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By Universitas Muhammadiyah Sidoarjo

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Cooperative Roleplay Strategy For English Vocabulary Mastery Among Slow Learners: Strategi Bermain Peran Kooperatif Untuk Penguasaan Kosakata Bahasa Inggris Siswa Lamban Belajar

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Abstract

General Background English language acquisition is a fundamental competency in elementary education, providing a basis for reading, writing, and global communication. **Specific Background** Fourth-grade students at SDN 015 Muara Wahau face severe limitations in verbalizing daily activities, primarily due to conventional memorization techniques that inadequately support individuals with cognitive disabilities. **Knowledge Gap** While current pedagogical literature frequently explores collaborative models for mainstream cohorts, empirical investigations integrating theatrical simulations within collaborative frameworks specifically for intellectually delayed pupils remain sparse. **Aims** This Classroom Action Research investigates the application of a combined collaborative and theatrical instructional model to foster word retention and verbal expression among five learning-disabled elementary pupils. **Results** Quantitative assessments over two instructional cycles revealed that average assessment scores escalated significantly from a 44 baseline to a post-intervention achievement of 84. Concurrently, qualitative observations demonstrated heightened peer interaction, robust self-confidence, and a 100% task completion rate regarding present continuous verb applications. **Novelty** This investigation presents direct empirical evidence on synthesizing peer-assisted collaboration with simulated contextual dialogues to specifically mitigate memory and attention deficits in inclusive elementary settings. **Implications** Elementary educators must adopt these integrated, multimodal pedagogical techniques to ensure equitable language acquisition, demanding practical shifts from passive memorization to dynamic, peer-supported verbal practice.

Highlights

- ♦ Integrating peer collaboration with contextual theatrical simulations escalates language retention.
- ♦ Academic evaluation scores nearly doubled following a two-cycle pedagogical intervention.
- ♦ Interactive group activities successfully foster conversational confidence and active classroom participation.

Keywords

Learning Disabilities; Classroom Action Research; Collaborative Instruction; Verbal Expression; Inclusive Education

INTRODUCTION

English is one of the important competencies that students must master from elementary school to prepare for the development of science, technology, and global communication. Mastering vocabulary is a fundamental aspect of learning English because it becomes a basis for developing reading, writing, speaking and listening skills. Students with larger vocabularies better understand information, express ideas and communicate effectively in English (Nation, 2022). Thus, vocabulary acquisition is one of the important indicators of successful English learning in elementary school. However, there is some research that indicates the English vocabulary skills of Indonesian elementary school students are still relatively low. The low mastery of vocabulary is due to the lack of opportunity to use English in real life, limited learning media, and the use of learning methods that are still dominated by memorization and lectures. These conditions make it easier for students to forget vocabulary they have learned and experience difficulties when asked to use it in simple communication (Fitriani & Nurhayati, 2021; Hasanah & Sholichah, 2025). These findings show that vocabulary learning is not only oriented towards mastering the meaning of words, but also needs to provide active, contextual, and meaningful learning experiences.

These problems become more complex when they occur in children with learning disabilities. Children with learning disabilities generally have difficulty receiving information, maintaining attention, remembering material, and connecting new knowledge with previous learning experiences. These characteristics require more concrete, gradual learning strategies that involve direct experience for a more effective learning process (Hallahan et al., 2024). If learning still uses a conventional teacher-centered approach, students with learning disabilities tend to have difficulty understanding and retaining vocabulary that has been learned. One approach that can address this problem is Cooperative Learning. This learning model places students in small groups who work together to achieve learning objectives. Through interaction between students, students have the opportunity to help each other understand the material, exchange information, and develop social skills throughout the learning process. Research by Hudriati et al. (2023) shows that the implementation of Cooperative Learning can improve student learning activities, motivation, and learning outcomes. Similar results were also reported by Peni et al. (2025), who found that Cooperative Learning-based vocabulary learning increased student participation, interaction, and understanding of the material being studied.

