

Factors that affect speaking skills of students from ethnic minorities in English language learning

Faktor-faktor yang mempengaruhi kemampuan berbicara siswa etnis minoritas dalam pembelajaran bahasa Inggris

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KEYWORDS

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ABSTRACT

The idea of speaking skills is interconnected with the environment and social context of students poses new challenges by students from ethnic minorities in English language learning. These factors encompass the hindrances and the success of ethnic minority students in adjusting themselves in speaking classes. From 95 first-year students in English Language Teaching program, 18 of them have different minor ethnicities. This study adopted a qualitative study by using semi-structured interviews as an instrument of research. The data then transcribed, coded, and analyzed into different themes that are in line with the research objectives. The results of this study show that the difficulties experienced by students from ethnic minorities in adjusting themselves in speaking classes are the lack of confidence, shyness, and anxiety, speaking opportunities and vocabulary masteries, feeling isolated, and additive bilingualism from peers. However, these hindrances can be solved by various factors: teachers' decision in designing discussed topics and speaking activities in classroom setting.

KATA KUNCI

Siswa etnis minoritas, Kelas berbicara, Kendala, Pendukung,

ABSTRAK

Pemikiran bahwa kemampuan berbicara sangat erat berkaitan dengan lingkungan dan konteks sosial siswa menjadikan tantangan tersendiri bagi siswa etnis minoritas dalam pembelajaran Bahasa Inggris. Faktor-faktor ini mencakup kendala dan keberhasilan siswa etnis minoritas dalam menyesuaikan diri di kelas berbicara. Dari 95 siswa yang berada di semester pertama program Pendidikan Bahasa Inggris, 18 diantaranya berasal dari etnis minoritas yang beragam. Penelitian ini mengadopsi desain kualitatif dengan menggunakan wawancara semi terstruktur sebagai instrumen. Data ditranskrip, dikodekan dan dianalisis kedalam beberapa tema sesuai dengan fokus penelitian. Hasil penelitian menunjukkan bahwa kesulitan yang dialami siswa etnis minoritas dalam beradaptasi di kelas berbicara diantaranya rasa percaya diri, malu dan cemas, pengalaman berbicara dan perbendaharaan kata, perasaan terisolasi dan aditif bilingualism dari teman. Namun, kendala tersebut berangsur-angsur dapat diatasi karena faktor: pilihan dosen terhadap topik yang didiskusikan dan kegiatan aktifitas pada kelas berbicara.

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Introduction

With the rapid development of society and education as well as the significant increase of exchange students from rural areas to developed cities, higher education students from ethnic minorities become an interesting issue to take a closer look at (Zhao, 2017).

In the context of speaking, numerous challenges might be encountered especially in the first year of the semester, since it is the first experience adapting to new learning environment. Their experience from their previous academic atmosphere is different with the new one; thus, students with ethnic minorities might have drawbacks to adapt to the new school environment (Cheng, et al., 2021).

In the context of EFL, where English is rarely used outside the classroom, students are exposed to the language under the context of learning. This might be burdensome for students from ethnic minorities. The fact that they were still in the process of adjusting themselves to new learning areas made speaking activities become more challenging (Effiong, 2016). This is because speaking skills compels “The Interaction Effect”, in which collaborative turn-taking communication occurs when participants engage in the process of negotiating meaning (Brown, 2001). Thus, speaking process can flow smoothly if complex factors of speaking took place in the individual and social milieu that directly affect students’ willingness to speak, the involvement of the peers with whom they speak to, and the influence that shapes the interactions of speakers and the students (Borrero & Yeh, 2010). These aspects are closely related to the development of their speaking skill.

The difficulties being ethnic minority students in speaking classes were also revealed by Min (2020) in China. Some of the problems highlighted among students from ethnic minorities are related to affective emotional factors, which is students’ willingness to speak and their native language (Min, 2020). These similar problems might have existed in Indonesia where students from ethnic minorities and the others have their own native languages that affect the way they participate. Furthermore, there is an issue of domination in additive bilingualism, in which the students have a mindset of ‘you are what you speak’ made students to be judged (Brown, 2001).

