

## Teaching Activities in An EFL Class for Refugees at Immigration Detention Center in Balikpapan-Indonesia

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### Abstract

This research was designed to study teaching activities for speaking in an EFL refugee class at Immigration Detention Center in Balikpapan. The purpose of this study was to investigate the speaking activities that the teacher conducted, as well as how the teacher worked those activities and the challenges that appeared when the teacher performed teaching activities for teaching speaking. The research was done in Immigration Detention Centre, Lamaru, Balikpapan, in December 2019. The research sample in this study was one teacher of an EFL class of refugees in IDC Balikpapan. The study was based on qualitative case study research. Data were collected by using two instruments, classroom observation, and interview. The result indicated that various activities were conducted by the English teacher for teaching speaking in this class. It showed that the teacher taught ten exercises: discussion, roleplay, brainstorming, storytelling, interview, picture describing, game, presentation, field trip, and cooking activity. The teacher used the real-life situation as the topics for speaking activities in EFL class, applied pair or group learning, motivated the learners, used students centered method to encourage learners to be free to talk, and made only principal corrections when the learners were doing speaking activities. The challenges that the teacher faced while applying speaking activities in this EFL class learning process include language barriers, different educational backgrounds and life experiences, the psychological condition of the learners, and uncomfortable classroom situations. A professional teacher's certificate and training must be needed for teaching EFL refugee classes. So, it is necessary to create a particular course or class for learning to teach EFL classes for refugees in the English Education programs. EFL teacher of refugees is not only teaching language. The teacher is a facilitator, a guide, and a motivator to the EFL learners.

**Keywords:** *Refugees; Teaching Activities; Speaking English; English Teacher*



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### INTRODUCTION

Since 2014 the wave of refugees in Indonesia has significantly increased. There are 14,000 asylum seekers and refugees in Indonesia. They are on the waiting list to be resettled to other countries. In 2015 there were 277 refugees & asylum seekers in Immigration Detention Center in Balikpapan (IDC Data 2017). Most of the refugees in Balikpapan came from Afghanistan, some from Iran and Rohingya. Most of them were young men 18 to 35 in range age. Only a few could communicate in English, mostly speaking the Dari language, the Afghanistan national language. One of the activities Immigration Detention Center for the refugees was the English as Foreign Language

(EFL) class. This activity was conducted to develop the refugees' English communication skills. It also prepared the refugees for their new lives in permanent resettlement countries where English was mainly used for language communication.

Speaking English is very important for a refugee who wants to live in a country where English is used for language communication. The refugees waiting for permanent resettlement need to learn English to communicate in their resettled countries. Some countries for refugees' resettlement are Canada, Australia, the United Kingdom, and others in Europe, where English was mainly the language of communication. For this reason, the refugees must prepare their English skills, especially speaking skills. Speaking is defined as "the building process and sharing means through the use of verbal and non-verbal symbols, in a variety of contexts, and it is regarded as an essential skill in learning and teaching English as a foreign language" (Al-Garni & Almuhammadi, 2019; Chaney & Burk, 1998). Without speaking, people might lack the ability to communicate successfully with others. Nunan mentioned that learning the speaking skill was the most crucial aspect of learning a second or foreign language, and success was measured based on the ability to perform a conversation in the language (Leong & Ahmadi, 2016).

One of the studies, "Syrian Refugees' Challenges and Problems of Learning and Teaching English as Foreign Language (EFL) by (Alefesha & Al-Jamal, 2019) investigated the problems and challenges of teaching EFL to Syrian refugees and the solutions to the problem. It was found that the challenges in learning and teaching EFL were social, educational, financial, and institutional. Most social challenges were due to economic crisis concerns about immediate family members and relatives still residing in Syria, childcare, lack of fulfilling basic needs, and mental hazards. In Balikpapan, the refugees do not have a problem with basic needs, either childcare or financial crisis, but rather the absence of freedom due to living as imprisoned humans. Lack of freedom affects the mental disorder of most refugees. It is one of the obstacles for the teacher in teaching EFL in the classroom.

## **LITERATURE REVIEW**

### **Speaking Skill**

Speaking skill is a skill which is used by someone to communicate in daily life. Speaking is the active use of language to express meaning; spoken language is the medium through which a new language is encountered, understood, practiced, and learned. Without speaking skills, people may lack the ability to communicate successfully with others (Alzboun et al., 2017). Speaking is the practice of interactions, which includes creating and receiving information to convey meaningful construction (Qutob, 2018). Summer said that speaking was to say something that expresses your idea or opinions or used when a statement that you thought was precisely true (Maulidar et al., 2019).

