

CHAPTER I

INTRODUCTION

The introduction to the research is covered in this chapter. It includes the background, context, constraints, definition, importance, and essential terms.

A. Background of the research

The English language was introduced at an early stage of learning in Indonesia. Many elementary schools and PAUD have introduced English in learning or activities in children's education. Even so, local content or activities curricular to develop competencies tailored to characteristics and potential regional advantages, which the material does not be found in the eye of existing lessons (Isnaini, 2017)

Brown (2000) explains that anxiety, which influences a person's learning process, has a significant presence in English language change because one of the factors inhibiting individuals in English is anxiety. General anxiety is excessive worry. English learning anxiety has been a topic of interest in the field of education for decades. It refers to discomfort, fear, or nervousness individuals may experience when learning or using English. This phenomenon can significantly impact students' language learning outcomes, motivation, and well-being.

Horwitz et al. (1986) claim that anxiety related to foreign languages is a situation-specific form of anxiety. We will discuss the literature on ideas of foreign language anxiety construction foreign language anxiety in the following

parts. Hence, the role of anxiety in language learning is lacking attention. Studies previously had a history of producing inconsistent data, which makes it challenging to interpret the usage of a broad measure of anxiety caused by the conflicting results.

Horwitz et al. (1986) claim that Fla is a particular type of anxiety reaction. In other words, one typically experiences anxiety, particularly when learning a new language, rather than in other situations. According to the authors, anxiety is a subjective sensation of tension, apprehension, nervousness, and worry that is linked to an autonomic nervous system arousal. For example, a lot of teachers have heard their pupils say that they experience mental barriers when learning a foreign language.

Due to their poor language proficiency, developmental stage, and sensitivity to social pressure, elementary school pupils are especially susceptible to language learning anxiety. To effectively support language learning and promote positive attitudes toward English language acquisition, educators and policymakers must have a thorough understanding of the elements that contribute to English language anxiety in elementary school pupils.

The existing student population in the Kepenuhan sub-district of Rokan Hulu Regency has diverse levels of exposure to the English learning environment. Factors such as age, gender, and grade level can influence students' experiences of language anxiety in this context.

Based on observations made by the researcher in March 2024, the researcher found that some elementary schools in Kepenuhan have difficulties learning

English. From the results of interviews with teachers and students in some of these elementary schools, researchers can conclude that some students in elementary schools located in Kabupaten Rokan Researchers discovered that some students struggled with comprehension and that the majority of students showed little enthusiasm in studying English. A number of things can contribute to this, including pupils' worry about learning English because they see it as a difficult topic. By examining whether there is a correlation between anxiety and disparities in age, gender, and grade, the researcher aims to promote equity in the learning process. In accordance with the following description, the researcher will carry out **"The comparative study of age, gender, and grade toward English language anxiety among elementary students at Kepenuhan district, Rokan Hulu"**.

B. The Setting of the Research

The researcher determined the following problem in elementary school English language anxiety based on the problem's origin as described above:

First, in primary school, English language anxiety is also influenced by grade, gender, and age. Second, pupils struggle to understand the reasons behind their English language concern in primary school. The researcher determined the following problem based on the previously mentioned problem background: first, students must be able to eliminate anxiety in English regarding Age, gender, and grade in elementary school. Second, students struggle with English language anxiety in elementary school.

C. Limitation of the Research

We need to limit the problem based on its background. For English language anxiety, researchers only focus on age, gender, and grade. This study's subjects were Kepenuhan elementary school students and RokanHulu Regency.

D. Formulation of the Research

Are there significant variations in primary school pupils' anxiety levels in the English language according to their age, gender, and grade level?

E. Purpose of the Research

According to this statement, the purpose of this study is to determine whether English language anxiety at Kepenuhan Elementary School in Rokan Hulu is correlated with age, gender, and class.

