



A COMPARATIVE STUDY OF STUDENTS' ENGLISH SPEAKING SKILL OUTCOMES IN RURAL AND URBAN SCHOOLS.

Nika Nurdiana¹⁾, Syarifah Rafikah²⁾, Budiarti Putri Uleng³⁾

¹⁾Dosen Bahasa Inggris Bisnis Universitas Wira Bhakti.

email: nikanurdiana@wirabhaktimakassar.ac.id

²⁾Dosen Ekonomi Manajemen Universitas Wira Bhakti.

email: syarifahrafikah@wirabhaktimakassar.ac.id

³⁾Dosen Pendidikan Bahasa Inggris Universitas Andi Djemma.

email: budiarti@unanda.ac.id

Abstract. This study aims to compare the English learning achievements, specifically in terms of speaking skills, a comparison between rural and urban schools. The goal of speaking instruction is to enable students to communicate in English as a global language. This research employed a mixed-methods approach. The study's indicated that schools located in urban areas do not inherently ensure better students performance, just as rural schools do not always result in lower student achievement. In fact, the study found that students in rural schools scored higher than those in urban schools. Several factors contribute to this outcome: 1) Smaller class sizes in rural schools allow teachers to provide more individualized attention. 2) Students in rural areas display a strong determination to learn, despite having fewer resources. 3) The teaching methods employed in rural schools differ from those adopted in urban schools. 4) Rural school students tend to show a heightened eagerness to learn English in comparison with their urban counterparts. The study also identified four key factors that contribute to the lower performance of urban students: 1) A lack of focus on speaking skills. 2) Insufficient concentration during lessons. 3) A limited understanding of English concepts, particularly in speaking. 4) A lack of discipline among students.

Keywords: *Learning Outcomes, English Speaking Skills, SMA Yaspib Bontolempangan and SMK Yaspib Bontolempangan.*

INTRODUCTION

Students are deemed to have developed English language skill when they are able to communicate ideas, opinions, emotions, and experiences effectively, while demonstrating proficiency in the four key areas of English: fluency, vocabulary, grammatical accuracy and pronunciation (Feberani, 2018). This perspective is further reinforced by Wood, who highlights that successful language use is determined not only by its communicative effectiveness but also by the appropriateness of its structure and form (McNaughton et al., 2008).

Karyati (2019) defines speaking as the capability to produce language sounds for the purpose of expressing thoughts, ideas, and emotions verbally, thereby enabling effective interaction and communication, with communication being the core objective of speaking. Ananda (2019) further asserts that developing proficient speaking skills requires consistent and intensive practice.



However, in reality, many students struggle with learning to speak English, as speaking is often considered more challenging than the other four language skills. Previous studies indicate that a major issue students face in speaking English is the need to generate sentences spontaneously when engaging in conversation (Rao, 2019).

Additionally, students encounter difficulties in using the correct language structure, as producing sentences without first mastering grammar can be challenging (Rao, 2019). This emphasizes that mastering English speaking skills involves a multifaceted process, requiring competence in several linguistic elements, such as vocabulary, pronunciation, idea formulation, and grammatical accuracy.

The issue of students' low interest in English speaking skills is closely linked to their lack of motivation to engage with the language (Shahnaz et al., 2021). This finding is consistent with research indicating that a lack of motivation to speak English is more prevalent among students in rural areas compared to those in urban areas. The disparity arises because English language education in rural areas faces greater challenges than in urban schools (Hossain, 2016). Contributing factors include students' limited interest in English, insufficient support from parents and the community, and the low proficiency of English teachers.

Learning English is particularly challenging for students in rural schools (Harlina & Nur Yusuf, 2020). This challenge is closely linked to the limited resources and inadequate learning environment in these areas. Rural schools have fewer opportunities to enhance English skills compared to urban schools, and access to English-related information is scarce. As a result, students often have little exposure to the language in their daily lives, which affects their understanding of English, especially speaking skills, and contributes to their lack of interest in learning the language.

It is believed that teachers in urban schools benefit from greater access to resources for enhancing their subject matter. Whereas rural school teachers often face limited opportunities. This gap results in a teacher-centered learning environment in rural schools (Harlina & Nur Yusuf, 2020). In such environments, students tend to lack both the motivation and the skills necessary for independent learning. Additionally, the shortcomings of English education in rural areas are frequently linked to a shortage of qualified teachers and insufficient learning resources. According to du Plessis (2014), rural schools struggle to attract competent educators due to challenges such as remote locations, lower salary scales compared to urban areas, and inadequate infrastructure and school facilities.