### **Teacher Activities**

For many years, English teachers only taught the language with simple techniques of repetition, drills, memorization, or dialogues. Nowadays, the natural world requires that the goal of teaching speaking should be to improve students' communicative skills because only in that way students could express themselves and learn how to follow social and cultural rules appropriate in each communicative setting. Teachers should use a lot of English-speaking activities to motivate

learners to study and speak in English, and they should improve the learning classroom environment (Derakhshan et al., 2016). The study of (Cahyono & Widiati, 2006) stated that individual or group activities could be used for teaching speaking. Personal activities include storytelling, describing things, and public speaking, which are usually transactional.

On the other hand, group activities involve roleplay, presentations, debates, dialogues, and small group discussions, which generate interaction (Gonzalez et al., 2015). One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, games, role play, and speaking skills can be improved. Evidence shows that speaking should incorporate activities in group work (Derakhshan et al., 2016).

According to Kayi, the goal of teaching speaking should improve students' communicative skills because only in that way can students express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. The study of (Kayi Aydar, 2012) mentioned the meaning of teaching speaking as follows:

1. Produce the English sounds and sound patterns.
2. Use words and sentence stress, intonation patterns, and rhythm
3. Select appropriate words and sentences according to the proper social setting, audience, situations, and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency

Some activities which could promote speaking skills according to (Kayi Aydar, 2012) are as follows:

1. Discussion
2. Play
3. Simulation
4. Information Gap
5. Brainstorming
6. Storytelling
7. Interview
8. Story Completion
9. Reporting
10. Games
11. Picture Narrating
12. Picture Describing

## **RESEARCH METHOD**

### **Research Design**

The study is based on qualitative case study research methods. According to (Crossman, 2021), qualitative research is a type of social science research that collects and works with non-numerical data that helps us understand social life by studying targeted populations or places. In qualitative research, the aim of the research is complete and detailed. It was recommended during earlier phases of the research project. The researcher would be the data gathering instrument.

### **Research Subject**

In this study, the research subject was one professional & certified English teacher who would be observed and interviewed. The teacher was a female teacher, 52 years old. She graduated from Tourism Faculty and had an English teaching certificate. She started becoming an English teacher around 22 years ago. This teacher had much experience teaching ESL, TOEFL & IELTS for many years, and she also conducted one of the English institutions in Balikpapan for about 15 years. It was the first time for her to teach a particular EFL class of refugees in IDC Balikpapan. In this study, the researcher only picks one teacher as the research subject. The reason was that the other EFL teacher was the researcher himself. It was not fair, and it was prohibited to pick the researcher as the subject researcher, so only one teacher became the subject researcher.

The teacher started teaching EFL classes to refugees in January 2016. Another teacher helped her to handle some classes. She taught some levels of the course from beginner, elementary, pre-intermediate, intermediate, and advanced classes. She started teaching from 09.00 am – 02.45 pm for three classes. Each class program was 1,5 hours. There was a maximum of 15 learners in one class.

### **Research Instrument**

In doing research for this study, an instrument was needed to do the observation and interview as the data collecting method. A research instrument is a tool to obtain, measure, and analyze data from subjects around the research topic. You need to decide on the research instrument based on the type of study you are conducting. The study of (Creswell & Poth, 2018) revealed that in approaching the qualitative research plan, the observation data collection illustrated a systematic data collection method and examined people in natural situations.

#### **a. Observation**

The study of (Creswell & Poth, 2018) stated that qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher recorded activities at the research site. Qualitative observers may also engage in roles varying from non-participants to complete participants. In doing observation, the researcher attended the EFL class and captured the phenomenon of teacher activities in the teaching class by recording video and field notes. The researcher used *direct non-participant observation*. Non-participant observation is where the researcher chooses not to participate in what is being observed. The non-participant observers would use the body behaviors such as facial expressions, and participant observers would demonstrate good observation tapes and data collection recordings (Ayuen, 2015). For doing these activities, some instruments must be used:

#### *Observation guide –field notes*

The observation guide (*see Table 1 and Table 2*) was essential to be prepared before doing the observation. It also helped maintain the observer's focus while giving the observer leeway to reflect on the particular contact associated with each site.