Another drawback is the feeling of being isolated (Haryana & Widiati, 2021) which could contribute a significant negative effect in the context of speaking when students engage in collaboration of negotiating meaning. The matter of “what you say” is often concealed by “how to say it” when speaking and any other “unwritten rules” from others (Floding & Swier, 2012). Therefore, students from ethnic minorities might drag themselves to new problems because they are not used to these certain unwritten rules and how to initiate conversation, or other similar conversational discourses that most other students know.

Students who are weak in English (Brown, 2001), having tendencies of being shy and anxious towards new environment (Effiong, 2016), and other affective emotional factors might encounter difficulties adjusting to speaking classes. Attending a speaking class means being able to follow certain activities that are mostly related to interacting with other speakers that fulfills the conditions of communication, in order to make the conversation flow smoothly, either transactional or interactional, and in monologues or

dialogues (Tan, et al., 2022). According to Haryana and Widiati (2021), the feeling of isolation in a learning group is a form of degradation in psychological development that could reflect in their speaking achievement.

It is understandable that speaking activities are a chain of complex and dynamic processes that covers a vast area of learning at the same time such as feelings, speaking, circumstances, and a multitude of topics (Floding & Swier, 2012). Therefore, students who come from ethnic minorities that enter new environments to pursue their respective higher education degrees would face more challenging situations. Past studies mostly highlight various factors that contribute to the speaking, sociocultural, affective, cognitive, and other factors that affects students' speaking capabilities that should take into account in order to create an active learning environment (Tan et al., 2022).

Based on psychological factors, a research have discovered that anxiety, shyness, and confidence have a significant impact in students' speaking production in a language classroom (Brown, 2001; Mustapha et al., 2010; Floding & Swier, 2012). Teachers, peers, and learning atmospheres are also regarded as a factor that influence students' speaking capabilities and speech production (Mustapha et al., 2010). Concerning cognitive factors, vocabulary masteries, and speaking opportunities were reported to impact students' speaking skills in oral activities (Loftin et al., 2010) and classroom topics (Mustapha et al., 2010).

There is a growing recognition of the benefits of study in ethnic minority students since their engagement in interactional speaking yielded by the process of adjusting themselves to new learning environment (Haryana & Widiati, 2021; Nashir & Laili, 2021; Floding & Swier, 2012). In addition, there are multiple literatures that supports the notion that individual and contextual factors of students are important because they can weaken their speaking skills in such ways. Most researches demonstrates that L2 students who can adjust to new learning milieu tend to be more successful in their process of acquisition (Brown, 2001), develop their spoken discourse (El Masry & Bin Mohd Saad, 2018), acquiring learning objectives (Majid et al., 2010), and improve their communication skills (Floding & Swier, 2012; Szelei et al., 2020). Even though numerous benefits of adjusting to a new learning environments have already existed, students from ethnic minorities that came from a small village to pursue higher education still become a center of attention and needed assistance to mingle with the community. This issue has maintained the truth in EFL context where most learning environments only use English inside the classroom (Gu, 2018).

Even though teacher-centered learning (TCL) is considered obsolete in this digital era, and the use of communicative language teaching has been widely implemented (Lockee, 2021), students from ethnic minorities that experiences different learning environments are facing difficulties in taking part in a classroom that consists of interactional tasks (Mustapha et al., 2010). Similarly, feeling isolated is also a common cause in adjusting to new environments (Haryana & Widiati, 2021) and this affects partially in their achievement of speaking skills. In addition, the EFL setting could be more challenging for the teachers due to the students reticence during classroom interactions (Jeon et al., 2015), thus teachers need to put extra effort in designing learning activities that engage more active participations (Aslan & Şahin, 2020).

Numerous research on students' speaking skills have been done since it is a productive and observable behavior. However, silent factors in classrooms are complex with different students having diverse beliefs, educational backgrounds (Cheng et al., 2021), and ethnicities (Gu, 2018), findings of these studies on the speaking ability of students from ethnic minorities do not overgeneralize. Thus, it is proposed that individual and contextual tendencies display changing patterns, and this results an urgency to study the idea of factors affecting speaking skills of students from ethnic minorities in a more comprehensive way.

