

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result of the analysis and the computation of the data and also the discussion of the finding, the researcher concluded that:

1. There is difference of students' improvement in speaking achievement as seen from the score between those who are taught by using role play or jigsaw technique. However the different is not statically significant, it's caused of the small number of the participants as the object of the research. Moreover *role play* and *jigsaw* techniques derived from Active Learning are applicable in teaching to improving students' speaking ability at the second year students of SMP N 3 Bandar Lampung. The result showed the average score of the pre-test in experimental class was 48.6 and the average score of post-test was 79. In control class, the average score of the pre-test was 49.1 and the average score of post-test was 74.1. It means that the techniques that were applied in experimental class and control class gave the different result in improving students' speaking ability but the result is not statically significant. The criterion is if the test is significant ($p < 0.05$), we must reject the null hypothesis and accepted the alternative hypothesis that the variances

are unequal. From the computation, it shows that p (probability level) is higher than 0.05 ($0.215 > 0.05$).

2. *Role play* is more effective to improve students' speaking ability. The data shows that the highest score of pre-test in experimental class 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, the highest score of pre-test was 65 and the post-test was 82.5, and the gain was 17.5. The mean of fluency was 23.2 and comprehensibility was 23.2 in experimental class taught by role play, those components are the highest than the mean of accuracy, it was 22.6, while the mean of comprehensibility was 22.4 in control class taught by jigsaw, this component is the highest than the mean of accuracy, it was 20.4 and the mean of fluency, it was 21.4.

5.2 Suggestions

Since there is no significant difference of students' achievement in improving students' speaking ability that are taught by *role play* and *jigsaw* technique, the researcher would like to share some suggestions, as follows:

1. For other researcher who wants to replicate the research, they are suggested to use a bigger sample, so that significant level can be achieved.
2. It is essential to make the students become self-regulated learner in order to let them analyze something happening in their life without asking and waiting for teacher's explanation. In this case, the students try to comprehend based on prior knowledge and then relate it to the material has been discussed and

the teacher should have a good brainstorming to activate students' background knowledge.

3. Since it is quite difficult to handle big class in applying the techniques, the teacher should be able to manage the class by giving more attention to the students. It can be done by monitoring the students' activity frequently, whether they are active or not during the teaching learning process and when they have group or pair working. The teacher should around the class and then pay more attention to the group or pair activities.