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Judul Karya Ilmiah:

“THE EFFECT OF ROLE-PLAY ON THE TENTH-GRADE STUDENTS SPEAKING AT SENIOR HIGH SCHOOL ”

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2214050057_Nurma Fadila

by Turnitin Arise

Submission date: 01-Jul-2026 11:22PM (UTC-0700)

Submission ID: 2991202249

File name: 2214050057_Nurma_Fadila.pdf (804.86K)

Word count: 14340

Character count: 84860

CHAPTER I

INTRODUCTION

This chapter discusses the sub chapters related to title of this research. It consists ⁹³ A) background, B) formulation of the problem, C) objectives of the research, and ⁹³ D) benefits of the reasearch.

A. Background

⁷² Speaking Speaking is seen as an essential competency in acquiring English as a Foreign Language (EFL). In contrast to reading or writing, speaking necessitates that learners generate language freely and interactively, mirroring the requirements of authentic conversation (Nation & Newton, 2009). Proficiency in speaking abilities allows students to articulate ideas, convey viewpoints, and participate in debates, all of which are crucial for academic achievement and future professional prospects. Nonetheless, several EFL learners, especially at the senior high school tier, persistently encounter considerable obstacles in enhancing their speaking skills. Common impediments encompass a restricted vocabulary, which hinders students' capacity to articulate their ideas; a deficiency in confidence, frequently stemming from inadequate practice and apprehension of adverse assessment; and a fear of errors, which deters active engagement in speaking exercises (Brown, 2004).

In Indonesia, these issues are intensified by the sociolinguistic setting in which English is infrequently employed in everyday conversation. As a result, students experience restricted opportunities for genuine speaking practice beyond the classroom (Musthafa, 2010). Consequently, their oral skill is limited, and they predominantly depend on memorised phrases instead of participating in spontaneous dialogue. This phenomenon is notably apparent at SMA 1 Purwoasri, where initial observations indicate that eleventh-grade students frequently exhibit reluctance to engage in spoken English during class, opting for quiet or the utilisation of memorised phrases rather than pursuing authentic and spontaneous dialogue.

The difficulties in acquiring speaking skills are affected by both learner-related characteristics and the dominant teaching methodologies in EFL courses. Conventional methods, including teacher-centered drills, grammar translation, and repetitious textbook exercises, prevail in several Indonesian schools (Harmer, 2007). In speaking training, these approaches frequently necessitate that pupils read or memorise planned conversations, precluding improvisation or personal expression, which leads to tedious and uninspiring classes. Although these strategies may assist students in comprehending fundamental language concepts, they often lack opportunities for substantial and engaged speaking practice. As a result, numerous students regard speaking exercises as daunting and anxiety-inducing, resulting in diminished motivation and passive engagement in the classroom (Kayi, 2006).

The absence of interactive and communicative activities results in students infrequently practicing speaking in authentic circumstances, which is crucial for cultivating fluency and confidence. Language teaching specialists recommend the implementation of Communicative Language Teaching (CLT) methodologies, which prioritise contact, genuine conversation, and intentional language application. Among the several methodologies advocated by CLT, role-play emerges as a potent tactic for fostering a participatory and low-anxiety educational atmosphere (Richards & Rodgers, 2014).

Role-play is an instructional method wherein students are designated certain roles and required to perform situations that replicate authentic social interactions (Ladousse, 1987). This approach converts the classroom into a secure environment where students may engage with language, embrace risks, and learn from errors without the apprehension of severe criticism. Studies have shown that role-play can bolster students' confidence by alleviating speaking anxiety and promoting active engagement, particularly among timid or hesitant presenters (Huang, 2008). Furthermore, role-play cultivates creativity and spontaneity, requiring students to think rapidly and react to unforeseen circumstances, thereby enhancing their communicative skill (Livingstone, 1983). Repeated practice in contextualised contexts enhances fluency and

pronunciation through role-play, as students gain greater confidence in utilising English across diverse scenarios (Zhang, 2009).

The combination of role-play with the window shopping paradigm is a notably advantageous method for improving pupils' communication abilities. The window shopping model replicates shopping activities in which students assume the roles of buyers and sellers in settings that mimic actual interactions in retail environments (Jannah, Auliya, Setiawan, & Waluyo, 2023). This method enhances verbal proficiency while fostering critical thinking and social skills within a genuine and fun educational setting. Despite prior investigations (e.g., Al-Sobhi & Preece, 2018; Doggett, 1986) assessing the efficacy of role-play in EFL classrooms, there is a notable deficiency of research explicitly addressing its effects on Indonesian senior high school students, especially those in the eleventh grade. At SMAN 1 Purwoasri, the execution of role-play is intricately matched with the goals of the Kurikulum Merdeka, which prioritises student-centered learning, the enhancement of 21st-century competencies, and the fostering of critical thinking (Kemendikbud, 2022).

The fundamental objective of utilising the role-play approach is to actively include students in significant communication by immersing them in realistic real-life situations that necessitate spontaneous and collaborative use of English. Role-play encourages students to engage in critical thinking, problem-solving, and creative expression, so enhancing their speaking skill, confidence, and autonomy as learners. This research examines the impact of the Window Shopping approach on speaking instruction. In the classroom, the instructor will elucidate the concept of procedural text, organise the students into groups while detailing the utilisation of window shopping as a pedagogical model, and subsequently, the instructor will guide the students in preparing the material for discussion pertinent to the topic. The research participants include a single class of eleventh-grade students at SMAN 1 Purwoasri for the academic year 2025/2026. The criteria for evaluating speaking skills encompass fluency, pronunciation, vocabulary, and grammar, which will be utilised to measure speaking proficiency throughout the research.

B. Formulation of the Problem

Based on the background of the research, the researcher formulates some problems to be researched as follows:

1. How is the eleventh grade students' speaking skill before being taught using Window Shopping model at SMAN 1 Purwoasri?
2. How is the eleventh grade students' speaking skill after being taught using Window Shopping model at SMAN 1 Purwoasri?
3. How significant the effect of role play on the eleventh grade students' speaking skills at SMAN 1 Purwoasri?

C. Objectives of the Research

The objective of the study can be divided as follows:

1. To describe the speaking ability of eleventh-grade students' at SMAN 1 Purwoasri before being taught using the Window Shopping model.
2. To describe the speaking ability of eleventh-grade students' at SMAN 1 Purwoasri after being taught using the Window Shopping model.
3. To find out whether there is a significant effect of using the Window Shopping model (role-play) on the speaking ability of eleventh-grade students' at SMAN 1 Purwoasri.

D. Significance of the Research

This research, conducted on eleventh-grade students' at SMAN 1 Purwoasri, is expected to provide several important contributions to English language teaching and learning, particularly in the context of speaking skills. For students, the implementation of the role-play method using the window shopping model is anticipated to create a more engaging and supportive environment for practicing English speaking. By participating in interactive scenarios that simulate real-life communication, students may overcome their anxiety and reluctance to speak, develop greater confidence, and improve their fluency, pronunciation, vocabulary, and grammar. The use of role-play is also expected to make speaking activities more meaningful and enjoyable, thereby

increasing students' motivation and encouraging them to use English more spontaneously and effectively in various contexts.

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For teachers and educators, the findings of this study are expected to offer valuable insights into the effectiveness of the role-play method, especially when integrated with the window shopping model, as an alternative to traditional, textbook-oriented approaches. The research may provide practical recommendations for designing more interactive and communicative speaking lessons that address students' needs and challenges. By adopting these strategies, teachers can foster a more dynamic classroom atmosphere, promote student-centered learning, and enhance the overall quality of English instruction.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter contains a comprehensive review of related literature, conceptual framework and the hypothesis underlying the research. It aims to provide theoretical foundations and previous findings relevant to the research, as well as to explain the logical basis and importance of conducting the research.

A. The Nature of Speaking Skill

According to Levelt (1994) describes speaking as a complex cognitive skill requiring the real-time formulation and articulation of language, which integrates knowledge of vocabulary, grammar, and pronunciation with the ability to organize and express ideas clearly. Nation and Newton (2009), speaking involves both linguistic competence and the capacity to use language interactively and spontaneously in real-life communication. Gunawan, Ainin, and Bahrudin (2021) emphasize that speaking skill acquisition involves behavioral and cognitive processes, highlighting that learners must not only master mechanical aspects of language but also develop communicative competence through practice and interaction. Based on several experts mentioned above, speaking skills are crucial in language learning as it can be broadly defined the ability to produce spoken language effectively to communicate ideas, thoughts, and feelings in various contexts.

The importance of speaking skill in the English as a Foreign Language (EFL) context is paramount, as it enables learners to engage in meaningful communication, express opinions, and participate actively in academic and social settings (Harmer, 2007). In EFL classrooms, speaking is often considered the most challenging skill due to learners' limited exposure to authentic language use and psychological barriers such as anxiety and lack of confidence (Nation & Newton, 2009). Therefore, developing speaking proficiency is essential for students to succeed academically and function effectively in global contexts.

Several key aspects constitute speaking skill. These include pronunciation, grammar, vocabulary, and fluency (Nation & Newton, 2009).

Pronunciation involves the correct articulation of sounds, stress, intonation, and rhythm, which are crucial for intelligibility (Harmer, 2007). Grammar refers to the appropriate use of sentence structures and verb tenses to convey clear meaning (Gunawan et al., 2021). Vocabulary encompasses the range of words and expressions a speaker can use accurately and appropriately. Fluency is the ability to speak smoothly and coherently without excessive hesitation or repetition, facilitating effective communication (Levelt, 1994).

Several factors affect speaking skill development. These include learners' psychological factors such as anxiety, motivation, and confidence, as well as external factors like teaching methods, exposure to the target language, and opportunities for practice (Gunawan et al., 2021; Harmer, 2007). In EFL settings, limited interaction with native speakers and reliance on traditional, teacher-centered methods can impede speaking progress. Therefore, effective speaking instruction should incorporate interactive activities that foster communicative competence and reduce learners' apprehension, thereby enhancing their ability to use English confidently and fluently.

B. Macro and Micro Skill of Speaking

Speaking skill involves a hierarchical range of complex abilities, traditionally categorized into micro and macro skills. According to Nation and Newton (2009), speaking is one of the four primary macro skills in language learning, alongside listening, reading, and writing. It broadly encompasses the ability to produce spoken language fluently and appropriately across various communicative contexts. Levelt (1993) highlights that speaking is a cognitively demanding skill that requires simultaneous attention to linguistic form, meaning, and the interactional context in which communication occurs.