In addition to using appropriate learning models, learning methods that provide direct experience are also needed to improve vocabulary mastery. One method that is widely recommended is role play. Through role play activities, students use vocabulary in communication situations that resemble real conditions, so the learning process is more contextual. This experience of learning helps learners comprehend the meaning of words and how they can be used in different situations. Deviyah (2016) proved that the role play method can improve students' speaking skills of elementary school students through active involvement in learning. Furthermore, Weke (2022) suggested that role play can remarkably improve English vocabulary mastery through communicative and amusing learning activities. Consistent results have also been shown in other studies. Angelika et al. (2024) found that role play based on authentic situations can improve vocabulary understanding and build students' confidence in using English. Mustofa and Arsita (2023) reported that cooperative learning has a positive impact on improving the learning outcomes of students with learning disabilities due to peer support during the learning process. Meanwhile, Pesiwarissa et al. (2024) confirmed that vocabulary mastery has a significant relationship with the ability to understand texts and communicate in English. These findings indicate that both role-playing and cooperative learning have the potential to improve the quality of English language learning.

However, the review of previous studies indicates several research gaps. First, most of the studies examine the effectiveness of role-play or cooperative learning methods separately and there is limited research on integrating the two approaches into a single learning model. Second, most of the research has been done with regular education students and there is very little research specifically with elementary school students with learning disabilities. Third, the previous study mainly focused on improving the results of the English language learning in general, but research specifically to measure the mastery of vocabulary through the application of cooperative learning-based role-play in children with learning disabilities is still rare. This gap points to the need for research that provides empirical evidence on the effectiveness of the integration of these two approaches within the framework of inclusive education.

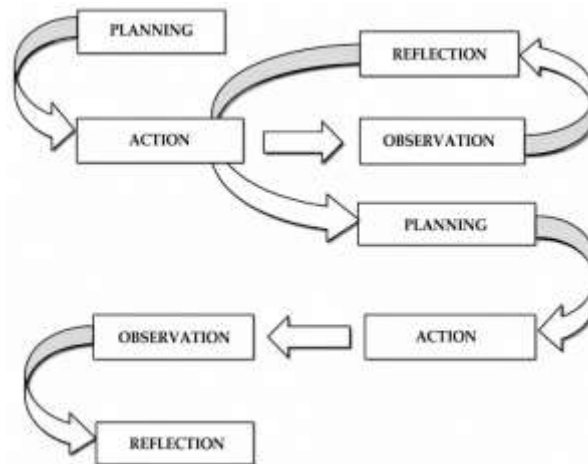
Based on this gap, the novelty of this study lies in the integration of the role play method with the Cooperative Learning model as an English vocabulary learning strategy for fourth-grade students with learning disabilities. Unlike previous studies that generally tested the two approaches separately or were only applied to regular students, this study combines collaborative learning and role-play experiences in a series of classroom activities designed according to the characteristics of students with learning disabilities. This approach is expected to enhance not only vocabulary mastery but also student participation, learning motivation, social interaction, and self-confidence in the learning process. Based on this description, this study aims to describe the use of the Cooperative Learning-based role play method in learning English vocabulary and to analyze the increasing of English vocabulary mastery in fourth-grade students with learning disabilities at SDN 015 Muara Wahau. The findings of this research are expected to make theoretical contributions to the development of English language learning strategies in elementary education and to offer alternative and more effective practices for teachers to cater for students with learning disabilities.

METHOD

This study used a Classroom Action Research (CAR) approach with a model developed by Kemmis and McTaggart, which consists of four stages: planning, acting, observing, and reflecting. These four stages were implemented cyclically in two learning cycles until the research success indicators were achieved. This model was chosen because it allows teachers to reflect and continuously improve learning to improve English vocabulary mastery in students with learning disabilities

through the application of role-play methods based on Cooperative Learning. The research design is presented in Figure 1.

Figure 1. Kemmis and McTaggart's Classroom Action Research Design Model.



Source: Stephen Kemmis & Robin McTaggart (1988).