Table 1. Observation Guide

No	Kinds of teaching activities	Description of Teaching Activities	Indicators	
			Teacher's action	Sentences
1	Discussion	Discussion is one of the ways to share an idea about the event, arrive conclusion, or find the solution to the problems.	Mentioned about the teacher does while applying discussion activity?	The teacher's instruction while applying this activity?
2	Role Play	The role play was pretending in various social contexts.	Mentioned about the teacher does while applying role play activity?	The teacher's instruction while applying role play activity?
3	Simulation	The simulation was very similar to role play but more elaborated than role play. In the simulation, students can bring items to the class to create a realistic environment.	Mentioned the teacher do while applying simulation activity?	The teacher's instruction while applying role simulation activity?
4	Brainstorming	Brainstorming was one of the activities which can be done in the pre-teaching stage. In general, the teachers activate their students' knowledge by asking questions about related words within the text or the title given.	Mentioned the teacher do while applying brainstorming activity?	The teacher's instruction while applying brainstorming activity?
5	Information Gap	In an activity where students were missing the information, they needed to complete the required information and talk to each other to find it. In this activity, students were supposed to be working in pairs.	Mentioned the teacher do while applying information gap activity?	The teacher's instruction while applying information Gap activity?
6	Story Telling	Storytelling was the art of narrating a tale from memory rather than reading.	Mentioned the teacher do while applying storytelling activity?	The teacher's instruction while applying Story Telling activity?

No	Kinds of teaching activities	Description of Teaching Activities	Indicators	
			Teacher's action	Sentences
7	Interview	a structured conversation where one participant asks questions, and the other provides an answer	Mentioned the teacher do while applying interview activity?	The teacher's instruction while involving the interview activity?
8	Story Completion	a structured conversation where one participant ask questions, and the other provides the answer	Mentioned the teacher do while applying story completion activity?	The teacher's instruction while involving story completion activity?
9	Reporting	Give a speech about something that one has observed, heard, done, or investigated.	Mentioned the teacher do while applying reporting activity?	The teacher's instruction while applying reporting activity?
10	Games	The activities had goals and rules with fun	Mentioned what the teacher do while applying games activity?	The teacher's instruction while applying games activity?
11	Picture Narrating	The practice was based on several sequential pictures. They were asked to talk about what they saw in the pictures by following the teacher's proved criteria as a rubric.	Mentioned what teachers do while applying picture narrating activity?	The teacher's instruction while applying picture narrating activity?
12	Picture Describing	they are asked to describe everything in that picture.	What the teacher does while applying pictures describing activity?	The teacher's instruction while applying pictures describing the activity?
13	Presentation	It is typically a demonstration, introduction, lecture, or speech, meant to inform, persuade, inspire, motivate, or build goodwill or present a new idea or product	What the teacher does while applying presentation activity?	The teacher's instruction while applying presentation activity?

**Table 2. Observation guide (Charles Darwin University, School of Education)**

Speaking Activity	Yes √	No √	Frequency (Times)	Individual/ In pair/group Work
1. Discussion				
2. Role Play				
3. Simulation				
4. Information Gap				
5. Brainstorming				
6. Story Telling				
7. Interview				
8. Story Completion				
9. Reporting				
10. Games				
11. Picture Narrating				
12. Picture Describing				

Another method to gather the data collection was doing the interview. The goals and objectives of the interview data collection were to establish a rapport of trust, field notes, open-ended questions, and a less structured style (Miles et al., 2018). In his book, (Creswell & Poth, 2018) mentioned that the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews, with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. Before doing the interview, the researcher prepared the interview protocol.

#### *Interview Protocol*

The interview protocol in research was an instrument of inquiry-asking questions for specific information related to the aim of the study (Castillo-Montoya, 2016). The researcher would use semi-structured interviews. **The semi-structured interview** is a type of interview in which the interviewer asks only a few predetermined questions while the rest of the questions were not planted in advance. The interviewer would not strictly follow a formalized question. The interviewer asked more open-ended questions, allowing for discussion with the interviewee rather than a straightforward question-and-answer format. An open-ended interview was a question that required more than a yes/no response (Gill et al., 2008).

**b. Teacher Interview Protocol**

Date: \_\_\_\_\_

Interview start and end time: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Total number of students: \_\_\_\_\_

- 1) The Purpose of the lesson
  - a) What is the topic of the lesson?
  - b) Tell me a little about the lesson that is observed today.
  - c) What is the specific purpose of the lesson?
  - d) Why did you pick this topic for this class?
  
