CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSSION

Based on the above-mentioned problems research, research findings, and discussion, it is possible to conclude:

1. The implementation of window shopping learning model to improve students' reading comprehension of Islamic Narrative Story at the ninth grade of MTs NU Nurul Huda Kudus, There are three learning stages, First, It's planning stage which consists of : (1) Preparing Teaching Material, (2) Making Learning Tools, (3) Preparing Learning Media. Second, It's Implementation Process, there are steps of implementing the window shopping learning model were: (1) Explaining the material about narrative texts by English teacher using PowerPoint media (2) Dividing the students into 5 groups, each group consisting of 5-6 members. (3) Providing random paragraphs of Islamic narrative story reading texts with different topics to each group. (4) Providing a worksheet containing tasks and questions for each group. (5) Discussing tasks such as arranging random paragraphs of the Islamic narrative story text which was provided by the teacher, analyzing its generic structure, determining main idea of each paragraphs and determining the message or moral value contained in the narrative Islamic story. (6) Making presentation media on astro paper (7) Sticking their work on the nearest wall. (8) Dividing student's group members into 2 teams, a stand guard team that acts as a presenter and a visitor team that visits other groups, listens to explanations, and takes notes on the work of other groups. (9) Gathering again in their respective groups, and the visitor team shares notes with the presenter team. Third, It's Evaluating Stage, (10) Giving written questions to the students take home.

2. There are some supporting and obstacles in the implementation of window shopping learning on students' reading comprehension of Islamic narrative story at the ninth grade of MTs NU Nurul Huda Kudus. There are some supporting factors for the use of window shopping learning model: (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. There are obstacles of using *window shopping* learning model on reading comprehension of Islamic narrative story for MTs NU Nurul Huda Kudus students in class 9: (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.

B. RECOMMENDATION

After researching the implementation of window shopping learning model on students' reading comprehension of Islamic narrative story in the ninth grade of MTs NU Nurul Huda Kudus, some recommendations put forward by the researcher include:

1. For the Students

Students are required to stay focused, pay attention, and adhere to the instructions provided by the teacher during lesson delivery. In case students encounter challenges in their learning process, it is encouraged that they seek assistance either from a peer or the respective teacher to ensure effective comprehension.

2. For the Teacher

The teacher needs to carefully follow the stages of the window shopping learning model, concentrate on the issues under consideration, devise multiple solutions to the problems, and take note of students who are not actively engaging in the discussion.

3. For further researcher

Hopes are expressed for upcoming researchers investigating the application of window shopping learning model to utilize diverse text types and conduct more comprehensive observations. This approach aims to identify alternatives and innovations for future research.