

ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' SPEAKING ABILITY BETWEEN THOSE WHO ARE TAUGHT THROUGH ROLE PLAY AND THOSE THROUGH JIGSAW TECHNIQUES

By

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The objectives of this research are (1) whether or not there is difference of students' speaking ability between those who are taught through *role play technique* and those through *jigsaw technique*, and (2) which technique is more effective in teaching speaking in SMP N 3 Bandar Lampung. The speaking ability here focused on fluency, accuracy and comprehensibility. The researcher conducted the research in three meetings or three times treatment. The material was given based on the school curriculum. *Descriptive text* was the text that had been used on the experiment.

The researcher randomly selected two classes among six classes at the second year students. The result was VII F as control class which was taught through *jigsaw* and VII E as experimental class which was taught through *role play*. Each class consist of 22 students. To prove the hypothesis, the researcher used Control Group Pre test-Post test Design, and she analyzed the data by using independent group t-test. In this case, the researcher used SPSS (Statistical Package for Social Science) version 13.0 to prove whether the hypothesis is accepted or not.

Firstly, the result shows that the mean of post-test in the Experimental Class is 79 and the mean of post-test in Control Class is 74 with the mean difference is 4.8 and p (probability level) is higher than 0.05 ($0.215 > 0.05$), so that null hypothesis (H_0) is accepted which implies that alternative hypothesis (H_1) is rejected. It indicates that there is difference of students' in improving speaking ability between students who are taught by using role play and jigsaw technique; however the difference is not statically significant.

Secondly, the data shows that the highest score of pre-test in experimental class that taught through *role play* was 62.5 and the highest score of post-test was 85. It means that the gain was 22.5. Compared with the result in control class that taught through *jigsaw*, the highest score of pre-test was 65 and the post-test was 82.5, and the gain was 17.5. In other words, *role play* is more effective to improve students' speaking ability at the second year students of SMP N 3 Bandar Lampung.