CHAPTER I

INTRODUCTION

1.1 Background of the Study

In this modern world, speaking ability plays a vital role. Speaking is the most important ability among all the four language skills to communicate well globally (Namaziandost et al., 2019). As English is widely used all over the world, these is a need for students to acquire the communication ability of it to get success in their respective fields. Concerning teaching English, the classroom is the ideal platform for acquiring good communication, especially speaking ability. The teachers must understand the problems of the students' speaking and try to implement various teaching strategies in their classrooms to develop their students' speaking ability in English classrooms. This is possible for the teachers when they change their methods and materials and use the appropriate teaching strategy of speaking ability.

Making the students speak up is challenging because speaking ability covers all those English components. The students must be able to express their thoughts, ideas, and feelings orally in English without thinking for a long time before saying what they wish to say. That is why improving speaking ability from the early stage of seventh-grade junior high school students is the main concern. It also means that improving speaking ability becomes primary before learning other English abilities (Mahmudah & Ardi, 2019). With speaking ability, Harmer (1989) states that spoken language is the first communication between human

beings. From that statement, speaking is the first ability that should be taught when someone learns about a language. It can also be said that the most important thing that should be noticed in teaching speaking is to activate all those language elements, such as vocabulary, grammar, and pronunciation, which students have to possess to communicate since the main function of language is a means of communication. It means that the goal for students learning English speaking is to use language to communicate effectively and appropriately for all life's social and academic requirements.

Moreover, speaking ability is needed to communicate with foreigners for the students who live in the Kuta area. Their families or relatives may do some business, like keeping food stalls, homestays, or car and motorbikes rentals. So, the ability to speak English is to be a crucial matter, especially at SMPN 1 Kuta Utara. In this regard, most people believe that the students at that school can speak English fluently and accurately. But most students are afraid and shy to speak. This is found among seventh-grade students of SMPN 1 Kuta Utara in the academic year 2023/2024.

Based on the observation at the seventh grade of SMPN 1, Kuta Utara found that the students have poor English speaking ability. When they spoke English, they took so much time thinking about what they would say; some did not say anything. They looked afraid and had low self-confidence. When the teacher asked the students to do the tasks, only 20% of them were active. For speaking activities, the teacher gave the dialogues, then the students memorized them, and some performed in front of the classroom. The rest of the students still needed to practice their English. Most of the students did not know how to use

some expressions that their teacher taught in real communication. This strategy could not help the students use language to communicate. This condition made the students passive, and they needed to be more capable of speaking English. On the whole, the inability of students to speak English in the classroom is caused by students' having fewer chances to practice, afraid of making grammatical mistakes, fear of having information gaps, or the lack of teacher strategies.

The researcher realized that finding an alternative way to make the students speak up is necessary. They need any practices to assist them in developing their speaking ability. These is a strategy to encourage students to participate in the teaching-learning process actively. This strategy can allow students to practice communicating in different social contexts and different social roles. Based on the discussion results, the English teachers decided that role play seems to be a good alternative way for improving seventh-grade students' speaking ability. Role play is assumed to make students speak in the target language for an extended period of time naturally. It is expected that role play can help some shy students to be active and enjoy their roles acting in speaking English. We can teach students to be more confident speaking in front of people by using role-play.

These are many reasons teachers should use role play strategy in teaching speaking. First, role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom. Second, role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink; and role play can add interest to an activity and by distributing roles can ensure

participation in an activity (Revell, 1994).

Based on the background above, the researcher is interested to improve the speaking ability speaking ability of seventh-grade students of SMPN 1 Kuta Utara through role play in academic year 2023/2024. By using role play strategy, students were expected to be able to increase their ability, especially speaking ability. Based on the reason above, the researcher conducted research Entitled "Improving Students' Speaking Ability through Role Play Strategy of Seventh Grade Students of SMPN 1 Kuta Utara in Academic Year 2023/2024".

1.2 Research Problem

According to the description above, the seventh-grade student of SMPN 1 Kuta Utara had difficulties in improving speaking ability. It was found that the student was faced problem included pronunciation, grammar, vocabulary, fluency. The research questions can be formulated as follow: "Can speaking ability of seventh-grade students of SMPN 1 Kuta Utara be improved through role play strategy in academic year 2023/2024?"

