

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents: (1) research findings, and (2) discussions.

#### 4.1 Findings

There were two findings that were presented in this chapter. First, the research findings showed the strategies used by the English teacher in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang. Second, the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang. Thematic analysis was used to analyze the data gathered through observations and interviews. The description of the findings were as follows:

##### 4.1.1 The Strategies Used by the English Teacher in Teaching Speaking Skills to the Fifth Grade Students of SDIT Azizah Palembang

Having analyzed the data from observations and interviews, the researcher found that there were several strategies used by the English teacher in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang such as brainstorming, role playing, mind mapping, and picture describing. The themes and the codes gained from the analysis of qualitative data obtained from observations and interviews were listed in table 4.1.

**Table 4.1 Themes and Codes of the Strategies Used by the English Teacher in Teaching Speaking Skills to the Fifth Grade Students of SDIT Azizah Palembang**

Themes	Codes
1. The teacher used a combination	a. In the pre-speaking activities, the

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of brainstorming and role playing strategies for teaching speaking to the students.

teacher implemented the brainstorming strategy. The teacher brainstormed the students about the lesson and introduced the topic of the lesson, for example, personal information.

- b. In the while-speaking activities, the teacher implemented several role playing strategy steps, such as presenting a conversation, guiding the students on how to pronounce it, discussing the meaning of the conversation, teaching how to enter the information in the role card into conversational sentences, giving task that the students had to use the information in the role card, put it in the conversation, and play a role with a partner, dividing students into pairs, and giving time to students to practice the dialogue with a partner.
- c. In the post-speaking activities, the students played a role based on the prompts in front of the class with their
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partner, and then the teacher and students concluded the result of the learning process.

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2. The teacher used a combination of brainstorming and mind mapping strategies for teaching speaking to the students.
- a. In the pre-speaking activities, the teacher implemented the brainstorming strategy. The teacher brainstormed the students about the lesson and introduced the topic of the lesson, for example, self-introduction.
  - b. In the while-speaking activities, the teacher implemented several mind mapping strategy steps, such as presenting an incomplete mind map about personal information, discussing the meaning of each part in the mind map, guiding how to fill it in, explaining how to assemble the information in the mind map into an introductory sentence, asking students to memorize the task, and giving time to students to practice introductory sentences by themselves.
  - c. In the post-speaking activities, the
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students introduced themselves using the mind map reference they previously created, and then the teacher and students concluded the result of the learning process.

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3. The teacher used a combination of brainstorming, picture describing, and role playing strategies for teaching speaking to the students.

a. In the pre-speaking activities, the teacher implemented the brainstorming strategy. The teacher brainstormed the students about the lesson and introduced the topic of the lesson, for example, giving directions.

b. In the while-speaking activities, first the teacher implemented several the picture describing strategy steps, such as showing a picture of the school map, teaching the students on how to describe the location of a particular room on the school map by employing the right prepositions to give direction, and asking the students to describe some rooms using the right prepositions.

After that, the teacher implemented

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several the role playing strategy steps, such as presenting a conversation, guiding the students on how to pronounce, discussing the meaning of the conversation, teaching how to enter the information in the role card and school map into conversational sentences, giving task that the students had to use the information in the role card and school map, include it in the conversation, and play a role with their partner, dividing students into pairs, and giving time to students to practice the dialogue with a partner.

- c. In the post-speaking activities, the students played a role based on the prompts in front of the class with their partner, and then the teacher and students concluded the result of the learning process.

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The themes and codes gained from the qualitative data as listed in Table 4.1 were described to know the strategies used by the English teacher in teaching

speaking skills to the fifth grade students of SDIT Azizah Palembang. It was found that the English teacher used several strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang. The descriptions were as follows:

#### **4.1.1.1 The Teacher Used a Combination of Brainstorming and Role Playing Strategies for Teaching Speaking to the Students**

Based on the data obtained from observation and interview, it was found that the teacher used a combination of brainstorming and role playing strategies to teach speaking to the fifth grade students of SDIT Azizah Palembang. The teaching strategies used by the teacher in the teaching-learning process were divided into three stages: pre-speaking activities, while-speaking activities, and post-speaking activities.

The data obtained from observation showed that the teacher began the learning activities in the pre-speaking activities by using brainstorming strategy. The teacher brainstormed the lesson by asking students questions that led to the lesson discussed at this meeting. For examples, the teacher asked how students experienced meeting a stranger and what they would say or ask that person. The majority of students responded that they would ask for their name, while others said they would ask for their address. After students asked questions regarding the lesson, the teacher mentioned that the lesson to be studied was about personal information in which students would play a role.

The interview data also revealed the reason why the teacher was using the brainstorming strategy when starting the lesson by asking the students some questions. The teacher with initial A explained as follows.

