could actively engage in discussions with their peers, ultimately aiding them in problem-solving together. Consequently, the classroom atmosphere, which was previously lively due to student conversations, became lively with student interactions in discussions.

There was an improvement in outcomes after the teacher implemented the window shopping learning model on reading comprehension of Islamic narrative story texts by ninth-grade students at MTs NU Nurul Huda Kudus. Students demonstrated enhanced understanding of the material and a higher enthusiasm for reading, assisting the teacher in fostering a reading culture to improve students' literacy levels.

2. **Analysis of The Supporting and Obstacles to Use of The *Window Shopping* Learning Model to Improve Students' Reading Comprehension of Islamic Narrative Story in Ninth Grade at MTs NU Nurul Huda Kudus**

The use of the *window shopping* learning model on reading comprehension of Islamic narrative story texts in the ninth-grade class at MTs NU Nurul Huda Kudus has several supporting factors and obstacles.

a. **Analysis of The Supporting to The Use of *Window Shopping* Learning Model**

The use of the window shopping learning model on reading comprehension of Islamic narrative story texts in the ninth-grade class at MTs NU Nurul Huda Kudus has several supporting factors and obstacles. Some factors supporting this method include: (1) Students are more active and participate in class discussions. (2) Students are taught to appreciate and collaborate with their classmates. (3) Enhancing students' knowledge through the exchange of ideas within their group or other groups. (4) Developing students' communication skills. (5) Encouraging individual student participation both within groups and in the classroom.

When compared with other research, for example research conducted by Mustopa, He mentions the advantages of the window shopping learning model. These include: (1) students are trained to build a collaborative problem-solving culture during the learning process, (2) there is synergy that mutually reinforces understanding of learning objectives, (3) students become accustomed to appreciating and valuing their classmates' learning outcomes, (4) this model activates students physically and mentally during the learning process, and (5) it fosters students to be tolerant in giving and receiving criticism. So supporters of using the window shopping learning model are

in line with this research.[57]

The benefits gained by students from the implementation of the *window shopping* learning model on student's reading comprehension of Islamic narrative story texts in the ninth-grade class at MTs NU Nurul Huda Kudus are that they can better understand the material through discussions and exchanging ideas with their peers, making the learning process more enjoyable, not boring, and more active. In addition, students can increase their confidence by expressing their opinions and presenting their work in front of their peers, as well exchanging information with other groups.

The facilities to support teachers in teaching activities at MTs NU Nurul Huda Kudus are the MTs building consists of 3 floors, with 25 classrooms, each in good condition. In addition to classrooms, other supporting facilities include a library for reading or searching for references and a computer laboratory to prevent students from being technologically illiterate. The media that helps teachers in carrying out teaching activities is already quite sufficient. The available media at MTs NU Nurul Huda Kudus include speakers that English teachers can use for listening materials and projectors. Teachers can use these media to support learning, such as watching films.

b. **Analysis of The Obstacles to the Use of *Window Shopping* Learning Model**

The obstacles faced in implementing the *window shopping* learning model on reading comprehension of Islamic narrative story texts at MTs NU Nurul Huda in the ninth grade include several aspects: (1) Difficulty in presenting discussion results to their peers (2) Some students are not actively participating. Additionally, obstacle factors faced by teachers involve (3) Difficulty in managing the class.

Compared with other research, for example research conducted by Istianingsih has identified various obstacle in implementing window shopping learning model, including

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[57] 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."

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 following 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.[58]

While compared with research by Dede Wajyudin Alfaedi. The hindrances experienced by Dede Wajyudin Alfaedi include: (1) Some students are not actively participating. (2) Some students still do not understand the material conveyed by their peers.[59] The obstacles faced in implementing the window shopping learning model in the both studies are in line to this research, namely regarding the lack of public speaking skills among students and the difficulty teachers have in conditioning class.

Mrs. Anida Dina Alayya, as an English teacher, has implemented several strategies to overcome these obstacles based on observations and interviews. These actions involve: (1) Implementing class differentiation, (2) Reminding students of the rules before starting discussions, with sanctions or point deductions as consequences if the rules are violated. (3) Providing motivation and encouragement to students.

Observations show that these solutions are effective in addressing issues in the implementation of the window shopping learning model. With these actions, students become more active and enthusiastic in the learning process, while the class that was initially chaotic can be controlled because students adhere to the agreed-upon rules beforehand.[60]

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[58] 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.

[59] 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."

[60] Observation, at MTs NU Nurul Huda, January 15, 2024