- 2) The Teaching Activity
  - a) What teaching activity did you apply in this lesson?
  - b) How did you decide to use that teaching activity for today's topic?
  - c) What do the learners gain from today's speaking activity?
  
- 3) The Challenges
  - a) What is the challenge that you face in applying activities?
  - b) How do you handle the language barrier?
  - c) How do you handle the cultural barrier?
  - d) How do you deal with the different education between the learners?
  - e) How do you overcome learners who have psychological problems?
  - f) How do you have a solution for having uncomfortable conditions and situations while applying speaking activities in the class?
  - g) What is your effort to motivate the learners to do the speaking activities?

**Data Analysis Technique**

After collecting the data, the researcher started to analyze it. All the data was examined by using a descriptive qualitative analysis process. The study of (Miles et al., 2018) stated that in analyzing qualitative data, the researcher could be through some steps: data reduction, display data, and verification (*see Figure 1*).

**a. Data reduction**

Data reduction refers to the process whereby the mass of qualitative data the researcher obtained. The researcher summarized the relevant data, discarded irrelevant data from the observation recorded an interview transcript.

**b. Data display**

The researcher concluded the mass of data. The researcher also displays the data in the form of a table and some explanations. This data was arranged to give verification.



### c. Verification

The final step of data processing was verification. After presenting data that becomes the object of the research, verification was done to look back at the data reduction or display data, so the conclusion was still on track.

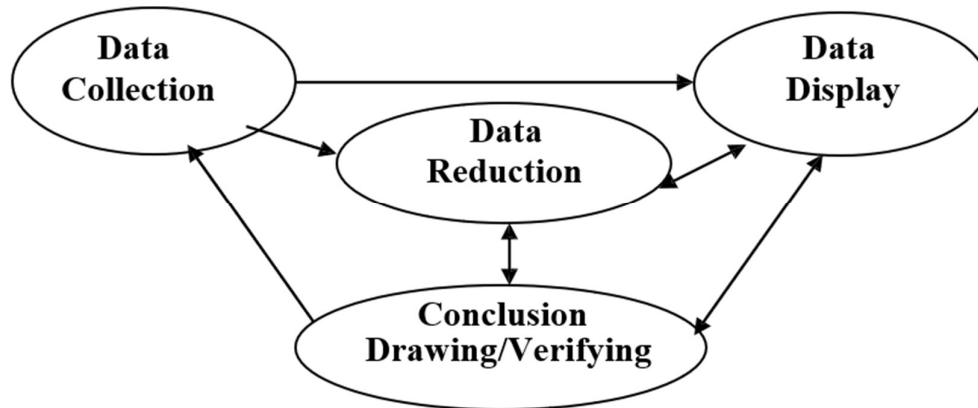


Figure 1. Data Analysis Technique (Miles et al., 2018)

### Triangulation

The analysis result would be tested for reliability and validity through *triangulation* (see Figure 2). It was an attempt to check the truth of the data or information obtained by a researcher from a different perspective as much as possible by reducing the bias during data collection and analysis. In this study, the researcher would crosscheck all the collected data and verify it among the observation result and pre- and post-interview. According to (Wiersma, 2000), triangulation is qualitative cross-validation. By doing this activity, the researcher would have valid data and use it as the final verification.

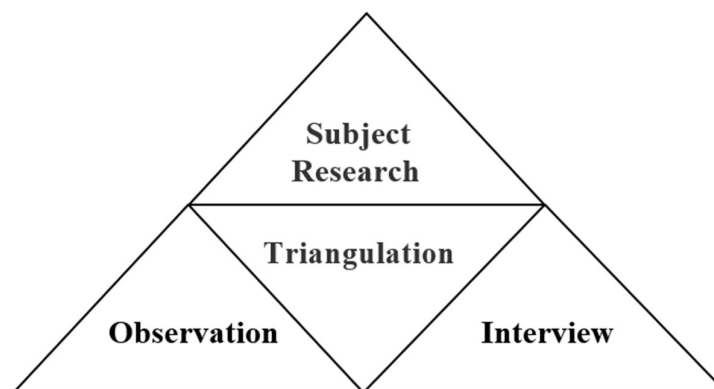


Figure 2. Triangulation (Alassafi et al., 2017)

**FINDINGS AND DISCUSSION**

From the observation and interview, the researcher discovered that the teacher used various activities to teach speaking (see Table 3 and Table 4). The teacher conducted ten kinds of activities for teaching speaking in the class. They were *discussion, roleplay, brainstorming, storytelling, interview, picture description, games, presentation, field trip, and cooking demonstration*. The teacher didn't conduct information gap, story completion, games, or picture narrating during the observation was done.

