International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

CLASSICAL GUIDANCE SERVICES USING WINDOW SHOPPING METHOD TO IMPROVE READING COMPREHENSION OF VOCATIONAL SCHOOL COUNSELORS

Ibnu Athiyah
PPPPTK Penjas and BK, Kementerian Pendidikan Kebudayaan
Riset dan Teknologi, Indonesia
correspondence: ibnup4tkbk@gmail.com
https://doi.org/10.24071/ijiet.v6i1.3354
received 1 September 2021; accepted 24 January 2022

Abstract
This study aimed to test the effectiveness of classical guidance services using window shopping methods to improve reading comprehension of vocational school counselors. This research was an experimental study with one group pretest-posttets design. Research subjects were vocational school counselors in East Jakarta. The population in this study were all vocational school teachers, as training participants with a total of 30 people. The sampling technique used was 30 saturated sampling. The research instrument used was a reading comprehension scale with a validity of 0.304 (Pearson Product Moment) and reliability of 0.826 (Alpha Cronbach). Data analysis techniques using paired sample t-test were significant with a statistical test value of -65.619. The results of the study provide an understanding that classical guidance services with the window shopping method was effective in improving reading comprehension of the vocational school counselors.

Keywords: classical guidance, window shopping, reading comprehension

Introduction

One of the important skills that individuals in the 21st century must possess is reading skills. Because nowadays almost everyone needs a means of communication, for example a mobile phone that can accommodate information so that it can be read and sent to another party to be read back and understood the contents of the information, so as to provide useful meaning for him. Reading is one part of language competence, covering four important aspects of skills, namely listening (listening), speaking, reading, and writing. Therefore, guidance and counseling teachers should have all four aspects of language competence so that good language skills can be achieved. Regarding reading skills, it has an important role in obtaining information. Comprehension of reading content is the main goal of reading activities. Based on the results of observations and preliminary tests carried out on vocational counseling teachers in class during educational and training activities to increase competence in the field of counseling guidance in East Jakarta, it was obtained that the reading

comprehension ability of counseling teachers in East Jakarta was low on mastery of training materials. One of the reasons for this is because the guidance and counseling teachers have not yet mastered reading skills so that mastery of the material (training reading material) needs to be improved again.

Many advances and learning innovations appear in physical form or ways of doing or concepts, this is inseparable from the learning approach used by teachers towards students, one approach that supports this is the constructivist approach, this approach actually gives learners the freedom to explore knowledge and experimenting with the problems faced then carried out analysis and discussion to find the best form of solution to the problem, so that the human role is so dominant in using teaching aids and carrying out instructions in learning. One form of constructivism learning is the window Shopping method. According to Bonney & Stenberg, 2011; Lawson 2010 (John W. Santrock, 2017), a learner-centered approach that emphasizes the importance of individuals who actively build knowledge and understanding with guidance from teachers. Teachers do more than just pour information into children's minds. Instead children should be encouraged to explore their world, discover knowledge, reflect, and think critically along with careful monitoring and meaningful guidance from the teacher.

Then to achieve reading comprehension through classical guidance, it is necessary to use a method in order to facilitate its implementation, one of these techniques is the window shopping method. According to Rahma (2017) window shopping is a group work-based learning model by shopping around looking at the work of other groups to broaden their insights. This reveals that window shopping is just an activity of walking around and seeing other groups' products. Furthermore, according to Kholish Istianingsih (2018) window shopping is a group work-based service strategy by carrying out activities like shopping around seeing the work of other groups to gain insight. The work can be posted on the wall or on the window. This visiting activity is not only sightseeing but students are asked observe and record the work of other groups. This reveals window shopping, the activity of going around looking, observing the knowledge products of other groups.

In this window shopping practice, every school counselor is formed into several groups, where each group acts as a shopkeeper and is tasked with explaining the product and serving other group visits by explaining the product, answering questions and asking for responses or input if any of the groups visiting. This activity is carried out alternately. This is in line with the research conducted by Kholish Istianingsih and Riyya Mir'anina (2018), where window shopping activities ask students to take a walk to see the results of other groups' work posted on the wall or on the window. This visiting activity is not just looking around but students are asked to observe and record the work of other groups. This activity requires students to communicate with their friends and peer tutoring activities will occur. Hopefully this learning will be more meaningful and fun.