The number of research exploring factors affecting ethnic minority students' speaking is insufficient to explain the factors that affect speaking skills from the ethnic minority students' point of view. Thus, a more comprehensive understanding of the factors that may affect ethnic minority students is necessary to bring up in order to eliminate the factors faced by ethnic minority students in speaking situations. Besides, it is crucially important to obtain insightful phenomena about factors that affect speaking of ethnic minority students and the context of EFL because of the increasing number and variation of ethnic minority students that pursue their degree to a developed city that consists of the ethnic majority students and their characters.

Therefore, by considering the important factors contributing to speaking skills could enlighten our understanding of the complicated and dynamic learning sphere faced by ethnic minorities during their first year of speaking class, particularly in the EFL context. The study shall investigate the factors affecting speaking skills from a different aspect of speaking and different points of view, specifically ethnic minority students. It goes hand in hand with the hindering and supporting factors in a speaking class. In parallel with the purpose of the study, this research was intended to find the answers to the research questions as follows: (1) What are the factors that hinder the speaking skills of students from minor ethnicities in English language learning? and (2) What are the factors that support the speaking skills of students from minor ethnicities in English language learning?

Method

This study used a qualitative method by sampling 95 first-year freshmen at a university in Aceh, specifically 18 students from ethnic minorities. Since the goal of this study is to explain the factors that affects students' speaking skills, the qualitative research method helps the researcher to examine the phenomenon within its real-life context.

The richness of the data elicited could help to reveal the phenomenon regarding ethnic minority students' speaking skills. The data was obtained using semi-structured interviews. Interviews were chosen as the research instrument to elicit in-depth insight and a deep understanding of ethnic minority students. The interviews were conducted by face-to-face interactions between the researcher and participants. Moreover, the interview lasts for 15-20 minutes for each student, and the language used is Indonesian, as it is the lingua franca of the students and also to avoid any misconceptions and misinterpretations that may occur.

The study was conducted at a public university in Aceh. The participants were chosen by their ethnicities and under the conditions that they are a part of an ethnic minority in Aceh that were first-year freshmen of the English department. Furthermore, they all took Speaking Classes as a mandatory subject from the university. There were 18 or 18% of 95 students who were categorized as ethnic minority students. The 18 students came from different ethnic groups and took English education as their bachelor program at the public university. The detailed information about the participants presented in Table 1 below:

Table 1. List of participants

No	Pseudonym	Age	Gender	Ethnicity
1.	WH	18	Female	Banjarnese
2.	NA	18	Female	Javanese
3.	RK	18	Female	Bataknese
4.	NA	18	Female	Javanese
5.	RE	18	Female	Banjarnese
6.	DM	18	Male	Bataknese
7.	AY	17	Male	Bataknese
8.	QM	18	Female	Javanese
9.	HU	18	Female	Javanese
10.	MC	18	Female	Malay
11.	MF	18	Male	Gayo
12.	AS	19	Female	Gayo
13.	WD	18	Female	Gayo
14.	AS	18	Female	Bataknese
15.	JZ	18	Female	Malay
16.	MR	18	Female	Javanese
17.	ST	19	Female	Javanese
18.	SR	18	Female	Javanese

In the speaking class, their goal is to speak in the form of either interactional or transactional. There were 16 meetings in one semester and they attended the class once a week. They were compelled to speak efficiently and fluently to gain the best score in speaking class. The data were gained after 16 meetings were completely done.

To collect the data that could reflect on the diversity of factors affecting students' speaking skills, an interview guide as the instrument was implemented and supported by using a recording device. In this study, the data obtained from the interview was triangulated through inter-rater data interpretation. The procedure for collecting the data is as follows.

First, the researcher built a draft of the interview guide to compose the interview questions based on the scope of the research. The draft utilized was comprised of three sections. The first part of the interview guide collected general demographic information about the participants, such as age, gender, and ethnicity. The second part of the interview guide involves the question that elicits students' opinions about the factor affecting their speaking based on the scope of the study. The last one, once the questions was thoroughly asked, it was closed by 'Do you have any opinion about your speaking skill in class?' This enables the participants to focus solely on their opinion that was not a part in the interview guide.

After the first rendition of the interview guide was given to five students in the same department, some necessary improvements were made based on the respondents'

feedback and comments on the questions such as the wording of questions that were hard to understand, duration, and the amount of the questions.