**Table 3. The Table of speaking activities of the EFL refugees' class at IDC Balikpapan**

No	Topic	Kind of activity	Individual/ in pair/ group work	Detail activity
1	<b>Going Shopping</b>	Brainstorming	Individual	What if the learners have been going shopping before?
		Discussion	In pair	Discuss conversation they had to make
		Roleplay	In pair	Conversation between shopkeeper and customer who wanted to buy something
2	<b>Cooking class</b>	Demonstration	Group	Demonstration and explanation of the meal
		Interview	In pair	-Interview between reporter and the chef about the ingredient of food and how to cook the food  -The audience asked the chef about the ingredient and the process of the food
3	<b>Telling about country</b>	Discussion	Group	Group discussion about the country that they wanted to present
		Picture describing	Group	The learners did a presentation by showing the picture and describing the picture.
		Presentation	Group	A formal talk to one or more people that presents ideas or information in a clear, structured way
4	<b>Field Trip</b>	Field trip	Group	It is an activity that allows learners to explore realistic situation
		Roleplay	Individual	each learner asked the question about Balikpapan to the guide whom the teacher pointed
5	<b>The place where I lived</b>	Brainstorming	Individual	The teacher asked the learners about the place they lived before coming to Balikpapan
		Storytelling	Individual	Learners to tell a story about the city or village they lived in before coming to Balikpapan.

No	Topic	Kind of activity	Individual/ in pair/ group work	Detail activity
		Picture Describing	Individual	The teacher showed some pictures to the learners, and the learners had to describe everything they saw in that picture
6	In a restaurant	Discussion	In pair	The learners discussed the conversation for their role play.
		Roleplay	In pair	Learners played a role between the customer who ordered food from a waitress.
		Game	Group	The learners guess the name of the food. One of their friends gave the clues

In teaching speaking, the teacher tried to use various activities with real-life topics for speaking. Most cases were about real-life activities such as shopping, cooking, where they lived, etc. The teacher conducted more than one activity in every meeting. The most frequent activity that had been conducted for teaching speaking was discussion.

**Table 4. The Teaching activities for speaking in the EFL class of refugees at IDC Balikpapan**

Teaching Activity of Speaking	Yes/No √/-	Frequency (Times)	Individual /in pair/ Group
1. Discussion	√	3	Group
2. Roleplay	√	2	In pair
3. Simulation	-	-	-
4. Information Gap	-	-	-
5. Brainstorming	√	1	Individual
6. Storytelling	√	1	Individual
7. Interview	√	1	In pair
8. Story Completion	-	-	-
9. Reporting	-	-	-
10. Games	-	1	Individual
11. Picture Narrating	-	-	-
12. Picture Describing	√	1	Individual & group
13. Presentation	√	1	Group
14. Field Trip	√	1	Group
15. Cooking class	√	1	Group

The teacher led this activity three times during observation for the speaking activity. The learners enjoyed group discussions and felt comfortable because they could talk with their friends. They helped each other to correct when they made mistakes in doing speaking activities. The teacher divided the learners into pair or group discussions before doing other activities, such as roleplay or presentation. The teacher played a role in putting the learners in a real-life conversation. This activity was intended to practice the learners having quick responses when talking with other people in real life.

In conducting speaking skills, the teacher also used presentation. Field trips and cooking classes can enhance the refugees' speaking performance. The learners did a small exhibition about where they lived before escaping from their country. The teacher also organized a field trip for all learners to go around Balikpapan and visit one big shopping center. During the trip, the learners had to pass some questions about Balikpapan to a tour guide (assigned by another learner). Cooking class was also one of the activities for the learners to activate their speaking skills. In this activity, the learners worked with their teams or groups in a cooking activity. The learners had to use English in their communication among the learners. In this activity, there was also a role play as a television reporter who interviewed the chefs in that cooking class activity.