Micro skills of speaking refer to the smaller, more detailed components of speech production that contribute to the accuracy and intelligibility of spoken language. Brown (2004) identifies micro skills as the foundational abilities required to produce and distinguish phonemes, apply correct stress, rhythm, and intonation patterns, construct grammatically accurate sentences, and employ appropriate vocabulary. These skills also include the ability to

manage fluency by effectively using fillers, pauses, and self-corrections to maintain clarity and coherence during speech. Nation and Newton (2009) emphasize that micro skills involve the mastery of sound systems, word formation, and sentence structure, which are essential for producing intelligible and coherent speech.

In contrast, macro skills of speaking focus on the broader, more strategic aspects of communication, enabling speakers to achieve their communicative goals effectively within a given social context. Harmer (2007) and Brown (2007) describe macro skills as the ability to use language functions appropriately according to the social context, including managing conversation rules such as turn-taking, topic maintenance, and repair strategies when communication breaks down. Macro skills also involve the skillful use of cohesive devices to link ideas logically, adapting one's style and register to suit different audiences and situations, and effectively employing nonverbal communication cues. These higher-level skills enable speakers to interact successfully and achieve their communicative objectives in real-life situations.

Together, micro and macro speaking skills form an integrated framework essential for effective oral communication. Mastery of micro skills ensures clarity and accuracy at the linguistic level, providing the building blocks for intelligible speech. Concurrently, macro skills facilitate meaningful, contextually appropriate interaction, allowing speakers to navigate social dynamics and achieve communicative purposes. Developing both sets of skills is crucial for learners to become proficient and confident speakers in an EFL context (Brown, 2004; Harmer, 2007; Levelt, 1993; Nation & Newton, 2009).

C. Cooperative Learning

Cooperative learning is an instructional approach that emphasizes collaboration among students in small groups to achieve shared learning goals. According to Slavin (1987), cooperative learning is not merely a social method but is also highly effective in boosting academic achievement. Research demonstrates that students who participate in cooperative learning groups tend to master material more effectively than those who learn individually, as each

group member is responsible for both their own and their group's success, fostering positive interaction and interdependence. Wang (2020) further highlights the application of cooperative learning in college English teaching, noting its ability to enhance students' cognitive skills and language competence through active interaction, discussion, and collaborative problem-solving. This approach addresses the limitations of traditional, teacher-centered instruction by engaging students more actively in the learning process.

Supporting this perspective, Al-Mubireek (2021) found that cooperative learning is more effective than traditional teaching methods in improving students' academic performance. In his study, students taught through cooperative learning showed significantly higher achievement scores compared to those taught conventionally, underscoring the model's advantages for both academic and social development. Cooperative learning itself can be implemented through various types and technique. According to Johnson, Johnson, and Stanne (2000), there are several main types of cooperative learning, including Learning Together (LT), Student Teams Achievement Divisions (STAD), Teams-Games-Tournaments (TGT), Group Investigation (GI), Jigsaw, Academic Controversy (AC), Team-Assisted Individualization (TAI), and Cooperative Integrated Reading and Composition (CIRC). Each method encourages teamwork and active participation, supporting both academic achievement and the development of social skills.

One technique that can be integrated within cooperative learning is role play. As Huang (2008) explains, role play gives students the opportunity to practice using language meaningfully in real-life contexts. By acting out assigned roles in specific scenarios, students develop communication skills, creativity, and confidence in using English. Ladousse (1987) also emphasizes that role play is highly effective for integrating all four language skills such as listening, speaking, reading, and writing, since students must interact, improvise, and complete tasks together.

D. Role Play Technique

Role-play is a dynamic and interactive teaching technique widely employed in language education to simulate real-world social interactions within the classroom setting (Ladousse, 1987). In this method, students are assigned specific roles and asked to enact scenarios, allowing them to practice language in a meaningful and communicative context. This approach transforms the classroom into a safe space where learners can experiment with language, take risks, and learn from mistakes without the fear of harsh judgment (Huang, 2008).

Role-play offers numerous educational benefits, particularly in fostering communicative competence. It creates a highly engaging and student-centered learning environment that promotes active participation. By stepping into different characters and situations, students are encouraged to use language spontaneously and creatively, moving beyond rote memorization of dialogues. This technique is particularly effective in developing fluency and confidence, as it provides repeated opportunities for contextualized practice. Furthermore, role-play can significantly reduce speaking anxiety, especially among shy or reluctant speakers, by providing a low-stakes environment where errors are seen as part of the learning process (Huang, 2008).

Role-play supports learning by addressing several common challenges in EFL speaking instruction. Firstly, it enhances motivation by making lessons more enjoyable and relevant, as students can see the immediate applicability of the language they are learning. Secondly, it fosters creativity and spontaneity, as students must think quickly and respond to unpredictable situations, thereby improving their ability to improvise and adapt their language use. Thirdly, through repeated practice in contextualized settings, role-play contributes to improved fluency and pronunciation, as students become more comfortable using English in various situations. Finally, it cultivates critical thinking and problem-solving skills, as students often need to navigate complex scenarios and make decisions within their assigned roles.

The use of role-play with the window shopping model offers a particularly promising approach to enhancing students' communication skills.

The window shopping model simulates shopping activities, where students take on the roles of buyers and sellers in scenarios resembling real-life interactions in stores or shopping centers (Jannah, Auliya, Setiawan, & Waluyo, 2023). This specific model provides a familiar and relatable context for students, making the language practice more authentic and purposeful. The dynamic of negotiation, inquiry, and description inherent in shopping scenarios naturally encourages extensive use of target vocabulary and grammatical structures. Musa, Hardianto, and Nur (2022) observed that implementing cooperative learning with specific settings, such as the "shopping window" model, can further enhance learning outcomes. This method allows students to share knowledge, engage in discussions, and develop critical thinking skills collaboratively, leading to more optimal learning results, and enjoyable learning environment.

E. Teaching Speaking Skill Using Role Play

Teaching speaking skills using role play is an instructional method in which students engage in acting out interactions on specific scenarios, either real or imaginary, to practice and develop their oral communication skills. The role play technique in teaching speaking skills includes various models that ¹¹⁸can be applied depending on the learning objectives and context. One of the models that can be used is window shopping, which simulates a real-life shopping scenario where students play the roles of shopkeepers and customers. The window shopping model, when applied in teaching speaking skills, provides a very practical and engaging framework for language practice. The model simulates real-life commercial interactions, allowing students to immerse themselves in scenarios where they act as customers or shop assistants. This context naturally elicits a variety of communicative functions, such as requesting information, describing products, negotiating prices, expressing preferences, and making polite requests. The inherent purpose of these interactions motivates students to use English actively and spontaneously, beyond mere repetition.

Application with Procedure Text on Healthy Foods: The window shopping model is particularly well-suited for teaching and practicing procedure texts, especially when the content is related to healthy foods. This thematic focus allows students to engage with relevant vocabulary and concepts while practicing sequential instructions. In a "healthy food market" or "nutrition store" setting, students can engage in role-play scenarios such as:

1. **Customer Inquiring about Preparation:** A customer might ask a shop assistant, "How do I prepare this organic chia seed?" or "What's the best way to make a healthy smoothie with these ingredients?" The shop assistant would then provide step-by-step instructions.
2. **Shop Assistant Explaining Usage:** A shop assistant could explain "how to store" certain perishable healthy foods, "how to sprout" seeds, or "how to make" a specific healthy snack using ingredients available in the store. For example, "First, you need to wash the kale thoroughly. Then, chop it into small pieces..."
3. **Customer Describing a Recipe:** A customer might share a healthy recipe they want to try, describing the procedure to the shop assistant to get advice on ingredients or alternatives. For instance, "I want to make a vegan lasagna. First, I prepare the zucchini noodles, then I make the cashew cream sauce..."
4. **Promoting Healthy Eating Habits:** Students can take on roles of nutritionists or health coaches within the "store," explaining "how to incorporate" more vegetables into one's diet or "how to plan" a balanced meal.

By integrating procedure texts about healthy foods into the window shopping role-play, students are provided with a clear communicative goal and a structured framework for their spoken output. This allows them to practice specific linguistic features associated with procedural language (e.g., imperative verbs, sequence connectors like "first," "then," "next," "finally") within a meaningful and interactive setting. This contextualized practice helps solidify their understanding and application of procedure texts, making the

learning process more effective and memorable, while also promoting awareness of healthy lifestyle choices.

F. Assessment of Speaking Skills

Assessing speaking skill is a complex process that requires careful consideration of various linguistic and communicative components. Effective assessment provides valuable feedback to both learners and instructors, indicating areas of strength and areas requiring further development (Rahmawati & Ertin, 2014). In the context of this research, the assessment of speaking skill will focus on four key criteria: fluency, pronunciation, vocabulary, and grammar, as these are widely recognized as fundamental aspects of oral proficiency (Harmer, 2007; Nation & Newton, 2009).

To ensure a systematic and objective evaluation, a speaking rubric will be employed. This rubric will provide clear descriptors for different levels of proficiency across each of the four criteria. For instance, a rubric adapted from established frameworks (e.g., Harris, 1969) typically includes:

1. **Fluency:** Evaluates the smoothness, rate, and continuity of speech, including the presence of hesitations, repetitions, and self-corrections.
2. **Pronunciation:** Assesses the clarity of individual sounds, word stress, intonation patterns, and overall intelligibility.
3. **Vocabulary:** Measures the range, accuracy, and appropriateness of words and expressions used, as well as the ability to paraphrase or use circumlocution when necessary.
4. **Grammar:** Examines the accuracy of grammatical structures, sentence formation, and the appropriate use of tenses and syntax.

Each criteria will be assigned a score based on the student's performance, allowing for a comprehensive and nuanced evaluation of their speaking ability. The use of a standardized rubric enhances the reliability and validity of the assessment, ensuring consistency across different evaluators and over time. The scores obtained from this assessment will serve as the quantitative data for analyzing the effect of the role-play method with the window shopping model on students' speaking skills.

G. Previous Research

Several previous studies have investigated the use of role play techniques in EFL Class to improving students speaking skills. This section reviews relevant studies to identify the research gap this study aims to fill.

1. Study by Neupen (2019)

The study by Neupane (2019) entitled *"Effectiveness of Role Play in Improving Speaking Skill"* investigated the impact of role-play on secondary-level EFL students in Nepal. Using a mixed-method approach with pre-tests, post-tests, and interviews, the study found that role-play significantly improved students' fluency, pronunciation, and confidence. Students reported feeling more motivated and less anxious when participating in role-play activities. The research concluded that role-play creates a supportive environment for language practice and is an effective pedagogical tool for developing oral communication skills.

