

CHAPTER I

INTRODUCTION

This chapter contains the background, research questions, research purposes, research significance, theoretical framework, and previous study. The foundation, investigative questions, and investigative purposes are examined in this chapter, which gives an intensive hypothetical system for the inquiry. It highlights the significance of the consideration and offers a conceptual system. The chapter closes with an outline of past ponders.

A. Background

In the globalized era, the ability in the English language is increasingly recognized as a gateway to educational and economic opportunities. Society develops an educational system to transmit social and economic values, beliefs, skills, techniques, and knowledge to the next generation and ensure the quality of life of its citizens and the development of the nation (Adams, 2002). Cheng et al. (2019) said that many factors have negative factors

are creating learning gaps for some students. The main factors include (1) rapid changes in society, (2) parents' lack of time for home education, (3) differences in child-rearing ideas, and (4) inequalities in socio-economic status. Understanding the multifaceted factors influencing these rural-urban English-speaking achievement inequalities is paramount for the development of targeted interventions and policies aimed at fostering linguistic equity.

According to Kumar, (2017). compared to students from urban area, students from rural area face more difficulties during the process of language achievement. This research seeks to address this gap by unveiling the intricate web of factors that contribute to the observed inequalities, shedding light on the unique circumstances faced by individuals in rural-urban settings.

The rural-urban divide is not merely geographic; it encompasses a complex interplay of socioeconomic, cultural, and educational dynamics. Social and economic sectors that are respected and powerful in society ignore or fail to address the appropriate educational needs of disadvantaged sectors of

society and the educational system disadvantages students from these sectors reflecting or showing Poor people in the community (Shields, Anne & Debra, 2017). Recognizing and dissecting these factors is essential for devising effective strategies to bridge the linguistic gap and promote equal opportunities for all learners, regardless of their geographic location.

Cultural factors also play a pivotal role in shaping students' attitudes and motivations toward learning English, particularly speaking skills. In urban area, English is often viewed as a critical skill for academic and professional success, creating a cultural environment that fosters its acquisition. Urban students are more likely to be exposed to English in their daily lives, whether through the media, social interactions, or even in educational settings where English is more frequently used as a medium of instruction (Alam & Karim, 2022).

Language proficiency, particularly in speaking, is a critical skill for academic and professional success. The inequalities between rural and urban students in acquiring speaking skills can be influenced by various socio-cultural and cultural factors. Socio-cultural factors also play a significant role in the speaking difficulties faced by rural students. According to Rahman et al. (2020), students from urban areas benefit from the "availability of English language learning resources, such as private language institutions and well-funded schools, which are often scarce in rural area." This discrepancy in resources significantly impacts the frequency and quality of English-speaking practice, which is crucial for language acquisition. The study by Liu and Zhao (2019) highlights that rural students often perceive English as a foreign and less relevant language in their daily lives, leading to lower motivation and engagement in learning to speak English.

Nunan (1995) states that speaking is a skill that deserves attention in both first and second languages, learning to speak is the most important aspect of learning a second or foreign language, and success is measured by the ability to converse in that language. By focusing on these inequalities, the study seeks to inform educational practitioners, policymakers, and researchers about the

underlying challenges and potential solutions that can pave the way for a more inclusive and equitable language education system.

The problem stated also indicated some phenomena in MTs. Miftahul Alfalah and MTs. As- Syarifiyah Bandung Based on the researcher's observation of the English teachers in these schools, some of the students are still having trouble and difficulties in their speaking achievement. The teacher said that the student's achievement in speaking is due to cultural differences which make it quite difficult for them to use English because they are used to using Indonesian or Sundanese as their first language.

As societies continue to navigate the complexities of linguistic diversity and educational access, this research endeavors to unravel the different factors that shape English-speaking achievement inequalities between rural and urban populations. Through a comprehensive exploration of these dynamics, the study aspires to offer actionable recommendations for fostering a more equitable and accessible English language education landscape.

B. Research Questions

From the background above, the researcher constructs three questions in the research:

1. What are the socioeconomic factors influencing English-speaking achievement in rural-urban settings in MTs. Miftahul Falah and MTs. Asy-Syarifiyyah Bandung?
2. How does culture impact English-speaking achievement in both rural and urban areas in MTs. Miftahul Falah and MTs. Asy-Syarifiyyah Bandung?

