I. INTRODUCTION

1.1 Background of Study

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It is because of the importance of English in any scope of our lives. Every normal man, where he comes from and what level he comes from, is guaranteed to be able to communicate in a certain language (Lado, 1961:2). Language is primarily an instrument of communication among human being in community. So, it is quite reasonable to master an international language in order to communicate to a larger community all over the world.

In the international relationship, English speaking ability is very important for anyone to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation to express ideas in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

Based on the reasons above, in recent years, English language teaching has focused on the teaching about English rather than teaching how to use English. In learning speaking skill, the students often find some problems.

The problem frequently found is that their native language causes them to get difficulty in using the foreign language. They are also too shy and afraid to take part in the conversation. Based on the pre-observation, most students can not participate in speaking English and expressing their opinion in English. It happens because in daily teaching-learning process teachers are concerned more on *learning* about the language than how to *use* it. The students must also have qualified and fluent English teachers who can teach well and speak to them naturally and give more opportunities for the students to talk in English within the teaching-learning process.

 In fact, most of teachers usually teach the students based on the book available only in their school, so that they become too dependent on those books. As an example they do not use their creativity in providing the materials to be discussed in the process of teaching and learning. The teachers think that they must teach all the materials within the time available without considering whether the students have understood the materials or not. It is not an effective way. The students do not have any chance to do exercise either in written or oral form. Besides, the teachers usually do not connect the subject matter with the students' daily lives. Therefore, it makes them difficult to learn English and they become passive participants. It means the teachers should be able to take an available interesting

technique, in order that students can use the language in their real lives, especially in speaking to express their ideas in English orally.

In short, the description above shows that the emphasis is not only on language competence of the language learners but also on development of students' communicative ability. In order to develop students' communicative ability, the teacher needs to create a certain technique to teach target language in a vibrant, active, and interesting manner.

In this study, the researcher tries to concern an active learning method to be implemented by the teacher to improve students' speaking ability. What is active learning and why is it important? *Active learning* is any activities in a course which ask students to do something actively related to learning process rather than only listening and taking notes. It suggests that students must do more than just listen. They must read, write, discuss, or be engaged in solving problems. Most importantly, to be actively involved, the students must engage themselves in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing.

One of the active learning techniques is *role play*. Owen (1981) says *Role Play* consists of the acting out by the students of situation and the ideas. It is clear that role play invites the students to play the roles based on the situation given.

Through this technique, a teacher might ask students to do, answer questions in class, complete assignments and projects outside class carry out lab experiments, or anything else other than sitting passively in a classroom then you will find people who would classify it as active learning. In addition, it also allows students to be creative and to put themselves in another person's place for a while.

Based on the quotation above, *role play* seems to be an ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

Another technique which might be used is *jigsaw*. *Jigsaw* is a teaching technique invented by social psychologist Elliot Aronson in 1971. Students of an average sized class (26 to 33 students) are divided into competency groups of four to six students, each of which is given a list of subtopics to research. Individual members of each group then break off to work with the *experts* from other groups, researching a part of the material being studied, after which they return to their starting group in the role of instructor for their subcategory. By implementing Jigsaw, students will have favorable view of the learning experience, stronger intrinsic motivation, greater interest in the topic, and more cognitive activation and involvement because they are more interested in the material when in the cooperative learning setting of the jigsaw classroom.

So, based on the cases above, the researcher tries to find out which techniques are more applicable in improving students' speaking ability either *Role Play technique* or *Jigsaw technique.*

1.2 Identification of Problem

In line with the background of the problems above, the following problems can be identified as follows:

1. Teaching learning process is still teacher centered learning not student-centered learning. So, the class is dominated by the teacher while students are passive or not active. In short, teaching learning process nowadays still remains the focus on the teacher as the main source of learning (teacher-centered).

2. Teacher still relied on the same old teaching technique and had not tried other various techniques for teaching.

3. The students are not able to express and participate their ideas in English.

1.3 Limitation of the Problems

This research is limited to study the comparison of students' speaking ability between two groups of participants using different techniques, that is, *role play technique* and *jigsaw technique,* in order to answer the problems that have been mention.

1.4. Formulation of Reasearch Questions

Based on the limitation of the problem, the writer would like to formulate the research questions as follow:

1. Is there any significant difference of students' speaking ability between those who are taught through *role play technique* and those through jigsaw *technique*?

2. Which technique is more effective to improve students' speaking ability at SMP N 3 Bandar Lampung?

1.5. Objective of the Research

In line with the formulation of the research questions above the objectives of the research are to find out:

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*;

2. which technique is more effective in teaching speaking in the junior high school students 3 Bandar Lampung.

1.6. Uses of the Reasearch

The findings of the study are expected to be beneficial for both theoretically and practically:

1. Theoretically

   The results of this research are expected to support the existing theories about speaking and learning strategies in this case are role play and jigsaw techniques that will be discussed in chapter 2.

2. Practically

   The result of the research are hoped to be practically beneficial for students, teacher, and school.

   a. Students : this research hopefully can help students improve their speaking ability.

   b. Teachers : this research hopefully can be the consideration in teaching speaking skill and can inform the teachers about the process and benefit of role play and jigsaw techniques.

   c. School : this research hopefully can be consideration of all aspects of school in determining the strategy for running the successful English learning.

1.7. Scope of the Research

This quantitative research conducted in the first grade of SMP N 3 Bandar Lampung with two classes as samples of the research. The researcher randomly selected two classes among six classes at the second year students, both are experimental classes. The speaking ability here was focused on fluency, accuracy and comprehensibility. The researcher conducted the research in three meetings or three times treatment. The material was based on the school curriculum. *Descriptive text* was the text that had been used on the experiment.