2. Study by Wafa (2022)

A different perspective on role-play implementation was offered by Wafa (2022) in her study entitled *"Students' Perception of Role-Play as a Technique to Teach Speaking Skill to Eleventh Grade Students in Senior High School,"* which explored Indonesian eleventh-grade students' perceptions of role-play. Using a descriptive qualitative approach with questionnaires and interviews, the findings revealed that most students held positive perceptions toward role-play. Students reported increased confidence, reduced anxiety, and greater enjoyment in learning. However, some students faced challenges with vocabulary limitations and nervousness when performing. The study emphasizes the importance of understanding student perspectives when implementing role-play techniques.

3. Study by Amari (2023)

Another significant contribution to the field comes from Amari (2023) in her research entitled *"The Effect of Roleplay Methods Toward Students' Speaking Skills in Grade XI Senior High School Number 9 Jambi City,"* examined the effect of role-play on eleventh-grade students in Jambi,

76 Indonesia. Using a quasi-experimental design with pre-test and post-test measurements, the study compared 71 students taught with role-play methods versus conventional approaches. The results demonstrated significant improvement in the experimental group's speaking skills, including pronunciation, vocabulary, grammar, and fluency. 18 The study concluded that 12 role-play is an effective strategy for enhancing speaking competence at the senior high school level.

4. Study by DwiYanti & Lolita (2023)

A more recent investigation by DwiYanti and Lolita (2023) in their study entitled "The Effectiveness of Role Play in Improving Speaking Skill of EFL Students" 45 investigated the effectiveness of role-play in improving 5 the speaking skills of EFL students in an Indonesian university context. Employing classroom action research over two cycles, the study revealed 5 significant improvements in students' speaking performance, particularly in fluency, vocabulary mastery, and grammatical accuracy. Students also demonstrated increased participation and engagement. The study noted that role-play created a positive classroom atmosphere, reducing speaking anxiety and increasing willingness to communicate. The researchers recommend integrating role-play as a regular component of speaking instruction.

5. Study by Jannah et al. (2023)

Moving beyond pure role-play studies, research by Jannah, Auliya, Setiawan, and Waluyo (2023) in their article entitled "The Implementation of Problem Based Learning and Window Shopping Model for Improving Students' Communication Skills" 21 explored the implementation of problem-based learning combined with the window shopping model to improve students' communication skills. Conducted in an Indonesian educational setting, the research utilized a classroom action research design involving multiple cycles of implementation. The findings indicated that the integration of problem-based learning with the window shopping model 21 effectively enhanced students' communication abilities. Students were engaged in authentic problem-solving scenarios that simulated real-life

shopping situations, which encouraged them to use language interactively and purposefully. The study highlighted that this approach not only improved speaking skills but also developed critical thinking, collaboration, and social skills. The researchers recommended that educators adopt this innovative model to create more meaningful and contextualized learning experiences for students.

6. Study by Sumiyati (2022)

A study focusing specifically on grammatical competence was conducted by Sumiyati (2022) in her research entitled *"Enhancing The Learning Outcomes in English Course Material with Passive Voice Through the Application of the Window-Shopping Learning Model,"* which examined the application of the window-shopping learning model to enhance students' learning outcomes in English passive voice material. Using a classroom action research approach, the study involved two cycles of implementation with tenth-grade students in an Indonesian senior high school. The results showed that the window-shopping model significantly improved students' understanding and mastery of passive voice structures. The model allowed students to actively engage in the learning process through collaborative activities, knowledge sharing, and peer teaching. Students demonstrated increased motivation and participation, leading to better learning outcomes. The study concluded that the window-shopping model is an effective instructional strategy for teaching grammatical concepts in an engaging and student-centered manner.

7. Study by Gaol & Swondo (2023)

A complementary study by Gaol and Swondo (2023) in their article entitled *"Improving Student Vocabulary Mastery by Using Window Shopping Method"* focused on improving students' vocabulary mastery through the application of the window shopping method. Conducted with EFL learners in an Indonesian educational context, the study employed a classroom action research design with two cycles of implementation. The findings revealed that the window shopping method effectively enhanced students' vocabulary acquisition. Through interactive activities that

simulated shopping scenarios, students were exposed to new vocabulary in meaningful contexts, which facilitated better retention and application. Students also demonstrated increased engagement and motivation during vocabulary learning activities. The study emphasized that the window shopping method provides a practical and enjoyable approach to vocabulary instruction, moving beyond traditional rote memorization techniques.

8. Study by Maulana & Lolita (2023)

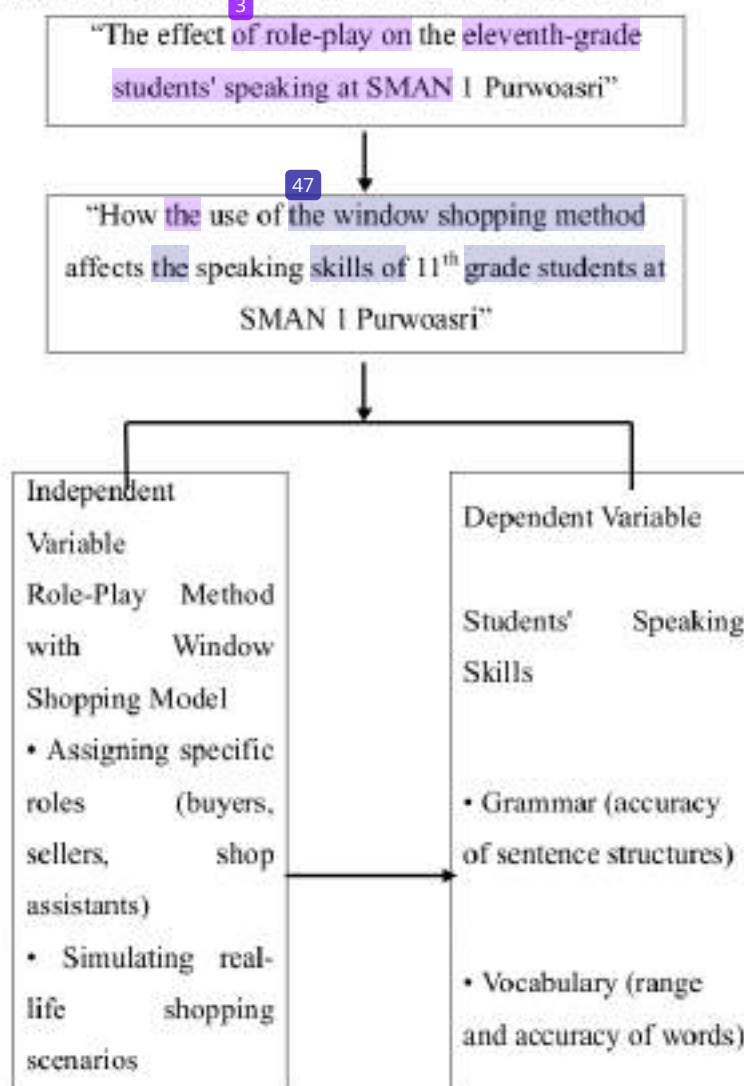
The final study reviewed in this section was conducted by Maulana and Lolita (2023) in their research entitled *"The Effectiveness of Role-Play to Improve Student's Speaking Achievement,"* which investigated the effectiveness of role-play in improving students' speaking achievement in an Indonesian EFL classroom. Using a quantitative design with pre-test and post-test measurements, the study found significant improvement in students' speaking achievement across pronunciation, grammar, vocabulary, and fluency. Role-play also contributed to increased motivation and reduced speaking anxiety. The researchers concluded that role-play is an effective technique for developing speaking skills and recommended that teachers design scenarios relevant to students' interests and real-life experiences to maximize engagement and learning outcomes.

Despite these positive findings, there remains a lack of research specifically investigating the combined effect of role-play integrated with the window shopping model on Indonesian senior high school students' speaking skills, particularly at SMAN 1 Purwoasri. Most existing studies have focused on either role-play or window shopping separately, or have been conducted in different educational contexts. Additionally, limited research has examined the implementation of this combined approach with eleventh-grade students in the context of the Kurikulum Merdeka. The present study aims to address this gap by investigating the effect of role-play using the window shopping model on the speaking skills of eleventh-grade students at SMAN 1 Purwoasri.

H. Conceptual Framework

In this sub chapter, all the theories discussed in the theoretical framework above will be applied to the research subjects and objects to determine the extent to which the use of the window shopping method affects the speaking skills of 10th-grade students at SMA Negeri 1 Purwoasri. The research subjects in this study are the 10th-grade students at SMA Negeri 1 Purwoasri. Conceptually, this study examines how the window shopping teaching method can influence students' speaking skills. Thus, it can be concluded that a teaching method can influence student learning outcomes.

In this study, the conceptual framework used by the researcher is:



- Interactive dialogues related to procedure texts
- Collaborative group activities

- Pronunciation (clarity of sounds and intonation)
- Fluency (smoothness and continuity of speech)

I. Hypothesis

In this chapter, the research aims to explore the effectiveness of using role-play as a teaching strategy to enhance students' speaking skills. This chapter will outline the underlying hypothesis of the study, examining the expected findings and predictions. This research aims to analyze the effectiveness of role-play in language classes, with the goal of providing an advantageous contribution to the subject of language education and offering beneficial insights into effective teaching methods. The hypothesis proposed for this study is as follows:

1. H0 (Null hypothesis): There is no significant difference in the speaking skills of students before and after being taught using roleplay.
2. H1 (Alternative hypothesis): Students after engage in roleplay activities as a teaching strategy will demonstrate significantly improved speaking skills compared to those before being taught using roleplay.

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the research methodology. Its contains research design, research instrument, population and sample, technique of collecting the data, place and time of research and technique of analyzing the data.

A. Research Design

This study investigates the relationship between a specific teaching intervention and its impact on students' speaking abilities. Following Ary et al. (2010: 37), a variable is defined as a construct or characteristic that can assume different values or scores, which researchers examine to understand existing relationships. In this quasi-experimental research designs are widely used in educational research when random assignment of participants to experimental and control groups is not possible. According to Ary et al. (2010: 316), "In pre-experimental research designs, the researcher does not have complete control over the independent variables; subjects cannot be randomly assigned to treatment and control groups, or the researcher cannot manipulate the independent variable". This limitation distinguishes quasi-experimental research from true experimental designs, which require both randomization and manipulation of variables.