The research subjects were 22 fourth grade students of SDN 015 Muara Wahau as many as 22 students as a source of learning and 5 students with learning disabilities as the main subject of research, East Kutai Regency, East Kalimantan. Five students with learning disabilities (slow learners) as the focus of the research. The research was carried out in the even semester of the 2025/2026 academic year, namely from April 27 to May 29, 2026. The learning action focused on the material of vocabulary of daily activities in the form of verb-ing by applying the Cooperative Learning-based role play method. In each cycle, students participated in orientation activities, exploration, group role play practice and learning reflection to enhance their understanding and use of vocabulary in everyday context. Research data were obtained from tests, observation and documentation. The mastery of English vocabulary was measured by means of pretests and post-tests in the form of tests, while the activity of students, cooperation in groups, use of vocabulary and self-confidence during the learning process was observed. Supporting data used are documentation in the form of activity photos, student worksheets, attendance list and evaluation results. All instruments were validated for content (expert judgment) by the supervising lecturer and subject teachers prior to use in the study. The quantitative data were analyzed descriptively by calculating the average score and the percentage of the learning completion. Meanwhile, the qualitative data were analyzed through the stages of data reduction, data presentation, and conclusion drawing based on the observations results in each cycle. The study was declared successful if at least 75% of students obtained above the Minimum Completion Criteria (KKM) of 60 with an increase in learning activities in the good category.

RESULT AND DISCUSSION

Result

The research was conducted at SDN 015 Muara Wahau Muara Wahau District East Kutai Regency East Kalimantan Province. The subjects of the study are Fifth Grade Students with Learning Disabilities (Slow Learners). The selection is based on the initial observations and recommendations of the class teachers. The study employed a Classroom Action Research (CAR) design adapted from Kemmis and McTaggart. The study was conducted in two cycles. Each cycle was composed of planning, implementation, observation and reflection. The purpose of the study was to find out the improvement of vocabulary mastery in English through the implementation of role-play based on cooperative learning. This study used the Classroom Action Research (CAR) approach with the Kemmis and McTaggart model and was done in two cycles to improve the mastery of English vocabulary of fourth grade students with learning disabilities through the implementation of cooperative learning-based role play. Prior to the intervention, the researchers performed pre-cycle observations to identify the learning circumstances, initial competencies of the students, and the difficulties they faced during the process of learning English.

The observations indicated that learning was still dominated by lectures and written exercises, resulting in relatively low student learning activity. Students participated less in learning, tended to be passive, and showed low self-confidence when asked to pronounce or use English vocabulary. This condition was more apparent in five students with learning disabilities who experienced difficulties in understanding, remembering, pronouncing, and using vocabulary, especially in the daily activity's material in the form of verb-ing. In addition, the results of interviews with class teachers revealed that students more easily understood the material through concrete, collaborative learning, and involving direct practice. To obtain an overview of the students' initial abilities, the researcher administered a pretest that covered the ability to recognize daily activities vocabulary, write verb-ing forms, match pictures with appropriate vocabulary, complete simple sentences, and pronounce vocabulary orally. The pretest results showed that most students had not reached the Minimum Completion Criteria (KKM), so learning actions were needed through the role play method based on Cooperative Learning. A summary

of the pretest results is presented in Table 1.

Table 1. Individual Pretest Scores of Students' English Vocabulary Mastery

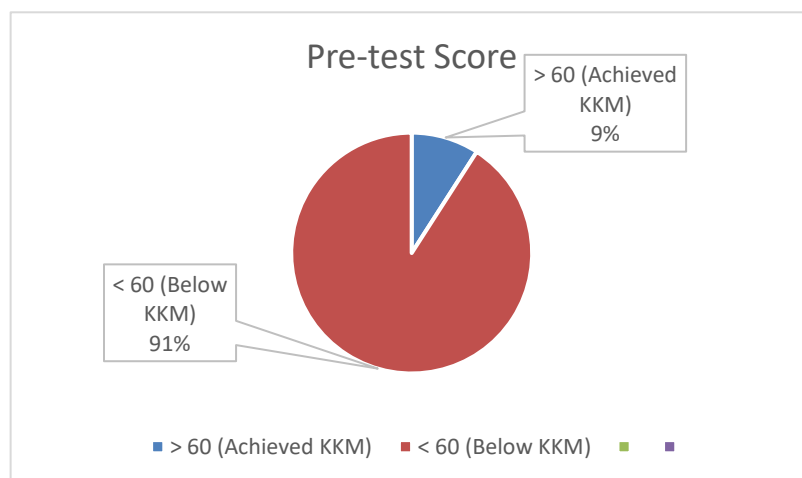
No	Code	Pretest Score	Completed	Not yet finished
1	NKW	30		√
2	AWF	35		√
3	AAP	30		√
4	DR	40		√
5	ASN	35		√
6	JI	50		√
7	AS	30		√
8	DA	60	√	
9	DRS	45		√
10	GJDE	50		√
11	GRD	60	√	
12	JNR	30		√
13	LDA	40		√
14	MK	35		√
15	RHM	45		√
16	RKK	30		√
17	STN	50		√
18	KZT	35		√
19	TAM	45		√
20	USM	30		√
21	WST	35		√
22	AAD	40		√
Mean		40	2	20