Research shows that teachers' motivation to teach speaking skills is still low, as their primary focus is often on helping students pass exams rather than ensuring they can speak fluently. A major issue in language learning is that many students lack the time to practice speaking English independently. They also do not possess sufficient knowledge and skills in the language. Students often experience language transfer from their first language to English, leading to



feelings of inferiority and fear of making mistakes while speaking. Another problem related to teaching is the use of textbooks and student worksheets that do not adequately support the development of speaking skills. Teachers need to gain more experience and explore various teaching methods to improve speaking instruction. In contrast to rural teachers, urban teachers are often more familiar with methods that encourage active student participation in the learning process, and they benefit from better facilities that facilitate the development of students' speaking skills in English (Harlina & Nur Yusuf, 2020).

A comparative analysis of English learning outcomes in rural and urban areas reveals significant disparities, which can be attributed to various factors within the learning systems of both settings. In urban schools, English is widely known and integrated into students' education, while in rural areas, English is less familiar both in and outside of school (Ganesh et al., 2019; du Plessis, 2014).

Rural students often view English merely as a subject for national exams and lack awareness of its broader importance. This limited understanding of the value of English greatly impacts their motivation to learn the language. Moreover, the perception that English is difficult discourages many students from engaging with the language effectively, leading to suboptimal learning. The environment plays a crucial role in shaping one's mindset and motivation. In rural areas, the lack of opportunities to learn English, especially speaking skills, further hinders students' progress. Motivation, as defined by Uno and Lamatenggo (2010), refers to the influence that drives individuals toward achieving a specific goal. The rural school environment, which is not conducive to English language learning, reduces students' interest in the subject. Additionally, the family environment, particularly the role of parents, plays a critical part in enhancing students' learning experiences.

However, in rural areas, parental involvement in supporting English education is minimal (Holguín & Morales, 2016). Parents often do not actively assist or monitor their children's learning progress, primarily due to economic conditions in rural areas, where many families belong to lower-middle-class socio-economic backgrounds. Consequently, even when parents pay attention, they are unable to provide the necessary support or motivation for their children's development, especially in relation to learning English (Harlina & Yusuf, 2020).

The researcher compared students from several schools in rural and urban areas, specifically at SMAN 15 Gowa in a rural village and SMAN 14 Gowa in an urban setting. The findings revealed that students' abilities to learn English Language, particularly English speaking skill, were nearly identical in both rural and urban school. This observation was confirmed by teachers from both schools. For instance, when teachers asked questions in English to engage students, most students remained silent or provided simple yes/no responses, even when the questions were not designed for such answers. Some students even laughed at their responses, indicating a lack of understanding of the questions. This reflects the students' limited comprehension of English. Several factors contribute to this situation, considering the low level the students' enthusiasm in learning English language, limited support from both parents and local community, and the



comparatively limited proficiency of English teacher. The findings of the pre-survey indicated that students' speaking skills in both rural and urban schools produced comparable results. This result highlights a gap in the existing research compared to previous studies, where the differences in speaking language abilities between urban and rural students were more pronounced.

The researcher selected this topic to examine and evaluate students' proficiency in speaking English, by utilizing the school's location as a reference point for students' performance, while also assessing students' confidence in speaking English. This study aims to provide insights to the government that educational outcomes should be made equitable across both rural and urban schools to ensure similar success rates for students in both contexts. Given these considerations, the researcher chose to carry out the study in both rural and urban school settings. To date, limited research has been conducted that specially compares students' learning outcomes between rural and urban schools. Thus, the author is inspired to explore this topic further. What sets this research apart from previous studies is its focus, particularly in examining a comparative analysis of English speaking proficiency between students in rural and urban school areas. The researcher aims to investigate these differences in speaking proficiency between rural and urban students.

LITERATURE REVIEW

A. Speaking Skill Concept

1. The Definition of Speaking

Speaking is an essential skill used for communication in everyday life, both inside and outside of school. It involves an interaction between two or more people, where participants, acting as both listeners and speakers, must respond quickly to what they hear in order to contribute effectively (Brown, 2004). Kayi (2006) it was further highlighted that speaking is a productive skill in the oral modality, which similar with the other skill, is more intricate than it may seem and encompasses more than just pronunciation. Chaney (2006) described speaking as the process of generating and conveying meaning through both verbal and non-verbal symbols in diverse contexts.