1. Independent Variable

The independent variable in this research is the use of the role-play method with the window shopping model. Role-play, in this context, involves assigning students specific roles and having them enact scenarios that simulate real-life social interactions, particularly those related to shopping experiences. The window shopping model is a specific form of role-play where students take on the roles of buyers and sellers, engaging in simulated transactions and conversations as they would in an actual shopping environment. This interactive technique is designed to provide students with a low-anxiety, engaging, and communicative learning environment, encouraging them to use English spontaneously and collaboratively. In this study, the role-play activities are structured around

procedure texts and are implemented as the primary instructional strategy during the treatment phase.

2. Dependent Variable

According to Ary et al. (2010) Dependent variable is the result that is hypothesized to depend on the independent variable. Based on this research investigates how the use of the role-play method with the window shopping model affects the speaking ability of eleventh-grade students at SMAN 1 Purwoasri. It is hypothesized that engaging students in realistic, communicative scenarios and provide more opportunities for authentic language use. By practicing English in simulated real-world contexts, students are expected to improve their fluency, expand their vocabulary, use pronouns more accurately, and develop better grammar thereby enhancing their overall communicative competence. The study aims to determine whether there is a significant improvement in students' speaking skills including these key indicators after being taught using this interactive approach compared to their abilities before.

3. Research approach

This research is using quantitative approach. According to Ary et. al (2010: 22) Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting. Based on the statement above, the researcher is using quantitave approach because the data of this research will be in form of numeric. While the numerical data in this study were the results of the pre-test and post-test scores, the researchers used quantitative research to determine the effect of teaching using role play techniques on students' spekaing skills.

4. Research Design

The design of this research is quasi-experimental research. According to ary et. al (2010: 316) quasi-experimental research quasi-experimental designs share similarities with true experimental designs in that they involve the manipulation of an independent variable. However, they differ in that participants are not randomly assigned to experimental and control groups.

Instead, intact groups are used, or other nonrandom methods are employed for group assignment, which may limit the researcher's ability to ensure equivalence between groups at the outset of the study.

Furthermore, Ary (2010: 201) describes the one-group pretest-posttest design, in which a single group is measured or observed both before and after being exposed to a specific treatment. This design allows researchers to assess the effects of the treatment by comparing the group's performance before and after the treatment.

B. Research Instruments

When doing research, the role of instruments is crucial as they significantly influence the outcomes of the study. In this study, the author utilized a test instrument, as suggested by Ary et. al (2010: 201) tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This test aims to determine the effect role play in speaking class.

To find out the differences in students' speaking skill before and after being taught, researchers used the pre-test and post-test design. According to Ary, (2010: 201) In the one-group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort but also before. The effect of the treatment is determined by comparing the pretest and posttest scores.

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C. Population and Sample

1. Population of this Research

According to Ary et al. (2010), population is the group of individuals or entities about whom the researcher wishes to draw conclusions or generalize the findings are applicable and relevant to the intended group. Based on the above statement, the population in this study consisted of 10 classes with a total of 300 eleventh grade students of SMAN 1 Purwoasri.

2. Sample of this Research

According to Ary et al. (2022: 149), a sample refers to the process of selecting a portion of a population to observe a smaller group, with the intention of generalizing the findings to the larger parent population from which the sample was taken. Based on the explanation above, a sample is a small group from a population. Therefore, in this study, a cluster sampling method was employed due to the presence of many classes within the population. Consequently, this study chose a sample from one of the ten classes in the eleventh grade at SMA N 1 Purwoasri, where one class consisted of 30 students.

D. Technique of Collecting the Data

This study utilizes a quantitative experimental approach, incorporating two key assessments: a pre-test and a post-test. The pre-test is administered before the implementation of the role-play method integrated with the window shopping model. Its primary purpose is to establish a baseline measurement of students' speaking abilities, allowing for a clear comparison of their skills prior to the instructional intervention.

During the intervention phase, students participate in a series of structured classroom activities based on role-playing using the window shopping model. In this stage, they are assigned specific roles (such as buyers, sellers, or shop assistants) and engage in interactive dialogues relevant to shopping scenarios, with a particular focus on topics like use of goods, money management, and giving procedural instructions. These interactive activities are carefully designed to encourage authentic language use, foster communicative competence, and provide students with practical opportunities to develop their speaking skills in meaningful contexts.

Following these instructional activities, the post-test is conducted to evaluate any improvements in students' speaking abilities resulting from the role-play activities. This assessment focuses on essential components of speaking, including fluency, pronunciation, vocabulary usage, and grammatical accuracy. The test materials are designed to reflect real-life scenarios, ensuring that they are relevant and engaging for the students.

E. Place and Time of Research

1. Place of this Research

This research was conducted in SMAN 1 Purwasri, located on Pahlawan street, Ketawang, Purwasri District, Kediri Regency, East Java. The researchers chose this school because the teaching approach in this school is still focused on being textbook-oriented.

2. Time of this Research

The researcher was conducted this study from May until September. There were several activities that was done by the researcher while conducting this study, the activities are: preliminary study, research proposal, collecting data, analyzing data, and writing report. The description of time and activities is state on table below.

Table 3. 1 Time of The Research

No	Activity	Time
1.	Preparation	4 th May - 3 rd July
2.	Process of Supervising	5 th June 2025 - 17 th June 2026
3.	Getting Licenses from research	11 th May
4.	Collecting data	13 th - 27 th May
5.	Analyzing data	28 th May - 10 th June
6.	Writing the report of the research	11 th - 24 th June

F. Technique of Analyzing the Data

After collected the data from the pre-test and post-test score, the researcher will be analyzed the data using spss version 27. In this research the data analysis consisted of two stages: normality test and Wilcoxon Signed Rank Test.

1. Normality Test

The normality test was conducted to determine whether the data from the experimental class were normally distributed. This test is essential for selecting the appropriate statistical test (parametric or non-parametric) for hypothesis testing.

The Shapiro-Wilk test was chosen because the sample size was less than 50 students ($n = 23$). According to Ary et al. (2010), the Shapiro-Wilk test is more appropriate for small sample sizes compared to the Kolmogorov-Smirnov test.

This criterion for normality was follows:

- a. If the significance value (Sig.) > 0.05 , the data are normally distributed.
- b. If the significance value (Sig.) < 0.05 , the data are not normally distributed.

2. Wilcoxon Signed Rank Test

The Wilcoxon Signed Rank Test was conducted to determine whether there was a significant difference between students' pre-test and post-test scores within the same class. This test is the non-parametric alternative to the paired sample t-test and was used because the data were not normally distributed.

The Wilcoxon Signed Rank Test is used to compare two related samples (pre-test and post-test scores from the same group) when the data are not normally distributed. This test evaluates whether there is a significant difference between the two sets of scores.

The criterion for hypothesis testing was as follows:

- a. If the Asymp. Sig. (2-tailed) < 0.05 , the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that there is a significant effect of the treatment.
- b. If the Asymp. Sig. (2-tailed) > 0.05 , the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. This indicates that there is no significant effect of the treatment.

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher will describe about the result of the research that includes data presentation and interpretation of the result of data analysis.

A. Research Finding

This section presents the findings of the research based on the pre-test and post-test scores from the experimental class. The findings include the description of scores, frequency distribution, comparison between pre-test and post-test, and the results of statistical tests (normality test, Wilcoxon Signed Rank Test) conducted using SPSS version 27.

1. Description of Data

The pre-test and post-test were administered to the experimental class (XI grade at SMAN 1 Purwoasri). The pre-test was given before the treatment to measure students' initial speaking ability, while the post-test was given after the treatment to measure students' final speaking ability after being taught using the role-play method with the window shopping model. The class consisted of 23 students with complete pre-test and post-test scores.

a. The Description of Students' Speaking Before Being Taught by Using Role-Play with Window Shopping Model

Before showing the test result, the writer would like to explain about how to do the research to get the students' scores. The writer did the research in one class. It was the eleventh grade students of SMAN 1 Purwoasri. The writer gave paper and in this paper explains expression that will use to practice. Then, the writer asked the student to make a conversation about procedure text related to healthy foods.

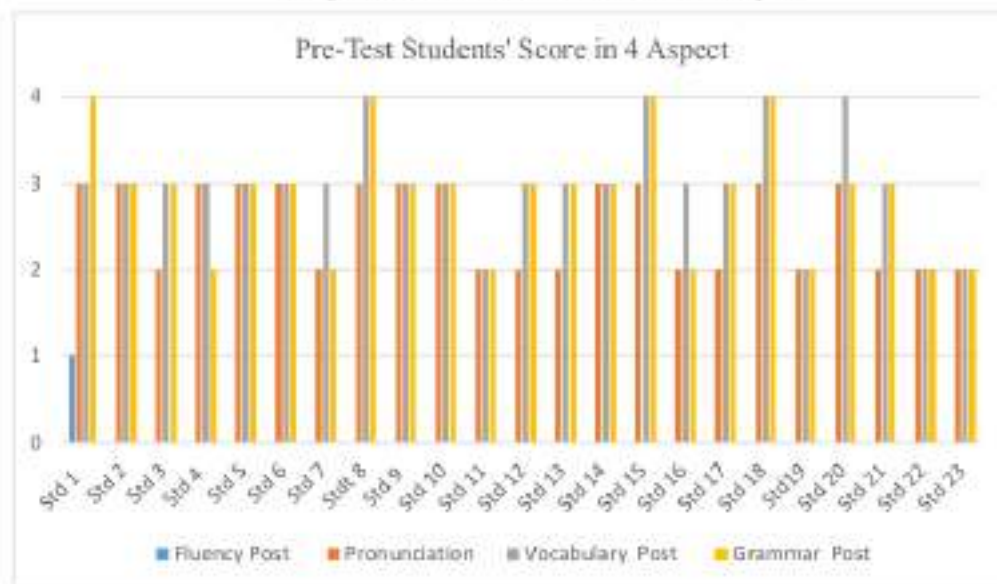
The students were asked to do the test and then the researcher took the score. The test was about measuring the students' speaking skill in conversation before being taught using role-play with window shopping model. The speaking score includes grammar, vocabulary, fluency, and

pronunciation. All of those aspects of score are in the range of 1 up to 4. The maximum score is 16.

$$\text{Score: } \left(\frac{\text{total}}{16} \right) \times 100\%$$

The result of the eleventh students' speaking at SMAN 1 Purwoasri is presented in below:

Diagram 4. 1 Pre-test Student' Score in 4 Aspects



For the Grammar category in the pre-test, the scores were distributed as follows: two students received a score of 1, eighteen students received a score of 2, and three students received a score of 3. This distribution reveals several insights into the students' grasp of grammar. The two students who received a score of 1 demonstrate a significant struggle with basic grammatical concepts, which may be due to a variety of factors such as lack of foundational knowledge, limited exposure to English outside the classroom, or insufficient practice and reinforcement of grammar rules. The eighteen students who received a score of 2 show that they have some understanding of grammar, but their skills are inconsistent. These students might be able to apply certain grammatical rules in familiar contexts but may falter when faced with more complex or unfamiliar structures. The reasons for their moderate scores could include occasional misunderstandings of

grammar rules, limited practice, or difficulties in applying grammar knowledge to writing and speaking tasks. On a positive note, the three students who scored 3 indicate a strong proficiency in grammar, suggesting they have a solid understanding and can consistently apply grammatical rules accurately. These students likely benefit from regular practice, exposure to a variety of reading materials, and perhaps more effective study habits or instructional methods. Overall, while a small portion of the class demonstrates good grammatical skills, the scores also highlight the need for targeted interventions and additional support for those who are struggling to ensure all students can achieve a higher level of proficiency in grammar.