Based on the table 1, the result of the pretest showed that the initial mastery of English vocabulary of the students was still relatively low. Of the 22 students who took the pretest, 2 students (9.09%) met the Minimum Completion Criteria (KKM) of 60, and 20 students (90.91%) did not complete. The pretest scores ranged from 30 to 60, with the lowest score being 30, the highest score being 60, and the class average being 40. These results show that the majority of students still face difficulty in finding, understanding, and using English vocabulary especially the verb-ing form of material about daily activities. The low pretest results show that the learning before action that has been done is not able to develop students' vocabulary mastery optimally. Therefore, the use of more active, contextual and collaborative learning methods namely through the role play method based on Cooperative Learning is needed to improve students' mastery of English vocabulary. Then Table 2 shows the distribution of the students' pretest results.

Table 2. Distribution of Individual Pretest Scores for Students' English Vocabulary Mastery

No	Score	Frequency	Percentage (%)	Category
1.	≥ 60	2	9,09	Achieved KKM
2.	< 60	20	90,91	Below KKM
Total		22	100%	

Gambar 1. Pie Chart Nilai Pretest



Based on Table 2, it is known that students' initial English vocabulary mastery ability is still relatively low. Of the 22

students who took the pretest, only 2 students (9.09%) achieved scores that meet or exceed the Minimum Completion Criteria (KKM), while 20 students (90.91%) still obtained scores below the KKM. These results indicate that most students have not been able to master English vocabulary in the daily activities material in the form of verb-ing. The low percentage of completion indicates that the learning carried out before the action has not been able to optimally improve students' vocabulary mastery. Therefore, the application of the Cooperative Learning-based role play method is needed as an effort to increase student involvement in learning while improving learning outcomes in the next cycle. The results of this pretest became the basis for implementing actions in Cycle I. Based on Figure 1, the pretest results indicate that students' initial English vocabulary mastery was still low. Most students had not yet achieved the Minimum Completion Criteria (KKM), indicating that the learning process prior to the intervention was not able to optimally develop students' ability to recognize, understand, and use English vocabulary. This condition formed the basis for further analysis of the initial abilities of the five students with learning disabilities who were the main subjects of the study.

Implementation of Cycle I

Cycle I was conducted in two meetings and was designed to improve English vocabulary mastery of students with learning disabilities through the application of role-play methods based on Cooperative Learning. In the planning stage, the researcher developed a teaching module and prepared learning media in the form of flashcards, pictures of daily activities, learning videos, Student Worksheets (LKPD), and simple dialogue cards tailored to student characteristics. Furthermore, students were divided into small heterogeneous groups to support collaborative learning, while observation, documentation, and evaluation instruments were prepared as data collection tools during the action. The implementation of the action focused on daily activities material in the form of verb-ing. Learning activities began with apperception and conveying learning objectives, then continued with vocabulary introduction through visual media and learning videos. The teacher modeled the vocabulary pronunciation, explained how to use verb-ing forms in simple sentences, and provided opportunities for students to imitate pronunciation multiple times. Then students discussed in groups to understand the meaning of vocabulary and wrote simple dialogues that were practiced through role-play activities. During the activity, the teacher acted as a facilitator who provided guidance, reinforcement and feedback, so that all students, including students with learning disabilities, were fully engaged in the learning process. At the end of Cycle I, students and teachers reflected on the material learned by means of question-and-answer sessions and learning conclusions. After that, an evaluation test was done with students to know the students' vocabulary mastery after the interventions were applied. In Cycle I, the entire learning process was observed systematically using the teacher and student activity observation sheets as the basis for evaluating the effectiveness of the interventions before moving on to the observation and reflection phase.

The observation phase was conducted throughout the learning process in Cycle I to obtain information on the implementation of the interventions, teacher activities, student activities, and the development of English vocabulary mastery through the implementation of the Cooperative Learning-based role-play method. Observations were conducted systematically using observation sheets prepared prior to the study, so that any changes occurring during the learning process could be documented and analyzed as a basis for evaluating the interventions. The observation results indicated that the implementation of the Cooperative Learning-based role-play method began to encourage student engagement in learning activities. However, some students still needed guidance in using vocabulary and participating in the role-play activities. A summary of the results of observations of teacher and student activities in Cycle I is presented in Table 3.