*“The reason I asked students several questions when starting the lesson was to lead their opinions and open their minds that the material at this meeting is related to the questions I ask them, in this case, regarding to their personal information.”* (personal communication, August 10th, 2021).

Furthermore, based on observation, the teacher implemented several steps when starting the while-speaking activities on using role playing strategy when teaching speaking. First, the teacher instructed the students to open lesson 1, page 7, which depicted a librarian and a student conversing. The librarian asked about the student's information, and the student responded by telling the librarian about himself. There was also a barcode above the conversation text that contained the voice of the conversation when scanned. Then, the teacher scanned the conversation's barcode, played the audio, and then listened to it together. Second, the teacher guided the students by repeating the conversation aloud, as in the printed and audio versions. The teacher spoke aloud conversation sentences one by one. Then the students were asked to repeat the sentences that had been said by the teacher together. Third, the teacher and students discussed the meaning of the conversation. Fourth, the teacher taught how to enter the information in the role card into conversational sentences. For example, on page 7, the information listed in the role card was Raisa, third grade, and Jalan Perjuangan 20. Then in the next

conversation, the sentences were "My name's Rakyan" was changed to "My name's Raisa", "I'm in fifth-grade" was changed to "I'm third grade" and "It's Jalan Garuda 10" was changed to "It's Jalan Perjuangan 20". Fifth, the teacher explained the task that students had to use the information in the role card under the sample conversation, put it into the conversation, and play a role with their partner in front of the class by using conversational references and the information in the role card. Sixth, the teacher randomly divided the students into pairs, where each pair got 1 of the information in the role card on the textbook. Seventh, the teacher gave students time to practice the dialogue with a partner.

Concerning the activities above, the data gathered during the interview revealed why the teacher chose to apply the role playing strategy steps rather than other teaching strategies. The teacher with initial A explained as follows.

*"I chose which strategy to use based on the material and the task to be given. The book used for the learning process was Erlangga, entitled Grow with English for 5th graders. Various materials were listed, so I just followed and adjusted what strategies were suitable for teaching materials at a meeting. In this case, there was a conversation between two people, so I chose to use the role playing strategy to teach speaking." (personal communication, August 10th, 2021).*

In addition, the teacher with initial A explained the reasons for using different strategies, as follows.

*"Because if we use a monotonous strategy, children will easily get bored and let their concentration decrease and it is not easily understood."*



*Moreover, elementary school children get bored quickly." (personal communication, August 10th, 2021).*

Observation revealed that students played a role based on the prompts in front of the class in the post-speaking activities with their partners. The teacher randomly chose which pair came first to play the role. Students took turns to play roles in front of the class with their partners. Some students read the text while others memorized the conversation. Then, the teacher measured the students' speaking ability during their role playing. Other students were asked to be quiet and pay attention when a classmate came forward to play a role. After each couple had their time, the teacher and students summarized today's lesson, which focused on introducing ourselves to or obtaining information about someone they had recently met.

According to the data collected during the interview, the researcher found that the teacher could measure students' speaking ability at the post-speaking activities stage in the application of role playing strategy. The teacher with initial A stated, as follows.

*"To assess student's speaking ability when I apply the role playing strategy, I assess it by asking students to take turns playing the role of having a conversation in front of the class with their partner." (personal communication, September 12th, 2021).*

The teacher could assess the student's speaking ability by playing a character based on the prompts with their partner in turns in front of the class. As a result, students became active, creative, brave, and able to talk and carry out

conversations with their partners with the help of brainstorming and role playing strategies.

#### **4.1.1.2 The Teacher Used a Combination of Brainstorming and Mind Mapping Strategies for Teaching Speaking to the Students**

Based on the data obtained from observation and interview, it was found that the teacher used a combination of brainstorming and mind mapping strategies to teach speaking to fifth grade students of SDIT Azizah Palembang. The teaching strategies used by the teacher in the teaching-learning process were divided into three stages: pre-speaking activities, while-speaking activities, and post-speaking activities.

The data obtained from observation showed that the teacher began the learning activities in the pre-speaking activities by brainstorming the lesson in the form of allowing students the opportunity to introduce themselves in English. Some students raised their hands and introduced themselves in English. After the students introduced themselves without assistance from the teacher, the teacher mentioned that the material to be studied was about self-introduction. Students would introduce themselves with the help of the mind map references they made.

The data from the interview also showed why the teacher was using the brainstorming strategy by offering learners who wanted to introduce themselves in English when starting the lesson. The teacher with initial A explained as follows.

*“Because by offering students to introduce themselves in English at the beginning of the course, I could lead students' opinions and minds to the*

*material to be studied, namely self-introduction.*" (personal communication, August 10th, 2021).