For the Vocabulary category in the pre-test, the scores were distributed as follows: 0 students received a score of 1, 21 students received a score of 2, and 2 students received a score of 3. This distribution reveals variations in vocabulary mastery among the students. The largest group, comprising twenty-one students, received a score of 2. This indicates that while they have a fair understanding of vocabulary, there are still deficiencies in using vocabulary accurately and consistently in more complex contexts. Factors contributing to this moderate performance might include limited practice in applying vocabulary, a lack of contextual understanding, or a reliance on rote memorization without deep comprehension. On the other hand, the two students who received a score of 3 demonstrate strong vocabulary skills and the ability to use words appropriately in various contexts. These students likely benefit from extensive exposure to English through reading, listening, or speaking, as well as effective learning methods that encourage active and contextual vocabulary use. Overall, while the majority of students have a moderate understanding of vocabulary, this distribution highlights the need for additional interventions and support for those struggling to ensure all students can achieve a higher level of vocabulary proficiency.

For the Pronunciation category in the pre-test, the scores were distributed as follows: two students received a score of 1, eighteen students received a score of 2, and three students received a score of 3. This distribution reveals varying levels of proficiency in pronunciation among the students. The two students who received a score of 1 show significant difficulties in pronouncing English words correctly, which may be due to a lack of practice, insufficient exposure to spoken English, or challenges in hearing and mimicking correct pronunciation. The eighteen students who received a score of 2 can pronounce words relatively well but struggle with consistency and accuracy, especially with more complex or unfamiliar words. This moderate performance might result from limited practice, a lack of confidence, or inconsistent feedback on their pronunciation. The three students who received a score of 3 demonstrate strong pronunciation skills and the ability to articulate words clearly and accurately. These students likely benefit from regular exposure to spoken English through listening and speaking activities, as well as effective feedback and practice opportunities. Overall, while some students excel in pronunciation, there is a clear need for additional support and practice for those who are struggling to ensure they can improve their pronunciation skills and achieve a higher level of proficiency.

In the Fluency category of the pre-test, the scores were distributed as follows: two students received a score of 1, indicating significant challenges in speaking English smoothly and without excessive hesitation, possibly due to nervousness, lack of practice, or difficulty in forming coherent sentences spontaneously. Eighteen students received a score of 2, suggesting they can speak English with some fluency but struggle at times to maintain a smooth flow of speech, often hesitating or pausing. This moderate performance might stem from limited speaking practice, lack of confidence, or difficulty in recalling vocabulary quickly. The remaining, three students, received a score of 3, demonstrating strong fluency with the ability to speak English

smoothly and confidently without undue hesitation. These students likely benefit from regular speaking practice, possess a robust vocabulary, and feel assured in expressing themselves in English. Overall, while a significant number of students show moderate fluency, there is a need for targeted support and encouragement for those struggling to enhance their fluency skills, ensuring all students can achieve higher levels of proficiency in spoken English.

From the table above, it can be seen that student who got highest score has 3 score in grammar, 3 score in vocabulary, 3 score in pronunciation, and 3 score in fluency. The lowest score is grammar's score is 1, vocabulary is 1, pronunciation is 1, and fluency is 1. The highest total score is 75 while the lowest total score is 37.5. The mean score of the pre-test was 49.99. Based on the school's minimum mastery criterion (KKM) of 75, just one students passed the KKM in the pre-test, and 22 student scored below the KKM.

b. Treatment Process

After administering the pre-test, the researcher scheduled several meetings for the treatment sessions. During these sessions, the researcher taught speaking skills through conversational practice using the role-play method, integrated with the window-shopping model. At the beginning of each treatment session, the teacher explained what the students needed to do and provided a clear overview of the procedures and steps involved in the role-play activity. The students were then divided into groups, and each group received a role card to help them understand the specific character or role they would play in the window shopping learning model. The treatment was designed to develop students' speaking skills across four key aspects: grammar, pronunciation, vocabulary, and fluency. Throughout the treatment, the teacher and students discussed any errors or difficulties that arose, providing constructive feedback and collaboratively correcting them to support learning and improvement.

1) First Meeting

The first meeting focused on the theme of money management. The teacher began the meeting by opening the class with a greeting and checking student attendance. To activate students' prior knowledge and engage their interest, the teacher displayed pictures and a short video about someone managing money, such as saving, creating a budget, or shopping wisely. The teacher then provided guiding questions to stimulate students' thinking: *"What do you see in the picture? Have you ever managed your own money?"* and *"If you have Rp100.000 for a week, how would you spend it wisely?"* These questions encouraged students to start thinking about the topic and prepare for the speaking activity.

After the warm-up, the teacher explicitly stated the learning objective: *"Today, we will practice speaking about money management through a role-play activity using the window shopping model. You will learn how to give advice and suggestions about managing money in English."* The teacher also reviewed the key language features of procedure text that students would need during the role-play, including present tense, sequence connectives: first, then, after that, finally, etc, and imperative verbs. This review was crucial to ensure that students had the necessary linguistic foundation to construct their dialogues.

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The main activity began with the preparation phase. The teacher divided the students into 4 to 5 groups, each consisting of 5 to 6 students. Each group was given a role card. The scenarios included topics such as how to save money for a new gadget, how to create a weekly budget, how to spend money wisely at a market, how to manage pocket money, how to plan a budget for a school event, and how to save money for a holiday. Each group then discussed and prepared a role-play script consisting of a 2-3 minute conversation. The script had to include the goal of the

procedure, the materials or tools needed, and the steps that must be taken, using simple past tense, sequence connectives, and imperative verbs. During this preparation, the teacher circulated around the class, providing guidance and assistance to groups that needed help.

The second phase of the main activity was the window shopping role-play. Before starting the role-play, the teacher distributed the Shopping List sheet to all group. This sheet served as a guide for the "shoppers" to record essential information from each performance they visited. The sheet contained sections for students to fill out, including the goal of the procedure, the materials or tools used, the steps taken, questions they wanted to ask, answers they received from the performers, and new vocabulary they learned during the session. The teacher explained how to use the sheet effectively, emphasizing that they had to complete it while visiting each "store" to ensure they captured all the important information from each group's presentation.

After distributing the sheet and explaining how to fill it out, the teacher explained the rules of the window shopping activity: each group would take turns performing their role-play in a designated area. Other groups acted as shoppers who would walk around (*window shopping*) from one group to another to watch, listen, and take notes on important points from each performance using their Shopping List sheet. Each visitor was required to ask at least one simple question after watching a performance, and the performing group had to answer the questions. The teacher organized the window shopping session, ensuring that each group had the opportunity to perform and that every student participated as both performer and visitor. During the activity, the teacher observed and assessed students' performance based on fluency, grammar, pronunciation, and organization.

The final phase was the discussion and closing. The teacher facilitated a class discussion with questions such as: "Which role-play did you find the most useful for managing money? Why?", "What new vocabulary did you learn from other groups?", and "Which steps were the most difficult to explain in English?" Students responded orally, sharing their reflections and experiences. The teacher then provided feedback on students' performance, particularly on their use of sequence connectives and imperative verbs. The teacher informed students that the theme for the next meeting would be *electronic devices* and closed the meeting with a prayer and greeting.

2) Second Meeting

In The second meeting focused on the theme of electronic devices. The teacher opened the meeting by greeting students and checking attendance. The researcher briefly reviewed the previous meeting's activity on money management and connected it to the new theme. The teacher then displayed pictures of various electronic devices such as smartphones, laptops, tablets, and smartwatches, and provided guiding questions: "What electronic device do you use every day?", "Can you explain the steps to use a new smartphone for the first time?", and "What should you do if your laptop suddenly turns off?" These questions helped students activate their prior knowledge and prepare for the new topic. The teacher stated the learning objective and reviewed the key language features.

The main activity followed the same structure as the first meeting. Students remained in the same groups and were given new role cards with the theme of electronic devices. The scenarios included topics such as how to set up a new smartphone, how to charge a laptop battery properly, how to install an application, how to transfer photos from a phone to a laptop, how to use a smartwatch, and how to connect to Wi-Fi. Each group prepared a role-play script of 2-3 minutes that included the goal, tools or equipment needed,

and the steps in sequence, using simple past tense, sequence connectives, and imperative verbs. The teacher provided guidance during the preparation.

The window shopping session was conducted with the same rules as the first meeting. Before the session began, the teacher redistributed the Shopping List sheet to all students, reminding them to use it to record the goal, materials, steps, questions, answers, and new vocabulary from each performance they visited. Each group performed their role-play, and other groups acted as visitors who watched, took notes using the sheet, and asked questions. The teacher observed students' performance, focusing specifically on fluency, the accuracy of simple past tense usage, the correct use of sequence connectives, and the ability to answer questions from visitors.

The discussion phase included questions such as: "Which electronic device tutorial was the clearest? Why?", "What steps were the most difficult to explain in English?", and "Did you learn any new technical vocabulary from other groups?" The teacher provided feedback, especially on the pronunciation of technical terms and the logical sequence of steps. The teacher informed students that the theme for the next meeting would be healthy lifestyle and closed the meeting.

3) Third Meeting

In the third meeting focused on the theme of healthy lifestyle. The teacher opened the meeting by greeting students and checking attendance. The teacher reviewed the previous two meetings and reminded students about the structure of procedure texts and the role-play activities they had completed. The researcher displayed pictures about healthy lifestyles, such as exercise, healthy food, and adequate sleep, and provided guiding questions: "What do you do to stay healthy?", "Can you explain the steps to make a healthy breakfast?", and "What should you do to

stay fit and active every day?" The teacher stated the learning objective and motivated students to be more confident in speaking. The main activity followed the established structure. Students stayed in the same groups and were given new role cards with the theme of healthy lifestyle. The scenarios included topics such as how to make a healthy smoothie, how to maintain a balanced diet, how to exercise regularly, how to get enough sleep, how to reduce stress, and how to prepare a healthy breakfast. Each group prepared a role-play script of 2-3 minutes that included the goal, ingredients or tools needed, and the steps in sequence, using simple past tense, sequence connectives, and imperative verbs. The teacher provided guidance, especially on pronunciation and fluency.