Table 3. Results of Observation of Cycle I Activities

Group	Liveliness	Teamwork	Use of vocabulary	Confidence	Total score	percentage	Category
Group 1	3	3	2	2	10	62,5%	Fair
Group 2	3	3	3	2	11	68,75%	Good
Group 3	4	3	3	3	13	81,25%	Very Good
Group 4	3	4	3	3	13	81,25%	Very Good
Group 5	3	3	2	3	11	68,75%	Good
Mean	3,2	3,2	2,6	2,6	11,6	72,5%	Good

The observation in Cycle I showed that the student learning activities were better than the pre-cycle condition. The performance of most groups was good to excellent. Groups 3 and 4 showed the highest activity percentage (81.25%), which is very good. In the lesson, the students began to actively discuss, work in groups and participate in role-play activities to practice English vocabulary. However, some students showed limitations in vocabulary use, pronunciation and confidence when performing in front of the class and because of this, they relied on the provided dialogue texts. The results of this study indicate that the implementation of the Cooperative Learning-based role-play method has begun to contribute positively to the learning activities and engagement of students. Nonetheless, improvements are needed in the next cycle to assure optimal participation for all students.

Table 4. Results of Observations of Teacher Activities in Cycle I

No	Observed Aspect	Maximum Score	Obtained Score	Percentage	Category
1.	Opening the lesson and conducting apperception	4	3	75%	Good
2.	Use of flashcards and visual media		4	100%	Very Good
3.	Providing scaffolding to students		3	75%	Good
4.	Managing Cooperative Learning groups		3	75%	Good
5.	Closing the lesson and conducting reflection		3	75%	Good
Total		20	16	80%	Baik

From the observations, the teacher did most of the learning stages based on the teaching module that has been developed. The teacher started the lesson with apperception – connecting the material to the students' everyday life. New vocabulary was presented with the help of pictures and flashcards. Pronunciation examples were given for the students to imitate. In cooperative learning and role-play activities, the teacher was a facilitator, offering guidance, feedback and appreciation for the performance of each group. However, group management and motivation of passive students should be optimized so that all students become active participants in the learning process.

Observations in the field during the implementation of the actions in Cycle I obtained that the learning atmosphere became more active and interactive than the conditions before the cycle. The use of visual media and role-play activities by the teacher and students' engagement in group discussions via the cooperative learning approach increased students' interest in the lesson. Some students who were passive before started to have courage in pronouncing English vocabulary and presenting in front of the class, although some of them needed guidance in pronouncing and using the correct vocabulary. Additionally, students appeared to recall vocabulary practiced directly better than vocabulary that was only presented verbally. The results showed that the application of role-play method based on Cooperative Learning started to have a positive effect on students' learning activities and vocabulary mastery. The results of the evaluation show an increase compared to the pre-cycle, but the achievements have not reached the success indicators that have been set, therefore the need for improvements in learning in Cycle II. The following table summarizes the results of the Cycle I evaluation.

Table 5. Results of the Evaluation of English Vocabulary Mastery Group Scores and 5 Students with Learning Obstacles

No.	Student Code	Pretest	Group	Cycle I	Improvement	Learning Outcome
1	NKW	40	Group 1	63	23	Achieved
2	AWF	45	Group 2	60	15	Achieved
3	AAP	50	Group 3	50	0	Not Achieved
4	ASN	40	Group 4	50	10	Not Achieved
5	JI	45	Group 5	50	5	Not Achieved