Furthermore, based on observation, the teacher implemented several steps when starting the while-speaking activities on using mind mapping strategy when teaching speaking material about self-introduction. First, the teacher asked students to open lesson 1, page 14, which presented an unfilled mind map that students would fill out with their information, such as name, age, hobby, grade, address, and dream job. Second, the teacher and students discussed the meaning of each part in the mind map. Third, the teacher guided how to fill in the answers. The teacher-guided students answer it by saying, "look at the book on page 14. There is a mind map. We start from the name (pointing to the oval shape in the middle of the mind map), write your name in here, *isi nama kalian disini*". After students wrote their names, the teacher continued with the following information, namely age, by saying, "now, how old are you? write your age in here (pointing to the oval shape in the age place of the mind map)". Further information about the hobby, the teacher helped students answer by saying, "what is your hobby? Write what your hobby is, *tuliskan apa saja hobby kalian, tidak apa-apa lebih dari satu*". The teacher then asked the students to complete the information on their own, and the teacher stated that if there was something they did not understand, they could ask. Fourth, after all of the students had finished filling out the mind map, the teacher taught how to assemble the information in the mind map into introductory sentences. The teacher explained how to assemble the information in the mind map into introductory sentences by saying, "now look at your mind map.

*Sekarang lihat ke mind map yang kalian buat. We start from the name, sebutkan namanya dengan nama kalian and repeat after me, lalu tulis juga dibuku tulis kalian apa yang kalian katakan". All students paid attention to the teacher. The teacher said, "Let me tell you about myself. My name is Annisa. Ayo ulangi dan ganti dengan nama kalian". The students repeated randomly, "Let me tell you about myself. My name is.....". The teacher said, "okay, good. Next is age. Let's say I'm ten years old". The students repeated, "I'm ten years old". As well as grade, address, and dream job the teacher discussed how to assemble the parts in the mind map to become introductory sentences. For instance, "Let me tell you about myself. My name is Tiara. I'm ten years old. My hobbies are swimming, drawing and cooking. I'm in fifth grade. I live in Tegal Binangun, Permata Indah Street H2 19". Fifth, after it became complete introductory sentences, students were asked to memorize the shape, what was listed in the mind map they had made, and how to assemble the parts in the mind map to become introductory sentences as discussed with the teacher. Sixth, the teacher gave students time to practice introductory sentences by themselves.*

In relation to the activities above, the data gathered during the interview revealed why the teacher chose to apply the mind mapping strategy steps rather than other teaching strategies. The teacher with initial A stated as follows.

*"Like when using other strategies, I chose which strategy to use based on the material and the task to be given. In this case, there was a mind map in a textbook that discussed personal information that was still blank or incomplete, so I decided to use the mind mapping strategy to teach*

*speaking in which later the data from the mind map will be developed into an introductory sentence and students will speak and introduce themselves regarding the data in the mind map.”* (personal communication, August 10th, 2021).

Observation revealed that the students introduced themselves using the mind map reference they previously made in the post-speaking activities. After the learners finished filling an incomplete mind map, they memorized the shape, what was listed in their mind map, and how to arrange each part of the mind map to form introductory phrases, as discussed with their teacher during class. Then the learners were asked to introduce themselves according to what they had learned and made without looking at the mind map or looking notes. Finally, they were asked to take turns speaking to introduce themselves based on the name called by the teacher. After all of the students introduced themselves, the teacher and students concluded today's lesson, which focused on introducing themselves. Before closing the lesson, students were also required to collect the tasks they had made and send them to a class WhatsApp group. All students could complete the assignments given by the teacher. It can be seen from the results of student assignments whose grades were completed.

Concerning the activities above, data from the interview revealed that the teacher could measure students' speaking ability at the post-speaking activities stage in applying the mind mapping strategy. The teacher with initial A stated as follows.

*“The reason I asked students to introduce themselves without looking at the mind map or looking notes was to measure the results obtained after learning self-introduction using a mind mapping strategy”* (personal communication, September 12th, 2021).

The teacher could measure the students speaking ability by introducing themselves based on the mind map they had previously made in turns. As a result, the students could express opinions, remember sequences of information, and speak in the order of self-introduction smoothly with the help of brainstorming and mind mapping strategies. In addition, they could complete all tasks well, as evidenced by the task score achieved by students.

#### **4.1.1.3 The Teacher Used a Combination of Brainstorming, Picture Describing, and Role Playing Strategies for Teaching Speaking to the Students**

Based on the data obtained from observation and interview, it was found that the teacher used a combination of brainstorming, picture describing, and role playing strategies to teach speaking to the fifth grade students of SDIT Azizah Palembang. The activities of teaching strategies used by the teacher in the teaching-learning process were divided into three stages: pre-speaking activities, while-speaking activities, and post-speaking activities.

