

Understanding Classroom Activities in Speaking Courses in College: A Case Study in the Post-Pandemic Era

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ABSTRACT

Classroom activities are crucial in speaking courses as they significantly influence students' speaking abilities. It is imperative for lecturers to employ appropriate activities tailored to student needs. This study aims to investigate the classroom activities utilized by a lecturer in a "Speaking for Informal Interaction" class for first-semester students at the English Education Study Program of Sriwijaya University. This qualitative case study investigated the classroom activities employed by a lecturer in the "Speaking for Informal Interaction" class for first-semester students at the English Education Study Program of Sriwijaya University. Purposive sampling was utilized to select a sample comprising one lecturer and six students out of a total of thirty-three. Data collection methods included document analysis, observation, and interviews, followed by a three-step qualitative data analysis process: data reduction, data display, and conclusion drawing. The investigation revealed a variety of classroom activities structured into three stages, including 10 activities during the "whilst activities" phase: prepared talk, discussion, role-play, storytelling, brainstorming, interviews, describing pictures, reporting, communication games, and question and answer sessions. These activities were found to significantly enhance student engagement and comprehension in the speaking class. These results underscore the importance of varied and interactive classroom activities in language education, potentially informing curriculum design and teaching strategies not only in English education but also in language learning contexts worldwide. By embracing diverse pedagogical techniques, educators can better cater to students' learning needs, ultimately contributing to more effective and engaging language education globally.

1. Introduction

Education transforms individual and collective human behavior through learning and training. Education involves the interaction between two parties, which are the lecturer and students in the classroom. Learning a language is one of the fields of education. Language is a communication system that is used by people to communicate with others including sounds or spoken language, written language, and signed language that conveys meaning to express the speakers' ideas (Muhaimin, 2023). Therefore, language is not only something that has no meaning in it. It conveys an idea that the speaker wants to say and to express.

In today's interconnected world, proficiency in English has become indispensable. The advent of the internet enables global interactions, positioning English as a pivotal language for connecting individuals across different cultures and regions

(Taguchi & Ishihara, 2018). Learning the English Language might be a hard task for some people because the learner has to learn the four skills of the English Language.

One of the most important skills in learning the English Language is speaking skills. El Majidi et al. (2021) mentioned speaking is at the heart of second language learning. It is important because speaking is used by humans to communicate and express their thoughts, ideas, intentions, viewpoints, and hopes to others. "Speaking is the skill that the students will be judged upon most in real-life situations" (Rao, 2019). On the other hand, sometimes students fail to deliver their ideas in the speaking classroom because they lack vocabulary and do not know how to talk it out loud. Although speaking skills are an important aspect of English, in fact learning speaking skills are also the hardest thing to do. Based on students' point of view, speaking skills is one of the most difficult skills to be learned (Pinatih, 2021).

The acquisition of speaking skills in English is acknowledged as a formidable challenge for many learners, attributed to the comprehensive linguistic competencies required. As [El Majidi et al. \(2021\)](#) have articulated, speaking is the essence of second language learning, serving as the primary medium through which individuals communicate thoughts, ideas, intentions, and a spectrum of human emotions. Echoing this sentiment, [Rao \(2019\)](#) argues that speaking skills are crucial as they are often the basis upon which individuals are evaluated in real-life scenarios. However, attaining proficiency in speaking is fraught with difficulties; learners commonly grapple with expressing themselves due to inadequate vocabulary and a lack of confidence, rendering speaking one of the most intimidating components of English language mastery ([Pinatih, 2021](#)).

The imperative for effective communication skills is magnified in the context of globalization ([Leleka, 2022](#)). Nonetheless, the predominance of teacher-centered pedagogies in many educational systems, including Indonesia's, can significantly impede the advancement of speaking abilities. Such methodologies often limit students' opportunities for practice, fostering an environment where fear of judgment and a diminished interest in speaking are prevalent ([Riadil, 2020](#)). This educational challenge is further validated by [Ngatmini et al. \(2018\)](#), who discovered that in four university settings, classroom activities heavily favored lecturer input, leading to students feeling less confident and poorly understood. This scenario aligns with the researcher's observations, noting students' hesitance and the limitations imposed by certain learning activities on their ability to practice and improve speaking skills.