Data analysis

The data obtained from the interview were analyzed using an iterative step to get the data triangulated by two other scholars. Data obtained from interviewing the 18 participants were transcribed for analysis. These transcriptions were coded into several themes based on the focus of the research. The data acquired from the interview were analyzed based on the procedure suggested by Miles and Huberman (1994). First, the data were transcribed from the recording devices. After translating the data into English, the researcher classified the scope of the study. After that, the data were marked and coded based on the phenomenon that occurred. The coding was then listed to create categories through theory and related literature on the scope of the research. Moreover, the data were cross-checked thoroughly to ensure that each important statement had been highlighted and grouped and they were transferred to the inter-rater interpreter to be triangulated, coded and grouped accordingly. For the sake of transferability, the researcher provides necessary details about the context of the study to describe the phenomenon clearly. At this phase, other researcher who aspire to continue similar research can consider to what extent the result from this study can be adapted to other contexts, situations, and people.

Results

The main data source of this study was generated through interviews. During the interview that took in the classroom, students may reflect on their experience during the speaking class regarding their speaking capabilities. After the students' retrospective opinions on the factors that affects their speaking skills were analyzed, the emerging themes of influential factors affecting students' speaking skills were identified. Moreover, the theme and sub-themes were presented in Figure 1.

Individual Factors

Individual factors that affect the speaking skills of students from ethnic minorities are divided into three categories, which are social, psychological and cognitive factors.

From social factors, the theme and the data elicited are reflected as the following.

(1) Feeling Isolated

The first theme identified in this study indicated that students were affected by the feeling of isolation. The students stated that they were feeling isolated in the first year of the class. This feeling discourages students into taking active participation in speaking class. The participant in this study also confirmed that they felt not being involved in the class, thus they preferred to remain silent. For instance, the students just kept observing the class situation when the speaking class was in progress and they did not make an effort to initiate conversation. 72% of the participant or 13 of them stated that even though the atmosphere of the class was cheerful they just kept watching their friends without trying to mingle with the others.