F. Significance of the Research

The research's significance can be divided into the following categories:

1. For educators: This study could add to primary school pupils' concern about learning a foreign language.
2. For educational purposes: To assess foreign language anxiety in elementary schools by age, gender, and grade Rokan Hulu, Kepenuhan.
3. For Research: The results of this research can help researchers compare age, gender, and grades regarding English language anxiety at Kepenuhan Elementary School, Rokan Hulu.

G. Definition of the Key Terms

To prevent misunderstandings, certain terminology used in this study will be categorized. These terms are as follows:

1. Age is the starting point of an individual from birth to birthday; according to Lasut (2017), when one is older, one's maturity level and strength are more mature within one's thinking and work. In terms of public trust, someone who is more mature and trustworthy than people whose maturity is not yet high. This is experience and mental maturity.
2. Gender is a biological sign that differentiates humans based on male groups. Men and women, According to Notoatmodjo (2011) in sri yuliani (2018). Gender refers to a person's behavior, and behavior reflects appearance according to gender.
3. Grade level refers to the level or standard of achievement that a student has achieved in their academic progress, According to Horwitz (2017) It is a measure used to assess student performance and communicate their progress and status in attaining learning goal levels in elementary school. The lower class and the tall class are the two categories into which it can be separated. Students in elementary school range in age from six to seven to twelve. Students in the lower grade level range in age from 6 or 7 to 8 or 9. This group of students is incorporated into the child range at a young age. Although brief, this early childhood stage is crucial to a person's existence. Therefore, it is necessary to support the healthy development of all potential offspring at this time.

4. Anxiety is marked by bodily symptoms (such as perspiration, tension, and increased heart rate), uncertainty about the nature and reality of the threat, and self-doubt about one's capacity to handle it. Horwitz, 2011.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of relevant hypotheses is covered in this chapter, where the researcher takes expert opinion into account. It also explains the conceptual framework that the research employed as the literature review, as well as the review of related findings. To bolster this investigation, the investigator employs a few theories associated with the study's title.

A. Review of related theories

1. Age

A. The concept of Age

According to Iswantoro (2013:125), age is a limitation or level of physical condition. The more mature a person ages, the deeper their behavior and decision-making will be, and the wiser they will be because the future will be more careful. They are thorough and don't want to spend too much because it will be a burden for them (Wijaya, Kardinal, &cholid, 2018:2)

Age is essential in research on foreign language anxiety in elementary school students. In this context, research may identify whether particular age groups differ in their levels of anxiety. Age factors can influence how students respond to foreign language learning, and understanding this can provide insight into appropriate learning development strategies for each age group.

Three age groups are identified by the Republic of Indonesia's Ministry of Health in 2018: 0–4 years, 5–9 years, and 10–13 years (the Ministry of the Republic of Indonesia Health, 2019:3).

B. The concept of Gender

Gender is a physical and psychological characteristic that differentiates men and women (Nababan & Sedalia, 2013:5). According to Ariadi, Malelak, & Astuti (2015:8), gender is a biological and physiological difference that can distinguish between men and women. According to Tangkudung (2014:3), sex is the same as gender, which refers to the biological differences that are innate from birth and cannot be changed. According to the Central Agency for gender statistics is how society determines the roles, positions, duties, and division of labor between men and women based on the traits of men and women that are deemed suitable in accordance with social norms, habits, beliefs, or practices.

1. Gender indicator

Based on the description above, the age indicator in this study refers to the opinion of Ariad, malelak, & astuti(2015:8), who divide gender into the following:

a. Male

Male is a word used to refer to the male gender. Female men have the male gender, which is generally characterized by distinctive biological, psychological, and social characteristics. In society, men are often expected to have roles as providers, protectors, and leaders. However, men also have different needs and desires from women, such as freedom, recognition, and the opportunity to express themselves. In a psychological context, men have unique and distinctive strengths, such as analytical ability, courage, and independence. They also have typical weaknesses and

needs, such as the need for affection, appreciation, and the opportunity to express emotions. Men are complex and dynamic individuals with distinctive uniqueness, strengths, and needs. They have essential roles in society and can contribute to success and progress.

b. Female

Female is a word used to refer to women or the female gender. Women are individuals who have the female sex, which is generally characterized by distinctive biological, psychological, and social characteristics. They have female reproductive organs, such as the uterus and ovaries, and higher hormone estrogen levels. In addition, women also have different social roles from men, such as mother, caregiver, and worker.