Despite identifying a range of activities that could ostensibly enhance speaking abilities—such as discussions, role-playing, and group projects ([Anggraini, 2018](#); [Maghenddam, 2018](#))—a discernible gap exists between the potential of these activities and their effective implementation. [Tashpulatovna \(2023\)](#) delves into the methodologies for teaching speaking skills, including the underpinning theories and principles, yet a significant disconnect persists between pedagogical theory and the actual practice of fostering genuine communicative engagements ([Tuspekova et al., 2020](#)). Preliminary research, including observations and interviews within a course focused on informal speaking interactions, revealed various obstacles. These ranged from the inappropriateness of certain learning activities to a widespread lack of confidence among students, particularly introverted individuals.

Therefore, this research endeavors to explore and fill the existing gaps by scrutinizing the effectiveness and variety of classroom activities designed to promote speaking proficiency in an English language learning context. It aims to reconcile the theoretical frameworks with practical application, focusing

particularly on the disparity between educators' intentions and the actual efficacy of speaking activities in enhancing students' speaking skills. By conducting a detailed investigation within a college-level speaking course, this study seeks to shed light on how young adult learners can improve their speaking abilities through a comprehensive evaluation of learning objectives, resources, media, teaching approaches, and classroom activities. This research is poised to contribute valuable insights into the diversity and impact of teaching strategies on speaking proficiency, potentially offering alternative methods to enrich the teaching and learning process in the domain of English language education. Through this exploration, the study will illuminate the various teaching and learning activities applied in speaking courses, aiming to satisfy academic curiosity regarding the dynamic nature of speaking class activities and to provide pragmatic solutions for enhancing the pedagogical experience.

2. Method

This qualitative case study investigated the classroom dynamics of the "Speaking for Informal Interaction" course for first-semester students at Sriwijaya University. The selection of this approach was motivated by our aim to deeply understand speaking practices within their authentic contexts, focusing on interactions and interpretations by both teachers and students. The nature of this study called for observational methods to capture the essence of these practices in their natural settings, emphasizing the descriptive, process-focused, and inductively analyzed aspects of the research.

The participant group comprised 33 students and a lecturer from the "Speaking for Informal Interaction" course, part of the English Education Study Program at the Faculty of Teacher Training and Education, Sriwijaya University. Purposive sampling was utilized to select interview participants, resulting in a diverse group consisting of one lecturer and six students, representing a range of English proficiency levels (low, medium, and high). Conducted from August to December 2023, during the academic year's first semester, the study received prior informed consent from the school principal for access and research activities.

A specific class of 33 first-semester students was chosen to understand how newcomers to college life engage in English speaking practices spontaneously. This focus on a single class aimed to enhance the study's validity, adhering to [Miles & Huberman's \(1994\)](#) recommendations for case study research.

Participant selection was guided by purposive sampling, targeting first-semester students enrolled in English classes and non-native English-speaking lecturers. The students' average age ranged from 17 to 18 years. Out of the 33 students, six volunteered for individual interviews. Although two lecturers were

initially approached, one agreed to participate, offering insights into the students' overall performance and characteristics. All participants gave informed consent before data collection, ensuring confidentiality through the use of codes (e.g., "L" for Lecturer, "S1" to "S6" for Students).






Data collection involved document analysis, observations, and interviews. Documents, specifically syllabi, were qualitatively analyzed following Anggraini's (2018) checklist, covering learning objectives, materials, methods, and activities. Observations of six classroom sessions were conducted as a non-participant observer, guided by Anggraini (2018) and Sudirman (2022), capturing teaching and learning stages (pre, during, and post-activities). Interview questions, developed in collaboration with Ramdhany and Sabariyanto (2023), Pertiwi (2022), and Anggraini (2018), were validated by three experts. Conducted in Indonesian for ease of communication, interviews lasted approximately 45 minutes, recorded and transcribed verbatim, focusing on classroom activities, student and teacher perceptions, and learning challenges.






Data analysis employed a descriptive approach, focusing on content analysis. Following Miles and Huberman (1984), this involved data reduction, display, and conclusion verification. Thematic analysis, guided by Braun and Clarke (2006), utilized both inductive and deductive methods. The analysis began with deductive coding based on predetermined themes related to speaking activities and classroom interactions. Inductive coding was later applied to data segments that did not fit existing categories, leading to the formation of new categories and themes.

4. Result

This study analyzed classroom activities in a college-level speaking course through descriptive and content analysis, exploring how young adult learners enhance their speaking skills with various learning tools, resources, methods, and activities. It aimed to clarify if these activities were varied or monotonous, offering insights to potentially enrich the teaching and learning experience. Highlights from eleven weeks of classroom observations are presented in the figures below.