Classical guidance services are counseling assistance provided to a number of teachers in training classes in the form of face-to-face meetings between widyaiswara (trainers) and counseling teachers. This activity needs to be held so that all the potential of the counseling counselor as education and training participants can develop optimally in mastering the training material. This

research was important to do in order to create a good reading comprehension of the counseling teachers, individually or in groups in the learning process in the classroom. So one of the efforts that can be made to improve the reading comprehension of guidance and counseling teachers in the training class is through classical guidance services using the window shopping method.

Theory

According to Ahmadi and Pourhosein (2012), reading comprehension is a cooperative mental practice between the reader's linguistic knowledge (knowledge of the world) and knowledge of the given subject. This implies that reading comprehension is a collaboration of basic reading knowledge and paraphrasing the reading material that is read. Furthermore, according to the USAID Prioritas Team (2015) reading comprehension is a reading activity carried out by a person to understand the contents of the reading as a whole. The above contains the key word that reading comprehension activities start from understanding content, evaluating through questions, appreciating what has been done from reading. According to *William Grabe,* Reading comprehension *(2009)* is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

On the other hand, Davis (1944) thinks that fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics). According to *Maryanne Wolf (2016)* Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading.

Meanwhile, according to Rubin (Samsu Somadayu, 2011) reading comprehension is a complex intellectual which includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts. The above reveals that there are 2 keys to reading comprehension, namely mastery of the meaning of words and verbal thinking to the reader. According to Dalman (2014), reading comprehension is cognitive reading (reading to understand). This simply reveals that in reading comprehension it is an activity to interpret according to one's own language in the reading. It can be concluded that reading comprehension is the activity of reading the main content

of the reading, paraphrasing the content of the material, interpreting, evaluating, and appreciating.

The implementation of classical guidance services is carried out in a planned manner based on an analysis of the problems and needs of the training participants, so that it cannot be done suddenly, but there must be preparation from the teacher, such as materials, syllabus, goals, schedules. This is in line with the opinion of the Directorate General of Quality Improvement of Teachers and Education Personnel of the Ministry of National Education (2007). Classical guidance service is a basic guidance service designed, requiring counselors to make direct contact with students in class on a scheduled basis. This classical guidance activity can take the form of class discussions, questions and answers, and hands-on practice. Classical guidance can make students active and creative in following activities given by the teacher. Classical guidance services are part of a counseling guidance service which is provided in a classroom format. According to Gysbers and Hendarson in Firda and Suharso (2015), this classical guidance is a form of guidance activity organized in the guidance curriculum which is the heart of counseling guidance services. For the counseling guidance trainer, it is important to pay attention to the condition of the school counselor as a training participant being studied, such as interest, motivation and fighting power and cooperation so that the goals and objectives of the intended classical guidance service can be achieved optimally. Based on the expert opinion above can state that classical guidance services are counseling assistance provided to a number of teachers in training classes in the form of face-to-face meetings between widyaiswara (trainers) and counseling teachers.

According to Rahma (2017) window shopping is a group work-based learning model by shopping around looking at the work of other groups to broaden their insights. This reveals that window shopping is just an activity of walking around and seeing other groups' products. Furthermore, according to Kholish Istianingsih (2018) window shopping is a group work-based service strategy by carrying out activities like shopping around seeing the work of other groups to gain insight. According to Kholish Istianingsih (2018) window shopping is a group work-based service strategy by carrying out activities like shopping around seeing the work of other groups to gain insight. The work can be posted on the wall or on the window. This visiting activity is not just looking around but students are asked to observe and record the work of other groups.

This reveals that window shopping is the activity of going around seeing, observing the knowledge products of other groups. According to the researcher, the window shopping method in this study is the product of group work by doing activities like shopping around looking at and asking each other group's work, where the strategy is that these large groups are divided into small groups consisting of large group representatives, then this small group travels to each shop which consists of 1 large group owner of work products and several other people from different groups as visitors, then visitors are given the opportunity to ask questions and the owner of group work products explains and answers visitor questions, this activity is carried out alternately where the previous product owner becomes a visitor when are in the results of another group's product. Based on the above, it can be concluded that window shopping in this study is a service strategy

based on group work products by carrying out activities like shopping around seeing and asking each other group's work products, where each traveling group consists of 1 owner of group work products and other people from different groups as visitors, then visitors are given the opportunity to ask questions and the owner of the group work product answers the visitor's questions, this activity is carried out in shifting roles where the previous product owner becomes a visitor while in the product of another group. So that each group experiences visits to each other group and gets the same knowledge from the group of product owners.