1.3 Objective of the Study

In view of formulating problem, this study is intended to answer the research question that the speaking ability of the seventh-grade students of SMPN 1 Kuta Utara needed to be improved. Actually, these are many strategy that can be used and applied to improve student speaking ability. One of the appropriate strategy was using role play. The objectives of the study are intended to answer and find out to whether the implementation of role play can improve speaking

ability of the seventh-grade students of SMPN 1 Kuta Utara in academic year 2023/2024.

1.4 Limitation of the study

Basically, the limitations of this study limit other variables so as not to overlap because it discusses students' speaking ability which are focused on aspects of grammar, vocabulary, pronunciation and fluency. In this study, it was used in the form of a short dialogue as a student conversation by giving a situation in the expression or interaction of expressing something and responding to "Culinary and Me". Thus, this study only focuses on the use of role-play strategy to improve the speaking ability of seventh grade students of SMPN 1 Kuta Utara in academic year 2023/2024.

1.5 Significance of the Study

The present was mainly intended to know how the strategy can solve the problems face by the students and English teachers in improving students speaking ability. This research was concerned on the use of role play to improving speaking ability of the seventh-grade student of SMPN 1 Kuta Utara as the teaching strategy. The benefits of this study are to improve students's speaking, ability, while the benefit for teachers is that teachers can improve the quality of learning in the classroom with a variety of role playing. The outcome of this research is expected to offer valuable insights into the theoretical and practical aspects of English language teaching and learning, particularly in improving speaking ability through role play strategy.

Theoretically, the findings of the research are expected to be a resource for future researchers who wish to conduct similar studies. This research may be considered a valuable alternative reference for future researches. The results of the research can give useful information from theories into the instructional strategies in improving students' speaking ability through role play strategy. Practically, the implementation of this strategy is expected to provide benefits for students, teachers, and schools. Specifically, seventh-grade students at SMPN 1 Kuta Utara expected that the role play strategy can improve not only their speaking ability, but also creating enjoyable classroom learning atmosphise. For teachers, the results of the research can motivate the teachers to implement the role play strategy in improving students' speaking ability. Besides, these findings can help the teachers in designing effective teaching strategies that enhance their students' speaking ability.

1.6 Definition of Key Term

The title of the present reseach was" Improving Students' Speaking Ability through Role Play Strategy of Seventh Grade Students of SMPN 1 Kuta Utara in Academic Year 2023/2024". In conducting the present study to improve speaking ability was not easy. In conducting this presents study, some terms wasused in this reseach. As the terms in scientific research sometimes too broad, so these were terms, which was defined operationally to avoid misunderstanding and providing the information for the readers. to make a quite clear comprending the content in this study these two key terms what will used in this study were clearly defines as follow:

1. Speaking

   Speaking is the ability to speak fluently and involves not only knowledge of language features, but also the ability to process information and language on the spot. Speaking skill is a skill to convey messages orally to other people. And also speaking skill is one of the basic skills in learning English that must be mastered by students. This ability is defined as the ability skill of the seventh-grade student of SMPN 1 Kuta Utara in academic year 2023/2024 in constructing and performing role play. Speaking is a production ability that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account the ability to keep going when speaking spontaneously (Derakhshan, Khalili, & Beheshti, 2016). Speaking is almost the same with writing, because they are productive skill. In speaking we produce speech while in writing we produce text. Speaking involves speech in order to express meaning to other people that is why people have conversation with other to express meaning. A speaking need participant, a receiver and the message as the basic requirements.

2. Role play

   Role play is defined as a teaching strategy used by English teachers in teaching speaking in which the teacher begins to give situations and roles and students are asked to make groups consisting of students. Students are asked to listen to instructions or directions to help imagine a brief role-play situation. After that, students were asked to make new groups consisting of students who got the same role to prepare their own roles in group