#### **The ways the teacher applied speaking activities in the EFL class of refugees**

*a. The teacher applied real-life topics for speaking activities.*

The teacher tried to use real-life situation topics for speaking activities in the class; in this way, the learners could activate English speaking in the real context of life. According to the interview result with the teacher, realistic situations were used to bring real-life communication to the learners. The topics that were used such as talking about cooking, shopping, the place where they lived, etc. Those activities were mostly very general, and they were parts of daily life activities. It made it easy for the learners to get involved in a conversation or speaking activities.

*b. The teacher tried to make learners work in pairs or groups in doing a speaking activity.*

From the observation, it was found the teacher used group discussion more frequently for speaking activities. The total member of the group was from two to four persons. When she used this activity, she let the learners themselves choose the members of the group. It helped the learners to feel comfortable having conversations with their friends they like. After in pair or group discussion, the teacher asked them to make a conversation that they had to present in front of the class. The goal of this activity was to build their self-confidence and also to enhance their speaking ability.

*c. Motivate the learners*

The teacher asked every learner to get involved in every conversation or discussion in the group. The teacher wanted each learner to take a chance to speak. Giving the chance to speak to each learner would develop their speaking ability. Even though some of the learners were still very shy because they were afraid to make any mistakes, the teacher encouraged them to try speaking. To motivate the learners' teachers gave some compliments to the groups who had the best speaking performance. Small gifts such as story books in English, some snacks, and vouchers for mobile phone credits.

*d. Used student-centered rather than teacher-centered.*

The teacher reduced herself to speaking while the learners were doing speaking activities. When the learners were doing speaking activities, such as discussion, role play, telling stories, etc., the teacher tried to be a good listener. She gave the learners chance to speak freely. The teacher used the student center method in doing speaking activities. She gave the learners chance free speaking according to the topic they had on that day. The teacher listened to the learners very patiently, and she never interrupted when the learners had a conversation or discussion.

*e. Principal correction*

In doing speaking activities, the teacher did not make any corrections very often. She waited for the groups to finish doing their parts of the speaking activities then she made only the principal correction. When the teacher made some corrections to the conversation, she did not make the detailed correction for their mistakes. The most important in the speaking activity was letting the learners be free to speak even when they made some mistakes. When the teacher made a correction, she tried to make a positive sign. She never distracted the learners in the middle of their speaking activity. Too much correction would make the learners feel guilty, and they would be afraid to speak freely.

*f. The teacher created fun activities to encourage the learner to speak.*

The main goal of doing speaking activities, aside from encouraging the learners to speak, was to make them happy when they attended the EFL class. The teacher organized a field trip around Balikpapan and cooking activities to facilitate the learners in doing speaking activities. When they made a field trip around Balikpapan, the teacher asked the learners to speak only in English during the trip and also did a speaking activity as a guide and tourists. During the trip, the learners had to pass some questions that they wanted to know about Balikpapan to the guide.

### **Teacher's challenges when conducting speaking activities**

*a. Language barrier*

Before joining the EFL class, most of the learners in this class only spoke the Dari language. When the teacher gave the instruction, some learners still couldn't understand the instructions or the teacher's explanations precisely. The teacher had to repeat the instruction or explanation. To overcome the confusion, the teacher asked the learner who had better English in the class to interpret the instruction or explanation. When they made a conversation in roleplay, some learners still used dual language or code-switching to the Dari language. They asked their friends about the English words they wanted to mention in their conversation.

*b. Different educational backgrounds and different life experience*

The learners attending the IDC EFL class came from different educational backgrounds and life experiences. Most of them had low education, from elementary to high school, and other jobs. Mainly refugees worked in the informal sector, such as drivers, builders, and chefs, and many also worked as farmers. When they had to get involved in speaking activity, the learners who had better education could make good conversation rather than those who had lower education. The learners

who had a job before flying away from their country could create better conversations. They could talk in detail about the topic in the speaking activity.

*c. The impact of psychological problems, anxiety, and lack of confident*

Living as refugees in other countries was not easy. Before crossing the country as immigrants, they had traumatic experiences in their countries of origin. They lived far from their families, and they were treated like prisoners in IDC Balikpapan. They also had to face an uncertain time of resettlement. All of those situations brought some psychological problems, according to IOM information: many of them felt depression, anxiety and lack of confidence, difficulty speaking problem or stuttering speech. To handle this condition, besides becoming a listener, the teacher asked the learners to do speaking activities in pairs or group work. The other way, when the learners made a mistake in speaking, the teacher did not make any detailed corrections. It was intended to prevent discouraged learning and uncomfortable feeling from the learners.