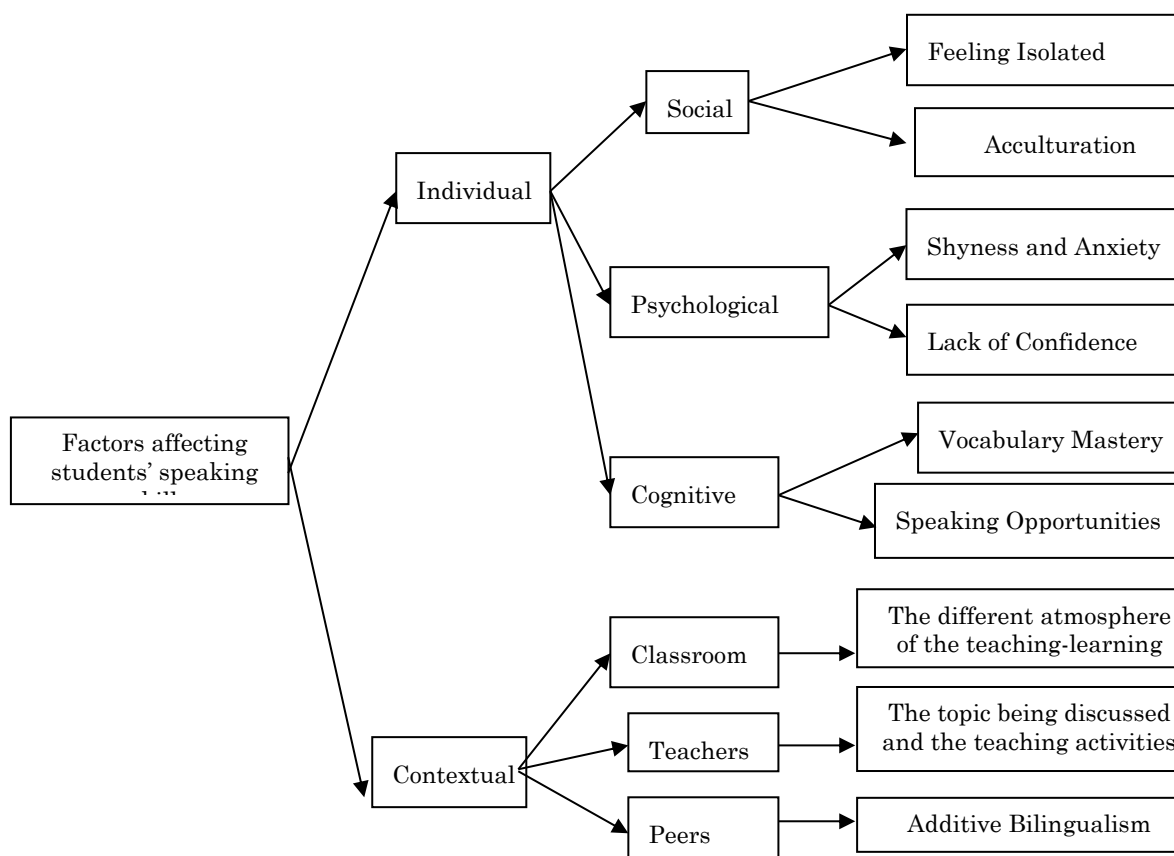


Figure 1. Factors affecting students' speaking skill

(2) Acculturation

The second theme found in this study indicated students' ability to perform acculturation. For ethnic minority students, the stage of adjusting themselves to a certain community was a crucial factor to deal with. In the first year of the learning experience at the university, 100% of a participant or 18 students said that they were struggling to adjust themselves to the community. The participants delivered their opinion during the first year of learning, there were many aspects to adjust to and it was getting worse in speaking class because they had to perform or speak in front of people that they did not familiar with. It was understandable that it was the first time for them to live in a strange place, to meet diverse people, and to mingle with different people from a multitude of backgrounds.

From psychological factors, the theme and the data elicited are reflected as the following.

(3) Shyness and anxiety

Psychologically, the ethnic minority students felt shy and anxious in the first year of learning. 95% of the participant or 17 people states that they came from a small village, and they felt shy and anxious even though they have followed the phase of the introduction of new students because it was the first time for them far away from home. It was understandable when they took speaking classes, they had to speak in front of people that they did not attach with. Those feelings were interrelated with the shyness of being a laughing stock by others once they made a mistake. Feeling shy and anxious also occur when they speak outside of the speaking class. Even worst, it went hand in hand when came to the speaking class.

(4) Lack of confidence

In the case of students' confidence, 17 of 18 participants or 95% said that they were not confident. They came from a small village that was not as better as their friends. They explained that once their friend start speaking, they were reluctant to participate because they spoke better and dominated the entire conversation, thus the idea of their friends would belittle them as a minority starts to nurture. They felt pressured and decided to remain silent, not taking the risk of being disgraced in front of the whole class. At least, they are saving what is left of their confidence for other classes.

Brown (2001) cited that cognitive factors are related to the things that students invest. Therefore, in this study, these themes are divided into vocabulary mastery and speaking opportunities. The detailed data are shown as follows.

(5) Vocabulary mastery

The less time they speak, the less vocabulary knowledge they have. All the participants declared that they were unwilling to speak because they did not have enough vocabulary. They had something in their mind to speak, but they could not arrange the sentence because they did not know the expressed word. Moreover, they said they had difficulties constructing their idea and thought because of the lack of vocabulary they had. They still could not recall the word that they are supposed to be used. Often, they really want to speak but do not know what to say due to their weaknesses in vocabulary. Thus, they only want to speak if they know about the words used. They had trouble mixing and matching their words to make a point. For example, the topic was very interesting, and they were very confident to speak about it, but they could not express it because it was difficult to organize their thought due to a lack of vocabulary. In another attempt when they were asked what exactly discouraged them, students' choice of the word to make a point of their sentence was a big thing to deal with.

(6) Speaking opportunities

Their previous education did not implement speaking during English class. In other words, they did not use English inside and outside class. To put it into perspective, English class in their previous education only last for 2x90 minutes in a week. These speaking opportunities are interrelated to self-confidence in speaking. They experienced difficulties verbally delivering their ideas in English. The students stated that they have zero experience to start speaking. Moreover, they said that the lack of experience in speaking halts their mind and body in expressing their idea. In other words, they stiffened while speaking English in front of the class. Less experience in speaking made them tremble and anxious while speaking and ended up constructing a pointless and bizarre speech.