From these explanations, it can be inferred that speaking is an interactive process involving both teachers and students, with a teacher providing knowing that helps students develop language skills. Ochs and Klinker (2012) describe speaking as a combination of informing, entertaining, and persuading. Similarly, Sanggam Siahaan notes that speaking represents the verbal manifestation of productive language proficiency. Brown (2001) said that successful language acquisition is often demonstrated through the ability to achieve pragmatic goals by engaging in interactive discourse with others. When individuals engage in speaking, they not only concentrate on accurate application of sounds and patterns but also in selecting appropriate words to convey meaning effectively.



In summary, speaking is a crucial component of language learning, as it primarily involves verbal communication. In contrast in reading, writing and listening, speaking necessitates immediate interaction with an audience. Proficiency in spoken English enables Learners are equipped to express themselves, transmit meaning, and participate in substantive dialogues in English. Moreover, speaking involves more than mere interaction, it is a process of conveying clear and comprehensible meaning. Nunan (1989) said that Speaking can be categorized into monologues, which involve uninterrupted presentations, and dialogues, which focus on interaction with others participants. Brown (1983) said that it can also fully two primary functions: transactional, which involves the exchange of information, and interactional, which focuses on sustaining social connections,

Enhancing speaking proficiency is crucial in English as a Foreign Language (EFL) or English as a Second Language Programs. Nunan (1999) as well as Burkat and sheppard (2004) contend that argue that language learning success is evaluated based on the capacity to engage in a conversation using the target language. Thus, speaking refers to often prioritized by learners of English (Florez, 1999). Effective speaking instruction helps students acquire the necessary skills to converse naturally and spontaneously with native speakers. Additionally, engaging speaking activities can increase motivation, making the English classroom a dynamic and enjoyable environment (Nunan, 1999, Celce-Murcia 2001). Speaking also facilitates the development of other language skills, as oral interaction plays a significant role in shaping a learner overall language development (Varionis & Gass, 1994). The example, learning to speak enhances reading (Hilferty, 2005), writing (Trachsel & Severino, 2004), and listening skills (Regina, 1997).

2. The Significance of Proficiency in Speaking

In the modern interconnected world, effective communication is essential for success across various domains, language functions as a medium through which communication occurs, and effective communication is impossible without it. Additionally, people cannot accomplish their goals and objectives without using appropriate language to interact. As a result, language is essential for connecting with others around the world. English, recognized as an international language, is widely spoken across the globe and facilitates communication between people from different regions, countries, and continents.

Of the four primary language skills, speaking is regarded as the most crucial for acquiring a foreign or second language. Speaking is the skill that students value the most in real-life situations (Brown & Yuke 1983)

3. Speaking Aspect

Hughes (2011:130) described speaking as a multifaceted skill that



necessitates the concurrent application of various abilities, which frequently progress at varying speeds. In analyzing the speaking process, four or five main components are generally recognized, which are:

a. Pronunciation

For students to speak English with fluency, they must be capable of accurately pronouncing phonemes, applying correct stress and intonation, and producing speech in a coherent and connected manner. Speakers need to articulate words clearly and produce the sounds that convey meaning. At the word pronunciation level, learners often struggle to distinguish sounds that exist in the target language but not in their native language.

b. Grammar

It is evident that, to speak a foreign language, a certain level of grammar and vocabulary knowledge is essential. Grammar involves understanding the sounds, sound patterns, word meanings, and the rule that combine them to form sentences. Mastering grammar is crucial in speaking because without it, speakers will struggle to communicate effectively.

c. Vocabulary

Vocabulary is a foundational element of any language. It includes individual words, set phrases, idioms, phrasal verbs, and variable phrases. A limited vocabulary severely hinders the ability to engage in conversation. Vocabulary plays a critical role in learning a foreign language. In the past, vocabulary instruction was often overlooked in language programs, but recent research has highlighted its importance. The National Reading Panel (2000) identified five methods for teaching vocabulary: 1) Explicit instruction, 2) Implicit instruction, 3) Multimedia methods, 4) Capacity methods, and 5) Association methods.

Implicit vocabulary instruction, as described by Decarrico (2001), occurs when the learner is focused on something else, such as understanding a text or engaging in communication. Krashen's Input Hypothesis (1989) suggests that repeated exposure to words in different contexts allows learners to acquire their meaning subconsciously. Huckin and Coady (1999) emphasized that implicit learning happens as a by-product of engaging in communicative activities like reading, listening, and conversation.

d. Fluency

Fluency refers to the ability to speak without frequent pauses or hesitations. It is the capacity to maintain a natural flow of conversation, even when speaking spontaneously. Fluent speakers can convey their message effectively, even if there are minor grammatical errors or mistakes.



e. Comprehension

Comprehension is the ability to understand the information conveyed by others. It allows the speaker and listener to exchange meaningful content. Comprehension is essential for successful communication, as it enables individuals to accurately interpret and respond to the messages being communicated.