Method

This study used an experimental method with one group pretest-posttest design. The subject of this research were the school counselors of vocational schools in East Jakarta. The study population was 30 people, then the sample technique used was saturated sampling technique of 30 people. The research instrument used was an objective test of reading comprehension compiled by the researcher himself with a validity of 0.3044 (Pearson Product Moment) and a reliability of 0.826 (Alpha Cronbach). The data analysis technique used parametric statistics with the paired sample t-test (Anggara et all, 2017).

Findings and Discussion

Based on the data obtained before and after being provided with classical guidance services using the window shopping method, it is seen that the reading comprehension of the vocational school counselors is developing. The details can be seen in the following graph



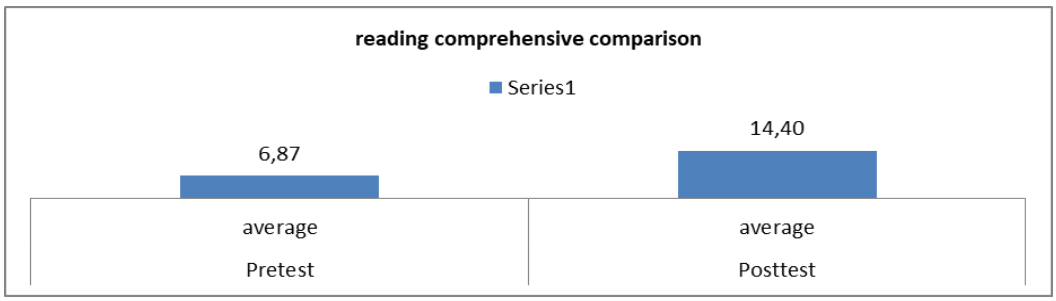
Graph 1.1 The development of reading scores for the understanding of School counselors in East Jakarta vocational

Based on graph 1.1 above, there is a difference in reading scores for the vocational school counselors at vocational before being given classical guidance services using the window shopping method. compared to after being given classical guidance service of window shopping method. In the graph, the score for reading comprehension of the vocational School counselors has changed, namely an increase.

Table 1.1 Normality test before and after reading the understanding of school counselors at vocational East Jakarta

Tests of Normality						
		Shapiro-Wilk				
	After	Statistic		df		Sig.
Before	Before	.912		30		.016
	After	.976		30		.716

Because the number of samples was below 50, the researchers used the Shapiro-Wilk normality test results. So based on a review of the results of the Shapiro-Wilk normality in reading the understanding of the guidance and counseling teachers, it shows a significance value before 0.016> 0.05 and a significance value after 0.716> 0.05, which means that the results of the analysis of the research sample before and after are normally distributed. Graph 1.2 Comparison of pretest-posttest reading comprehension of School counselors in vocational in East Jakarta.



Based on graph 1.2 above, it showed that the average achievement of reading comprehension scores, if viewed based on the difference in the average before and after being given the classical guidance service intervention using the window shopping method, using the O2-O1 formula, then the average score of School counselors in vocational has increased to 7.53. This shows that there was a difference in the average reading comprehension of vocational School counselors.

Table 1.2 hypothesis testing

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		M	SD	SEM	Lower	Upper	t	f	Sig. (2-tailed)
Pair 1	before - after	-7.533	.629	.115	-7.768	-7.299	-65.619	9	.000

Then based on the table above, the statistical results of the t-test were significant with a statistical test value of -65.619. This can be seen from the probability <0.05. In the statistical test above in the Sig. (2-tailed) for the two-tailed test the figure is 0.000. So it can be said that classical guidance with the window shopping method significantly improves the reading comprehension of the vocational school counselors. Graph 1.2 Comparison of pretest-posttest reading comprehension of School counselors in vocational in East Jakarta.