The window shopping session was conducted for the final time. Before the session, the teacher once again distributed the Shopping List sheet to all students, emphasizing that this was the last opportunity to complete their notes and gather as much information as possible from all groups. Each group performed their role-play, and other groups acted as visitors who watched, took notes, and asked 1-2 questions. The teacher observed and assessed students' performance based on fluency, pronunciation, grammar, organization, and confidence. This final session allowed students to demonstrate the cumulative improvement they had made over the three meetings.

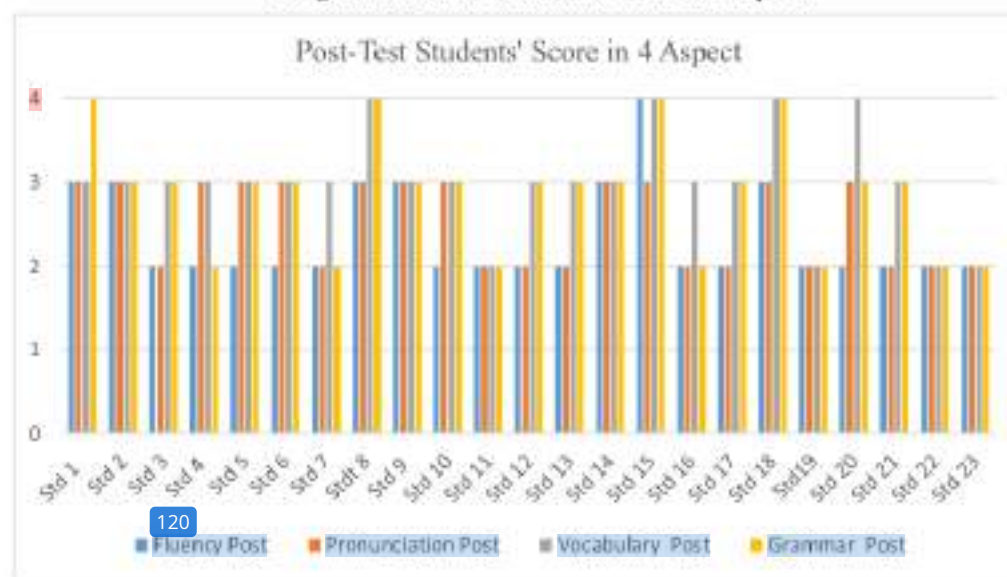
The discussion and closing phase was more comprehensive. The researcher facilitated a class discussion with questions such as: "Which role-play gave you the best advice for a healthy life? Why?", "Which part of the story was the easiest or the most difficult to tell?", "What new vocabulary did you learn about healthy lifestyle?", and "Do you feel more confident now when explaining procedures in English?" Students responded orally, reflecting on their learning journey. The teacher provided overall

feedback on students' performance, including fluency, pronunciation, use of simple past tense, sequence connectives, imperative verbs, and logical organization. The researcher concluded that through role-play practice with the window shopping model, students could improve their speaking skills and better understand the structure of procedure texts. The researcher gave appreciation to all students for their active participation and closed the meeting with a prayer and greeting.

c. The Description of Students' Speaking After Being Taught by Using Role-Play with Window Shopping Model

After the writer gave treatment to the students, the condition of students after being taught using role-play with window shopping model was good enough. The students' speaking increased in their achievement. The student seemed more fluent in speaking. They known the vocabulary that should be used in conversation. Some students also arranged the sentences well. Their pronunciation was getting better than before treatments. It is supported by the result of the post-test. The post-test was the same as the pre-test. The post-test was used to measure the students' speaking skill and being compared with the pre-test. The results of the post-test can be presented in a table below:

Diagram 4. 2 Post-test Student' Score in 4 Aspects



111 In the post-test for the Grammar category, the scores were distributed as follows: two students achieved a score of 2, and twenty-one students attained a score of 3. This distribution reflects significant improvement compared to the previous pre-test results. Notably, there were no students scoring 1, indicating a collective enhancement in understanding and mastering grammar among all participants. The two students scoring 2 demonstrate progress in applying grammar rules consistently. Those scoring 3 exhibit good proficiency in grammar, showing adeptness in handling more complex grammar rules. Overall, the results underscore marked improvement in grammar skills across the board, highlighting effective learning strategies and the students' dedication to mastering English grammar.

39 Based on the analysis of the Vocabulary category in the post-test, it is evident that there has been significant improvement compared to the previous pre-test results. The distribution of scores shows a notable increase in the number of students achieving scores of 3 and 4, indicating substantial progress in their understanding and application of vocabulary. Twenty students achieving a score of 3 demonstrate solid skills in mastering vocabulary, showcasing their ability to

employ words accurately and effectively across various situations. Additionally, the three students who scored 4 exhibit outstanding mastery of vocabulary, demonstrating fluency and deep comprehension in their use of language. This overall improvement signifies the students' development in vocabulary skills, enhancing their capability to articulate ideas more precisely and confidently in spoken English. Such progress underscores the effectiveness of targeted vocabulary learning strategies and highlights the importance of continued practice and reinforcement to further enhance their speaking proficiency.

In the Pronunciation category of the post-test, there has been noticeable improvement compared to the pre-test results. In the post-test, 0 students achieved a score of 4, 6 students achieved a score of 3, and 17 students achieved a score of 2. This marks an increase from the pre-test, indicating enhanced proficiency in English phonetics and pronunciation rules among these students. Only 0 students received a score of 1, indicating significant difficulties in pronunciation, which also shows a decrease from the pre-test. Overall, the post-test results reflect positive growth in pronunciation skills across the cohort, highlighting effective teaching strategies and the students' dedication to refining their English pronunciation.

In comparing the Fluency scores from the post-test to the previous results, there is clear evidence of improvement among the students. In the post-test, 6 students achieved a score of 3, demonstrating a strong ability to speak English smoothly and confidently with minimal hesitations. This represents an increase from the previous assessment, indicating enhanced proficiency in expressing ideas fluently and coherently across various contexts. Additionally, 17 students received a score of 2, suggesting a moderate level of fluency where they can speak smoothly with occasional minor disruptions in speech flow. This also shows improvement compared to their earlier performance. Only 0 students scored 1, indicating challenges in speaking fluently, which

also marks a decrease from the previous assessment. Overall, the post-test results reveal significant progress in fluency skills across the group, underscoring effective teaching methods and the students' efforts in improving their English speaking abilities.

From the table above, it can be seen that student who got highest score has 4 score in grammar, 4 score in vocabulary, 4 score in pronunciation, and 4 score in fluency. The student who got lowest score has 2 in grammar, 2 in vocabulary, 2 in pronunciation, and 2 in fluency. The highest total score is 81.25 while the lowest total score is 56.25. The mean score of the post-test was 64.95. Based on the school's minimum mastery criterion (KKM) of 75, 4 students (17.4%) passed the KKM and 19 students (82.6%) scored below the KKM.

2. The Data Analysis

In this section the researcher shows the result of her analysis of the students' pre-test and post-test score using SPSS version 27. There are data output based on calculation using SPSS: Tests of Normality, Ranks, and Test Statistics.

The pre-test and post-test data was compared to know the increase of total score in each aspects. The comparison is served in the table below:

Diagram 4.3 Comparison Between Pre-test and Post-test



The diagram shows that each student had better score in post-test than in pre-test. The higher score in pre-test was 62.5 while the lowest score in pre-test was 37.5. In post-test, the score was increased. The higher score was 81.25 while the lowest score was 56.25.

All of speaking aspects increased especially the vocabulary. In pre-test, the total grammar score was 49. In post-test, the total grammar score was 66. So, the total grammar score increased 17 points from pre-test to post-test. The vocabulary aspect has different result. The vocabulary score from pre-test to post-test increased 20 points. In pre-test, the total score was 48. In post-test, the total score was 68. The pronunciation score from pre-test to post-test increased 6 points. In pre-test, the total score was 46. In post-test, the total score was 52. And the fluency score from pre-test to post-test increased 6 points. In pre-test, the total score was 46. In post-test, the total score was 52.

3. The Result of Data Analysis

After obtaining the scores from the pre-test and post-test of the experimental class, the researcher analyzed the data using SPSS version 27 to determine the effectiveness of the role-play method with the window shopping model in improving students' speaking skills at SMAN 1 Purwoasri.

a. Procedure of Data Analysis

Before analyzing the data, the researcher corrected students' pre-test and post-test results to determine the scores. SPSS version 27 was then utilized to enter and calculate the pre-test and post-test results of the experimental class. The researcher analyzed the data using two statistical tests: the normality test (Shapiro-Wilk) and the Wilcoxon Signed Rank Test.

b. The Result of Data Analysis

1) Normality Test

The normality test was conducted to determine whether the data from the experimental class were normally distributed. The researcher used the Shapiro-Wilk test because the sample size was

less than 50 students. The results of the normality test are presented in the following table.

Table 4. 1 Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	.325	23	.000	.765	23	.000
POST-TEST	.131	23	.200 [*]	.974	23	.794

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test results presented in Table 4.4, the pre-test scores of the experimental class had a significance value of less than 0.05 (Shapiro-Wilk = 0.765, $p < 0.001$), indicating that the data were not normally distributed. Therefore, the researcher proceeded with a non-parametric statistical test: the Wilcoxon Signed Rank Test.

2) Wilcoxon Signed Rank Test

The Wilcoxon Signed Rank Test was conducted to determine whether there was a significant difference between students' pre-test and post-test scores within the same class. This test is the non-parametric alternative to the paired sample t-test and was used because the data were not normally distributed. The test was applied to the experimental class to compare their pre-test and post-test scores.

Table 4. 2 Wilcoxon Signed Rank Test

Ranks

		N	Mean Rank	Sum of Ranks
POST-TEST - PRE-TEST	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	22 ^b	11.50	253.00
	Ties	1 ^c		
	Total	23		

a. POST-TEST < PRE-TEST

b. POST-TEST > PRE-TEST

c. POST-TEST = PRE-TEST

Table 4.3 Test Statistics

Test Statistics^a

	POST-TEST - PRE-TEST
Z	-4.122 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on Table 4.5 and Table 4.6, the results of the Wilcoxon Signed Rank Test showed that the experimental class experienced a significant improvement from pre-test to post-test. There were 0 negative ranks, 22 positive ranks, and 1 tie. This means that 22 students (95.7%) showed an increase in their scores, no students showed a decrease, and 1 student (4.3%) showed no change. The Z value was -4.122 with an Asymp. Sig. (2-tailed) of less than 0.001 ($p < 0.001$).

