

ABSTRACT

H, Gisa Awalia Rahmah (2024). Socioeconomic and Cultural Factors Influencing Rural and Urban Students English Speaking Achievement Inequalities: A Case Study in Mts. Miftahul Falah and Mts. Asy-Syarifiyyah Bandung.

Inequalities in English-speaking achievement between rural and urban students have become a critical issue in education. These inequalities are often influenced by socioeconomic and cultural factors, access to educational resources, and teaching quality. This study focuses on identifying and analyzing the factors contributing to inequalities in English-speaking achievement among students in rural and urban areas in Bandung.

The primary objective of this research is to unveil the socioeconomic factors and inequalities influencing English-speaking achievement in rural-urban areas and the cultural impact of inequalities in English-speaking achievement in rural and urban areas.

The method of this study employs a qualitative approach with a case study, the research gathered data through interviews, and document analysis. Participants included in this research are students in rural and urban areas.

The findings reveal two research questions. First, the students in rural schools face socioeconomic factors such as the number of siblings, number of people who live at home, the highest education level of parents, affordable English course costs for families, internet access at home, having additional learning materials at home, and the family can finance additional learning activities. Socioeconomic factors play a crucial role in shaping students' English-speaking abilities. Parents' income and educational background are key factors, as highly educated parents provide necessary resources and support. Second, the cultural factors influence English language achievement in different environments, with social norms and values playing a significant role. These inequalities affect students' confidence and performance in English-speaking skills. Access to educational resources varies important between rural and urban area, affecting language achievement outcomes.

In conclusion, the study highlights educational resources and targeted interventions to bridge the gap between rural and urban students, and understanding the complex dynamics of educational inequalities enhances English-speaking achievements in diverse educational contexts. Recommendations include the Ministry of Education implementing government facilities and teachers.

Keywords: English speaking achievement, socioeconomics, culture, rural-urban education.