

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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Abstract: Speaking is a crucial skill in learning English as a Foreign Language (EFL), yet many senior high school students face significant challenges in developing their speaking abilities due to limited vocabulary, lack of confidence, and fear of making mistakes. This study investigates the effect of role-play using the window shopping model on the speaking skills of eleventh-grade students at SMAN 1 Purwoasri. Employing a quantitative approach with a pre-experimental one-group pretest-posttest design, the research involved 23 students selected through cluster sampling. Data were collected through speaking tests assessing grammar, vocabulary, pronunciation, and fluency, and analyzed using the Wilcoxon Signed Rank Test. The findings revealed a significant improvement in students' speaking skills after the treatment, with the mean score increasing from 49.99 to 64.95 ($Z = -4.122$, $p < 0.001$). Vocabulary demonstrated the highest gain (20 points), followed by grammar (17 points), while pronunciation and fluency each improved by 6 points. The role-play method with the window shopping model proved effective in enhancing vocabulary and grammar, reducing speaking anxiety, and creating an engaging learning environment. This study contributes to the growing body of research on communicative language teaching approaches and provides practical implications for English teachers seeking innovative strategies to develop students' oral communication skills.

Keywords: window shopping; role-play; speaking skills; teaching technique; senior high school

INTRODUCTION

Speaking is recognized as a crucial skill in learning English as a Foreign Language (EFL). Unlike reading or writing, speaking requires learners to produce language spontaneously and interactively, reflecting the demands of real-life communication (Nation & Newton, 2009). Mastery of speaking skills enables students to express ideas, share opinions, and engage in discussions, all of which are essential for academic success and future career opportunities. However, many EFL learners, particularly at the senior high school level, continue to face significant challenges in developing their speaking abilities, including limited vocabulary, lack of confidence, and fear of making mistakes (Brown, 2004).

In Indonesia, these challenges are exacerbated by a sociolinguistic context where English is rarely used in daily communication, so students have limited exposure to authentic speaking practice outside the classroom (Musthafa, 2010). This issue is particularly evident at SMAN 1 Purwoasri, where preliminary observations reveal that eleventh-grade students often hesitate to speak English in class, preferring silence or rehearsed expressions instead of natural, spontaneous speech. Traditional, teacher centered approaches such as drills, grammar translation, and repetitive textbook exercises still dominate instruction (Harmer, 2007), often leaving little room for improvisation or meaningful interactive practice, which leads students to perceive speaking activities as intimidating and stressful (Kayi, 2006).

To address these issues, language teaching experts advocate for Communicative Language Teaching (CLT) approaches that emphasize interaction, authentic communication, and purposeful language use (Richards & Rodgers, 2014). Among the techniques promoted by CLT, role-play stands out as an effective strategy for creating an interactive, low-anxiety learning environment (Ladousse, 1987). Role-play has been shown to enhance students' confidence, reduce speaking anxiety, and foster creativity and spontaneity (Huang, 2008; Livingstone, 1983; Zhang, 2009). Integrating role-play with the window shopping model, in which students take on the roles of buyers and sellers in scenarios resembling real-life shopping interactions, offers a particularly promising approach for enhancing students' speaking and communication skills (Jannah et al., 2023).

Although previous studies have examined the effectiveness of role-play in EFL classrooms (Al-Sobhi & Preece, 2018; Doggett, 1986) and of the window shopping model in other skill areas (Jannah et al., 2023; Sumiyati, 2022), there remains a lack of research that specifically investigates the combined effect of role-play with the window shopping model on Indonesian senior high school students' speaking skills, particularly at SMAN 1 Purwoasri. This gap is significant given that the implementation of role-play at SMAN 1 Purwoasri is closely aligned with the objectives of the Kurikulum Merdeka, which emphasizes student-centered learning and the cultivation of critical thinking (Kemendikbud, 2022). This study therefore aims to examine the effect of the role-play method using the window shopping model on the speaking skills of eleventh-grade students at SMAN 1 Purwoasri, by answering the following research questions: (1) how is students' speaking skill before being taught using the window shopping role-play; (2) how is students' speaking skill after being taught using the window shopping role-play; and (3) how significant is the effect of role-play with the window shopping model on students' speaking skills.