The data obtained from observation showed that in the pre-speaking activities, the teacher began the learning activities by using the brainstorming strategy. The teacher brainstormed the students in the form of questions linked to the lesson to be discussed at this meeting. For instances, the teacher reviewed the

previous lesson about various prepositions, asked students who knew the names of the rooms in the school, and how gave directions if someone asked. After the students answered questions regarding the lesson, the teacher mentioned that the lesson to be studied was about giving directions in which students would describe a school map picture and play a role.

The data from the interview also indicated why the teacher began the lesson with the brainstorming strategy by reviewing the previous lesson and asking students numerous questions. The teacher with the initials A explained as follows.

*"The reason I repeated the previous lesson and asked some questions to students is that I want to direct their minds that the material in this meeting is related to the questions I asked them, in this case, about giving directions where students will describe the picture of school map, and play a role where they seem to be asking and giving a direction."* (personal communication, August 10th, 2021).

Furthermore, based on observation, the teacher applied picture describing and role playing strategies in the while-speaking activities. But the first strategy to be used was the picture describing strategy. Several steps were taken when using the picture describing strategy to teach speaking. First, the teacher asked the students to open lesson 2, page 22, which contained a picture of the school map. Second, the teacher taught the students on how to describe the location of a particular room on the school map by employing the right prepositions to give direction. Third, the teacher mentioned some students' names and asked them to

describe some rooms using the right prepositions. One example of a student's answer was, "Toilet is beside the school hall, opposite the laboratory".

After the students understood how to describe a picture to give the direction of a place by using suitable prepositions, the teacher continued the lesson by applying the role playing strategy. The teacher applied several steps when using the role playing strategy to teach speaking. First, the teacher instructed the students to open lesson 2, page 22, which contained conversation. There was also a picture of the school map and a barcode above the conversation text that, when scanned, revealed the voice of the conversation. The teacher then scanned the barcode of the conversation, played the audio, and then listened to it together. Second, the teacher guided the students by repeating the conversation as in the printed and audio aloud in its entirety. The teacher spoke aloud conversation sentences one by one. The students were then instructed to repeat the sentences that the teacher had uttered aloud. Third, the teacher and students discussed the conversation's meaning. Fourth, the teacher taught how to enter the information in the role card and school map into conversational sentences. For example, on page 22, the information listed in the role card was the canteen. Then in the next conversation, the sentences that asked and gave directions were adjusted to where the canteen was located. For example, the example dialogue "Laboratory? It's beside the principal's office, opposite the toilets", was changed to "Canteen? It's beside room 1C, opposite the computer room". Fifth, the teacher explained the task that students had to use the information in the role card and school map below the sample conversation, include it in the conversation, and



play a role with their partner. Sixth, the teacher randomly divided the students into pairs, where each pair got 1 of the information in the role card on the textbook. Seventh, the teacher gave students time to practice the dialogue with a partner.

Concerning the activities above, the data gathered during the interview revealed why the teacher chose to apply the combination of picture describing and role playing strategies in while-speaking activities. The teacher with initial A explained as follows.

*“I chose picture describing and role playing strategies because it based on the material and the task to be given. In this case, there were a school map and conversation. The aim of the task was for students to have a conversation by entering the information from the school map into the conversation, so I decided to apply picture describing strategy first to describe the school map, then apply role playing strategy to teach speaking.”* (personal communication, August 10th, 2021).

Observation revealed that students in the post-speaking activities with their partners played a role based on the instructions given in front of the class. The teacher randomly chose which pair came first to play the role. Students took turns playing the roles based on the prompts in front of the class with their partners. Besides using reference sentences in the textbook, some students improvise by answering "Your Welcome". The teacher then assessed the students' speaking ability while they were role playing. When classmates stepped up to role-play, the other students were asked to stay quiet and pay attention. After each couple had

their time, the teacher and students summarized today's lesson, which focused on giving directions.

According to the data collected during the interview, the researcher found that the teacher could measure students' speaking ability at the post-speaking activities in the application of picture describing and role playing strategies. The teacher with initial A explained, as follows.

*"To assess students' speaking ability when I apply picture describing and role playing strategies, I assess it by asking students to take turns playing a role in a conversation where in the conversation they also provide direction based on the description of the school map picture." (personal communication, September 12th, 2021).*

The teacher could assess the student's speaking ability by playing a role based on the prompts with their partners in turns in front of the class. As a result of using brainstorming, picture describing, and role playing strategies, students became more active, creative, knowledgeable, brave, and capable of conversing with their partners.

#### **4.1.2 The Problems Faced by the English Teacher in Using Those Strategies in Teaching Speaking Skills to the Fifth Grade Students of SDIT Azizah Palembang**

Having analyzed the data from observations and interviews, the researcher found that the fifth grade English teacher at SDIT Azizah Palembang encountered some problems when implementing those strategies in the classroom to teach

speaking skills to the students in the fifth grade. The themes and the codes gained from the thematic analysis were listed in table 4.2.