Contextual factors

Contextual Factors that affect the speaking skills of students from ethnic minorities are divided into three categories, which are factors of classroom, teachers, and peers. Detailed data are shown as follows.

(1) Classroom

In classroom, the phenomenon emerged was the different atmosphere of the learning process. Based on the responses of the semi-structured interviews, this phenomenon is

a huge problem for the participants. They stated that when they were in senior high, they only attend English subject for only twice a week and the materials taught was mostly about grammar. Therefore, speaking classes is extremely difficult for them. In the first month of learning in the university, they struggled so hard in the class. They were instructed to produce speech utterances in English, sometimes with no preparation. For instance, when a group perform a presentation, they were bombarded with questions about their opinion, response, critiques, suggestions, etc. Due to their past education which does not support speaking activities, participants struggled, felt pressured, and unwilling to speak in English.

(2) Teachers

The issue regarding teachers will be revolving around the topics being discussed and the teaching style. From the students' point of view, the topics that are being discussed and how it was going to be presented came entirely from the teachers' choices. The teachers could choose a topic that embraces students from ethnic minorities that has a poor background knowledge, inadequate speaking ability or low-level mastery of vocabulary. Furthermore, once the teacher altered the topic in order to make it lighter, they could shuffle the atmosphere. The other issue related to the contextual factor was the speaking style had to be performed. Furthermore, once the teacher altered to topic to become lighter, they could shuffle the atmosphere. Another issue related to the contextual factor was the speaking style that had to be performed.

In class, whether speaking in a form of a monologue or dialogue, transactional or interactional, are the teachers' decisions. According to the students', they had difficulties in adjusting the learning environment and more comfortable if the teachers asked them to perform dialogues. In addition, they could not perform in the form of transactional speaking that is too complex, and they can deliver interactional speaking in the first semester.

(3) Peers

Besides teachers, the student-to-student relationship also contribute significantly to the ethnic minority students' ability to follow the speaking classes. Because they are in Aceh, they had to adjust to the locals where everyone speaks their own mother tongue. Moreover, they rarely speak Indonesian. The participants agree that the local people are proud of their language, which makes it real hard for the minorities to socialize. They found it challenging to upheld English learning with everyone speaking their own mother tongue.

Discussion

The individual factors affecting the speaking skills of ethnic minority students are feeling isolated and acculturation (social), shyness, anxiety, and less of confidence (psychology), vocabulary mastery, and speaking opportunity (cognitive). In addition, the contextual factors affecting the speaking skills of ethnic minority students are different atmosphere of teaching-learning process (classroom), the topics being discussed and speaking style (teachers), and additive bilingualism (peers).

Social factors such as feeling isolated and acculturation hindered their performance in speaking class. Brown (2001) stated that in the context of English learning as a

foreign language, such as in Indonesia, the learner's success in acquiring English depends on their new cultural milieu and vice versa. Moreover, many ethnic minority students often compare the environments and sense of well-being in the new surroundings, thus they secede and felt the isolation (Haryana & Widiati, 2021). The sense of well-being is important to actualize new learning atmosphere. These personal factors have control over the students, and the ability to act in ways that produce desired outcomes in speaking classes.

Psychological factors such as shyness, anxiety, and being less confident are also leave a huge impact towards speaking skills among students from ethnic minorities. These factors are well synchronized, as those who had a high level of confidence tend to be less shy and anxious. These are proven by their willingness and ability to speak. According to Aslan and Şahin (2020), feeling anxious and less confident can diminish one's speaking proficiency. These feelings can hinder students' progress by looking at their peers. In parallel with the statements of participants in this study, Haryana and Widiati (2021) stated that once students feel mortified to speak they tend to keep themselves silent. The notion of "that you are what you speak" (Brown, 2001) makes students more mortified and anxious to speak.

Cognitive factors that affect speaking skills of students from ethnic minorities are vocabulary mastery and speaking opportunities. The result of this study was consistent with Gu's (2018) study regarding lack of practice in speaking. It stated that the major factors supporting substandard speaking ability of ethnic minority students, particularly in the context of EFL, is low stimulus from the environment (Gu, 2018), and English is not the main means of communication inside and outside classroom situations (Brown, 2001). The notion stated that practice opportunity is mutually connected to confidence and proficiency in speaking. Those who had a higher level of proficiency tended to speak more confidently. In line with Aslan and Şahin (2020) who stated that an affective factor influencing students' speaking is the amount of time they invest to speak, Haryana and Widiati (2021) also found that the way students cooperate and communicate with their peers affects the success of language learning significantly.