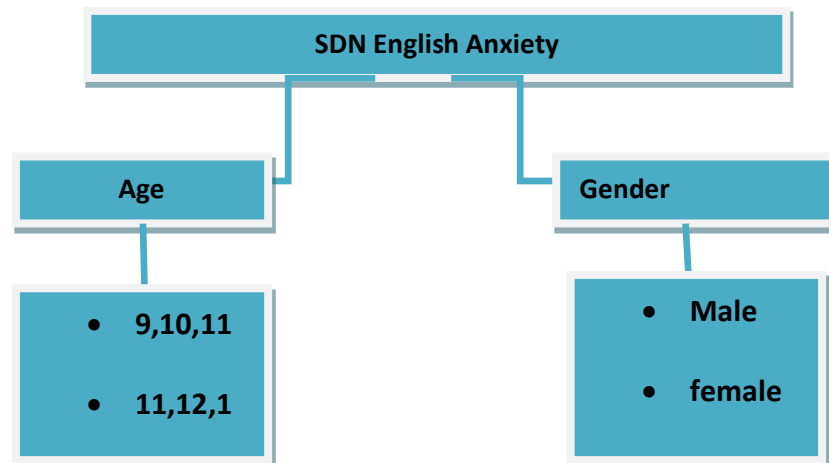
In society, women are often faced with various challenges and difficulties, such as discrimination, violence, and inequality. However, women also have great ability and potential to contribute to society and achieve success.

In a psychological context, women have unique strengths, such as empathizing, communicating, and cooperating. They also have different needs and desires from men, such as the need for affection, respect, and equality. All in all, women are complex and dynamic individuals with distinctive uniqueness, strengths, and needs. They have essential roles in society and can contribute to success and progress.

2. Gender characteristic

- a. Gender expression: Gender expression is how a person conveys their gender identity through their behavior, clothing, and other external characteristics.
- b. Gender identity is an individual's identity as male, female, genderqueer, or non-binary, which is not yet visible to others.
- c. Gender nonconformity: Gender nonconformity is when someone's gender expression is inconsistent with the social or cultural norms expected of that gender..

Figure 1: English anxiety age, gender



3. Grade

According to Good (1973), the grade is a symbol (words, letters, or numbers) that expresses the importance of factors pertaining to the caliber of pupils' performance throughout the instructional period. The final grade has a significant meaning because the final grade can determine whether the student is said to be clever or not and can continue to a higher level. Grade values have varying meanings according to their function and role for the interested actors. For students, grades indicate the achievement of student learning outcomes; for teachers, the grade has various, meaning by looking at the score for achieving learning outcomes.

a. Various grade

The grading system in educational evaluation can be divided into three types, namely:

- a) Single grade, single grade is the simplest and most widely
- b) Double, double, or multi-grade is widely used to determine learning outcomes in educational evaluation.
- c) Grade categories This method is better than learning using the autodidactic model because students still receive guidance from the teacher.

4. English language anxiety

According to Chaplin (2009:32), learning anxiety (anxiety) in psychology is defined as mixed feelings containing fear of studying and concerns about the

future with no specific cause for the fear as an individual. English language anxiety is an experience that is subjectively unpleasant regarding worry or tension in the form of feelings of anxiety, stress, and emotional experience by a person.