**Table 4.2 Themes and Codes of the Problems Faced by the English Teacher in Using Those Strategies in Teaching Speaking Skills to the Fifth Grade Students of SDIT Azizah Palembang**

Themes	Codes
1. The students were inhibited to speak in front of others.	a. Problems pertaining to shyness. b. Problems pertaining to fear.
2. The students hardly participated in speaking activities.	a. Problems pertaining to the volume of students' voices in speaking. Some students spoke with low pitched voices while others spoke with high pitched voices, so the teacher was unaware when they spoke out. b. Problems pertaining to students who were more dominant in speaking. Only a few students were dominant, while others chose to give in and be silent.

The themes and codes gained from the qualitative data as listed in table 4.2 were described to find out what problems faced by the fifth grade English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang. They were the students were inhibited to speak in front

of others and the students hardly participated in speaking activities. The descriptions were as follow:

#### **4.1.2.1 The Students were Inhibited to Speak in front of Others**

Based on the data obtained from observations and interviews, it was found that one of the problems when applying strategies used by the teacher when teaching speaking. In this case, some students were inhibited to speak in front of others. They were problems pertaining to shyness and problems pertaining to fear.

Observations revealed that some students felt ashamed to speak in front of the teacher and their classmates. Some of them expressed various reactions during the learning process or speaking activities that indicated they were shy. For example, a student with initial EA turned off the camera and sound, a student with initial B who turned off the camera only, and a student with initial Q who turned on the camera and sound but faced the ceiling during the learning process. In addition, when answering or speaking, no students could not answer or speak, but some students glanced down rather than looked at the teacher's eyes or the laptop screen when speaking one by one.

According to interview with the fifth grade English teacher at SDIT Azizah Palembang, she was aware that there was a problem in the form of students being embarrassed during the learning process. The teacher with initial A stated as follows.

*"Yes, I am aware of that. I noticed signs that some students were embarrassed."* (personal communication, August 10th, 2021).

Furthermore, the teacher explained that some students looked embarrassed when she spoke alone compared to when she spoke in pairs with her friends. For instance, some students looked embarrassed when the teacher applied a mind mapping strategy where students spoke to introduce themselves one by one in the post-speaking activities. The teacher with initial A explained as follows.

*“In my opinion, students were sometimes embarrassed when I asked them to speak individually compared to when I asked them to speak in pairs. For example, when I used a mind mapping strategy, some of them were embarrassed when they introduced themselves individually in the post-activity.”* (personal communication, August 10th, 2021).

Furthermore, according to the observations, students' attitudes indicated a fear of speaking in front of others. It is shown when the teacher asked or invited students to talk, but some remained silent. Then the teacher persuaded them to speak. For example, "who knows the meaning of address? It's okay *kalau salah karena kita sama-sama belajar*," or "come on, who wants to spell your name?". If there were still those who were afraid, the teacher would reassure them by saying, "come on, who can answer, *ustadzah* will add one more golden star!". In addition, the teacher called out the names of students who rarely or never responded, then assisted in answering them.

In relation to the activities above, data from the interview revealed that some students were afraid to make mistakes when speaking during learning. This fear was caused by several students unfamiliar with the words stated by the

teacher or other students, making them afraid to speak. It was related when the teacher with initial A explained, as follows.

*"I realized that there was another problem, namely, students were afraid of speaking in front of others. They were afraid of making mistakes. For example, fear of mispronouncing words and misinterpreting words. And I think they were afraid because there were new words that they may just read or heard. So I usually discuss these new words with them and ask them to repeat their pronunciation so that their pronunciation becomes proper and they feel confident because they already know how to pronounce and understand a word."* (personal communication, August 10th, 2021).

From these data, the researcher drew the conclusion that the English teacher faced inhibitions in using speaking strategies when students were inhibited to speak in front of others because of problems pertaining to shyness and fear.

#### **4.1.2.2 The Students Hardly Participated in Speaking Activities**

Based on the data obtained from observations and interviews, the researcher discovered one of the difficulties encountered when implementing strategies used by teacher when teaching speaking. In this case, the students hardly participated in speaking activities. They were problems pertaining to the volume of students' voices and problems pertaining to students who were more dominant in speaking.

Observational data revealed that students were less likely to participate in speaking activities due to their low pitched voices while others spoke with high

pitched voices, so the teacher was unaware when they spoke out. For instance, when the teacher asked questions or asked students to express their opinions, some students' voices were lower than others. So the teacher could not hear their voices or respond and instead concentrated on students who were excited and had louder voices. For instance, the students answered while screaming until the teacher recognized that they had answered correctly.