Because the Asymp. Sig. (2-tailed) value was less than the significance level (0.05), it can be concluded that there is a significant difference between students' pre-test and post-test scores. This indicates that the role-play method with the window shopping model had a significant effect on improving students' speaking skills at SMAN 1 Purwoasri.

4. Testing of Hypothesis

In this research, the researcher formulated two types of hypothesis those were the null hypothesis (H_0) and the alternative hypothesis (H_a).

- The null hypothesis (H_0): there is no significant effect of role-play with window shopping model to the eleventh grade students' speaking at SMAN 1 Purwoasri.
- The alternative hypothesis (H_a): there is significant effect of role-play with window shopping model to the eleventh grade students' speaking at SMAN 1 Purwoasri.

To prove the hypothesis, the data obtained from pre-test and post-test were calculated by using Wilcoxon Signed Rank Test with assumption as follows:

1. If the Asymp. Sig. (2-tailed) < 0.05 , the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It is proven there is significant effect of role-play with window shopping model to the eleventh grade students' speaking.
2. If the Asymp. Sig. (2-tailed) > 0.05 , the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It is proven there is no significant effect of role-play with window shopping model to the eleventh grade students' speaking.

According to the analysis of the results above, the Asymp. Sig. (2-tailed) value was less than 0.001 ($p < 0.001$). It means the H_0 was rejected and the H_a was accepted with significant level. There was significant difference between pre-test and post-test score. There is a significant difference between the pre-test and post-test score. The result shows that the post-test score got higher than the pre-test score. The result reports that the Wilcoxon test was significant.

It can be defined that there was significant effect of role-play with window shopping model on students speaking ability since alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. In other words, teaching speaking ability on students by using role-play with window shopping model gives significance effect to the eleventh grade students' speaking at SMAN 1 Purwoasri.

B. Discussion

This The findings of this study provide robust evidence that the role-play method integrated with the window shopping model significantly improves students' speaking skills at SMAN 1 Purwoasri. This is demonstrated by the substantial increase in students' scores from the pre-test to the post-test, which was confirmed as statistically significant through the Wilcoxon Signed Rank Test. These results affirm that the role-play method with the window

shopping model is an effective pedagogical strategy for developing oral communication skills in the EFL context at the senior high school level.

The effectiveness of the role-play method aligns with the theoretical framework proposed by Ladousse (1987) and Huang (2008), who emphasized that role-play creates a safe and engaging environment for language practice. By transforming the classroom into a space where learners can experiment with language, take risks, and learn from mistakes without fear of harsh judgment, role-play effectively reduces speaking anxiety and encourages active participation. This is particularly significant in the Indonesian EFL context, where students often lack confidence and fear making errors when speaking English (Brown, 2004; Musthafa, 2010). The window shopping model, which simulates real-life shopping scenarios, provided students with authentic and meaningful contexts for language practice. This approach aligns with the principles of Communicative Language Teaching (CLT) proposed by Richards and Rodgers (2014), which emphasize interaction, authentic communication, and purposeful language use. In the window shopping simulation, students took on the roles of buyers and sellers, engaging in realistic interactions that required them to use English spontaneously and collaboratively. This contextualized practice helped students see the immediate applicability of the language they were learning, thereby increasing their motivation and engagement.

The improvement in students' speaking skills was evident in four aspects especially in vocabulary. Vocabulary demonstrated the most substantial improvement. This significant gain can be attributed to the contextualized nature of the window shopping activities. During the role-plays, students were exposed to a wide range of vocabulary related to shopping, money management, electronic devices, and healthy lifestyles. They had to use this vocabulary actively to describe products, give instructions, and negotiate prices, which helped them retain and apply new words more effectively than rote memorization. This finding aligns with Nation and Newton's (2009) emphasis that vocabulary acquisition is most effective when learners encounter and use words in meaningful contexts. It also supports Gaol and Swondo's (2023) finding that the window shopping method effectively enhances students'

vocabulary acquisition through interactive activities that simulate real-life scenarios. The substantial progress in vocabulary suggests that the method successfully addressed one of the primary obstacles students faced in speaking English.

The improvement in grammatical accuracy can be explained by the structured nature of the procedure texts that students practiced. In preparing their role-play scripts, students had to use present tense, sequence connectives, and imperative verbs to describe procedures. This repeated practice in constructing grammatically correct sentences helped students internalize these structures and apply them more accurately in their speaking. This finding supports Sumiyati's (2022) research, which demonstrated that the window shopping model significantly improves students' understanding and mastery of grammatical structures. It also aligns with Gunawan et al. (2021), who emphasized that speaking skill acquisition involves both behavioral and cognitive processes, including the mastery of grammatical structures through practice and interaction. The progress in grammar indicates that the structured framework provided by procedure texts effectively scaffolded students' language production.

The improvement in pronunciation can be attributed to the repeated practice and the supportive environment created by the role-play activities. During group rehearsals, students practiced their lines multiple times, receiving feedback from peers and correcting their pronunciation before the final presentation. This repetition helped establish correct pronunciation patterns and improve overall intelligibility. This finding is consistent with Harmer's (2007) assertion that speaking requires correct articulation of sounds, stress, intonation, and rhythm. The improvement in fluency can be attributed to the repeated practice and the spontaneous nature of the window shopping interactions. Students rehearsed their dialogues multiple times, which helped them become more comfortable with the language and reduced hesitation during actual performance. The window shopping model, where students had to interact with visitors and answer questions spontaneously, also encouraged them to think on their feet and respond more quickly. This spontaneity directly

enhanced their fluency, aligning with Levelt's (1994) description of speaking as a complex cognitive skill requiring real-time formulation and articulation, and with Zhang's (2009) finding that repeated practice in contextualized settings improves fluency and confidence.

The collaborative nature of the role-play activities further contributed to the students' improvement. As Slavin (1987) and Johnson, Johnson, and Stanne (2000) demonstrated, cooperative learning enhances academic achievement and social development. Students worked in groups to prepare and perform their role-plays, providing opportunities for peer scaffolding and collaborative learning. This cooperative approach also helped reduce speaking anxiety, as students could practice in a supportive group environment before presenting in front of the class. The study by Jannah et al. (2023) supports this finding, as they found that the integration of problem-based learning with the window shopping model effectively enhanced students' communication skills by engaging them in authentic problem-solving scenarios. The peer feedback and collaborative preparation allowed students to learn from each other's strengths and address their weaknesses collectively, creating a positive learning cycle.

The findings of this study are consistent with previous research on the effectiveness of role-play in improving speaking skills. Neupane (2019) found that role-play significantly improved students' fluency, pronunciation, and confidence. Similarly, Amari (2023) demonstrated that role-play was effective in enhancing speaking competence at the senior high school level. Dwiyaniti and Lolita (2023) revealed significant improvements in students' speaking performance, particularly in fluency, vocabulary mastery, and grammatical accuracy. Maulana and Lolita (2023) found significant improvement in students' speaking achievement across pronunciation, grammar, vocabulary, and fluency. The current study extends these findings by specifically examining the combination of role-play with the window shopping model, which has been less explored in the literature, and by focusing on eleventh-grade students in the context of the Kurikulum Merdeka. This integration provides a unique contribution to the field by demonstrating how role-play can be enhanced through a structured, interactive model that simulates real-world scenarios.

12 The success of the role-play method with the window shopping model can be attributed to several key factors. First, the method creates a safe and 119 supportive learning environment that reduces speaking anxiety and encourages students to take risks. The low-stakes nature of the activities allows students to experiment with language without fear of embarrassment, which is crucial for developing speaking confidence. Second, it provides authentic and meaningful contexts for language practice, making learning more relevant and engaging. When students see the practical application of language skills, they are more motivated to participate and improve. Third, the integration of structured procedure texts provides a clear linguistic framework that supports students in organizing their thoughts and constructing coherent sentences. This scaffolding helps students move from simple utterances to more complex, organized 94 speech. Fourth, the collaborative nature of group work fosters peer learning and scaffolding, allowing students to learn from each other. This peer interaction provides additional opportunities for language practice and feedback. Fifth, the repeated opportunities for practice and self-correction help students internalize language structures and improve their accuracy and fluency. The iterative process of rehearsing, performing, and receiving feedback creates a cycle of continuous improvement.

12 In conclusion, the role-play method with the window shopping model is an effective teaching strategy 1 for improving students' speaking skills at the senior high school level. The significant improvement across all four speaking indicators vocabulary, grammar, pronunciation, and fluency demonstrates that this method provides a holistic approach to speaking development. The findings confirm the theoretical underpinnings of role-play as proposed by Ladousse (1987) and Huang (2008), the principles of Communicative Language Teaching as advocated by Richards and Rodgers (2014), and the benefits of cooperative learning as demonstrated by Slavin (1987) and Johnson, Johnson, and Stanne (2000). 13 This study also contributes to the growing body of research on the window shopping model by demonstrating its effectiveness when integrated with role-play for teaching speaking skills. The findings suggest that English teachers should consider implementing this method as an alternative to

traditional, textbook-oriented approaches, as it effectively addresses the common challenges faced by students and creates an engaging and supportive learning environment that encourages students to practice speaking confidently and interactively.

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter presents the conclusions, implication, suggestions of the research. Those are obtained based on the research.

A. Conclusion

From the description of the previous chapter, the writer could draw a conclusion that speaking is one productive skill that must be mastered by students to deliver their ideas and to share information orally. The researcher's primary aim was to enhance pronunciation, vocabulary, fluency, and grammar in speaking among students.

The method employed in teaching speaking, particularly through role-play with window shopping model, proved to be highly effective in capturing students' interest in the subject matter and enhancing their motivation to improve their English-speaking skills. This study conducted at SMAN 1 Purwoasri demonstrated that role-play with window shopping model had a significant impact on the speaking abilities of eleventh-grade students. Specifically, there was a notable improvement in vocabulary, grammar, fluency, and pronunciation observed from the pretest to the post-test.

Before the treatment, the students' speaking ability was relatively low. They faced considerable difficulties across all aspects of speaking, including grammar, vocabulary, pronunciation, and fluency. The majority of students scored in the moderate range, and just one students were able to achieve the school's minimum mastery criterion. This indicated that students lacked confidence, had limited vocabulary, and struggled to express their ideas fluently and accurately in English.