In conclusion, the five key elements necessary for effective spoken communication are pronunciation, grammar, vocabulary, fluency, and comprehension. Mastery of these components is crucial for effective spoken production. Vocabulary is not just about knowing a few words; it requires a wide range of words to engage in meaningful conversations. Grammar helps ensure clarity and understanding, while good pronunciation is essential for communication. All these elements work together to enable effective spoken communication.

4. The Teacher Roles in Enhancing Speaking Skill

The teacher plays a crucial role in the development of students' speaking abilities. At the beginning of the teaching process, the teacher encourages students to accurately pronounce new language sounds. This is followed by an emphasis on correct sound production, whether it is initially accurate or not. The teacher then motivates students to practice speaking by repeating and imitating sounds. Eventually, the focus shifts to providing opportunities for further oral practice. At this stage, the teacher's role shifts from direct correction to fostering an environment where students are encouraged to develop speaking proficiency in the target language.

According to Harmer (in Hidayat, 2013: 10), there are three key roles that a teacher plays in helping students speak fluently:

a. promoter

Students may sometimes struggle to think of what to say next or may encounter other difficulties in achieving the fluency expected of them. In these situations, the teachers can assist by offering specific suggestions. Additionally, the teacher should provide motivation to help students become confident and effective speakers.

b. Participant

The teacher should actively participate in speaking activities to animate and encourage student engagement. This can be achieved by setting up activities in a clear and enthusiastic manner. In some cases, the teacher may also choose to participate in discussions or role-plays to subtly prompt students, introduce new ideas to support the activity, and ensure ongoing student involvement, thereby maintaining a dynamic learning environment.

c. Feedback Provider



When it comes to providing feedback during speaking activities, teachers must carefully consider how and when to give corrections. Effective teaching in speaking involves not just providing corrections but also offering constructive suggestions and alternative approaches. The teacher's role is critical in ensuring that the speaking class is productive and successful, guiding students towards improved speaking proficiency.

B. Learning Outcomes in Teaching Speaking Skills in Rural and Urban Schools.

1. Learning Outcomes

Djamarah and Zain (2002) describe learning outcomes as the degree of students' comprehension and mastery of the content or subject matter presented throughout the instructional process. These outcomes are determined through a comprehensive evaluation of the entire educational experience. The underlying premise is that an effective teaching process yields optimal learning results. The more effort invested in establishing supportive teaching conditions, the more favorable the educational outcomes and achievements.

As stated by Gagne and Briggs, as cited in Sudjana (2002), learning outcomes are divided into five categories: intellectual abilities, cognitive strategies, declarative knowledge, motor skills, and attitudes. In this regard, learning outcomes include both the knowledge and the skills that students have acquired.

Rohani and Ahmadi (2005) emphasize that the primary aim of assessing learning outcomes is to measure students' progress in mastering the content delivered, in accordance with established objectives. These objectives outline the specific targets or goals to be accomplished.

Adam (2004) characterizes learning outcomes as written descriptions that specify what a successful student or learner is anticipated to accomplish upon the completion of a program, module, course, or qualification. Likewise, the ECTS Users' Guide (2005) outlines learning outcomes as statements that describe the knowledge, understanding, or skills a learner should be able to demonstrate after completing a learning process.

Learning outcomes can be likened to navigation tools, such as a GPS. Once a destination is set, the GPS guides the driver throughout the journey, ensuring they reach the intended destination without losing their way. Even if the driver takes a wrong turn, the GPS redirects them back to the correct route.

In the same way, learning outcomes serve as guiding tools for students, directing them toward the intended goals of a course. They also provide teachers with a clear path to follow while making students aware of what they are expected to achieve by the end of the course. Moreover, they help both teachers and students identify the steps necessary to achieve the



desired results.

2. Teaching Speaking Skill

Teaching speaking skills to students should focus on enabling them to communicate effectively in English across various situations and genres. There are four key recommendations for teachers aiming to develop students' speaking skills. First, the selected activities should encourage students to speak extensively. Teachers should prioritize activities that require active student participation and ensure that all students are involved, rather than allowing only a few to dominate the class.

Second, the activities should be designed to motivated students to participate and speak. To achieve this, the activities must be engaging and relevant to students' interests. Finally, the activities should align with students' proficiency levels. If the tasks are too challenging or too simple, students may lose motivation to engage in the learning process.