Table 1. Classroom Activities in A Speaking Course

ANALYSIS ASPECT						
		LESSON OBJECTIVES	MATERIALS - RESOURCES	MEDIA	METHOD	SPEAKING ACTIVITY
	WEEK 1 MEETING 6	Students are able to use and respond Invitation	a. Informal Invitation b. Accepting and declining invitation c. Beginning an invitation d. Suggesting another time e. Setting the time and place in a formal and informal way	a. YouTube b. Module	a. Discovery Learning b. PjBL	a. Prepared Talk (Students' and Lecturer presentation) b. Role play c. Question and answer
	WEEK 2 MEETING 7	Students are able to use and respond telling direction	a. Asking for Direction b. Telling the direction c. Preposition of place	a. YouTube b. Google Maps	a. Discovery Learning b. PjBL	a. Prepared Talk b. Brainstorming c. Question and answer d. Reporting e. Storytelling f. Group discussion Communication games.
	WEEK 3 MEETING 8	Mid semester test	a. Time expression b. Invitation expression c. Telling direction	Phone	PjBL	a. Discussion b. Role play c. Lecturer and Peer feedback
	WEEK 4 MEETING 9	Students are able to use and respond Likes and Dislike	a. Asking Like and Dislike expression b. Answering Like and Dislike Expression	a. E-book b. Quizlet c. Web d. LMS	a. PjBL b. Discovery learning	a. Discussion b. Brainstorming c. Prepared talk d. Role play e. Interview f. Lecturer and Peer feedback
	WEEK 5 MEETING 10	Students are able to use and respond talking about personal history	a. Talking about a thing and make it a speech b. Talking about personal history c. Clarifying information Being specific	a. Audio b. E-learning c. YouTube d. Power point	Discovery learning	a. Discussion b. Communication games c. Reporting

ANALYSIS ASPECT						
CLASSROOM ACTIVITIES IN A SPEAKING COURSE						
		LESSON OBJECTIVES	MATERIALS - RESOURCES	MEDIA	METHOD	SPEAKING ACTIVITY
	WEEK 6 MEETING 11	Students are able to use and respond talking about personal history	Indonesian heroes' presentation.	Pictures	Project based learning.	a. Brainstorming b. Prepared talk (Students presentation) c. Describing pictures d. Lecturer and peer feedback e. Question and answer
	WEEK 7 MEETING 12	Students are able to use and respond to what would you like to eat (restaurant)	a. Indonesian heroes' presentation b. Asking what would you like to eat c. Answering what would you like to eat d. Asking another menu	a. Zoom b. LMS c. Pictures d. Book	a. Discovery Learning b. PjBL	a. Prepared Talk b. Describing pictures c. Question and answer d. Lecturer and peer feedback e. Reporting f. Role play
	WEEK 8 MEETING 13	Students are able to use and respond describing people	a. Expression of asking a person to describe someone b. Expression of answering the question c. "She looks like a policeman; she wears a police uniform.	a. LMS b. YouTube	Discovery learning	a. Discussion b. Reporting c. Describing pictures
	WEEK 9 MEETING 14	Students are able to use and response describing people	Discussing the current problem happened around the university	Websites	Problem based learning	a. Pair discussion, b. Prepared talk c. Lecturer feedback d. Describing pictures
	WEEK 10 MEETING 15	Students are able to use and response asking about others (How have you been)	a. Talking about a thing and make it a speech b. Talking about personal history c. Clarifying information Being specific	a. Audio b. E-learning c. YouTube d. Power point	Discovery learning	a. Brainstorming b. Discussion

ANALYSIS ASPECT						
CLASSROOM ACTIVITIES IN A SPEAKING COURSE						
		LESSON OBJECTIVES	MATERIALS - RESOURCES	MEDIA	METHOD	SPEAKING ACTIVITY
	WEEK 11 MEETING 16	Students are able to use and respond talking about personal history	Indonesian heroes' presentation.	Pictures	Project based learning.	a. Brainstorming b. Prepared talk (Students presentation) c. Describing pictures d. Lecturer and peer feedback e. Question and answer

Based on document analysis which analyzed the syllabus, the researcher found that the syllabus provided information regarding the plans and objectives of learning activities for speaking for informal interaction class. The syllabus also provided the material, media, and method that would be used in the classroom. The researcher found the materials were about inviting people, telling direction, understanding and using like and dislike expressions, talking about personal history, asking preference in eating, describing a person, and asking someone's news. The researcher also found that the syllabus had provided the source of materials and media that would

be used for the learning activities. There were modules with the title "Person to Person", YouTube, Google Maps, Quizlet, Pictures, E-learning, and PowerPoint. The methods of study were also mentioned in the syllabus, some of the methods were discovery learning, group discussion, rubric, and pair.