The data obtained from the interview also showed that the teacher realized some students did not participate in class since their voice quality was inferior to that of their peers. The teacher with initial A explained as follows.

*"I noticed it too. As we know, elementary school students are known for their active behavior, talkativeness, and high curiosity, but some are less willing to speak. It is not because they do not want to, but they have lower voices than their classmates, so their voices are covered by classmates whose voices are higher and more enthusiastic than their own."* (personal communication, August 10th, 2021).

Furthermore, another problem that caused students to participate in speaking activities hardly was that several students were more dominant in speaking, while the others chose to give in and be silent. For example, when the teacher asked questions or asked students to express their opinion, some students were persistent and insistent on having their questions or comments answered than other students in the class. Some students were more enthusiastic, their voices were bigger, and they did not give up if the teacher had not appointed them when they wanted to speak or answer so that the teacher often noticed them.

Another example was that students were more enthusiastic when the teacher gave golden stars to students who could answer. Therefore this caused the teacher to focus more on themselves than others.

Concerning the activities above, the data from interviews also confirmed that the teacher was aware that there was a problem in the form of students who were more dominant in speaking. The teacher with initial A confirmed as follows.

*"Yes, I am aware of that. I realized that there were two students who always respond and always want their words answered so I focused more on them."* (personal communication, August 10th, 2021).

In addition, the teacher also added reasons that caused students to be more dominant in wanting to talk than other students. The teacher with initial A claimed as follows.

*"Apart from the fact that elementary school age is the golden age, where students' curiosity and enthusiasm are very high, another reason was that students were also competing to get a reward in the form of a golden star from the teacher if the answer was correct."* (personal communication, August 10th, 2021).

From these data, the researcher concluded that students participated in speaking activities hardly due to problems with the volume of their voices and students who were more dominant in speaking.



## 4.2 Discussions

After the researcher analyzed the result of data analysis by using thematic analysis, the researcher found that the English teacher utilized several strategies to teach fifth grade learners speaking skills.

First, the teacher used a combination of brainstorming and role playing strategies for teaching speaking to the students. The teacher began the learning activities in the pre-speaking activities by using the brainstorming strategy. The teacher brainstormed the lesson by asking students questions that led to the lesson discussed at this meeting. According to Kayi (2006), the teacher brainstorms students by giving a particular topic to learners. Then, they could create thoughts at a specific time. Anggraeni et al. (2020) found that the teachers used brainstorming strategy in teaching speaking as an introduction. It aims to ensure that learners know what will be taught in class and lose their boredom. Those studies were in line with the data obtained that the teacher asked questions to the students when starting the lesson, which aimed to make the teacher lead their opinions and open their minds that the lesson at this meeting is related to the questions. In this case, the lesson was about personal information.

The next stage was while-speaking activities. In the while-speaking activities, the teacher implemented several role playing strategy steps. According to Harmer (1984), in employing role playing strategy to teach speaking, the teacher will use various guidelines to encourage students to role-play, such as letting them to choose who they want to be, expressing their thoughts, or asking them to portray a specific character (as cited in Kayi, 2006). Anggraeni et al.

(2020) found that the teachers applied role playing to allow children to practice their speaking skills based on the character. These studies were in line with the data obtained that the teacher applied the scripted role play where the teacher asked students to portray certain characters based on the prompts. The steps used by the teacher in applying the role playing strategy were; first, the teacher instructed the students to open the lesson, which depicted conversation. Second, the teacher guided the students by repeating the conversation. Third, the teacher and students discussed the meaning of the conversation. Fourth, the teacher taught how to enter the information in the role card into conversational sentences. Fifth, the teacher explained the task that students had to use the information in the role card under the sample conversation, put it into the conversation, and play a role with their partner in front of the class by using conversational references and the information in the role card. Sixth, the teacher randomly divided the students into pairs, where each pair got 1 of the information in the role card. Seventh, the teacher gave students time to practice the dialogue with a partner.

The last stage in applying the role playing strategy in teaching speaking was post-speaking activities. In the post-speaking activities, the students did conversation based on the prompts with their partner in front of the class. The teacher could measure students' speaking ability in this stage. In line with Brown (2001), in accomplishing an objective assignment, role-playing can be done with a single person, in pairs, or groups, with each individual assigned a specific role to perform. In this case, the teacher encouraged students to act out characters by conversing with their pair. As a result, the brainstorming and role playing

strategies made students become active, creative, brave, and able to talk and carry out conversations with their partners with the help of brainstorming and role playing strategies.