METHODS

This study employed a quantitative approach with a pre-experimental one-group pretest-posttest design (Ary et al., 2010). In this design, a single group was measured before and after being exposed to the treatment, allowing the researcher to assess the effects by comparing pre-test and post-test scores. The independent variable in this research was the use of the role-play method with the window shopping model, while the dependent variable was students' speaking skills, encompassing grammar, vocabulary, pronunciation, and fluency.

The research was conducted at SMAN 1 Purwoasri, located on Pahlawan Street, Ketawang, Purwoasri District, Kediri Regency, East Java, on May 2026. The population consisted of 300 eleventh-grade students across 10 classes. Using cluster sampling, one class of 23 students was selected as the sample. The speaking assessment rubric employed four criteria: grammar, vocabulary, pronunciation, and fluency, adapted from Harris (1969) and Nation and Newton (2009). Each aspect was scored on a scale of 1 to 4, with a maximum total score of 16, converted to a percentage score.

Data collection involved pre-test and post-test administrations. The pre-test was conducted before the treatment to establish baseline measurements of students' speaking abilities. During the treatment phase, students participated in three structured sessions of role-play activities using the window-shopping model, with themes including money management, electronic devices, and healthy lifestyles. Each session involved group discussions, script preparation, and window-shopping performances where groups presented their role-plays while other students acted as visitors who observed, listened, and asked questions. The post-test was administered after the treatment to measure improvements in speaking ability.

The data were analyzed using SPSS version 27 through two stages. First, a Shapiro-Wilk normality test was conducted, as the sample size was below 50 students; a significance value above 0.05 indicates normally distributed data, while a value below 0.05 indicates non-normal distribution. Second, because the pre-test data were found to be not normally distributed, the non-parametric Wilcoxon Signed Rank Test was used to determine whether there was a significant difference between students' pre-test and post-test scores, with the null hypothesis rejected when the Asymp. Sig. (2-tailed) value was below 0.05.

RESULTS AND DISCUSSION

This section presents the findings on students' speaking ability before and after treatment, the results of statistical testing, and the discussion of these findings in relation to relevant theory and previous research.

Students' speaking skill before treatment

The pre-test was administered to 23 students to measure their initial speaking ability. The four aspects of speaking were each scored on a scale of 1 to 4. In Grammar, two students scored 1, eighteen scored 2, and three scored 3. In Vocabulary, no students scored 1, twenty-one scored 2, and two scored

3. In Pronunciation, two students scored 1, eighteen scored 2, and three scored 3. In Fluency, two students scored 1, eighteen scored 2, and three scored 3. The distribution is describe in Table 1.

Table 1. Students Pre-test

	Fluency	Pronunciation	Vocabulary	Grammar	Total
	Pre	Pre	Pre	Pre	Score
Std 1	2	2	3	3	56
Std 2	2	2	2	2	50
Std 3	2	2	2	2	50
Std 4	1	2	2	2	44
Std 5	2	2	2	2	50
Std 6	1	2	2	2	44
Std 7	2	2	2	2	50
Std 8	2	2	2	2	50
Std 9	2	2	2	2	50
Std 10	2	2	2	2	50
Std 11	1	2	1	2	37
Std 12	1	2	2	2	44
Std 13	1	2	2	2	44
Std 14	2	2	2	2	50
Std 15	3	3	3	3	75
Std 16	2	2	2	2	50
Std 17	2	2	2	2	50
Std 18	3	2	3	3	50
Std 19	2	2	2	2	50
Std 20	2	2	2	2	50
Std 21	2	2	2	2	50
Std 22	1	1	2	1	31
Std 23	1	1	2	2	31

The highest total pre-test score obtained was 75, while the lowest was 37.5, with a mean score of 49.99. Based on the school's minimum mastery criterion (KKM) of 75, just one of the 23 students (5%) passed the KKM in the pre-test, indicating that students faced considerable and fairly uniform difficulties across all four aspects of speaking before the treatment.