The results of Cycle I evaluation showed that all students with learning disabilities performed better than their pretest scores. The average score improved from 44 in the pre-cycle stage to 55 in Cycle I, an increase of 11 points. Students also started to identify and use vocabulary for everyday activities (in the form of verbs such as eating, reading, writing, studying, playing, sleeping, jumping, swimming, watching, running and cooking) through role-play activities as well as better test scores. However, the evaluation results indicated that some students still had problems in remembering new vocabulary, pronouncing vocabulary correctly, constructing simple sentences and understanding vocabulary usage in conversational contexts. Therefore, although the implementation of the Cooperative Learning-based role-play method in Cycle I had a positive impact on improving English vocabulary mastery, this achievement did not meet the research success indicators because the average score and learning completion percentage were still below the set targets. Therefore, learning activities need to be continued in Cycle II with improvements based on reflection results to optimize improvements in student learning outcomes. Based on the results of the reflection of Cycle I, the application of the role play method based on Cooperative Learning has shown a positive impact on improving the English vocabulary mastery of students with learning disabilities, which is indicated by increased learning activities, courage to participate, and the average student score from 44 to 55. However, these results have not met the indicators of research success because the average score is still below the Minimum Completion Criteria (KKM) and the percentage of learning completion has not reached the set target. Some obstacles that are still found include students not being fully able to remember new vocabulary, still experiencing difficulties in pronunciation and composing simple sentences, and requiring more intensive guidance during role play activities. Therefore, in Cycle II improvements were made through optimizing the application of the role play method, more effective learning grouping, and providing more intensive guidance to students who still experience difficulties in vocabulary mastery.

Implementation of Cycle II

The implementation of the actions in Cycle II was a follow-up to the results of the reflection in Cycle I which showed that the implementation of Cooperative Learning-based role-play method had improved English vocabulary mastery, but had not yet reached the research success indicators. Therefore, several improvements were made, such as the improvement of the teaching module, the use of a wider variety of media for learning, such as colored flashcards, learning videos, and vocabulary cards, the development of additional contextual role-play scenarios, and the optimization of the division of tasks in groups to ensure the active participation of all students. Learning was still concentrated on daily activities in the form of verbs, but with a bigger vocabulary and communicative situations.

The activities were done in two sessions, beginning with apperception activities and reinforcement of vocabulary by means of visual media, then group discussion, construction of dialogue and practice in role-play. Students showed more engagement during the learning process than in Cycle I. For most students, they could pronounce vocabulary more correctly, use vocabulary in simple dialogues, and be more confident when performing in front of the class. At the end of the cycle, the individual assessments were given to the students to find out the improvements in their vocabulary mastery after the corrective measures' implementation. Observations in Cycle II were made to assess the implementation of teaching and the development of student activities and abilities after corrective actions were implemented. The observation results showed that the activities of students and teachers were better than in Cycle I. Most students took active part in group discussions, dared to use English vocabulary in role-play activities and were able to work more effectively with group members. In addition, the teacher has implemented all phases of learning according to the action plan and provided more optimal guidance to students in the learning process. The following table summarizes the results of observations of teacher and student activities in Cycle II.

Table 6. Results of Cycle II Activity Observations

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Group	Activeness	Collaboration	Vocabulary Use	Self-Confidence	Score	Percentage	Category
Group 1	4	4	4	3	15	93,75%	Very Good
Group 2	4	4	3	4	15	93,75%	Very Good
Group 3	4	3	4	4	15	93,75%	Very Good
Mean	4,0	3,7	3,7	3,7	15	93,75%	Very Good

Based on the observation results in Cycle II, student learning activities experienced a significant increase compared to Cycle I. All groups obtained a very good category with an average percentage of 93.75%, which shows that students are increasingly active in participating in learning, able to work together in groups, and are more confident in using English vocabulary in the form of verb-ing through role play activities. These results indicate that the application of the role play method based on Cooperative Learning is effective in creating active, collaborative learning and supporting the improvement of English vocabulary mastery, so that the indicators of success in learning activities in Cycle II have been achieved.

Table 7. Comparison of Student Activity Observation Results Between Cycles

Cycle	Number of Groups	Average percentage	Category
Cycle 1	5 Groups	72,50%	Good
Cycle 2	3 Groups	93,75%	Very Good
Improvement		21,25%	Increase

Based on Table 7, student learning activities increased from 72.50% (good category) in Cycle I to 93.75% (very good category) in Cycle II, or an increase of 21.25%, which shows that the application of the Cooperative Learning-based role play method is effective in increasing student involvement during the learning process.