Discussion

An overview of the reading comprehension level of the vocational school counselors before and after receiving classical guidance services using the window shopping method. The average reading comprehension score was higher than before the treatment was given. This research proves that classical guidance services using the window shopping method were an effective strategy, which can help vocational counseling teachers improve reading comprehension of training materials. Another indication was that there was a change from an increase in the average reading comprehension before being given the classical guidance service intervention with the window shopping simulation method of 7.53 points. According to Makhrifah & Nuryono, (2014), classical guidance is a guidance and counseling service provided to students by guidance & counseling teachers (School counselors) or counselors to a number of students in class units carried out in the classroom. Classical guidance is a guidance service provided to students in the number of class units or a guidance service provided by guidance and counseling teachers to a number of students in class units carried out in the classroom (Winkel and Hastuti, 2010).

In connection with the results of this study that the effectiveness of using classical guidance services as an intervention has been widely applied, such as the results of research conducted by Rahma (2017) on the title of research on the effect of using cooperative window shopping methods on participation in classical counseling guidance. The results of the study prove the cooperative window shopping method on student participation in classical counseling guidance. Other research has also been conducted by Juster Donal Sinaga and Kristina Betty Artati (2017), a research entitled classical guidance model based on Experiential learning theory (ELT) to improve the character of student responsibility. The results showed that the results showed an increase in the character of being responsible after being given a classical guidance model based on experiential learning theory.

Also the results of research conducted by Fajar Bilqis (2019) with the title of research on the development of classical guidance service programs to increase the interpersonal attractiveness of grade V elementary school students. The results showed that a classical guidance service program was needed for guidance and counseling teachers to provide material in increasing interpersonal attractiveness. It is also supported by the results of research conducted by Monica, Mega Aria and Andriati (2015) with the title of research on the effectiveness of classical guidance with role model technique to improve confidence. The results showed that the model was classical guidance technique using role playing effective to increased the students' confidence. Reading comprehension is an important skill for teachers. Research on skills was also conducted by Gendon Barus (2017),

a study entitled the assessment of the results and effectiveness of the character education model based on classical guidance services in junior high schools. The results prove that the character education model based on classical guidance services is effective and the results show changes in student behavior in SMP. This is also reinforced by the results of research conducted by Tati Yusra, Edy Purwanto, Awalya (2020), a study entitled the effectiveness of classical guidance with problem-based learning techniques and Jigsaw to increase negative attitudes in premarital sex behavior. The results of the study prove that classical guidance with problem-based learning techniques and Jigsaw is effective for increasing negative attitudes towards premarital sex behavior in high school students.

Classical guidance services were not only applied to students in schools but can also be applied to adults in learning in training or lectures. Classical guidance is basically a counseling service that is organized by information services and content mastery in a classical format. Novi Andriati. 2015. The title of research on the development of classical guidance models with role playing techniques to increase self-confidence. The results showed that the classical guidance model with role playing techniques was effective in increasing children's self-confidence.

According to Kholish Istianingsih (2018) window shopping is a group work-based service strategy by carrying out activities like shopping around seeing the work of other groups to gain insight. The work can be posted on the wall or on the window. This visiting activity is not just looking around but students are asked to observe and record the work of other groups. This reveals that window shopping is the activity of going around seeing, observing the knowledge products of other groups. According to the researcher, the window shopping method in this study is the product of group work by doing activities like shopping around looking at and asking each other group's work, where the strategy is that these large groups are divided into small groups consisting of large group representatives, then this small group travels to each shop which consists of 1 large group owner of work products and several other people from different groups as visitors, then visitors are given the opportunity to ask questions and the owner of group work products explains and answers visitor questions, this activity is carried out alternately where the previous product owner becomes a visitor when are in the results of another group's product. So that each group experiences visits to each other group and gets the same knowledge from the group of product owners.