After the treatment using role-play with the window shopping model, there was a notable improvement in students' speaking skills. Students became more fluent, demonstrated better pronunciation, used more varied vocabulary, and showed improvement in their grammatical accuracy. The number of students achieving scores at or above the school's minimum

mastery criterion increased substantially. All aspects of speaking showed improvement, with vocabulary and grammar showing the most significant progress.

The statistical analysis confirmed that this improvement was significant. The results proved that the role-play method with the window shopping model had a meaningful impact on students' speaking abilities. The effect was substantial, indicating that this teaching strategy not only helped students improve but also made a considerable practical difference in their speaking performance. Based on the hypothesis testing, the null hypothesis was rejected, and the alternative hypothesis was accepted. This confirms that there is a significant effect of role-play with the window shopping model on the eleventh-grade students' speaking skills at SMAN 1 Purwoasri.

In conclusion, the role-play method with the window shopping model is an effective teaching strategy for improving students' speaking skills. It is particularly beneficial for developing vocabulary and grammar, and it is recommended for use in English language teaching at the senior high school level. This method creates an engaging and supportive learning environment that encourages students to practice speaking confidently and interactively.

B. Implication

The findings of this study have both theoretical and practical implications. This study supports and extends the existing literature on the effectiveness of role-play in improving speaking skills. The findings confirm the theories proposed by Ladousse (1987) and Huang (2008), who emphasized that role-play creates a safe and engaging environment for language practice. The significant improvement in students' speaking skills ($Z = -4.122$, $p < 0.001$) that role-play is an effective pedagogical strategy for developing oral communication skills in the EFL context. This study also contributes to the growing body of research on the window shopping model (Jannah et al., 2023; Sumiyati, 2022) by demonstrating its effectiveness when integrated with role-play for teaching speaking skills at the senior high school level.

Furthermore, the findings align with the principles of Communicative Language Teaching (CLT) proposed by Richards and Rodgers (2014), which emphasize interaction, authentic communication, and purposeful language use. The role-play method with the window shopping model successfully created opportunities for meaningful communication, allowing students to use English spontaneously and collaboratively in simulated real-life scenarios. The study also supports the cooperative learning framework (Slavin, 1987; Johnson, Johnson, & Stanne, 2000), as the role-play activities encouraged positive interdependence and active participation among students.

The findings of this study suggest that English teachers at SMAN 1 Purwoasri should consider implementing the role-play method with the window shopping model as an alternative to traditional, textbook-oriented approaches. The significant improvement in students' speaking skills demonstrates that this method is effective in addressing the common challenges faced by students, such as limited vocabulary, lack of confidence, and fear of making mistakes (Brown, 2004; Nation & Newton, 2009).

Teachers are encouraged to design role-play activities that are relevant to students' interests and real-life experiences. The success of the window shopping model in this study suggests that teachers can create scenarios that simulate everyday situations, such as shopping, ordering food, or giving directions. By providing students with authentic and meaningful contexts for language practice, teachers can enhance students' motivation and engagement, leading to better learning outcomes.

Moreover, teachers should recognize the importance of creating a supportive and low-anxiety learning environment. The role-play method allowed students to experiment with language and learn from mistakes without fear of harsh judgment, which contributed to their increased confidence and willingness to speak English. Teachers can further support students by providing constructive feedback, encouraging peer learning, and celebrating students' progress and achievements.

C. Suggestion

Based on the conclusion and implications of this study, several suggestions are offered to English teachers, students, future researchers, and the school.

Teachers often struggle to keep students engaged and motivated in speaking lessons, leading to a lack of improvement in speaking skills. Utilizing role-play with window shopping model in teaching speaking can effectively capture students' interest in the subject matter and enhance their motivation to study English. Role-play serves as a highly beneficial method that not only makes learning enjoyable but also facilitates easy absorption of the material by students.

Teachers are suggested to integrate role-play with window shopping model as an effective alternative medium for teaching speaking skills, particularly in procedure text materials. To maximize engagement and reduce speaking anxiety, teachers should design creative speaking tasks using role-play with window shopping model, allow students to practice in groups, and provide constructive feedback on their performance. Teachers should also establish clear rules and guidelines for the window shopping activities to ensure that all students participate actively and meaningfully. Additionally, teachers should consider students' initial abilities when selecting methods, as role-play may be more beneficial for students with lower proficiency.

Students often feel anxious and lack confidence when speaking English, which can impede their progress in becoming fluent speakers. Embracing role-play with window shopping model activities can significantly improve their speaking skills in English. By participating actively, students can enhance their confidence, pronunciation, vocabulary, grammar, and ability to think quickly in English. Role-play offers a practical and engaging way to apply what they have learned in real-life scenarios, helping them become more fluent and comfortable in speaking English. Students are encouraged to practice more frequently and not be afraid of making mistakes, as errors are part of the learning process.

Existing research is still not sufficiently deep to clearly demonstrate the effectiveness of role-play with window shopping model in consistently enhancing speaking skills across various educational contexts. The writer hopes that researchers can conduct more in-depth studies to better explore the use of role-play

with window shopping model in teaching speaking skills. This way, more effective and scientifically proven teaching strategies can be developed, and ways in which role-play with window shopping model can be optimally applied in senior high schools can be identified.

¹⁸ For future researchers, it is suggested to conduct studies with longer treatment periods (several weeks to a full semester) and larger sample sizes to detect potential small differences. Research at schools with varying proficiency levels is needed to determine whether role-play with window shopping model's effectiveness differs based on initial ability. ⁸³ Mixed-methods designs combining quantitative and qualitative data would provide deeper insights into students' perceptions and experiences. Researchers should also compare role-play with window shopping model with other teaching methods to determine which is more effective for improving speaking skills.

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3. DOSEN PEMBIMBING II : MAHENDRA PUJI PERMANA AJI . M.Pd .
Alamat Rumah : Jl. Demang Palang . Prambon . Nganjuk .
Alamat email : mahendrapuji@gmail.com
No. Telp. / HP : 085 736 802 500
4. JUDUL KTI : _____
THE EFFECT OF ROLE-PLAY ON THE ELEVENTH - GRADE STUDENTS' AT
SENIOR HIGH SCHOOL 1 PURWOASRI KEDIRI

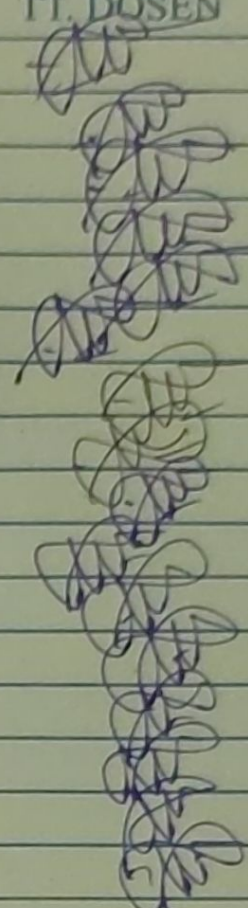
Catatan :

1. Periode Bimbingan (Sesuai SK Rektor) : _____
2. Jadwal Bimbingan : _____

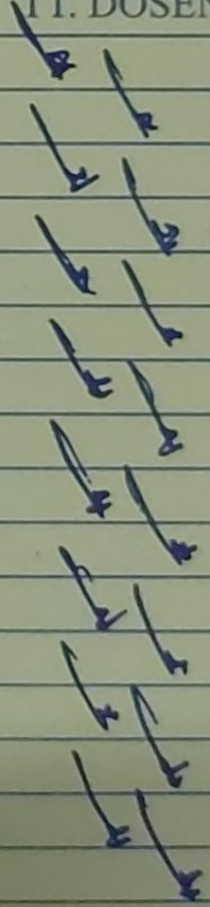
	Hari	Pukul	Tempat / Ruang
Pembimbing I	Selasa	11.15	ESR
	Rabu	09.15	ESR
Pembimbing II	Kamis	11.00	LT Room
	Jum'at	13.00	LT Room .

3. Kemajuan Bimbingan

Pembimbing I

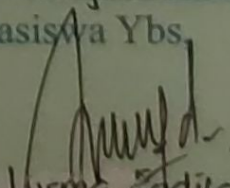
NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1	05/05/2026	BAB I	Latar belakang	
2	06/05/2026	BAB I & 2	Identifikasi masalah, Literature review	
3	12/05/2026	BAB I & II	Rationale	
4	13/05/2026	BAB I, II & III	Rationale, Instrument, Variable	
5	14/05/2026	BAB I, II, III	Theoretical framework, hypothesis	
6	20/05/2026	BAB II & III	Conceptual framework, bab III	
7	26/05/2026	BAB III & IV	Research design, finding.	
8	02/06/2026	BAB IV	Spss	
9	09/06/2026	BAB IV	Discussion	
10	10/06/2026	BAB IV	Revisi	
11	16/06/2026	BAB IV & V	finding and discussion. conclusion	
12	17/06/2026	BAB V	Conclusion	
13	23/06/2026	BAB V	Implication, suggestion.	
14	24/06/2026	BAB V & VI	Revisi and Abstract.	
15	30/06/2026	full	Bab 1-5 Acc	
16	01/07/2026	full	Konsul isi PPT and full paper Article.	

Pembimbing II

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1	04/03/2026	BAB I	Pengarahan secara umum skripsi	
2	09/03/2026	BAB I	Review isi dan perbaikan format isi	
3	11/03/2026	BAB I	Review isi dan format penulisan	
4	19/03/2026	BAB I & BAB II	Pengecekan format penulisan	
5	26/03/2026	BAB III	Revisi format penulisan Bab II	
6	08/04/2026	BAB II	Acc isi	
7	16/04/2026	BAB II	Revisi penulisan tabel kti	
8	22/04/2026	BAB II & BAB III	Pengecekan grammar dan typo	
9	30/04/2026	BAB III	Acc Bab III dan Bab IV	
10	07/05/2026	BAB III & BAB IV	Revisi layout halaman	
11	08/05/2026	BAB IV	Revisi hook chapter dan grammar	
12	15/05/2026	BAB IV	Acc bab IV dan review bab V	
13	22/05/2026	BAB IV & BAB V	Acc bab V	
14	19/06/2026	BAB V	Pengecekan penulisan spss	
15	25/06/2026	Appendix	Revisi Appendix bagian dokumentasi	
16	26/06/2026	Appendix	Acc Appendix.	



Kediri, 1 Juli 2026
Mahasiswa Ybs.


Norma Adila
NPM 2214050057