Implementation of the window-shopping role-play

After the pre-test, three treatment meetings were conducted. In the first meeting, students were introduced to the concept of window-shopping role-play model and the structure of procedure texts (goal, materials, steps) and related language features (simple past tense, sequence connectives, imperative verbs), then prepared role-play scripts in groups around the theme of money management. The second meeting focused on vocabulary and pronunciation using the theme of electronic devices, and introduced the window shopping session in which groups performed their role-plays while other groups acted as visitors who observed, listened, and asked questions. The third meeting focused on grammar and fluency using the theme of healthy lifestyle and procedure texts, with visitors asking follow-up questions and the researcher assessing fluency, pronunciation, grammar accuracy, organization, and confidence.

Across the three meetings, students progressed from understanding the structure and language features of procedure texts to applying them in practical role-play scenarios, with the window shopping format enabling peer learning through observation and questioning.

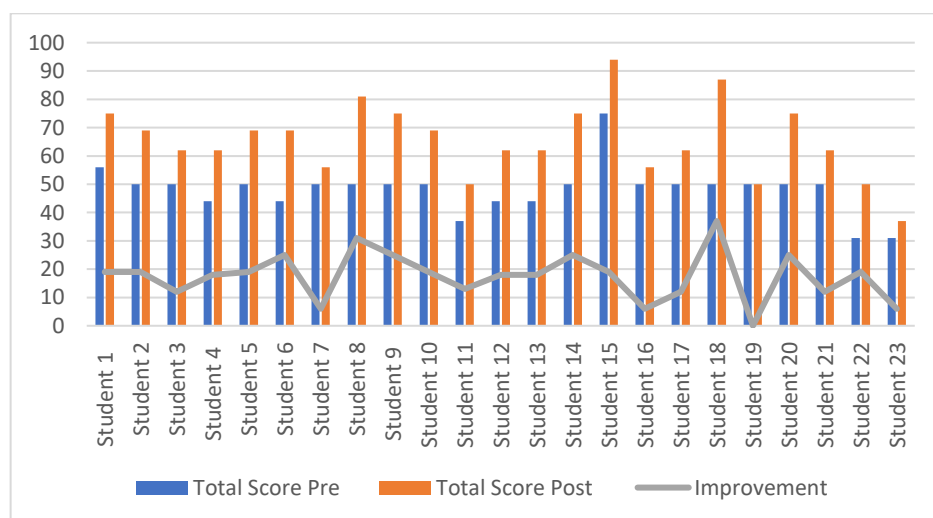
Students' speaking skill after treatment

The post-test, identical in format to the pre-test, was administered after the treatment. In Grammar, no students scored 1 or below, two scored 2, and twenty-one scored 3. In Vocabulary, twenty students scored 3 and three scored 4. In Pronunciation, no students scored 1, seventeen scored 2, and six scored 3. In Fluency, no students scored 1, seventeen scored 2, and six scored 3. The distribution is describe in Table 2.

Table 2. Students Post-test

	Fluency	Pronunciation	Vocabulary	Grammar	Total
	Post	Post	Post	Post	Post
Std 1	3	3	3	4	75
Std 2	3	3	3	3	69
Std 3	2	2	3	3	62
Std 4	2	3	3	2	62
Std 5	2	3	3	3	69
Std 6	2	3	3	3	69
Std 7	2	2	3	2	56
Std 8	3	3	4	4	81
Std 9	3	3	3	3	75
Std 10	2	3	3	3	69
Std 11	2	2	2	2	50
Std 12	2	2	3	3	62
Std 13	2	2	3	3	62
Std 14	3	3	3	3	75
Std 15	4	3	4	4	94
Std 16	2	2	3	2	56
Std 17	2	2	3	3	62
Std 18	3	3	4	4	87
Std 19	2	2	2	2	50
Std 20	2	3	4	3	75
Std 21	2	2	3	3	62
Std 22	2	2	2	2	50
Std 23	2	2	2	2	37

The highest total post-test score was 81.25, while the lowest was 56.25, with a mean score of 64.95. Based on the KKM of 75, four students (17.4%) passed the KKM in the post-test, compared to none in the pre-test. Comparing the two tests, the total grammar score increased by 17 points (from 49 to 66), the vocabulary score increased by 20 points (from 48 to 68), the pronunciation score increased by 6 points (from 46 to 52), and the fluency score increased by 6 points (from 46 to 52), as shown in Table 3 and Figure 1.