discussions together. Students were finally asked to do a short role play in front of the class orally. According to According to Harmer (2003), role play is students' simulation of a real life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane or taking in the role of character different from themselves. Role play helps a teacher to give imagination activities before students' performance in real life. The teacher role is the facilitator in role play learning and leads the follow up discussion. Students act out certain situation based on the topic that they learn in learning activity. role play is one of different ways to teach foreign language culture. Such words as role play, simulation, drama, and game are something used interchangeably, but in fact, they illustrate different notions.
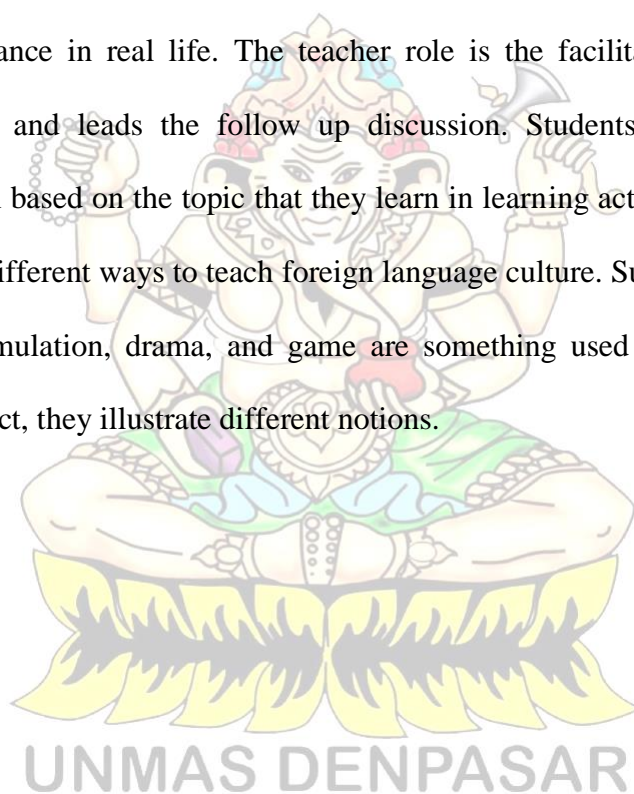
CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review should be conducted in a scientific study which gives meaning of word in term of the theories of specific displace. It should be based on some relevant theoretical constructs to give practice significances and empirical evidences. It was a review of the theories that were related to the conducted research. It was used to supported by theories which have already been given by the experts. These were some sources from several literatures that were related and support this research. In addition, theoretical review was used to limit the scope of relevant data by focusing on certain variables. As a result, the researcher discussed relevant theories related to improving speaking ability through the role-play strategy of seventh grade students of SMPN 1 Kuta Utara in the academic year 2023/2024. The research was conducted based on some theories that were stated in the form of some theoretical frameworks such as: 1) nature of speaking, 2) role play, 3) speaking assessment, and 4) empirical review.

2.1.1 Speaking Ability

Speaking is a production ability that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account the ability to keep going when speaking spontaneously (Derakhshan, Khalili, & Beheshti, 2016). Speaking as activities by which human beings try to express thought,

feeling, and opinion and to exchange information by using utterances in the form of communication. It can be said that speaking is to say words *orally*, to communicate by talking, to make a request, and to make a speech. Speaking competencies cover two areas, fluency and accuracy. In addition, speaking is ability that should be improved speaking is way to show, deliver, and transfer information orally about ideas and thoughts from speakers to listeners.in addition, speaking is a basic language skill which is significantly important since it is key of communication in sharing idea ,feeling ,opinion, and information, moreover ,speaking is also an interaction which refers to a casual conversation and describes conversation that serves a primary social function and also the speakers have to be competent in speaking skill. Thus, the teacher needs to be smart how to make the students actives and understand.

Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2007). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Louma (2004) explains that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that speaking depends on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is a productive skill which requires a lot of backup factors like knowledge, confidence, self, and enthusiasm.

Meanwhile, Nunan, (2004) said that speaking was the productive oral skill. It means that speaking is the process of being able to produce an utterance or idea to convey ideas, feelings, or thoughts. The verbal utterances are the representation of meanings that the speakers convey. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing inform. If the student can speak English fluently that can help them so easy communicate and also explore their ideas. Speaking English well also help student to access up-to date information in fields including science, technology, furthermore, health. Moreover, the four language skill like listening speaking reading, writing become the main requirements in which each supports the others.

Speaking ability is considered a very crucial and priority skill because it is one of the basic keys in communication. By mastering speaking ability, students can carry out communication, express ideas, purpose, opinion, and persuade other people. The ability of student's speaking should be developed. Speaking as a part of daily life that we take it for granted. It indicates that speaking is crucially needed by the students. The students have a conversation with their friend, or they need to give their opinion directly for some topic that asks or teach by the teacher orally. It is also can be seen when we are chatting with our friends, buying things in shops, asking directions in the street, discussing a problem, consulting with the supervisor, giving a seminar presentation and so on. All those activities will be hard to be done if speaking skill does not exist in a language (Thornbury, 2005).

The mastery of speaking abiliy in English is a priority for many second language or foreign-language learners. Speaking ability has to be mastered by students because speaking allows students communicate easily and also make

students easy to deliver their feeling or idea orally that why improving students speaking important (Richard, 2008).