Second, the teacher used a combination of brainstorming and mind mapping strategies for teaching speaking to the students. The teacher used the brainstorming strategy to begin the learning activities in the pre-speaking activities. The teacher brainstormed the lesson by asking students questions that led to the lesson discussed at this meeting. According to Kayi (2006), the teacher brainstorms students by giving a particular topic to learners. Then, they could create thoughts at a specific time. Anggraeni et al. (2020) found that the teachers used brainstorming strategy in teaching speaking as an introduction. It aims to ensure that learners know what will be taught in class and lose their boredom. These studies were in line with the data obtained that by opening the course by asking the students questions, the teacher could lead students opinions and engage their minds to the fact that the lesson at this meeting is related to the questions. In this case, the lesson was about self-introduction.

The next stage was while-speaking activities. In the while-speaking activities, the teacher implemented several mind mapping strategy steps. According to Suparlan in Buzan (2007), the use of the mind mapping strategy in the teaching and learning process is guided by four steps: the teacher gives a text to the students, the students identify the keywords inside each subtopic, the students create a scheme or concept in the form of a map, and the students explain the relationship between each concept. While the researcher's data revealed a

more detailed sequence of steps when the teacher used the mind mapping strategy to teach speaking, namely, first, the teacher asked students to open the lesson, which presented an unfilled mind map. Second, the teacher and students discussed the meaning of each part in the mind map. Third, the teacher guided how to fill in the answers. Fourth, after all of the students had finished filling out the mind map, the teacher taught how to assemble the information in the mind map into introductory sentences. Fifth, students were asked to memorize the shape, what was listed in the mind map they had made, and how to assemble the parts in the mind map to become introductory sentences. Sixth, the teacher gave time to students to practice introductory sentences by themselves.

The last stage in applying the mind mapping strategy in teaching speaking was post-speaking activities. In the post-speaking activities, the students introduced themselves using the mind map reference they previously made. The teacher could measure students' speaking ability in this stage. In line with Phail in Buzan (2007), one of the reasons the implementation of mind mapping is useful is that it allows the teacher to assess her students' understanding after she has finished a topic. Nasution (2020) found that by using mind mapping strategy the students were more active in following the lesson, most students were not embarrassed to express their opinions, and students were less noisy, allowing them to focus more on the lesson and actively follow the teacher's instruction. These studies were in line with the data obtained that the teacher encouraged students to introduce themselves one by one based on the mind map they had previously made in turns. As a result, the brainstorming and mind mapping

strategies helped the students express opinions, complete all tasks, remember sequences of information, and speak smoothly in the order of self-introduction.

Third, the teacher used a combination of brainstorming, picture describing, dan role playing strategies for teaching speaking to the students. The teacher began the learning activities in the pre-speaking activities by using the brainstorming strategy. The teacher brainstormed the lesson in the form of questions linked to the lesson to be discussed at this meeting. According to Kayi (2006), the teacher brainstorms students by giving a particular topic to learners. Then, they could create thoughts at a specific time. Anggraeni et al. (2020) found the teachers used brainstorming strategy in teaching speaking as an introduction. It aims to ensure that learners know what will be taught in class and lose their boredom. These studies were in line with the data obtained that by asking questions to the students at the outset of the class, the teacher could open their thoughts and lead their opinions. In this case, the lesson was about giving directions in which students would describe a school map picture and play a role.

The next stage was while-speaking activities. In the while-speaking activities, the teacher applied picture describing initially, then role playing strategies since the material to be taught discussed giving directions where there was a school map and dialogue. According to Scott and Ytreberg (1993), the attention and concentration spans of young learners are limited. The attention span of young learners is short, and they get bored within 5-10 minutes (Harmer, 2007). These studies supported the data acquired from interviews, which indicated that the teacher used a different strategy because elementary learners were quickly

bored and adjusting the topic to be taught. Therefore, the teacher employed different strategies.

Initially, in the while-speaking activities, the teacher utilized picture describing strategy to teach giving directions using appropriate prepositions based on the school map. Kayi (2006) stated that the teacher can enhance the learners' speaking ability by presenting them with a picture and having them describe what is in the picture in front of the class. Anggraeni et al. (2020) discovered that students could learn new vocabulary and practice their speaking skills by employing picture describing strategies. These studies were in line with the data gathered that the teacher presented a school map where students were asked to describe the picture to give directions using the suitable prepositions based on the school map picture. The steps used by the teacher in applying the picture describing strategy were; first, the teacher asked the students to open the lesson, which contained a picture of the school map. Second, the teacher taught the students on how to describe the location of a particular room on the school map by employing the right prepositions to give direction. Third, the teacher mentioned some students' names and asked them to describe some rooms using the right prepositions. Thus, students not only learned how to use suitable prepositions, but they also learned a lot of new vocabulary and how to give directions if someone asked a direction.