Research on window shopping has been conducted by Muhamad Ahyar Rasidi1, Nuruddin (2019), a study entitled the effect of the windows shopping cooperative learning model on critical thinking skills of PGMI UIN students Mataram. The results of the study prove that there is a positive effect of the application of the windows shopping cooperative learning model on the critical thinking skills of PGMI students at UIN Mataram. This is also reinforced by research conducted by Nur Zumroh Enni, Suwarsi Rahayu, Nur Kusuma Dewi (2018), a study entitled the effectiveness of the window shopping learning model and the approach of exploring the natural surroundings on ecosystem material. The results prove that the window shopping learning model and the natural exploration approach are effective in applying the ecosystem material. This is also reinforced by research conducted by Richul Qomariyah, Dedi Kuswandi, Henry Praherdhiono. (2019) title research project based learning scenario with window

shopping format on graphic design basic subjects. The result of the research proves that the project based learning scenario with window shopping format can be done in graphic design basic subjects.

William Grabe, Reading comprehension *(2009)* is the ability to process text, understand its meaning, and to integrate with what the reader already knows. In relation to reading comprehension, according to Ahmadi and Pourhosein (2012), reading comprehension is a cooperative mental practice between the reader's linguistic knowledge (knowledge of the world) and knowledge of the given subject. This implies that reading comprehension is a collaboration of basic reading knowledge and paraphrasing the reading material that is read. Furthermore, according to the USAID Prioritas Team (2015) reading comprehension is a reading activity carried out by a person to understand the contents of the reading as a whole. The above contains the key word that reading comprehension activities start from understanding content, evaluating through questions, appreciating what has been done from reading. Meanwhile, according to Rubin (Samsu Somadayu, 2011) reading comprehension is a complex intellectual which includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts. The above reveals that there are 2 keys to reading comprehension, namely mastery of the meaning of words and verbal thinking to the reader. According to Dalman (2014), reading comprehension is cognitive reading (reading to understand). This simply reveals that in reading comprehension it is an activity to interpret according to one's own language in the reading. It can be concluded that reading comprehension is the activity of reading the main content of the reading, paraphrasing the content of the material, interpreting, evaluating, and appreciating.

According to *Maryanne Wolf (2016)* Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading. This related with research on reading comprehension has been carried out by Hamza Al-Jarrah1 & Nur Salina Binti Ismail (2018), a study entitled difficulty reading comprehension among EFL learning students in higher education institutions. The results of the study of reading comprehension difficulties among EFL learners in higher education institutions. The research was conducted by Danielle S. Mcnamara and Panayiota Kendeou (2011) entitled the research title of the benefits of translating in reading comprehension in educational practice. The results of the study prove that reading comprehension provides the benefits of translation in educational practice. Research conducted by Detty Varita (2017) research title improves reading comprehension through literary circles. The results of the study prove that reading comprehension increases through literary circles. The results of this study are also strengthened by research conducted by Abebe Lolamo Anjulo (2017), the title of the research improves reading comprehension through extensive reading of case studies in WCU level 2 English students. The

results of the study proved that students' reading comprehension could be improved through extensive reading.

On the other hand, Davis (1944) thinks that fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics). this is related to research was conducted by Muhammad Khalid Mehmood Sajid and Abdullah Al Fraidan. (2019) research title the effectiveness of reading aloud strategies for inferential comprehension reading skills and text difficulties of students at the Saudi university level. The results of the study proved that the research of aloud reading strategies was effective in improving the inferential reading comprehension skills and text difficulties of students at the Saudi university level. Another supporting research was also conducted by Mohammad Reza Ahmadi (2017) entitled the impact of motivation on reading comprehension. The results of the study prove that motivation has a positive impact on reading comprehension. Research conducted by Danielle S. McNamara and Panayiota Kendeou (2011) entitled the title of translating benefit research on reading comprehension. The results of the study prove that translating into reading comprehension provides many benefits.

The use of the window shopping method was also easier for the trainees to understand because all participants are active and ready to receive visits from other groups, this is in line with the research conducted by the research title Window Shopping: A Unique and Interesting Learning Model. One of the results of the study revealed that the Window Shopping learning method was preferred over the Role Playing and Buzz Group Discussion methods. The use of the window shopping method is not limited to the field of counseling guidance, but other fields have also applied and can be measured, for example the Indonesian language learning environment. As has been done by Reza (2018) with the window shopping learning model, it is proven to be a solution in the formation and manifestation of a proactive, serious, and cooperative attitude when designing performance sheets of literacy results from film review texts, the ability of participants to formulate literacy results into forms. performance sheets, both individually and collaboratively in groups, a conducive learning situation. Learning Indonesian with the 'shopping' learning model has indirectly made students' insights develop during literacy activities. Their creative power also appears when preparing performance sheets.