Speaking is to ways process of sharing messages. These are some aspects that must be fulfilled by the students. A student's needs to follow the socio-cultural and turn-talking rule. Socio-cultural refers to the differences of the socio-cultural background. it means that students also need to know about the partner that they are talking with in includes the habit of their partner. Moreover, turn-talking ideas with timing when they need to speak. In addition, the students need to know when they can start, or and the talk. It can be used as a measurement whether our speech is good or not. Those are fluency, grammar, vocabulary and pronunciation (Brown, 2001). The description is as follows.

1. Fluency

   Fluency refers to students' ability to speak smoothly and easily. It is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea. It is defined as the ability to speak communicatively, fluently and accurately. It usually refers to express oral language freely without interruption. In teaching and learning process, if the teachers want to check fluency, teachers allow students to express themselves freely without interruption. The aims to help the students speak fluently and with case. The teachers do not correct immediately whiseas the idea being that too much correction interferes with the flow communication.

2. Grammar

   Grammar is the way to organize the words into the correct sentence. This

is important that if the students can master the grammar so they can speak English well. Grammar is need for the student to arrange correct sentence in conversation both in written and oral form. Grammar is defined as a systematic way of accounting for and predicting ideal speakers or hearer knowledge or the language. This is done by a set of rule or principles that can be used to generate all well-formed or grammatical utterances in the language. Grammar is a rule that is needed for the student to combined correct sentence in conversation both in written and oral forms. it can help student to increase their knowledge, including clear and correct sentence construction and proper from of words

3. Vocabulary

Vocabulary means the appropriate diction or the most important thing in language especially in speaking. Furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral and written form. In spoken language the vocabulary tends to be familiar and everyday. Vocabulary is the basic of language. It is very important because we can say nothing without vocabulary in our mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking. Vocabulary is a basic building block off language learning student need to know words, their meanings, how they are spelt and how they are pronounced thus, when teaching vocabulary, the teachers have to make sure that they explained the meaning as well as the spelling and production. Oral vocabulary is the set of words for which know the meaning when we speak or orally

4. Pronunciation

Pronunciation is the way for student to produce clearer language when they are speaking. It means that the student can communication effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation is of one the most problematic aspect of English. When you are having a conversation with others in English, your pronunciation is one of the first things they will pick up on. Bad pronunciation creates a bad first impression and it can also play with your confidence, which makes it even more difficult for you to communicate. Misunderstandings can occur when you do not pronounce words correctly. When pronunciation is poor, you may come off as rude even if you do not mean to be. This can put a strain on relationships.

In relation to the research, speaking is the most important ability to convey ideas, messages, opinions, or feelings orally. In addition, speaking is one of the most difficult aspects for student to master. The student has to master all components of speaking skill in order to speak clearly: Moreover, these are four components of speaking ability. The students have to master the elements of speaking, that are fluency, grammar, vocabulary, pronunciation in order to be a better communicator. On the other hand, the teacher has some efforts to improve students' speaking ability, especially seventh-grade students of SMPN 1 Kuta Utara.

2.1.2 Role Play

According to Harmer (2003), role play is students' simulation of a real

life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane or taking in the role of character different from themselves. Role play helps a teacher to give imagination activities before students' performance in real life. It is a way to improve students' imagination because in role play the students free to make dialogue related to the material. A teacher gives instruction to students to speak up in front of class. Based on the statements, the researcher concludes that role play is a technique in teaching speaking which brings the students to real communication in order to develop the students' ability. In role play, students learning through observation, giving a thought for analysis the concept, and skills development in modeling or acting out. As the result, students are able to communicate and be creative in learning.

Role play is very important in teaching English because it gives the students an opportunity to practice communicating in different social context and in different social roles (Dorathy, 2011). Hence, role plays in the classroom situation, it's good to make students have set the context and support the learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skill in a relatively nonthreatening setting, and create the motivation and involvement necessary for learning to occur. These are many issues that are hard for them to talk about because they may be afraid of ridicule dismissal. Students need to be given permission to play and explore. Role play can help them play with personal problems. It allows be spontaneous by releasing creative energy.

In addition, role plays can provide very powerful learning experiences for students by immersing them in simulated real world situations in which students act out a particular role or character in a safe environment. Role-play activities were designed with the intention that they would be carried out by student teachers during the first year of their course before their first professional experience placement. The teachers must pay attention to the procedures of using role play strategy in the classroom activity. Doff, (1988) explained the procedures of using role play strategy in speaking activities, as follows.