From the observation and interview, the researcher found there were three stages of speaking learning activities consisting of various learning activities, they were pre-teaching and learning activities, whilst teaching and learning activities, and post teaching and learning activities.

4.1 Pre-Teaching and Learning Activities

From the observation results, during pre-teaching activities, the learning activities were:

- a. The lecturer opened the class by greeting the students while asking the lesson for that day.
- b. The lecturer asked the students to check on their attendance on e-learning if it is an online class.
- c. The lecturer asked students to download the material in the e-learning for the meeting.
- d. The lecturer had a small talk about the students' days for the past week.
- e. The lecturer discussed the previous learning materials to recall last week's material.
- f. The lecturer motivated the students.

Those findings were supported by the interview results with the lecturer and students:

"In pre teaching activities, firstly I would like to greet my students and ask for their life and conditions. Then, I usually had some questions for them to answer, but the question would be guided to the material that we will discuss on that day. In the first meeting, we had an activity written in our syllabus about introduction to the lesson, so we did introduce about RPP, we're talking about the activities, the references, and the objective of the classroom what are the target that the students should achieve at the end of the class, and the time duration of their learning. Also, we did recall the students' previous meeting topic. For the motivation itself, I don't always do but I frequently do that. But I don't always do it in pre teaching, usually also do it in whilst activities or even in the post activities."

Excerpt 1 (L)

"The things we did in pre-teaching activities were, checking our attendance, and checking the material for the meeting that day at e-learning. Usually, our lecturer greeted us in the meeting. The lecturer also asked us about our days or just checked in our conditions. Also, we used some media in pre-teaching activities, such as e-learning for checking the attendance list and learning material. We also used the WA group for the asynchronous learning activities."

Excerpt 2 (S1)

4.2 Whilst Teaching and Learning Activities

From the observation and interview results, during whilst teaching and learning activities, the lecturer applied various methods in the teaching process, such as project-based learning, problem-based learning, and discovery learning. With those methods, the

lecturer applied various learning activities such as prepared talks, discussion, role-play, storytelling brainstorming, interview, describing pictures, reporting, games, and question and answer. During the interview, they said said:

"For the method, I mostly used project based and case based."

Excerpt 3 (L)

"For the method, as far as I know, our lecturer applied some methods such as project-based learning and problem-based learning."

Excerpt 4 (S2)

a) Prepared Talk

From the first day of observing the classroom learning activities, the researcher found the first learning activities were applied by the lecturer in whilst teaching and learning activities were prepared. The advantage of prepared talk in speaking class is increasing motivation and improving language productions. The prepared talk in this class were the lecturer and the student's prepared presentation, and video project. For example, in the first classroom observation held on 22 September 2023, students were asked to present their video and explained and elaborated the things in the video. In the second observation, the lecturer asked students to present the giving direction expression that they had searched on the internet. In these learning activities, the lecturer and students used some media in delivering the presentation, such as PowerPoint, YouTube, and learning modules. Also, from the observation, the researcher found that the prepared talk would be evaluated by the lecturer and students by giving feedback regarding students' grammar, pronunciation, and fluency.

Those findings were supported by the interview result from the lecturer and the students.

"So, I instruct the students to do projects in their daily routine in the classroom. They made a lot of videos. I ask students to make a video related to some topics that they have discussed."

Excerpt 5 (L)

The findings indicate that the lecturer utilized prepared talk activities during the teaching and learning sessions, employing project-based learning approaches complemented by various media tools including YouTube, websites, PowerPoint, Canva, and learning modules.

b) Discussion

From the observation, discussion learning activities almost applied in every meeting. Discussion was applied on the first observation where the lecturer asked students to discuss and make a dialog based on the person-to-person module. In the second

observation, discussion was applied in the first whilst teaching activities where the lecturer discussed the material for that day's meeting. Also, in the third observation, the researcher found discussion learning activities where the lecturer asked students to discuss for 25 minutes to make a conversation. From the observation, during students' discussion, the lecturer almost did not take part in students' discussion, except for discussing the material for that day. During the discussion, the researcher found that students were actively expressing their ideas to other students although some of them talked in Indonesian Language, not English.

Those findings were supported by the interview result from the lecturer and the students.