Speaking is one of the four core language skills, alongside writing, reading, and listening. As a productive skill, like writing, speaking is essential for expressing meaning in ways that others can comprehend. It involves producing spoken language and, when truly communicative, is driven by a genuine desire and purpose to convey a message or achieve a specific outcome.

Harmer (2008: 269–270) identified several key elements necessary for effective speaking:

- a. **Connected Speech:** Proficient English speakers must produce not only individual phonemes (e.g., “would have gone”) but also fluent connected speech (e.g., “I’ve gone”).
- b. **Expressive devices:** native English speakers often vary their pitch, stress, volume, and speed, and use physical and non-verbal cues (paralinguistic features) to convey emotions, particularly during face to face interactions.
- c. **Lexis and grammar :** spontanouse spech frequently includes common lexical phrases, especially when performing specific language functions.
- d. **Negotiation Language:** Effective speakers use negotiation language to seek clarification, confirm understanding, and structure their spoken messages.

From this explanation, it can be concluded that several elements are essential for effective speaking. These elements help ensure clarity and facilitate mutual understanding in communication. Students often view speaking as the ultimate goal of language learning. However, speaking is not only an outcome but also a critical component of the language learning



process.

3. Teaching speaking skills in rural school

According to Downes and Roberts (2017), rural schools are those that have less than 600 pupils, are at least five miles from an urban region, and generally have more inadequacies than urban schools. It is also well recognized that these schools have particular difficulties when it comes to teaching and studying English (Febriana et al., 2018). These difficulties exist in Indonesia because of the great physical separation between rural and urban regions, the variety of regional languages, and financial limitations (Luschei & Zubaidah, 2012).

Indonesia is home to over 700 local languages, making most of its population bilingual or multilingual (Lie, 2002); however, English is not among these languages. Consequently, rural teachers often face significant barriers in teaching and communicating with students who have limited or no proficiency in English. In many rural areas, English is still regarded as a foreign language with no immediate practical benefits, leading to low motivation among students to learn it. Since English is rarely used in daily communication, rural students lack both exposure and the intrinsic motivation to develop their language skills. Additionally, parental support for learning English is often insufficient, as many parents prioritize basic literacy and numeracy over foreign language acquisition (Holguin & Morales, 2015).

Rural schools in Indonesia also suffer from inadequate facilities and infrastructure (Moulten, 2001). Common issues include the lack of electricity, insufficient classroom equipment, limited learning resources, and minimal support from school leadership (Febriana et al., 2018). These challenges are compounded by the pedagogical beliefs of teachers, which are shaped by their limited resources and constrained teaching environments.

The COVID-19 pandemic has further exacerbated these issues, as rural schools have struggled to implement online learning due to resource limitations. Understanding how rural teachers' pedagogical beliefs have been affected by the pandemic, and how they navigate these challenges, is crucial for addressing the unique needs of these schools and improving their teaching practices.

4. Teaching Speaking skills in Urban School

Urban school are characterized by their access to highly adequate facilities that support the learning process, enabling them to achieve more optimal outcomes compared to rural schools. In terms of resources, urban education benefits from sufficient infrastructure and tools that facilitate effective teaching and learning. Such support contributes significantly to the overall improvement in the quality of education in urban areas.



However, the presence of advanced facilities does not imply that urban education is without challenges. One prominent issue is the gap in moral discipline, which can manifest in negative behaviors that affect the community, such as inter-school conflicts or brawls. Despite the availability of sufficient resources, these social issues highlight areas where urban education still falls short.

This situation underscores the need for continued governmental efforts to address these challenges and foster further improvements in urban education. By tackling these issues, the education system in urban areas can be enhanced to promote both academic excellence and social harmony.

RESEARCH METHOD

The researchers used an explanatory design and a mixed-method approach in their study. Using quantitative data to explain or elaborate on preliminary qualitative results is the main goal of the two-phase mixed-methods explanatory design (Creswell, Plano Clark, et al., 2003). Studies that require qualitative data to elucidate significant, non-significant, outlier, or unexpected outcomes are best suited for this approach (Morse, 1991).

The process begins with the collection and analysis of quantitative data in the first phase. This is followed by a second phase involving the collection and analysis of qualitative data, which is specifically designed to build upon or connect to the results of the initial quantitative phase. Since this approach starts with a quantitative focus, researchers typically place greater emphasis on quantitative methods than on qualitative methods (Aldridge et al., 1999).