1. The teacher guides the role play by writing these prompts: (whise? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean;

2. If necessary, go through the prompts one by one, and get students to give sentences or question for each one;

3. Call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts; and

4. Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

The speaking teaching and learning through role play strategy in this research are the students are grouped into 2-4 persons and then given the scripts are as main sources of materials that students have to study then memorize the texts in groups,

and then they prepare to performance the plays. The teacher prepares the assessment. During speaking activities, teachers need to play number of different roles. Hammer (2007) explains that the roles of the teacher can be prompter, participant, even feedback provider as viewed by Harmer as follow.

1. Prompter

   Prompter is in which students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions. Sometimes, when students involved in a role-play activity for example, students lose the thread of what is going on, or 'lost for words' (i.e. students may still have the thread but be unable to proceed productively for lack of vocabulary). The student may not be quite sure how to proceed. Hold back and let them work things out for themselves or, instead, 'nudge' them forward in a discreet and supportive way. If a teacher opts for the latter, it means adopting some kind of a 'prompting' role. Often a teacher prompts students in monolingual groups to speak English rathis than use their mother tongue. When prompt, a teacher need to do it sensitively and encouragingly but, above all, with discretion. If a teacher is too adamant, they risk taking initiative away from the student. On the other hand, they are too retiring, they may not supply the right amount of encouragement

2. Participant

   Teachers should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions. The traditional

picture of teachers during student discussions, role-plays or group decision-making activities, is of people who 'stand back' from the activity, letting the learners get on with it and only intervening later to offer feedback and/or correct mistakes. However, these are also times when the teacher might want to join in an activity not (only) as a teacher, but also as a participant in our own right. These are good reasons why the teacher might want to take part in a discussion, for example. It means that a teacher can liven things up from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource. The danger when teachers act as participants, of course, is that they can easily dominate the proceedings.

3. Feedback Provider

The students who are in the middle of speaking task, overcorrection may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations. In teaching speaking fluency, the roles are needed is prompter, participant and feedback provider. Prompter has a tas to prompt, encourage the student to speak fluency without hesitation, and confident, then little by little, students can start the speaking by answer what teacher as by prompter, and students' will familiar with their feelings to be confident speak up, students need trigger. Then, to be participant in the class is not bad decision, act as participant, makes teacher know inside of learning process, now their students' ability, and can easily to achieve their speaking to

be fluency, as long as teacher not dominant when as participant, students feel friendly with teacher as participants. Along speaking activities, it must have correction for students by teacher, and the role is feedback provider. Teacher must give correction with exact ways. Nor over correction, but gentle correction with good in deliver the point, it could as feedback for student to be not repeat the mistake while speaking and makes the students confident and fluency.

2.1.3 Assessment of Speaking

Assessment of speaking is the activities undertaken to acquire and streamline the information about the speaking learning outcomes of the students at grade level during and after the teaching and learning activities. Assessing is different from testing. Assessment means collecting information about learners' performance in order to make judgments about their learning. Assessment is an ongoing process that encompasses a much wider domain whenever the student responds to question, offers comment or tries out a new word or structure the teacher subconsciously makes and assessment of student performance. For the most teachers, assessing speaking test is the most complex and challenging of all language exams to prepare, administer and determine the time. Many teachers find the difficulties of measuring the speaking skill and often feel uncomfortable when handling speaking test, but it is doesn't mean that speaking cannot be measured incorrect way.

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/non native speakers on the basis of pronunciation (Luoma,

2004). Additionally, He viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically, such as: 1) grammar, test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking; 2) vocabulary, the range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are; 3) pronunciation and intonation are almost always very clear or accurate. Without correct pronunciation, the vocabulary that you know will be less effective when communicating; and 4) fluency, the language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

Assessment tasks for interactive speaking (interpersonal and transactional) can be done through some activities. Brown, (2003) suggests to assess speaking ability through: 1) interview, when oral production assessment is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test- taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context; 2) role play is a popular pedagogical activity in communicative language teaching classes. In some version, role play allows some rehearsal time so that students can map out what they are going to say. As an assessment device, role

play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit; 3) discussion and conversation, as formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as informal techniques to assess learners, they offer a level of authenticity and spontaneity that others assessments techniques may not provide; and 4) games are a variety of games that directly involve language production.