The results of the research by the experts above provided support to the researcher that reading comprehension in classical guidance can be carried out research, so the use of classical guidance services with the window shopping method can improve reading comprehension of vocational schools counselors in

East Jakarta. This was based on the effectiveness paired sample t-test, which shows that there is a significant difference in reading comprehension of vocational schools counselors between before and after receiving classical guidance service treatment with the window shopping method, meaning that guidance and counseling teachers are increasingly able to improve reading comprehension in terms of literal understanding, reorganization understanding, inferential understanding, evaluation and appreciation.

Conclusion

Based on the research data, it could be concluded that classical guidance services with the window shopping method are effective in improving reading comprehension of the School counselors at vocational East Jakarta. This could be seen from the significant difference in the average score of reading comprehension of the counseling teachers before and after being given classical guidance service with the window shopping method. Normality test with Shapiro-Wilk (0.716> 0.05). Technique of data analysis used parametric statistics with paired sample t-test with statistical test values (t =.-65.619, p <0.05). The results of the study provide an understanding that classical guidance services with the window shopping method was effective in improving reading comprehension of vocational school counselors.

References

Abebe, L. A. (2017). Improving reading comprehension through extensive reading: The case of WCU 2nd year English majoring students. *International Journal of Research, 4*(1). https://edupediapublications.org/journals

Ahmadi, M. R., & Pourhosein, G. A. (2012). Reciprocal Teaching strategies and their impacts on English reading comprehension. *Theory and Practice in Language Studies*, *2*(10), 2053-2060.

Anggara, D. S., & Saiful, A. (2017). *Statistik pendidikan*. Tangerang Selatan: UNPAM Press

Andriati, N. (2015). Pengembangan model bimbingan klasikal dengan teknik role playing untuk meningkatkan kepercayaan diri, *Jurnal Bimbingan Konseling, 4*(1), 36-42.

Dalman. (2014). *Keterampilan membaca*. Jakarta: Rajawali Pers.

Danielle S., McNamara., & Panayiota, K. (2011). Translating advances in reading comprehension research to educational practice. I*nternational Electronic Journal of Elementary Education, 4*(1), 33-46.

Davis, F.B. P. (1944). *Fundamental factors of comprehension in reading*. Switzerland: Springer.

Detty, V. (2017). Improving reading comprehension through literature circles. *English Education Journal (EEJ), 8*(2), 234-244.

Dewi, N. F. (2017). Layanan bimbingan klasikal dalam meningkatkan self control siswa SMP Negeri 5 Yogyakarta. *HISBAH: Jurnal Bimbingan Konseling dan Dakwah Islam, 14*(1), 25-37.

Dian, M. A., Ninik, S., Supriyo. (2015). Mengurangi perilaku agresif siswa melalui layanan klasikal menggunakan teknik sosiodrama. *Indonesia Journal of Guidance and Counseling: Theory and Application, 2*(3), 58-65.

Digdem, M. S., Alim, K., & Asli, U. B. (2012). Investigating views of teachers on classroom guidance programs. *Eurasian journal of education research, 48*, 213-230.

Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan Departemen Pendidikan Nasional. (2007). *Penataan pendidikan profesional konselor dan layanan bimbingan dan konseling dalam jalur pendidikan formal*. Jakarta: Departemen Pendidikan Nasional.

Fajar, B. (2019). Pengembangan program layanan bimbingan klasikal untuk meningkatkan daya tarik interpersonal siswa kelas V sekolah dasar. *TERAPUTIK Jurnal Bimbingan dan Konseling, 2*(3), 123-133.

Firda, P., &Suharso (2015). Hubungan persepsi sisea dan minat siswa dalam layanan bimbingan konseling format klasikal. *Indonesian journal of applied guidance and counseling, 4*(4),1-7.

Gendon, B. (2017). Assessing outcomes and effectiveness of character education model based on classroom guidance services in junior high schools. *The International Journal of Counseling and Education, 2*(3), 131-143.

Hamza, A., & Nur, S. B. I. (2018). Reading comprehension difficulties among EFL learners in higher learning institutions. *International Journal of English Linguistics, 8*(7), 32-41.