RESULT AND DISCUSSION

A. RESULT

1. The Difference Between English Speaking skill in Urban School and Rural School in Gowa District

a. The Score of the Speaking Test

1) Rural School

The Score of Speaking Test at Urban School		
Score	category	frequency (Students)
percentage		
90-100	excelent	1
20%		
70-80	very good	4
80%		
50-60	good	-
30-40	poor	-
10-20	very poor	5



The results of the speaking test conducted in rural schools, as presented in the table, reveal the following distribution of student performance:

1. Excellence (Score 90-100): Only 1 student (20%) achieved an "Excellence" category, indicating outstanding performance in the speaking test.
2. Very Good (Score 70-80): The majority of students, 4 out of 5 (80%), fell within the "Very Good" category, demonstrating a high level of proficiency in speaking skills.
3. Good (Score 50-60), Poor (Score 30-40), and Very Poor (Score 10-20): No students scored within these lower categories, indicating that none of the participants performed below the "Very Good" level.

In summary, the data highlights that the overall speaking proficiency among the rural school students is relatively strong, with all participants achieving scores classified as either "Excellence" or "Very Good." However, the small sample size (5 students) limits the generalizability of these findings to the broader population of rural school students.

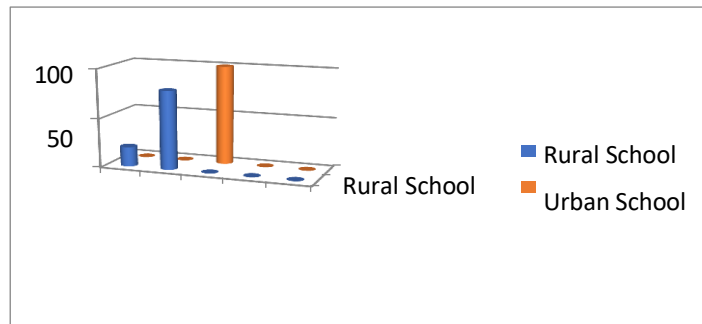
2) Urban School

The Score of Speaking Test at Urban School

Score interval	Category	Frequency	Percentage
90-100	Excellent	-	-
70-80	Very Good	-	-
50-60	Good	5	100%
30-40	poor	-	-
10-20	Very Poor	-	-
Total		5	100%

The results of the speaking test conducted in this study indicate that all participants scored within the "Good" category, with a score range of 50–60. The frequency of students in this category was 5, representing 100% of the total participants. No students achieved scores in the "Excellence" (90–100), "Very Good" (70–80), "Poor" (30–40), or "Very Poor" (10–20) categories.

This result suggests that while all students demonstrated a baseline level of speaking proficiency classified as "Good," there were no instances of either higher or lower levels of performance in this particular sample.



The uniformity of the results may point to consistent teaching methods or similar levels of language exposure and proficiency among the participants. However, further investigation with a larger sample size could provide more comprehensive insights into the overall speaking abilities in this context.

The data indicates that none of the students from SMAN 14 Gowa achieved an "Excellent" score on the speaking test, with 100% of the participants falling into the "Good" category. In contrast, at SMAN 15 Gowa, 20% of the students achieved an "Excellent" score, and 80% were categorized as "Very Good". Based on these results, it can be concluded that the speaking test scores of students from SMAN 15 Gowa are higher than those from SMAN 14 Gowa.

2. The Factor which affect students speking skill at rural and urban school

Based on the interviews conducted, the researchers identified several factors influencing the differences in the speaking test score between students in rural and urban areas :

a. Factors in Rural School

- 1) The smaller class sizes in rural schools allow teachers to provide more individualized attention and thorough explanations of the material.
- 2) Despite limited facilities, rural students demonstrate a strong determination to learn and improve.
- 3) Teachers in rural areas employ teaching methods that differ From those used In Urban schools.
- 4) Tudents in rural area exhibit a higher interest in learning English compared to their urban counterparts.

b. Factors in Urban Schools

- 1) Urban students show specific weaknesses in speaking skills.
- 2) There is a noticeable lack of concentration among urban students



during the learning process.

- 3) Many urban students have a low conceptual understanding of English, particularly in speaking skills.
- 4) Urban students often display a lack of discipline, which negatively impacts their learning outcomes.

B. DISCUSSION

The discussion of the research results aims to explain and analyze the findings of this study. It focuses on examining whether there is a significant differences in the English speaking skills of tenth-grade students in rural and urban schools, specifically comparing SMAN 15 Gowa and SMAN 14 Gowa.

The results indicate a notable difference between students in rural and urban areas. Students in urban schools tend to achieve less satisfactory results, as evidence by the speaking test scores of students at SMAN 14 Gowa. None of the students from this school scored in the "Very Good" or "Excellent" categories; all participants fell into the "Good" category (100%). In contrast, SMAN 15 Gowa recorded 20% of students in the "Excellent" category and 80% in the "Very Good" category. These findings suggest that the English speaking skills of students at SMAN 15 Gowa are higher than those at SMAN 14 Gowa.