C. Research Purposes

From the research questions above, this study serves two research purposes as follows:

1. To identify the socioeconomic factors influencing rural-urban inequalities in English-speaking achievements in MTs. Miftahul Falah and MTs. Asy-Syarifiyyah Bandung.

2. To explore the cultural determinants influencing English-speaking achievement in diverse settings in MTs. Miftahul Falah and MTs. Asy-Syarifiyyah Bandung.

D. Research Significances

Theoretically, this research is expected to be a source of information to find out Socioeconomic and Cultural Factors Influencing Rural-Urban English-Speaking Achievement Inequalities: A Case Study in MTs. Miftahul Falah and MTs. Asy-Syarifiyyah Bandung.

Practically, this research gives two significances:

1. Teachers

This research can help teachers find out the factors that influence speaking in English based on cultural subtleties. Teachers are expected to be able to carry out learning or teaching methods that are appropriate to the needs of each student.

2. Students

This research is useful for finding out students' deficiencies in English speaking skills and introspection to correct these deficiencies and improve their ability to speak English.

E. Theoretical Framework

Speaking English intuitively seems to be the most important skill compared to other skills (Ur, 1996). Graddol (2006) pointed out that the use of English as a tool of international communication seems to have continued for decades, language for communication is recognized as an essential skill in EFL learning environments around the world. In addition to investigating the general difficulties of EFL learners in speaking English, several studies have found that the development of oral language in the classroom has been largely ignored, and that oral language in the classroom is more often influenced by teachers than by students showed that it is often used frequently (Hosni, 2014). This phenomenon strongly contradicts the idea that the main goal of all

English language education is to improve learners' ability to use English effectively and accurately in communication (Davies & Pearse, 2000).

The definitions used to classify populations into rural-urban area can influence our understanding of urban change and structural change as economic development occurs. Urbanization can be defined as the change from a dispersed population to increasingly living in densely populated settlements where non-agricultural economic activities predominate (Cockx et al., 2018; Fox et al., 2018). As a result of structural changes, primarily agricultural societies are transforming into high-income societies, with a focus on higher-yielding non-agricultural sectors. This change should be manifested not only in the physical concentration of the population in urban centers but also in the gradual transition of rural area from an agriculturally focused economy to a more diversified economy (Barrett et al. 2017a, 2017b; Davis et al., 2017; Jayne et al., 2018).

On the other hand, in rural area, English may not hold the same cultural significance. The local community might place greater value on the native language or regional dialects, leading to a reduced emphasis on English speaking skills. According to Molla and Cuthbert (2021), in many rural communities, "English is often seen as a distant language with limited practical utility, which can result in students having lower motivation to acquire speaking proficiency." This cultural difference can reduce the urgency or interest in learning to speak English fluently, thereby contributing to the inequalities between rural and urban students.

Cultural impact, in the context of rural and urban students, refers to the effects of the socio-cultural environment on students' language development and speaking skills. Williams (2023) highlights the psychological aspect of cultural impact, noting that urban students often have higher self-esteem and confidence due to their exposure to a competitive and diverse environment. This confidence translates into better speaking performance. He suggests that fostering a supportive and encouraging atmosphere in rural schools can boost students' confidence and enhance their speaking achievements.

Singh and Singh (2014) conducted a study to investigate “adolescents’ academic performance about their perceptions of the classroom environment”. Results show that the academic performance of students in urban area is higher than that of students in rural area, favoring male adolescents compared to adolescents attending urban schools. This also leads to differences in students’ learning performance, especially speaking performance. Speaking performance is a measure of knowledge of vocabulary, accuracy, grammar, and fluency. Here, the student’s performance level is evaluated based on the grades achieved by the student. In other words, it refers to the student’s performance in so-called speaking performance. It concerns the quality of learning achieved in a subject after a certain period of instruction. At each school level, specific performance measures are used to assess student performance and determine further learning opportunities.

F. Previous Studies

Several studies are relevant to the topic of factors Influencing the achievement gap between rural-urban English speakers:

First, a study was conducted by Wangmo et al., (2023). The purpose of this research is to examine primary school students’ and teachers’ perceptions of their students and their English oral proficiency levels in Bhutan, as well as to determine the methods used by urban teachers to help their students improve their oral proficiency. Oral proficiency was investigated and factors influencing students’ oral proficiency both inside and outside of school were considered. Researchers can conduct a thorough examination of a study problem by integrating quantitative and qualitative data and using a convergent parallel mixed methods approach. We used convergent parallel mixed methods to help. Results regarding students’ oral proficiency are not certain because researchers have not used deep language components such as discourse markers or linguistic features related to phonology, vocabulary, or syntax to assess students’ precise abilities.