1. Anxiety characteristics

According to Jeffrey S. Nevid, et al (2005: 164) there are several characteristics of anxiety, namely:

- a. Anxiety's physical manifestations include: 1) uneasiness or nervousness; 2) trembling or shaking hands or body parts; 3) feeling as though a tight band is tied around the forehead; and 4) constriction on the stomach or chest skin pores. 5) excessive perspiration, 6) sweaty hands, 7) lightheadedness or fainting, 8) a dry mouth or throat, 9) trouble speaking, and 10) trouble breathing.
- b. Anxiety-related behavioral traits, such as 1) avoidance behavior, 2) reliant and attachment behavior, and 3) shook behavior
- c. Anxiety is characterized cognitively by 1) worrying about something, 2) feeling disturbed about something, 3) believing that something terrible is about to happen without any clear explanation, 4) being fixated on bodily sensations, and 5) being extremely aware of bodily sensations.

2. Definitions of anxiety

Anxiety can be defined as follows:

- a. Complex self-perceptions, beliefs, emotions, and classroom conduct are all parts of anxiety.

- b. Anxiety is the sensation of tension and trepidation, particularly when speaking, listening, and learning a second language.
- c. Concern and unfavorable feelings that arise when speaking or studying a second language are known as anxiety.
- d. People who need a second language but are not entirely skilled in it experience anxiety.

Factors that cause language English anxiety

Young (1999) states that One of the most detrimental emotional factors that hinders someone is ability to learn a foreign language is anxiety. This meaningful anxiety makes individuals restless and afraid, which can lead to poor oral performance. One of the personal factors, which is very bad with the heart, is self-confidence. Self-confidence involves the assessment and evaluation of students' performance. Self-confidence can be negatively influenced when students perceive themselves as lacking and limited in target language.

Horwitz and Cope (1986) explain that language anxiety foreignness appears when people feel like they are not themselves when speaking a foreign language. When speaking a second language (single language), When someone has not fully grasped the language, they will appear less intelligent than they actually are.

Horwitz (2016) related to the perceived discomfort of people when their language skills are limited, limiting them from "being themselves" when using

a foreign language. Blackburn (1994) explains the factors that give rise to this anxiety: the knowledge of a person's cells, what he rarely felt was threatening or did not convey threats, and knowledge about one's abilities to control himself. He must always focus on his emotional state problem.

According to Manasiah (2015) in recognizing symptoms english anxiety can be viewed through three symptoms, namely:

- 1) Physical symptoms include tension when working questions, anxiety, restlessness, insecurity, fear, quickly startled heart palpitations, and cold sweat on palms.
- 2) Cognitive symptoms: he is pessimistic about himself, unable to do the questions, worried about the results, and thinks his job is terrible.
- 3) Behavioral symptoms: silence..

3. Grand theory of anxiety

a. Definition of Anxiety

Anxiety is an increase in an individual anxiety condition against threatening conditions, whether intended to be dangerous or not. So, it is an emotional condition at a particular time. Individual appreciation of the threats they will face determines the high intensity of anxiety when it appears. In addition, anxiety is an exciting tendency within the individual, influencing power, though this anxiety is not visible in the behavior displayed by the individual directly.