Table 8. Results of Observations of Teacher Activities in Cycle II

No	Observed Aspects	Score	Category
1.	Opening the lesson, conveying the objectives, and conducting apperception	4	Very Good
2.	Using learning media effectively	4	Very Good
3.	Providing scaffolding or assistance to students experiencing difficulties	4	Very Good
4.	Managing cooperative learning groups effectively	4	Very Good
5.	Guiding role-play and providing reinforcement	4	Very Good
6.	Motivating students to actively use English vocabulary	4	Very Good
7.	Conducting evaluations and providing feedback	4	Very Good
8.	Closing the lesson and reflecting with students	4	Very Good
Total Score		32	
Maximum Score		32	
Percentage		100%	Very Good

Based on the observation results in Cycle II, teacher and student activities showed a significant increase compared to Cycle I. Teachers have implemented all learning stages according to the action plan through the use of more varied media, providing scaffolding, and intensive guidance during Cooperative Learning-based role play activities, so that teacher activities reached the very good category. In line with that, students appeared more active in participating in learning, more confident in using English vocabulary, and able to work together effectively in groups. The results of the comparison between cycles showed that teacher activity increased from 80% (good category) in Cycle I to 100% (very good category) in Cycle II. These findings are supported by field notes which show that the learning atmosphere became more interactive, students were more enthusiastic in participating in activities, were more courageous in communicating using English, and found it easier to remember vocabulary through role play practices. These conditions have an impact on improving the evaluation results of Cycle II, where most students have been able to understand, pronounce, and use daily activities vocabulary in the form of verb-ing more accurately, so that the research success indicator has been achieved.

Table 9. Results of the Evaluation of English Vocabulary Mastery in Cycle II

No.	Student Name	Cycle I Score	Cycle II Score	Description
1	NKW	63	80	Completed
2	AWF	60	75	Completed
3	AAP	50	85	Completed
4	ASN	50	70	Completed
5	JI	50	80	Completed

The evaluation results in Cycle II showed that all students experienced an increase in English vocabulary mastery with an average score increasing to 78 and the learning completion rate reaching 100%, so that all indicators of research success had been met. Based on the results of reflection, the application of the Cooperative Learning-based role play method was proven to be effective in increasing students' vocabulary mastery, activeness, self-confidence, and ability to work together, so that this classroom action research was declared successful and was not continued to the next cycle.

Table 10. Comparison of Students' Pretest and Posttest Results

No	Student Name	Pretest Score	Posttest Score	Improvement
1.	NKW	40	90	50
2.	AWF	45	85	40
3.	AAP	50	80	30
4.	ASN	40	85	45

5.	Jl	45	80	35
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The posttest results showed that the application of the Cooperative Learning-based role play method succeeded in significantly improving students' mastery of English vocabulary, marked by an increase in the average score from 44 in the pretest to 84 in the posttest, with all students (100%) achieving scores above the Minimum Completion Criteria (KKM) of 60.

Data Analysis Results

Based on the results of data analysis, the average value of students' English vocabulary mastery increased at each stage of the study. The average value increased from 44 in the pretest stage to 55 in Cycle I, then increased again to 78 in Cycle II, and reached 84 in the post-test. In line with this increase, the level of learning completeness also experienced significant development, from 0% in the initial condition to 40% in Cycle I, then increased to 100% in Cycle II and remained at 100% in the post-test. These results indicate that the application of the Cooperative Learning-based role play method is effective in improving English vocabulary mastery in students with learning disabilities, so that all indicators of research success have been achieved.