When compared with previous studies, this research aligns with findings by Victor Pavon Vazques (2018), which showed that while urban students may excel in certain areas, the differences between rural and urban students are often minimal and, in many cases, not statistically significant across most evaluated dimensions. The study suggests that variations in learning outcomes are influenced by a combination of teaching and learning factors and cannot be attributed solely to the rural or urban nature of the school environment.

To further support this conclusion, To investigate the problems, the researcher spoke with instructors and students in interviews. Ten participants from two schools said that classroom amenities and circumstances affected pupils' motivation to learn. However, when asked whether the learning objectives set by teachers were easily achievable, only four students from SMAN 15 Gowa responded affirmatively, while the others stated that the objectives were only sometimes achievable. Based on these interview results, the researcher concluded that the teacher's personality and teaching abilities significantly affect students' interest in learning English. Detailed findings from the interviews are included in the appendix.

Additionally, the researcher conducted interviews with teachers at SMAN 15 Gowa, where it was revealed that individual evaluations were consistently carried out after each lesson. This approach helped teachers get to know their



students better and assess their personal competencies. However, many students tended to imitate their peers rather than demonstrate independent learning. In contrast, teachers from SMAN 14 Gowa reported that their teaching process was less theoretical. From the analysis of these two sets of interviews, it can be concluded that there are differences in the level of student engagement between urban and rural areas, which in turn affects academic performance. The results of these interviews are also included in the appendices.

Based on the research findings, Therefore, it may be said that metropolitan schools do not necessarily ensure high student performance, and rural schools do not always lead to low student success. The results of this study show that students in rural schools scored higher than those in urban schools. Several factors contribute to this outcome: 1) smaller class sizes in rural schools allow teachers to provide more individualized attention, 2) students in rural areas demonstrate a strong determination to learn despite inadequate facilities, 3) teaching methods in rural schools differ from those urban school, and 4) students in rural areas show a greater interest in learning English compared to their urban peers.

The study also identifies four factors contributing to the lower performance of urban students: 1) a lack of proficiency in speaking skills, 2) insufficient concentration during lessons, 3) a poor understanding of English concepts related to speaking school, and 4) a lack of the students dicipline.

CONCLUSION

The following conclusions may be made in light of the study findings from SMAN 14 Gowa and SMAN 15 Gowa's tenth grade during the 2021–2022 school year: First, pupils from rural and urban schools perform significantly differently on speaking tests. All of the pupils at SMAN 15 Gowa received "good" grades; none of them received really good ones. On the other hand, 20% of the students at SMAN 15 Gowa received "excellence" grades, while 80% received "very good" grades. Thus, it can be said that students at SMAN 15 Gowa have better speaking exam scores than those at SMAN 14 Gowa.

Secondly, several factors contribute to the differences in speaking skill outcomes betwen studrnrs in rural and urban school in Gowa District. These factors include: 1) the smaller number of students in rural schools, which allows teachers to give more individual attention to each student; 2) a strong determination among rural students to learn, even with limited resources; 3) differing teaching methods employed by teachers in rural versus urban areas; and 4) greater interest in learning English among rural students compared to their urban counterparts. Additionally, the study identifies four factors contributing to the lower test scores of urban students: 1) a lack of proficiency in speaking, 2) poor concentration during lessons, 3) a weak understanding of English concepts related to speaking, and 4) a lack of students discipline.