"We mostly discussed the lesson on that day, and I sometimes invite the students to have a brainstorm or a discussion, it could be group discussion or pair discussion about certain things. I usually applied problem-based method, so I provided an issue that the student need to discuss and they need to elaborate their opinions about the issue in front of the classroom"

Excerpt 6 (L)

"When it comes to the group discussion, the lecturer is involved in the discussion, not only one student who was dominant. Most of the students involved in the group discussion based on their capability in delivering their opinions."

Excerpt 7 (S4)

Based on those findings, it can be concluded that discussion activities were applied by the lecturer in the teaching and learning activities by using problem-based learning methods and websites as the media.

c) Role Play

Based on the observation, the researcher found a lot of roles play activities during the learning activities in every meeting. In the first observation, the lecturer asked students to be in pairs and did the role play about invitations where the first student needed to invite other students to her house. Lecturer and student mentioned:

"Okay Fahrani, please invite Indah to something, and Indah, you should decline it because the invitation doesn't match your time table"

Excerpt 8 (L)

The role play conversation:

Fahrani : "Do you want to have dinner with me Indah?"

Indah : "Yes, I do. I usually have a dinner at 6.30"

Fahrani : "Okay, I'm waiting for you"

In the mid-term test, the test was a role play activity where the lecturer asked students to be in

pairs to do the role play talking about telling time, invitation, and direction that would be performed in front of the classmates for at least 5 minutes and being recorded. Based on the observation, some students were fluent in speaking, yet some of them were not fluent in speaking, and it was only a pair of students who achieved the 5 minutes minimum. Another meeting that applied role play activities was in the fourth meeting observation which was meeting 9. The lecturer asked students to role play from the pictures and dialogs on the learning module and role play with their own conversation.

From the observation, the researcher found that after the role play activity was applied, the lecturer would give feedback and praise students' performance. In some meetings, the lecturer also asked other students to give feedback to students' role play. For example, in the mid-term test, the lecturer gave feedback about students' grammar where the student said "I don't know where is your house" should be "I don't know where your house is".

The observation results were in line with the lecturer and the students' interview results.

"After having those kinds of discussion, individually or normally in groups or pairs we usually try to do role play and simulation after seeing some kinds of learning media, it could be from a video or the books itself, or it could be from the pictures."

Excerpt 9 (L)

"I think the most applied learning activity is role play. The lecturer commanded two students to have a dialog based on the conversation in the learning material, and every pair of the students needed to perform the dialog one by one. For the teaching procedure, our lecturer usually asked us to read the dialog in the pdf material first if it is related to role play topics."

Excerpt 10 (S5)

The findings reveal that the lecturer integrated role play activities into the teaching and learning process, utilizing project-based learning approaches alongside various media, including YouTube videos, pictures, and learning modules.

d) Storytelling

Meeting seven and fourteen were the only meetings that applied storytelling activity. In the seventh meeting, the lecturer and students discussed directions, and a student started to share her experience being lost somewhere. For meeting fourteenth, the storytelling activity was storytelling a person that the students admired. Lecturer asked students to be in pairs and told their pair mates about the person they admire for 5 minutes. From the observation, the researcher found that during the storytelling activities in meeting fourteenth, the students were talking actively with broken English

such as combining English and Indonesian and grammar errors. When students did the story telling, the lecturer was sitting and monitoring the students.

After the students finished with the pair storytelling, lecturer asked students to retell what they have got from their pair mate. Students were chosen by the lecturer to retell the story in Front of the classroom. After the activity was done, lecturer gave feedback and evaluation to students, such as reminding the students that they did not describe the appearance of the person they admire to.

Based on those findings, it can be concluded that storytelling activity was applied by the lecturer in the whilst teaching and learning activities.

e) Brainstorming

Based on the observation, brainstorming activity was mainly done in the beginning of whilst activity where the lecturer asked students to brainstorm the lesson for that day. Such as in meeting ninth where the lecturer started the brainstorming activity by asking a question to stimulate students with the material. The question was "Do you like speaking English?". Students answer the question enthusiastically by saying "Yes, I do like speaking English because it makes me more confident".

It is supported by the lecturer and the students' interview results.

"I always invite the students to have a brainstorm. We did a little brainstorming with each other, the students with the lecturer and we tried to tell our opinion about the issues and they tried to state their opinion on that issue whether they agree or disagree about that."

Excerpt 11 (L)

"The lecturer is always doing the brainstorming activities before we deeply discuss the material."