The teacher continued the lesson by utilizing role playing strategy after the students knew how to describe an image to convey the direction of a place by using proper prepositions with the help of a picture describing strategy. Using the

role playing strategy to teach speaking, Harmer (1984) states that the teacher will use various guidelines to encourage students to role-play. These guidelines include allowing students to choose who they want to be, expressing their thoughts, or asking them to portray a specific character (as cited in Kayi, 2006). In addition, Anggraeni et al. (2020) found that teachers used role playing strategy to allow youngsters to develop their speaking ability based on the character to be played. These studies were in line with the data obtained that the teacher applied the scripted role playing, in which students were asked to portray specific roles in response to instructions. The steps used by the teacher in applying the role playing strategy were; first, the teacher instructed the students to open the lesson, which depicted conversation. Second, the teacher guided the students by repeating the conversation. Third, the teacher and students discussed the meaning of the conversation. Fourth, the teacher taught how to enter the information in the role card and school map into conversational sentences. Fifth, the teacher explained the task that students had to use the information in the role card and school map below the sample conversation, include it in the conversation, and play a role with their partner. Sixth, the teacher randomly divided the students into pairs, where each pair got 1 of the information in the role card. Seventh, the teacher gave students time to practice the dialogue with a partner.

The last stage in applying the role playing strategy in teaching speaking was post-speaking activities. In the post-speaking activities, the students played a role based on the instructions given in front of the class. The teacher could measure students' speaking ability in this stage. In line with Brown (2001), in

accomplishing an objective assignment, role-playing can be done with a single person, in pairs, or groups, with each individual assigned a specific role to perform. In line with the research result, the teacher encouraged students to act out characters by conversing with their pair. As a result, with the help of brainstorming, picture describing, and role playing strategies, students became active, creative, knowledgeable, brave, and capable of conversing with their partners.

Having analyzed the data, the researcher also discovered several problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang. The first problem was the students were inhibited to speak in front of others. This problem was caused by some students felt ashamed and afraid to speak in front of the teacher or their classmates. This result was in line with Ur (1996), speaking requires some face-to-face interaction with an audience; therefore, inhibition is caused by students' embarrassment and fear of making a mistake when speaking in class because it is a foreign language. Similarly, Arodjiah (2020) discovered that students are shy, uncomfortable, and concerned about mispronouncing words or sentences when they have to speak in front of their teachers and peers. In this research, it was found that students turned off the camera, turned off the voice, glanced down rather than look at the teacher's eyes or the laptop screen when speaking, which indicated that they were shy. In addition, students were also afraid of making mistakes when speaking during learning, such as mispronouncing and misinterpreting sentences. Therefore they remained silent.



The last problem was students hardly participated in speaking activities. This problem was due to their low-pitched voices. According to Ur (1996), only one person can speak at a time if they want to be heard. Overby et al. (2007) found that teachers associated students' low-pitched speech with more behavior problems than students' high-pitched speech or pitch with normal intelligibility. In accordance with this notion, the researcher discovered that students who were given the opportunity to speak were those whose voices were louder since students with smaller voices were rarely the attention of the teacher. As a result, the teacher could not hear their voices or respond to them and instead concentrated on extremely enthusiastic students and had bigger voices.

Another barrier contributing to the students' hardly participating in speaking activities was the appearance of some students who were more dominant in speaking. According to Ur (1996), each student has limited opportunity to talk in a large class, and one student dominates the conversation. So the teacher focuses on that person because she talks too much while the others are silent. Arodjiah (2020) found that there are constantly active learners, which causes other students to become inactive from the learning process. Related to this problem, the behavior of students in this research indicated that some students were more dominant and enthusiastic than their classmates, their voices were more prominent, and they did not give up if the teacher had not appointed them when they wanted to speak or answer so that the teacher often noticed them. Therefore, the teacher focused more on the dominant student than others and made other students give in and be silent.

The researcher also discovered several solutions applied by the teacher in facing those problems when applying strategies to teach speaking. Harmer (2001) suggests that teachers might help their students overcome their difficulties in speaking by: 1) providing them with meaningful and engaging material; 2) giving them the freedom to respond to real-world circumstances with their own ideas and perspectives, rather than being limited to studying abstract concepts; 3) giving students several assignments that they can do rather than risking embarrassing them; 4) provoking intellectual activity by assisting students in becoming aware of various ideas and concepts that they can work out on their own with the guidance teacher. In line with the research result, there were some possible solutions that the teacher could have applied to the problems; those were: 1) choosing an appropriate strategy to teach speaking; 2) mentioning the names of students who weren't as active as their classmates. Then the teacher asked the student a question or asked the student to respond to something, which made the student more confident and active in speaking; 3) convincing students to dare to express opinions because wrong and right were natural things; 4) managing teaching and learning time and opportunities for each student so that the teacher could focus on all students in the class.