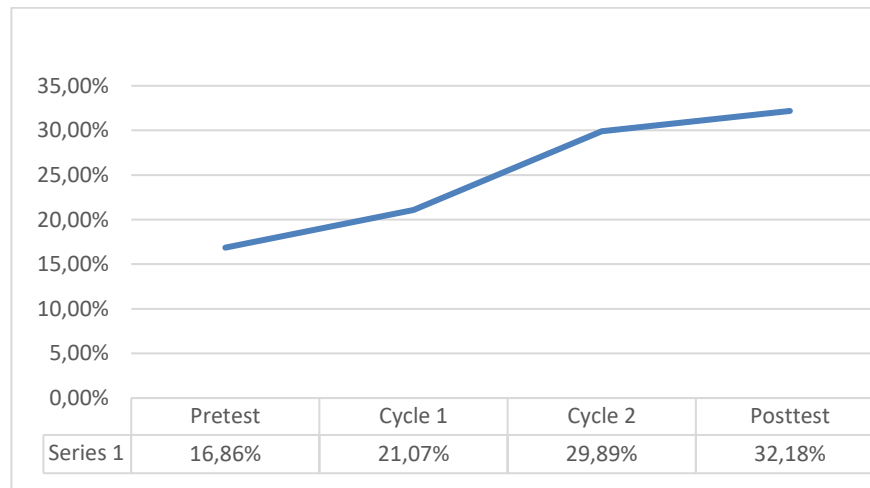


Table 11. *Improvement in Learning Outcomes Between Stages*

Comparison of Stages	Increase in Average Score	Increase in Completion
Pretest → Cycle 1	11	13,75%
Cycle 1 → Cycle 2	23	28,75%
Cycle II → post-test	6	7,50%
Pretest → post-test	40	50,00%

Based on the results of data analysis, there was an increase in the average score of 40 points from the pretest to the post-test. The percentage of learning completion also increased from 16.86% to 32.18%, resulting in an increase of 15.32%. These results indicate that the implementation of the Role Play method based on Cooperative Learning is effective in improving English vocabulary mastery in fourth-grade elementary school students with learning disabilities. Thus, the indicators of research success have been achieved and the action does not need to be continued to the next cycle.

Discussion

The results of the study show that the implementation of the Cooperative Learning-based role-play method has a positive effect on improving English vocabulary mastery in fourth-grade elementary school students with learning disabilities. This improvement was seen in the increase of students' average score from 44 in pretest to 55 in Cycle I, increasing to 78 in Cycle II, and 84 in the post-test with 100% learning completion rate. Student activity during learning was also increased, in addition to improved learning outcomes, with more active involvement in group discussions, increased confidence in using vocabulary in role-play activities and increased confidence when communicating in English. The result showed that role-play helps the students to practice vocabulary in real life communication context so that the learning is more meaningful and understandable.

These results align with the findings of Hamzah et al. (2023) who stated that the role-play method contributes significantly to the development of students' language skills because it involves direct learning experiences. This is supported by research by Widjaja and Apriliyanti (2022) who explained that the use of role-play can improve vocabulary retention through contextual communication activities. The success of the intervention was also influenced by the implementation of the Cooperative Learning model, which provides students with opportunities to learn collaboratively through group discussions, dialogue construction, and role-playing. During the learning process, students help each other understand vocabulary, improve pronunciation, and provide support to friends experiencing difficulties, creating a more inclusive learning environment. This approach is highly suited to the characteristics of students with learning disabilities, as they require concrete, interactive learning and peer support. These findings support the opinion of Donald D. Deshler and colleagues (2020), who explained that cooperative learning can improve the academic and social skills of students with learning disabilities. The results of this study are also consistent with research by Supratman et al. (2025) and Artaninda et al.

(2025), who reported that collaborative activities can improve participation, communication, and vocabulary mastery through repeated interactions between students throughout the learning process.

Theoretically, the results of this study can be explained through the Social Constructivism theory developed by Lev Vygotsky, specifically the concept of the Zone of Proximal Development (ZPD), which emphasizes that the learning process will take place more optimally through social interaction and assistance (scaffolding) from teachers and peers. The application of role play based on Cooperative Learning allows students to build vocabulary understanding through direct experience, communication, and cooperation in groups so that vocabulary is easier to understand, remember, and use in everyday contexts. Thus, the results of this study prove that the integration of role play and Cooperative Learning methods is an effective learning strategy to improve English vocabulary mastery in students with learning disabilities, while supporting the development of cognitive, social, and affective aspects of students during the learning process.

CONCLUSION

Based on the results of the classroom action research that has been carried out, it can be concluded that the application of the Cooperative Learning-based role play method is effective in improving English vocabulary mastery in students with learning disabilities in grade IV of SDN 015 Muara Wahau. This improvement is indicated by the increase in the average score of students from 44 in the pretest stage to 84 in the post-test, with all students (100%) having achieved the Minimum Completion Criteria (KKM). In addition to improving cognitive aspects, the application of this method also has a positive impact on student activity, self-confidence, communication skills, and cooperation during the learning process, so that all indicators of research success can be achieved. The Cooperative Learning-based role play method can be used as an alternative English learning method, especially to improve vocabulary mastery in students with learning disabilities in elementary schools. Further research is recommended to involve a larger number of subjects, apply this method to other English language materials or skills, and test its effectiveness at different levels and characteristics of students to expand the research findings.

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