Excerpt 12 (S3)

"One of the learning activities that applied in the classroom was brainstorming."

Excerpt 13 (S4)

The findings demonstrate that the lecturer strategically implemented brainstorming activities in the "Speaking for Informal Interaction" class. This technique was specifically designed to introduce the session's topics, facilitating an environment where students could preliminarily share their thoughts and ideas related to the subjects they were about to delve into. This approach not only served as an icebreaker to stimulate engagement but also prepared the students mentally for the in-depth discussions that were to follow.

f) Interview

The results of the observation showed that the lecturer applied interview activities in the learning activities. It can be seen on meeting 9th when the lecturer asked the students to interview their friends about what they like and dislike.

The observation's results above were in line with the interview results.

"And the method that our lecturer frequently applied was the pair method where she asked us to interview in pairs. Such as, interviewing other students about our learning material for that day."

Excerpt 14 (S1)

The analysis of the data reveals that the lecturer utilized the interview activity method precisely once during the entire course of the meeting. This approach was likely chosen as a focused strategy to engage students in a practical application of their speaking skills, simulating real-life communication scenarios aiming to enhance students' conversational abilities in a controlled yet dynamic setting.

g) Describing Pictures

The results of the observation showed that the lecturer applied describing picture activity in the learning activities. It can be seen in the 11th and 12th where the lecturer asked every group of students to draw their hero's presentation and they need to present their hero's presentation by using the pictures. In this activity, groups of students describe the pictures in front of the classroom in good English speaking because they had prepared the presentation using pictures before the meeting was held.

Another describing pictures activities can be seen in meetings 13th and 14th. Since meeting 13th was an online meeting, the lecturer used E-learning forum discussion as a media to show the pictures and students need to describe the pictures based on their appearance. There were pictures of Shah Rukh Khan and IU. Students describe the picture of Shah Rukh Khan in the forum discussion. One of the students described him with "He has brown short hair, and also brown eyes, and he is Indian" and for IU a student describe her with "her hair is long black, her nose is small, her eyes are black, her face is oval with bright white skin, her lips look flushed red". In the 14th meeting, the lecturer used the same pictures for students to describe using PowerPoint as the media to show the pictures. Lecturer chose students one by one to describe the picture.

From the observations, in describing picture activity, the researcher found some problems done by the students in describing the pictures, for example in meeting 13th and 14th, students have an issue in using has and have modal because they frequently used both incorrectly.

The findings indicate that the lecturer incorporated describing activities into the teaching and learning

process, utilizing the discovery learning method alongside various media resources, including e-learning platforms, pictures, and PowerPoint presentations. This approach was specifically designed to enhance students' understanding and engagement by encouraging them to actively describe and discuss concepts, thereby fostering a more interactive and exploratory learning environment.

h) Reporting

Reporting is one of the learning activities that were applied by the lecturer in speaking for informal interaction class. It can be seen in meeting 10th when the lecturer asked students to check the video on the E-learning and students need to sit based on their group to conclude and present what they got from the video. The reporting activity also applied in meeting 7th when in the beginning of the whilst teaching activity, lecturer asked the students to find giving direction expression on online sources. After 5 minutes, students presented the expression without using their notes or phone.

It was also applied in meeting 13th where the lecturer provided the link of the YouTube video and the document material in the E-learning forum discussion and students need to explain briefly and list of expressions that they have got from the video and document. The students answered actively in the forum, some of them answered with "The video and document are about describing people especially their appearance" and the list of expressions were "what does he look like?" "Could you tell me more about the person?".

The interview result above was in line with the lecturer and interview result.

"Another thing I did in the classroom was asking the students to watch a video, after that we try to get the ideas of the video by assigning one student to explain the video and try to mention new vocabularies for him or her and try to write it down in the whiteboard with the definition so the other students can know about that."

Excerpt 14 (L)

"For the method that we used, I remember our lecturer asked us to watch a biography video and asked us to report the information from the videos."

Excerpt 15 (S5)

Based on those findings, it can be concluded that reporting activity was applied by the lecturer in the whilst teaching and learning activities by using discovery learning method and some media such as YouTube video, Websites, and learning module.

i) Communication Games

Observations revealed that communication games were strategically integrated into the curriculum during the 7th and 9th meetings. In the 7th meeting, the activity involved a guessing game using Google Maps, where students were tasked to guide their peers to a specific location without naming it directly, fostering an interactive and engaging learning atmosphere. This game encouraged students to open Google Maps on their phones and take turns at the front of the class to provide directions to a mystery location, prompting others to guess the destination based on these clues. The activity was met with enthusiasm, as students actively participated in guessing, demonstrating the effectiveness of incorporating game-based learning to enhance engagement.