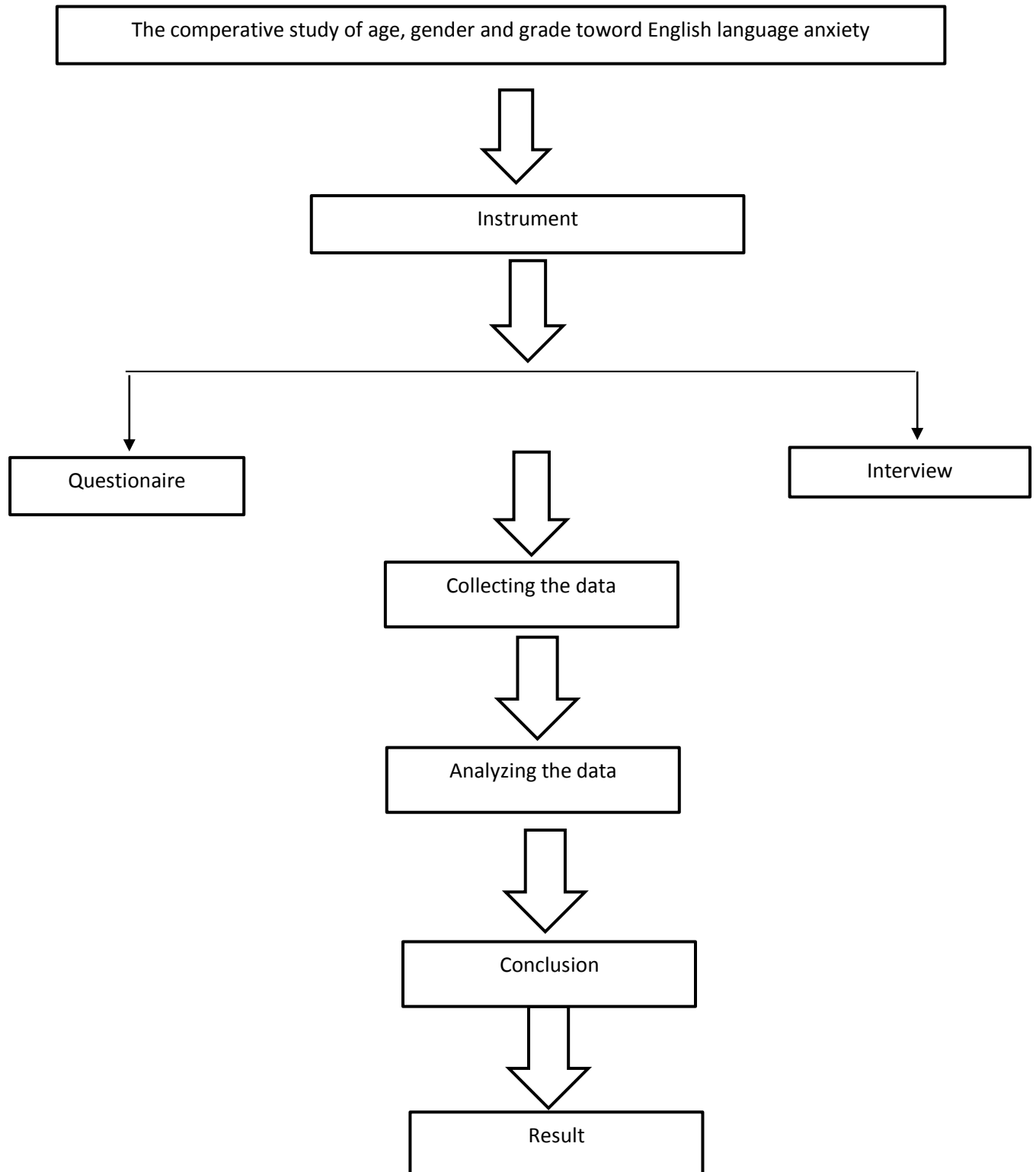
Individuals with baseline anxiety tend to be more sensitive to stress when compared to individuals who have low basic anxiety, so the individual tends to do

it more often, causing an anxious reaction. Meanwhile, the duration of the anxiety during that time experienced, an individual still considers this situation endangering himself and is something that threatens him, and then the anxiety reaction at that time still appears.

C. Framework of thinking

The relationship between the two variables is synthesized in the thinking framework, which is a compilation of different hypotheses that have been explained. Sugiyono claims that a framework of ideas summarizes the connection between the two variables gathered from the various hypotheses discussed. The following is a table of frameworks for thinking in this research:

Figure 2. Framework for thinking



This study wanted to determine whether there was a comparison of age, gender, and grade in elementary school anxiety. It used a questionnaire and Interview. The results of the two tests were analyzed to find out.