One of the contextual factors that affect speaking skills of students from ethnic minorities is the classroom (different learning atmosphere), and the phenomenon observed in this study is the relationship between the minorities and other local students in the university. Floding and Swier (2012) stated that the majority controls the atmosphere of the classroom. Moreover, they stated that the way they approached the teachers, the level of perfection in doing their assignment, and the course or modules selected by the community would only make sense to the majority. Their past learning was designed in a such way that influences their speaking intake. Furthermore, the superiority of the majority in class suppressed the students from ethnic minorities, thus halting their progress in gaining speaking skills. The idea of speaking is students that want to express their ideas must mingle with the community (Floding & Swier, 2012). At this level, the interaction hypothesis proposed by Brown (2001) must be taken into play. An atmosphere that was not supportive can increase Foreign Language Anxiety, which makes students felt afraid to speak (Effiong, 2016).

Another contextual factor, which is the factor of the teachers (topic being discussed and speaking style) contribute to the factors affecting ethnic minority students. Another

contextual factor that affects speaking skills of ethnic minority students is the teachers, specifically the topic being discussed and the supposed speaking style. The teachers' role in constructing lesson plans (topics selected and speaking style) is crucial. Teachers are the main facilitators of the classroom and must play their role to embrace the diversity of the class. Since students come from different cultures and ethnicities, there is a need for the teachers to perceive each students' ethnic backgrounds (Szelei et al., 2020). Based on the result, the other factors that had to deal with the nature of communication, is conveying ideas but lacking the idea on how to carry it on (Brown, 2001). Thus, the way the teachers choose the topics that popular among the students is a crucial stimulus crucial stimulus for students to participate while they are struggling in adjusting themselves to the new learning environment. The speaking style, in which is called transactional speaking, can be adjusted and blended with the other students in order to eliminate their anxiety and shyness. Mustapha et al. (2010) also found that familiarity played a central trigger in boosting students' activity in speaking.

Lastly, additive bilingualism is also one of the contextual factors that hinders the progress of gaining speaking skills towards students from ethnic minorities. From this perspective, the ethnic majority students perceive their native language as the most superior and has to be treated with utmost respect. Therefore, ethnic minority students that have the burden to adjust themselves secede from the community (Brown, 2001). Undeniably, students' lives were attached outside and inside the classroom. The notion that ethnic minority students had to adjust to the school environment both inside and outside the classroom also plays a role in their speaking skills.

Conclusions

The results in this study show that the ethnic minority students and their speaking abilities are interconnected and undergo a dynamic process with a multitude of factors. Students' speaking skills in class is reflected by various influencing factors, which is individual factors (social, psychological, and cognitive), and contextual factors (classroom, teachers, and peers). this study suggests the importance of integrative perception of various factors to achieve an in-depth understanding of their speaking skills in the classroom. The result of the current study proposes pedagogical implications to promote a better understanding of ethnic minority students' speaking, thus speaking activities that occur in the classroom may deal with the factors hindering their speaking capabilities. Shyness, anxiety, and less confidence interact with their lack of vocabulary and lack of speaking opportunities can be solved by the role of teachers in designing the topics discussed and speaking style in the speaking activities. Although ethnic minority students could not alter the majority's perception about their language, they can be comforted by the way teachers' excellent engagement that can be applied via designing speaking activities. This means, designing learning materials that can boost their interaction, assignments done inside and outside classroom activities that can speed up their process of acculturation with the local communities. As time goes by, this will likely eliminate the feeling of isolated. Most of the efforts to get students to speak in classes depends on the teachers because they play a significant role in using interaction as a means of mediating and assisting L2 students, especially those who come from ethnic minorities. The results of the current study cannot

thoroughly be overgeneralized to other subject of interest due to the complexity of speaking itself. Future research conducted in the second or third year can give the idea of whether ethnicity influences speaking skills.

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