

**THE EFFECT OF THE WINDOW SHOPPING ROLE-PLAY
ON THE ELEVENTH-GRADE STUDENTS' SPEAKING AT
SENIOR HIGH SCHOOL 1 PURWOASRI KEDIRI**

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Presented as Thesis Writing as the Requirement to Obtain the Sarjana Degree of
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MOTTO AND DEDICATION

MOTTO:

“It doesn't matter how slowly you go as long as you do not stop!”

- Confusius

DEDICATION:

1. Allah SWT, who has been providing blessing and mercy while authoring this skripsi.
2. My dearest parents (Ayah dan Ibu), who have always believed in me and given me their full support and prayers.
3. My beloved brothers and sister, for your prayers and endless encouragement.
4. My entire extended family, whose blessings have surrounded me.
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7. All my close friends, whose names I cannot mention one by one-my heart remembers every single one of you.
8. All English Language Education Department lecturers, who have encouraged and shaped me throughout these years.

ABSTRACT

Nurma Fadila: The Effect of The Window Shopping Role-Play on The Eleventh-Grade Students' Speaking at Senior High School 1 Purwoasri Kediri, Skripsi, the Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri, 2026.

Keywords: Speaking Skills, Window Shopping, Role-Play

The purpose of the research was to investigate the effect of the window shopping role-play method on the speaking skills of eleventh-grade students at senior high school 1 Purwoasri, Kediri. To communicate effectively, mastering speaking is crucial for EFL learners, yet students commonly struggle with limited vocabulary, poor pronunciation, lack of confidence, and fear of making errors. Traditional teacher-centered drills and textbook-oriented approaches often fail to provide meaningful and interactive speaking practice. A first look at the data indicates that students' speaking proficiency is considerably low and an innovative teaching intervention is necessary. This study was conducted in the academic year 2025/2026. Due to practical constraints and limited time for data collection, this research adopted a pre-experimental design with a one-group pretest-posttest approach.

The design involves a single intact class, exposing the students to three treatment sessions themed on money management, electronic devices, and healthy lifestyle. The sample consisted of 23 eleventh-grade students. The students' speaking ability was measured by administering both a pre-test and a post-test, focusing on four key indicators: grammar, vocabulary, pronunciation, and fluency.

The collected data were analyzed using SPSS version 27. Since the scores were not normally distributed based on the Shapiro-Wilk test, the non-parametric Wilcoxon Signed Rank Test was utilized to test the hypothesis. The findings revealed significant improvements across all aspects. The mean score increased substantially from 49.99 on the pre-test to 64.95 on the post-test. Vocabulary demonstrated the highest gain (20 points), followed by grammar (17 points), while pronunciation and fluency each improved by 6 points. Notably, 22 out of 23 students (95.7%) showed a rise in their scores, with a Z-value of -4.122 and a significance level of $p < 0.001$, which led to the rejection of the null hypothesis.

What makes this model appealing is its capacity to simulate authentic real-world interactions through window shopping scenarios, resulting in a more spontaneous, collaborative, and less stressful learning atmosphere that boosts students' confidence. The results confirm that the window shopping role-play effectively improves speaking skills. For educational practice, teachers should integrate this method to enhance engagement and reduce speaking anxiety, moving away from textbook-dominated instruction. Future research is advised to implement longer treatment periods, involve larger and more diverse samples, and utilize mixed-methods approaches to better understand its effectiveness. Finally, this study highlights the necessity of updating English pedagogy to suit the dynamic needs of contemporary learners.

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CHAPTER I

INTRODUCTION

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

A. Background

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 SMAN 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 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 where in 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 model 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 the window shopping role play at SMAN 1 Purwoasri?
2. How is the eleventh grade students' speaking skill after being taught using the window shopping role play at SMAN 1 Purwoasri?
3. How significant the effect of the window shopping 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 skill of eleventh-grade students' at SMAN 1 Purwoasri before being taught using the Window Shopping role play.
2. To describe the speaking skill of eleventh-grade students' at SMAN 1 Purwoasri after being taught using the Window Shopping role play.
3. To find out whether there is a significant effect of using the Window Shopping 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 the window shopping 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.

For teachers and educators, the findings of this study are expected to offer valuable insights into the effectiveness of the window shopping role-play method, 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.

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