D. Research hypothesis

The hypothesis is the focus that predicts a response to the research query. There will be numerical verification of the hypothesis, which is still a provisional solution. (Source: Sugiyono 2017: 31). Half the solution to the research question can be found in Agood's work hypothesis. Until reliable data is gathered, the hypothesis remains in place because it is not a reliable assumption regarding the research's outcome. The following is a forwarding of the study's hypothesis based on the previously provided explanation:

1. *Ha*: At Kepenuhan Elementary School, Rokan Hulu, there is a noteworthy comparison of anxiety related to the English language by age, gender, and sex.
2. *Ho*: At Kepenuhan Elementary School in Rokan Hulu, there is no discernible difference in English language anxiety scores by age, gender, or grade.

CHAPTER III

RESEARCH METHODOLOGY

The study design, subject, object, population and sample, instrumentation, research procedure, data collection method, and data analysis method are all included in the research methodology that was discussed in this chapter.

A. Research Design

This study employs a quantitative methodology. Data gathering from a range of age groups, genders, and anxiety comparative studies is made possible by the selection of this design. Sugiyono (2016) states that quantitative research methods can be understood as a positivist-based research approach that is used to study a particular population or sample. The sampling technique is typically used in conjunction with research instruments and quantitative or statistical data analysis with the aim of testing the hypothesis that has been established. The aforementioned explanation indicates that testing is the research approach. According to the problem formulation and setting backdrop described, this study employs a quantitative method to gauge the impact of consumer behavior.

This research consisted of two independent variables (x) and dependent (y). According to Crewell (2014), independent variables are those that researchers regulate to test their influence on the dependent variable. In comparison, The variable whose value is affected or dictated by the independent variable is known as the dependent variable.

This research's independent variable (x)

This research's independent variable (x)

1. The pendent variable (y)

B. Subject and object of the research

The subjects of this research were elementary school students in grades 4 and 6 in fullness. The object of this research is the comparative study of age, gender, and grade toward English language anxiety among elementary students in Kepenuhan district, Rokan Hulu.

C. Population and Sample

1. Population

A population, according to Sugiyono (2019), is a broad category made up of items or individuals with a specific quantity and set of attributes chosen by researchers to be examined before conclusions are made. Individuals from a group, event, or subject you wish to investigate might be considered the population, which is the entirety of all the elements to be examined that share the same characteristics (Sri Handayani, 2020). Only five fullness schools were chosen at random from the study's population of 21 fullness schools.

Table 1. Population of Research

NO	Age	Gender	Grade
1	9,10	Female	IV
2	12,13	Male	VI

2. Sample

The sample is part of the number, and the sample is part of the number and the traits that that population possesses, according to Sugiyono (2015:118). Assume the population is large and that, for whatever reason—for lack of resources, time, or energy—research cannot examine every member of the population. Then, samples from that population can be used for research. The study's result will be applicable to populations regardless of the sample size. Because of this, the samples are representative in order to ensure that the sample is required. Sampling technique needed. Sampling needs to be done in a way that can be accounted for to obtain correct data so that the conclusions drawn can be trusted.

The sample for this research was taken from elementary school students from twenty-one schools in Kepenuhan. The sampling was carried out five randomly, taking into account class level (Iv and vI) from each school.

D. Instrumen of the research

Data collection, a technique for obtaining data for research, served as the instrument in this study. "Data collection procedures are the most crucial phase in research because the main purpose is to obtain data," according to Sugiyono (2021:224). Without understanding the data gathering methods, the researcher will not obtain the data standards. Questionnaires and interviews are the study's primary instrument sites.

1) Questionnaire

Data collection was carried out using a questionnaire. This data was obtained by giving a questionnaire to the research sample. Sugiyono (2018: 2019) defines a questionnaire as a method of gathering data that involves meeting with respondents face-to-face. In this study, the population was 21 elementary schools in Kepenuhan and then randomly selected five elementary schools in Kepenuhan, Rokan Hulu.