The 9th meeting introduced a different game, which involved answering questions through a Quizlet web link previously shared in the class WhatsApp group. Due to unforeseen circumstances, the lecturer required the students to engage with this activity independently after class. This approach to homework was innovative, extending the learning experience beyond the classroom in a manner that was both interactive and flexible.

These findings suggest that the lecturer successfully employed communication game activities as part of the teaching and learning process, adopting the discovery learning method. By leveraging modern media tools such as smartphones, Google Maps, WhatsApp, and Quizlet, the lecturer facilitated a dynamic and participatory learning environment. This method not only enhanced students' engagement but also supported the development of their communication skills in an enjoyable and practical context.

j) Question and Answer

Question and Answer activities were applied in every meeting because the lecturer offered and gave students opportunities to ask and answer the question, even the lecturer sometimes asked questions about the students' works. For example, in meeting 6th when the lecturer asked students to ask questions to the students' presentation and presenting students needed to answer the questions. Or in meetings 11th and 12th where the lecturer asks every student's group to ask a question to every presenting group. Mostly the question-and-answer learning activities were applied after students or lecturer presentations. In this activity, the lecturer was the one who always motivated students to ask questions. If the lecturer didn't order the students to ask questions, then the students would not ask a single question.

The interview result above was in line with the lecturer and student interview result.

"I invite them to raise their hand to ask questions or express their ideas. It depends on the topic in

the classroom, so there're students who are active in the classroom, they don't need to be invited to speak, but some of the students who are silent in the classroom that they need to be assigned to speak about their opinion."

Excerpt 16 (L)

"Basically, the majority of learning activities in whilst teaching activities were role playing, discussion, and question and answer. The lecturer would ask us what the discussion was about just to check our understanding about the discussion. We answered the question, and the lecturer and other students would give comments to us. After that we would have the kind of question and answer related to our material or the discussion."

Excerpt 17 (S1)

"Sometimes the lecturer pointed out any students or raised our hand to ask questions to the lecturer, yet most of the time our lecturer allowed us to ask and express our opinion."

Excerpt 18 (S5)

4.3 Post Teaching and Learning Activities

From the observation results, during post teaching activities, the learning activities were:

- a. After the whilst learning activities, the lecturer thanked students for being active during the main learning process.
- b. Lecturer reminded students to do the assignment that has been assigned.
- c. Lecturer reminded students to be prepared for the next meeting agenda.
- d. Lecturer asked the students whether they understood the lesson and asked them to ask questions if they had something that they did not understand.
- e. Lecturer closed the classroom by greeting the children.

Those observation results can be supported by the lecturer and students' interview results.

"For post teaching activities, I try to assess students' understanding whether they got all the ideas of the material that day by giving them assignments or tasks to do. After that, I try to conclude the whole things we have discussed in order to let the students understand whether they have achieved the objectives or not. After that, I sometimes but always assigned them homework as a project to do before our next meeting."

Excerpt 19 (L)

"Usually, our lecturer makes a summary about what we've passed through for the whole meeting. The lecturer also reviews the lesson together with the

students. The lecturer also asked the students if they were having curiosity that they wanted to ask or asking if the students understood the question such as "do you understand the whole lesson or just part of it?"

Excerpt 20 (S4)

5. Discussion

This study aimed to explore how classroom activities at the college level could enhance young adult learners' speaking skills, aligning with learning goals, tools, resources, media, and teaching methods. Analysis of the research findings revealed a diverse range of activities implemented by the lecturer, indicating effective learning strategies not confined to a single approach. The structured teaching and learning process comprised three stages, resonating with [Anwar \(2018\)](#), who highlighted that teaching and learning activities, as outlined in [Permendikbud RI No. 103 of 2014](#), are categorized into three distinct phases. This study's outcomes align with [Anggraini \(2018\)](#), noting the lecturer's application of varied learning activities in the speaking classroom, including pre-teaching activities, while-teaching activities, and post-teaching activities, encompassing discussions, role-play, storytelling, brainstorming, interviews, picture descriptions, reporting, communication games, and Q&A sessions as central to the teaching and learning process.

Pre-teaching activities were consistently applied, setting the stage for each session with warm-up exercises to energize students and prepare them for the lesson. This approach aligns with [Permendikbud RI Number 103 of 2014](#), emphasizing the importance of introductory activities. [Arseta et al. \(2020\)](#) corroborated this, showing that English teachers in Bengkulu City's senior high schools engage in similar preparatory activities to foster a conducive learning atmosphere.