Juster, D. S., & Kristina, B. A. (2017). Experiential learning theory (ELT)-based classical guidance model to improve responsible character. *Indonesian Journal of School Counseling, 2*(1), 14-32.

Kharas, A. K, et al. (1990). *Membaca dalam kehidupan*. Bandung: Angkasa.

Kholis, I. (2018). Pengaruh model two stay two stray dengan aktivitas window shopping terhadap minat dan hasil belajar siswa mts al-muttaqin plemahan kediri. *Jurnal Ilmiah Pendidikan Matematika, 3*(2), 92 – 98.

Kurdi, M. (2017). Window shopping: Model pembelajaran yang unik dan menarik. *Jurnal Lingkar Widyaiswara, 4*(3), 27 – 34.

Nur, Z. E., Suwarsi, R., & Nur, K. D. (2018). Keefektifan model pembelajaran window shopping dan pendekatan jelajah alam sekitar pada materi ekosistem. *Journal of Biology Education, 7*(2), 221-225.

Maryanne, W.(2016). *Tales of literacy for the 21st century: The literary agenda.* Oxford : OUP.

Muh, F. (2012). Pengembangan model bimbingan klasikal untuk meningkatan motivasi belajar siswa SMP. *Cakrawala Pendidikan, 31*(1), 143-156.

Muhamad, A. R., & Nuruddin. (2019). Pengaruh model pembelajaran kooperatif tipe windows shopping terhadap keterampilan berpikir kritis mahasiswa PGMI UIN Mataram. *Jurnal Elementary Kajian Teori dan Hasil Penelitian Pendidikan Sekolah Dasar, 2*(2), 31-33.

Muhammad, K. M. S., Abdullah, A. F. (2019). Effectiveness of reading aloud strategies for inferential reading comprehension skills and text difficulties of Saudi students at university level. *International Journal of Innovative Technology and Exploring Engineering (IJITEE), 9*(1), 2893-2989.

Mohammad, R. A. (2017). The impact of motivation on reading comprehension. *International Journal of Research English Education, 2*(1), 1-7.

Novi, A. (2015). Pengembangan model bimbingan klasikal dengan teknik role playing untuk meningkatkan kepercayaan diri. *Jurnal Bimbingan Konseling. Jurnal Bimbingan Konseling, 4*(1), 36-42.

Rahma, W. (2017). Pengaruh Penggunaan metode kooperatif window shopping terhadap partisipasi bimbingan konseling klasikal. *Jurnal Penelitian Pendidikan Indonesia, 2*(2), 1-8.

Richul, Q., Dedi, K., Henry, P. (2019). Skenario project based learning dengan format window shopping pada mata pelajaran dasar desain grafis. *Jurnal Pendidikan Teori, Penelitian, dan Pengembangan, 4*(10), 1396-1401.

Rismawati. (2015). Pelaksanaan layanan klasikal dalam bimbingan dan konseling Di SMP Negeri 3 Kandangan. *Jurnal Mahasiswa Bk An-Nur, 1*(1), 64-74.

Samsu, S. (2011). *Strategi dan teknik pembelajaran membaca.* Yogyakarta: Graha Ilmu.

Santrock, J. W. (2014). *Psikologi pendidikan.* Jakarta:Salemba Humanika.

Tim. (2015). *Materi untuk sekolah praktik yang baik*. Jakarta: Modul *USAID PRIORITAS*

Tarigan. (2008). *Membaca sebagai suatu keterampilan berbahasa.* Bandung: Angkasa.

Tati, Y., Edy, P., & Awalya.(2020). The effectiveness of classroom guidance with problem-based learning and jigsaw techniques to improve negative attitudes towards premarital sexual behavior. *Jurnal Bimbingan Konseling 10*(1), 7-12.

Yeti, R. (2018). Implementasi model *window shopping* dalam pembelajaran membandingkan teks ulasan film pada siswa kelas XI TKR SMK Negeri 5 Pekanbaru. *Journal on Education, 1*(1), 75-82.

William, G. (2009). reading in a second language: moving from theory to practice. London: Cambridge University Press.

Winkel, W.S., Hastuti, M., Sri, M. (2010). *Bimbingan konseling di institusi pendidikan*. Yogjakarta: PT Media Abadi.