According to Harmer (2007) the teacher gives the students are assessment of how well they have done, whether during a drill or often a longer language production exercise. The teacher will give the assessment based on what activities which they have leant. the assessment of the performance can be explicit or implicit. Explicit hise refers to comment which give by the students after the assessment is done by the learners; on the other hand, implicit means if the teacher does not give any comment after the student performance are conducted. Furthermore, the teacher may also asses the students by using rubric from some source with the criteria which will be assessed. By assessing students, the teacher knows how far students improve their skills and how far the students understood about the material that explained by the teacher. This is one of the most important aspects of teaching to test the students' comprehension.

In relation to this research, assessing the speaking ability through role plays in which the students have to be capable to functional competences, such as: grammar, vocabulary, comprehension, pronunciation, and fluency. It means that the function of any assessment is to as a guide to reinforcing teacher's priority and helping the students to identify what activities, knowledge, and understanding are

centrally important to their progress. Assessment of the students should be explicitly linked to the teacher's work these things out for themselves at first sight. In this classroom action study, the research was carried a series of test during teaching learning process to assess the student's speaking ability. in this case, the researcher gave some situation and guide line to the student, whise they can act as their role in conversation. The criterial of giving score: grammar is the appropriate structure or grammar in constructing the dialogue to avoid misunderstanding, fluently Is the speed and the flow of the student's speech in perfuming the dialogues; in addition, comprehension is the student's understanding about their dialogues, it was about what the speaker said and also what the listeners heard.

2.2 Emperical Review

Empirical Review is a review of related research that has been done whise he reviewed research previews that are relevant to this study .Furthermore ,to outline understanding of the theories in this study, the advantages or disadvantages of previous research can be seen in ho the technique are applied and the findings. In conducting this research, research wanted to improve students speaking skill through role play .this the aim is to support this research as successfully as relevant studies are used as empirical review. These are other researchers who consider research as a basic consideration for conducting this research. These were some relevant researches that they related to the present study that was, improving the students' speaking ability through role play strategy of the seventh grade of SMPN 1 Kuta Utara in academic year 2023/2024.

First, the research that has been done by Rahayu (2010) titled: "Role Play Strategy in Teaching Speaking". The aim of the research was to improve students' speaking ability using role play stategy. The findings of this research had some implications. Firstly, the researcher should consider applying this role play strategy in the process of teaching learning to speak at other classes, and the researcher should consider adopting relevant materials as the speaking teaching materials. Secondly, this strategy could be an alternative speaking teaching material. The use of role play strategy in this case could be the model of developing teaching strategy. The strenght of the study was using role play as the learning strategy and adopting the suitable speaking materials. And the weakness of the study did not use learning media.

Second, the researcher found research that Supardika (2018) entitled "Improving Speaking Skill of the Tenth-Grade Students of SMAN 1 Ubud in Academic Year 2017/2018 through Role-play". The objective of the study was to figure out the effectiveness of role-play technique in teaching speaking to the tenth-grade student of SMAN 1 Ubud in the academic Year 2017/2018. In addition, the researcher found that findings showed that students' speaking skills of the tenth-grade students of SMA N 1 Ubud in the Academic Year 2017/2018 can be significantly improved by implementing the role play technique. The strenght of the research was role play technique could improve speaking skill of the students, but the weakness was a lack of learning media.

Third, the research by Ramadhan, *et.al*, (2020) entitled: "Improving Students' Speaking Ability through Role Play Technique". The purpose of the research is to improve students' speaking skill through role play technique. The

finding of this research explained in two cycles. In cycle I the average score was 63, 75 and the score was increased in cycle II it was 75, 25. The percentage of the research in cycle I was 30% and in the last cycle was 85%. It could be concluded that using role play technique was really effective and useful to improve the students' speaking skill. The strenght of the study was implementing the role play strategy could improve the students speaking ability, but the weakness of the study did not use the learning media to make the learning activities easier to be caught by the students.

The above research obtained the same results whise the research showed the cycle of improvement after applying the role play strategy, besides that the response was good and positive without any problems. The weakness of the two researchers was that they did not use media and did not explain the use of role play strategy in detail. the researcher has explained the theory entirely and applied teaching techniques correctly. In relation to the present research, the purpose of the reasearch is to improve students'speaking ability through role play of the seventh grade students of SMPN Kuta Utara in academic year 2023/2024. The results of the previous researches were the role plays strategies are able to improve students' English speaking ability. These findings motivated the researcher to use role play strategy to improve seventh grade students of SMPN 1 Kuta Utara in the acadmic year 2023/2024.