REFERENCES

- Akbayeva, G. N., Ospanova, V. A., Kagazbayev, Z. A., Tazhibayeva, E. R., & Eskazinova, Z. A. (1994). The importance of speaking skills at the early stage. 6, 93–96.
- Ananda, R. (2019). The effect of learning strategies and learning independence on learning outcomes in learning evaluation subject. *IJLRES-International Journal on Language*, 3(3), 2580–6785. <https://doi.org/10.30575/2017/IJLRES-2019091201>
- Ampa, A. T. M. B. D. A. A. A. (2013). The development of contextual learning materials for English speaking skills. *International Journal of Education and Research*, 1(9), 1–10.
- Ary, E., & Brune, C. (2011). A comparison of student learning outcomes in traditional and online personal finance courses. *Journal of Online Learning and Teaching*, 7(4), 465–474. http://jolt.merlot.org/vol7no4/brune_1211.pdf
- Badjadi, N. E. I. (2020). Learner-centered English language teaching: Premises, practices, and prospects. *IAFOR Journal of Education*, 8(1), 7–27. <https://doi.org/10.22492/ije.8.1.01>
- Plessis, P., & Mestry, R. (2019). Teachers for rural schools – A challenge for South Africa. *South African Journal of Education*, 39(September), 1–9. <https://doi.org/10.15700/saje.v39ns1a1774>
- Faidley, J. K. (2018). Comparison of learning outcomes from online and face-to-face accounting courses. ProQuest LLC, May. <https://dc.etsu.edu/etd/3434>
- Forbiddendinasty, E., Mal, Q., & Gading, K. (2006). Pendahuluan tinjauan pustaka. *Jurnal Fasilkom*, 1(1), 1–21.
- Ganesh, D., Charyulu, G. M., & Hussain, S. S. (2019). L2 learners' problems in speaking English of rural background engineering students in AP. *International Journal of Recent Technology and Engineering*, 8(3), 5942–5946. <https://doi.org/10.35940/ij>
- Harlina, H., & Nur Yusuf, F. (2020). Tantangan belajar bahasa Inggris di sekolah pedesaan [Challenges of learning English in rural schools]. *Jurnal Penelitian Pendidikan*, 20, 325–334.
- Hossain, M. (2016). English language teaching in rural areas: A scenario and problems and prospects in the context of Bangladesh. *Advances in Language and Literary Studies*, 7(3). <https://doi.org/10.7575/aiac.all.v.7n.3p.1>
- Mahajan, M., & Singh, M. K. S. (2017). Importance and benefits of learning outcomes. *IOSR Journal of Humanities and Social Science*, 22(03), 65–67. <https://doi.org/10.9790/0837-2203056567>
- Muhammad Saleh Taher, J. A. R. H. T. (2020). The effectiveness of class discussion learning method by using Cisco Webex application in improving students' speaking skills and learning outcomes at the English Language Department of University of Muhammadiyah Tangerang.



- IJLECR - International Journal of Language Education and Culture Review, 6(1), 69–73. <https://doi.org/10.21009/ijlecr.061.09>
- Nazara, S. (2011). Students' perception on EFL speaking skill development. *JET (Journal of English Teaching)*, 1(1), 28. <https://doi.org/10.33541/jet.v1i1>.
- Olasehinde, K. J., & Olatoye, R. A. (2014). Comparison of male and female senior secondary school students' learning outcomes in science in Katsina State, Nigeria. *Mediterranean Journal of Social Sciences*, 5(2), 517–523. <https://doi.org/10.5901/mjss.2014.v5n2p517>
- Parmawati, A. (2018). Using analytic teams technique to improve students' speaking skill. *Edulitics (Education, Literature, and Linguistics) Journal*, 3(2), 21–25.
- Puspaningtyas, N. D., & Marchamah Ulfa. (2020). Improving students' learning outcomes in blended learning through the use of animated video. *Kalamatika: Jurnal Pendidikan Matematika*, 5(2), 133–142. <https://doi.org/10.22236/kalamatika.vol5no2.2020pp133-142>
- Qureshi, I. A. (2013). The importance of speaking skill. *Gerald Gillis*, 5655, 1. <http://www.geraldgillis.com/importance-speaking-skills/>
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 6–18. www.acielj.com
- Santhanasamy, C. (2022). *European Journal of Educational Research*, 11(1), 127–139.
- Shahnaz, M., Siti, I., & Gandana, S. (2021). Teaching English in a rural school: How the pandemic affects teachers' beliefs and practices. *Advances in Social Science, Education and Humanities Research*, 546(Conaplin 2020), 334–340.
- Syakur, A., Sugirin, S., Margana, M., Junining, E., & Sabat, Y. (2020). Improving English language speaking skills using “Absyak” online learning model for second semester in higher education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 684–694. <https://doi.org/10.33258/birle.v3i2.897>
- Vázquez, V. P. (2018). Learning outcomes in CLIL programmes: A comparison of results between urban and rural environments. *Porta Linguarum: Revista Internacional de Didáctica de Las Lenguas Extranjeras*, 29, 9–28.
- Waddell, J. (2004). Fostering relationships to increase teacher retention in urban schools. *Journal of Curriculum and Instruction*, May 2010, 70–85. <https://doi.org/10.3776/joci.2010.v4n1p70-85>
- Yang, Y., Wannaruk, A., & Lian, A.-P. (2017). Improving the English-speaking skills of Chinese primary EFL learners with a verbotonal approach. *Rangsit Journal of Arts and Sciences*, 7(2), 141–156.