Therefore, future research could be conducted to more deeply investigate language constructs such as discourse markers and linguistic features.

Second, a study was conducted by Ali et al., (2021). Students from lower socioeconomic backgrounds had English-speaking anxiety and academic achievement compared to rural-urban settings. Seven hundred and five college students providing information about their socioeconomic status, English language anxiety, and academic performance filled out an online survey for the quantitative study. There may be psychological and academic differences between students from rural-urban environments. How one's socioeconomic status affects one's academic achievement depends on several social and psychological aspects. Consequently, to understand how students' socioeconomic classes affect their academic performance, it is necessary to take into account the components that mediate and moderate this impact. The effects of socioeconomic inequality on children's education have the potential to alter pupils' pessimistic views of their talents, intellect, and self-awareness, even though eradicating such inequalities is an arduous task.

The third point is that Sumi et al. (2021) performed research. Minimizing and reducing this is possible. Consequently, the purpose of this research was to compare the academic achievements of kids in rural-urban locations and to determine what variables contribute to the inequalities in these two groups' educational outcomes. Data were collected from her 566 students from eight educational institutions through multistage proportional random sampling using a self-administered questionnaire. Despite some limitations, this study highlights three major determinants of the growing academic spatial disparity in Bangladesh: human capital, financial capital, and social capital. Individual characteristics, SES or family background, and institutional factors. In addition to implementing the above strategies, governments should regularly conduct rigorous empirical research on the effectiveness of teaching and learning at primary, secondary, and tertiary levels in rural-urban area. This will enable policymakers to identify factors that contribute to spatial

inequalities in academic achievement, assess overall educational progress, and take appropriate actions where necessary.

Fourth, a study was conducted by Prkait (2019). The impact of the school's atmosphere on the academic achievement of pupils in grade nine was the focus of this research. A random sample of 240 people, including 120 males and 120 girls, was drawn from both rural and urban area to take part in this study. Relying on an imbalanced random sampling technique, four schools were chosen at random from the rural-urban parts of twenty-four cities in the Parganas and Kolkata regions to accomplish this goal. Academic achievement is where rural-urban schools diverge significantly, according to the statistics. In both rural and urban schools, the school environment has a substantial impact on students' academic performance. The school climate has a substantial impact on students' performance in rural schools.

Fifth, a study was conducted by Santoso et al, (2021). Students from private secondary schools in Salatiga, Central Java, who suffer from language anxiety were the focus of this article's investigation. A case study is the way that is utilized. One hundred sixty-six students in seventh through ninth grade were polled in this study. Based on their subjective experiences, survey takers were asked to identify the factors influencing their fear of public speaking. The literature reviewed for this study served as the basis for the questionnaire items. Following the presentation of quantitative data, explanations, and interpretations of the data were provided. Worries over language and correctness were identified as the primary causes of participants' speaking anxiety in the study. However many of the 4,444 students in this study reported feeling less worried overall, and this was particularly true when it came to managing their classroom, its activities, and their instructors.

Sixth, research was carried out by Hung et al. (2019). Researchers in this study looked at 2,868 US school districts to find out what's causing the racial achievement gap. There was no correlation between school-based variables and the outcome, including teacher-student ratios and per-pupil expenditure. The achievement gap is mostly caused by the amount of adult education that

households have, with larger inequalities being related to higher levels of adult education. Additionally, minority pupils may face additional obstacles in regions that are resource-rich. It implies. Quantitative correlational analyses were performed by researchers using specific data from each LEA. This data included the student-teacher ratio, the percentage of pupils classified as English language learners, and the percentage of kids getting special education services. This result suggests that racism and race have a real impact on educational attainment in the United States and that related micro- and macro-level networks have differential effects on students from higher-achieving communities. It has been found that it gives

While previous studies have examined educational inequalities between rural and urban area, the specific challenges and influences affecting English language proficiency remain understudied. This research seeks to address this gap by unveiling the factors Influencing rural-urban English-speaking achievement inequalities. This study also aims to determine whether differences in the education system in Indonesia can affect students' English language skills. Moreover, this study focuses on knowing the influence of socio-economic and cultural impact factors on students' speaking ability in rural and urban area.