*d. Uncomfortable classroom situation and noise distraction*

During the observation, it was found that the EFL class of refugees in IDC Balikpapan was run in an improper space for a classroom. The learning process was held in the pantry room teacher set. The room was far from a comfort zone, sweltering and noisy. This situation resulted in a number of complaints. The pantry was located beside the lobby, where the guardians of IDC also came in and went out to do their job. The learners' attention was sometimes distracted by the noise of people talking beside the classroom. The other distraction came from the noise of the truck distribution, which unloaded foodstuff and water bottles to the pantry during the EFL learning process.

After analyzing the data, such as field notes, video recordings, observational research reports, and interviews, the researcher attempted some findings. The researcher found that the teacher used various activities when speaking in the EFL class of refugees in IDC Balikpapan. This situation was not found in the EFL class in the review journals. Most of the EFL teachers of refugees used the teacher center's activity, which made the learners feel bored and not interested in the learning process. The EFL teachers were often more likely to follow academic language, especially book language, to teach EFL. Various activities are needed for the EFL learners with the refugees' background, so the learners will not get bored in joining learning EFL class, especially in a speaking activity.

In the first interview, the teacher also mentioned conducting various activities such as role play, discussion, games, presentation field trips, and cooking classes. The teacher taught more than two activities in one meeting, such as brainstorming, discussion, role play, and interview. She seemed to be trying to make active learners and enjoyed their speaking activities. The study of (Tiwery & Souisa, 2019) state that facilitating students with various teaching strategies can also build an enjoyable learning atmosphere. Moore believes classroom activities can engage students in learning activities, facilitate learning by doing, and practice communication skills. It also provides many benefits, gives immediate feedback to students, raises a high degree of students' interest and enthusiasm, meanwhile allowing teachers to work with a wide range of student capabilities, and allows experimentation with a natural environment model (Huang & Hu, 2016).

The teacher used many activities such as discussion, role play, and cooking class in pairs or group work. Those activities encouraged the learners, especially the shy learners, to participate in speaking activities. The study of (Gudu, 2015) revealed that learners feel free to express their opinions with their classmates instead of their teacher. Students feel comfortable working and interacting and making a mistake with their partner rather than with their teacher, and correcting feedback from peers is found to be less daunting than the correction by the teacher. The study of (Kayi Aydar, 2012) mentioned that working in a group increases learners' confidence in an effective way. In some activities, students are supposed to be working in pairs (Derakhshan et al., 2015). The teacher did not apply story completion, simulation, picture narrating, and information gap.

In observation, when the teacher applied speaking activities, it was found that she did not spend much time talking and interrupting. She gave the most time to the learners to speak out during oral activities. She only gave instruction and let the EFL learners get involved in role, play, simulation, discussion, etc. The teacher used the learner's centered method in teaching EFL class. The study of (Marwan, 2017) stated that instructor guides and facilitate learning, not forcing the teaching, by sometimes stepping aside from the center of classroom activities and empowering students to discover knowledge and learn from each other in an encouraging but controlled learning environment. The teacher was only a facilitator and a guide for the learners during speaking activities. This situation was different from what happened in the review of the study. Most of the EFL teachers for refugees used a teacher-centered. Learners were not given sufficient time to practice English in the classroom. Learners were passive receivers, and a teacher played many roles in the school to develop the student's speaking abilities. Teaching method of speaking was not satisfactory, and it required more improvement in terms of teaching methodology (Al-Sobhi & Preece, 2018).

In teaching English and applied speaking activities, the EFL teacher faces some challenges. The study of (Alefesha & Al-Jamal, 2019) mentioned that teachers in EFL programs were faced with numerous challenges in conducting the classes because the refugee students did not adjust to the new environment, new organization, and teachers, as well as the unfamiliar faces. One of the challenges was the language barrier. It happened in almost all the EFL classes of refugees worldwide. The learners with limited English language communication and the teacher with zero refugee language ability experienced this situation. It was also mentioned in the studies review of this research. So, the teacher needed some help from the learners themselves. She asked the learners who had better English language communication in the class to become an interpreter to explain the instruction in the Dari language. Using this way, it helped the teacher to reduce her burden in explaining or giving instruction.