**Figure 1.** Comparison of pre-test and post-test scores by speaking aspect

Results of statistical analysis

The Shapiro-Wilk normality test showed that the pre-test data were not normally distributed (statistic = 0.765, $df = 23$, $p < 0.001$), while the post-test data were normally distributed (statistic = 0.974, $df = 23$, $p = 0.794$), as presented in Table 4. Because the pre-test data did not meet the assumption of normality, the non-parametric Wilcoxon Signed Rank Test was used for hypothesis testing.

Table 4. Results of the Shapiro-Wilk Normality Test

	Tests of Normality					
	Statistic	Kolmogorov-Smirnov ^a df	Sig.	Statistic	Shapiro-Wilk 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

The Wilcoxon Signed Rank Test indicated that of the 23 students, 22 (95.7%) showed an increase in their scores from pre-test to post-test, none showed a decrease, and 1 (4.3%) showed no change. The test yielded a Z value of -4.122 with an Asymp. Sig. (2-tailed) of less than 0.001 ($p < 0.001$), as shown in Table 5. Because this significance value was below the 0.05 threshold, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, confirming that there is a significant effect of role-play with the window shopping model on the eleventh-grade students' speaking skill at SMAN 1 Purwoasri.

Table 5. Results of the Wilcoxon Signed Rank Test

Statistic	Value
Negative Ranks (N)	0
Positive Ranks (N)	22
Ties (N)	1
Z	-4.122
Asymp. Sig. (2-tailed)	0.000

Discussion

The first research question concerned students' speaking skill before treatment. The pre-test mean score of 49.99, with only one student reaching the KKM of 75, indicates that students faced significant difficulties in fluency, pronunciation, vocabulary, and grammar prior to the intervention. This finding is consistent with Nation and Newton (2009) and Harmer (2007), who noted that speaking is often the most challenging skill for EFL learners due to limited exposure to authentic language use and psychological barriers such as anxiety and low confidence. The relatively uniform distribution of moderate scores across all four aspects further suggests that students' difficulties were not confined to a single component of speaking but were spread across vocabulary, grammar, pronunciation, and fluency alike, in line with Brown (2004) and Gunawan et al. (2021), who emphasized that speaking requires the integration of multiple linguistic components.

The second research question concerned students' speaking skill after treatment. The post-test mean score rose to 64.95, an increase of 14.96 points, and the proportion of students reaching the KKM increased from 5% to 17.4%. This improvement can be attributed to the role-play method with the window shopping model creating an engaging and supportive learning environment in which learners could experiment with language and take risks without fear of harsh judgment (Ladousse, 1987; Huang, 2008). The window shopping model's simulation of authentic, real-life shopping scenarios provided a familiar and purposeful context for language use (Jannah et al., 2023), while the collaborative nature of the activities allowed students to learn from one another through observation and questioning. Notably, vocabulary showed the largest gain (20 points), followed by grammar (17 points), while pronunciation and fluency each improved by 6 points, suggesting that the intervention was especially effective for

vocabulary and grammar, which form a foundational basis for speaking, while pronunciation and fluency may require more extended practice to develop fully.

The substantial improvement in vocabulary acquisition was a direct result of the contextualized and purposeful nature of the activities. Students were immersed in three distinct thematic contexts: financial management, technology, and health. Each theme introduced a rich set of domain-specific vocabulary. For instance, when discussing money management, students actively used terms like budget, save, and spend. During the electronic devices session, they incorporated technical verbs such as charge, install, transfer, connect, and reboot. In the healthy lifestyle theme, they utilized words like nutrition, balanced diet, exercise, and ingredients. To construct their role-play scripts, groups had to actively search for and select the most appropriate words, and during the window shopping phase, students acting as "shoppers" were exposed to new vocabulary presented by performing groups. These findings strongly validate the research of Gaol and Swondo (2023), who demonstrated that the window shopping method effectively enhances vocabulary mastery by presenting words in meaningful, interactive scenarios rather than through rote memorization.