During the whilst whilst teaching and learning activities-phase, various methods kept the classroom dynamic and engaging. Notably, prepared talks leveraging multimedia tools like PowerPoint and YouTube, as emphasized by [Yusnimar \(2019\)](#), played a significant role in promoting self-directed learning. Classroom observations highlighted the prevalence of prepared talks and discussions, significantly enhancing students' speaking abilities by requiring thorough preparation, fostering enthusiasm, and critical thinking. [Gemayel and Martin \(2019\)](#) supported this, underlining the importance of delivering successful presentations. Additionally, discussions facilitated interactive learning, helping students improve their language skills despite some facing challenges with vocabulary and grammar, as noted by [Van Duc \(2022\)](#) and [Au et al. \(2020\)](#).

[Gamlo \(2019\)](#) and [Au & Bardakçı \(2020\)](#) highlighted students' preferences for error correction

and the positive impact of feedback on speaking confidence and proficiency. Question-and-answer sessions, brainstorming, and picture descriptions were particularly effective in enhancing students' motivation and speaking skills. Octarina et al. (2021) and Pratiwi & Ayu (2020) found these activities to boost students' engagement, confidence, and language proficiency. Role play emerged as a frequent and impactful activity, supported by varied resources to enhance its effectiveness, in line with findings by Suryamah et al. (2018) and Ernawati (2023), demonstrating its value in improving speaking skills. Storytelling activities also contributed to developing students' critical thinking and creative expression, as corroborated by Ibrahim (2022) and Tandzegolskienė & Balčiūnaitienė (2018).

Interviews and reporting activities facilitated interactive and extensive speaking opportunities, aligning with project-based learning methods and enhancing students' linguistic and social skills. Communication games introduced a responsive element to learning, utilizing digital tools like Google Maps and Quizlet to enrich the speaking experience, echoing the findings of Ho et al. (2019) on the role of games in language learning.

Post-teaching activities aimed at reviewing and consolidating learning, reflecting the stages outlined in Permendikbud RI No. 103 of 2014, emphasizing the evaluation of students' understanding.

The comprehensive application of various teaching strategies and activities suggests a well-rounded approach to speaking instruction, supported by the roles identified by Harmer (2007) and aligning with previous research by Anggraini (2018), Regina (2019), and Zalmi & Sabariyanto (2023). This multifaceted approach has proven effective in engaging students and enhancing their speaking abilities, underscoring the importance of varied and dynamic learning activities in EFL classrooms.

Furthermore, this study's findings have broader implications for the field of language education. They highlight the necessity of incorporating a wide range of activities, such as role-play, discussions, and storytelling into the EFL curriculum to foster a more inclusive and interactive learning environment. This approach not only aids in improving students' speaking abilities but also enriches their overall communicative competence, preparing them for the complexities of real-world interactions. Moreover, the study underscores the significance of feedback and the strategic correction of language errors as crucial elements of the learning process, contributing to students' linguistic accuracy and fluency.

In essence, this research fills existing gaps by providing empirical evidence on the efficacy of diverse teaching strategies in the EFL speaking classroom. It offers valuable insights into how educators can more effectively engage learners and

enhance their speaking skills, thereby contributing to the broader goal of improving language education outcomes. The implications of this study extend beyond the immediate classroom context, suggesting a paradigm shift towards more dynamic and student-centered teaching approaches in language learning settings worldwide.

6. Conclusions

The current study revealed the gap about what should be and the fact of the speaking learning activities. This research provides valuable insights into the teaching and learning activities employed by the lecturer in a speaking course. It covers various aspects such as the stage of teaching and learning activities, the type of speaking, and other related factors. The lecturer applied various learning activities in the speaking for informal interactions class which was divided into three stages of teaching and learning activities, Pre-teaching and learning activities, whilst teaching and learning activities, and post teaching and learning activities. The ten main speaking learning activities included in this study are prepared talk, discussion, role-play, storytelling, brainstorming, interview, describing pictures, reporting, communication games, and question and answer. The lecturer also applied several learning methods such as discovery learning, problem-based learning, and project-based learning, those learning activities and methods were applied by using some media such as YouTube, pictures, websites, learning modules, PowerPoint, Canva, WhatsApp, and E-learning. Therefore, the learning process in the speaking for informal interaction class were various and effective.

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