The different educational background still influenced their speaking activities. The study of (Alefesha & Al-Jamal, 2019) illustrated that teachers were required to give attention to students from different educational backgrounds and cultural, religious, and ethnic backgrounds. Most of the learners had poor academic education. Most of them had elementary school to high school education. They were not advanced academically. Olliff and Couch found that refugees who did not have formal learning in their language or home country face more challenges than those who had formal learning in their language in terms of learning a foreign language (Alefesha & Al-Jamal, 2019). Some of the learners with secondary education and no experience in the working world were looked at when conducting speaking activities.

The psychological problem of their background as refugees was also the challenge that the teacher should face. The anxiety and nervousness occurred when the oral activities were done. Some learners were still afraid to make mistakes, and some seemed late to respond to the conversation. There was also a learner with a speaking problem called stuttering speech. It was the impact of having a bad experience before escaping from his country. In theory, Kirova mentioned that specific mental health issues were quite common in refugee populations, especially post-traumatic stress disorder (PTSD), anxiety and depression, a generalized sense of fear, attention issues, irritability, and agitation, among others (Stathopoulou & Dassi, 2020). A recent review suggests that 94% of unaccompanied refugee minors experienced traumatic or stressful events during the migration or the resettlement process. (Kronick, 2017). The study of (Stathopoulou & Dassi, 2020) asserted that a teacher should not neglect the fact that the traumatic experiences of the refugees will somehow interfere with the lesson and the learning procedure itself.

Teachers with little experience teaching refugees will find it challenging to handle this situation. The study of (Gözpinar, 2019) support it; "Teachers faced difficulties when it comes to dealing with the complex social, psychological, and resources that were tailored to their needs". The English teacher in IDC Balikpapan handled the EFL class of refugees three years ago. She was familiar with this situation. To tackle the psychological problem, the teacher tried to build a solid connection with the learners and emphasized interaction to execute the speaking activities in this EFL class. During the speaking activity, the teacher tried to make the learners feel comfortable speaking out and did not force the learners to speak perfectly. She did not interrupt their conversation and limited correcting after they finished doing the speaking activity. Doing lots of corrections could make them uncomfortable feelings to the learners when they are speaking. The teacher just let the learners speak even when they made any mistakes. She only made any corrections for principal errors after the learners finished doing their oral activity.

## **CONCLUSION**

- Based on data analysis, including observation and interview, it can be concluded that:
1. The teacher conducted ten activities for teaching speaking in EFL class. There was brainstorming, discussion, role play, interview, picture narrating, storytelling, games, presentation, field trip, and cooking class. The discussion was the teacher's most frequent activity in teaching speaking skills. It made the learners feel free and more comfortable talking with their classmates. Besides that, they did not feel afraid to make any mistakes. During speaking activities, the teacher also added some fun activities, such as field trips and cooking classes, to make the learners interested in doing speaking activities.
  2. When conducting speaking activities, the teacher used real-life situations for the topics of speaking activity so that the learners would be able to apply what they had learned when they moved to the resettlement country. The teacher encouraged every learner to get involved in speaking activities and asked them to do pair or group work. The teacher used a student-centered in conducting speaking activities. She allocated most time for the learners to speak and made only principal corrections to avoid the learners' guilt and reluctance to talk. The teacher also tried to create fun activities to encourage them to communicate, such as field trips and cooking activities.



3. When the teacher was conducting speaking activities, she had to face some challenges such as the language barrier, different education problems and life experiences in their country, the impact of psychological issues being refugees, and the uncomfortable class situation at IDC in Balikpapan.

There are some suggestions for the EFL class teacher:

1. The EFL teachers for refugees should have professional certificates for teaching English and special training before teaching the EFL class of refugees. To educate and train the teacher for teaching refugees, it is necessary to create a course or a class learning about teaching EFL classes for refugees in the English Education study program.
2. A teacher does not merely transfer knowledge to learners. When teaching an EFL class of refugees, a teacher also serves as a facilitator, guide, and motivator for the learners. The teacher must build good communication with each learner to motivate them to learn English.

#### LIMITATION & FURTHER RESEARCH

This study focuses on the teacher's activities when teaching speaking to an EFL class of refugees at IDC in Balikpapan. It might serve as a reference for other researchers who intend to do research on teaching activities for different language skills: listening, reading, and writing. This study can also be used as a basis for consideration in making a government regulation to provide future education for refugees.

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