Grammatical accuracy also witnessed a highly significant improvement during the intervention. To effectively communicate procedural steps, students were explicitly required to employ specific grammatical features: the simple present tense for stating general facts, imperative verbs for giving clear commands, and sequence connectives (first, then, next, after that, finally) to organize information logically. Through repeated rehearsals within their groups, students internalized these patterns. Peer collaboration also facilitated grammatical correction; group members would often pause during script preparation to discuss which verb form or sentence structure sounded more appropriate. This finding is strongly supported by Sumiyati's (2022) classroom action research, which proved that the window shopping model significantly enhances students' grasp of grammatical structures, particularly in the context of the passive voice.

The third research question concerned the significance of the treatment's effect. The Wilcoxon Signed Rank Test result ($Z = -4.122$, $p < 0.001$) demonstrates a statistically significant difference between pre-test and post-test scores, confirming that role-play with the window shopping model had a significant effect on students' speaking skill. This result supports the theoretical framework from Amari (2023) on the effectiveness of role-play, as well as Jannah et al. (2023) and Sumiyati (2022) on the effectiveness of the window-shopping model. The present study extends this body of work by demonstrating that the combination of role-play and the window shopping model produces a significant effect specifically on the speaking skills of Indonesian senior high school students within the context of the Kurikulum Merdeka.

Furthermore, these results corroborate the conclusions of Maulana and Lolita (2023), who found that role-play not only improves linguistic competence but also acts as a powerful catalyst for increasing student motivation and reducing speaking anxiety. In the current study, the dynamic nature of the window shopping sessions, where students moved between groups to perform and observe, created an energized classroom atmosphere. This environment encouraged even the most reserved students to participate, as the focus shifted from individual performance to a collaborative, playful exchange of information. The consistency of improvement across the board observed in almost all participating students suggests that this pedagogical approach is robust and effective for learners with varying baseline proficiencies.

Despite these positive findings, several limitations should be acknowledged. The one-group pretest-posttest design without a control group limits the internal validity of the findings, as improvements could partly be influenced by factors such as practice effects or maturation. The sample size was relatively small (23 students) and the treatment period relatively short, which may limit the generalizability and long-term interpretation of the results. The study also focused only on four speaking aspects without examining broader aspects of communicative competence, such as interactional competence and pragmatic appropriateness, and did not capture students' perceptions of the method through qualitative data. Future research is therefore encouraged to employ a quasi-experimental design with a control group, larger and more diverse samples, longer treatment periods, and mixed-methods approaches that incorporate students' perspectives.

CONCLUSION

This study investigated the effect of the window-shopping role-play on the speaking skills of eleventh-grade students at SMAN 1 Purwoasri. The findings reveal that students' speaking ability before the treatment was relatively low, with all students scoring below the school's minimum mastery criterion. After the treatment, students showed significant improvement across all aspects of speaking, including grammar, vocabulary, pronunciation, and fluency. The statistical analysis confirmed that this improvement was significant ($Z = -4.122$, $p < 0.001$), demonstrating that the window-shopping role-play method with the window shopping model had a meaningful effect on students' speaking skills.

The window-shopping role-play model proved effective in creating an engaging and supportive learning environment that reduced speaking anxiety, enhanced motivation, and provided students with authentic opportunities for language practice. The method was particularly effective in developing vocabulary and grammar, which showed the most substantial improvement. The findings support the principles of Communicative Language Teaching and cooperative learning, highlighting the importance of interactive, student-centered approaches in EFL speaking instruction.

The implications of this study are both theoretical and practical. Theoretically, it confirms and extends the existing literature on the effectiveness of role-play and the window shopping model in improving speaking skills. Practically, it suggests that English teachers should consider implementing the role-play method with the window shopping model as an alternative to traditional, textbook-oriented approaches. Teachers are encouraged to design role-play activities that are relevant to students' interests and real-life experiences, create a supportive and low-anxiety learning environment, and provide constructive feedback to support students' progress. Future research is advised to implement longer treatment periods, involve larger and more diverse samples, and utilize mixed-methods approaches to better understand the effectiveness of this method.

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