Table 2 The score of Questionnaire

Positive statement	score	Negative statement	score
Strongly disagree	1	Strongly agree	5
Disagree	2	Agree	4
Neutral	3	Neutral	3
Agree	4	Disagree	2
Strongly agree	5	Strongly disagree	1

Positive statement Positive questions are whereas negative assertions receive scores of 5, 4, 3, 2, and 1. Strongly agree, agree, neutral, disagree, and strongly disagree are the possible responses.

2) Interview

This interview was conducted with several elementary schools that experienced this. If a researcher want to learn more specific information from the respondents and how many responders there are, The Interview was conducted to increase after the researcher conducted treatment. Sugiyono (2009)

explains that this research can be used (in quantitative research) if the researcher wants to carry out an initial investigation to identify the issue to be examined and determine the impact of the strategy used. This interview uses the Indonesian everyday language, so it is easier for students to answer and explain some of the questions during the interview.

E. The Procedure of the research

1. The Procedure of the research

There are various steps involved in the research process. Preparation and planning are the first steps. This includes planning the steps the research will take, including what, where, when, and how it will be carried out.

2. Technique of collecting the data

This study collected data in several steps. First, researchers created a questionnaire and interviewed students to find information about age, gender, and English language anxiety in elementary schools. The researcher also instructed students on how to fill out the Questionnaire..

3. Technique of analyzing the data

To determine if age and gender had a substantial impact on students' English language proficiency, the data was examined using statistical methods anxiety styles in elementary schools. Researchers used variable x scores and variable y.

Meanwhile, the research used the statistics program SPSS to make data analysis easier the reason for this was that the research believed using the SPSS chart would be effective, helpful, and efficient.

1) Descriptive Statistics

An overview or description of the data is given by descriptive statistics, which include the mean, standard deviation, variance, maximum, minimum, total, range, kurtosis, and skewness.

2) Anova Test

A commonly used ANOVA is the formula for One-Way ANOVA because you are comparing two groups (experimental and control groups). The formula is: $F = MSB / MSE$ where:- F is the F test.- MSB is the Mean Square Between (variability between groups).- MSE is the Mean Square Error (variability within groups).

One statistical analysis technique that falls within the category of inference statistics is analysis of variance (ANOVA). This approach is referred to by several different names in Indonesian literature, including analysis of variance, analysis of variance, and analysis of variance. variance, analysis of variance, and variance analysis. Since it is an evolution of the Behrens-Fisher problem, the F-test is also employed in the process of making decisions.

The father of contemporary statistics, Sir Ronald Fisher, was the first to establish the concept of analysis of variance. In practice, analysis of variance can be either an estimation, particularly in the field of applied genetics, or a hypothesis test (the latter being more frequently utilized). One of the most crucial multivariate analytic methods is analysis of variance, or ANOVA, which compares the variances of more than two data sets to determine their mean. The field

of parametric statistics includes analysis of variance. Since the ANOVA formula is a parametric statistical tool, it must first pass assumption tests for random sampling, heteroscedasticity, and normality (Ghozali, 2009).

Comparing the Fcount test value with the Ftable allows you to perform interpretation and significance checks. The degrees of freedom across groups (dbA) and within groups (dbD) at a significance level of either $\alpha = 0.05$ or $\alpha = 0.01$ are the basis for the value of the Ftable coefficient, which is derived from the F distribution distribution.

H0 is rejected and H1 is accepted if the Fcount value is higher than the Ftable. This is considered as significant, indicating that the two groups differ significantly. considered to be significant, indicating that the groups under comparison have different means. On the other hand, H0 is approved and H1 is denied if the Fcount value is less than the F table. This is considered as not significant, indicating that the means of the groups under comparison are identical. significant, indicating that the means of the groups under comparison are same.

compared. Calculations can be made in the F table :

The significance level (α) is 5%

The numerator is $(k - 1)$ in this case as the numerator (dk2)

The denominator is $(n - k)$ in this case as the denominator (dk1)

If using Microsoft Excel, type =Finv(0.05,dk2,dk1).