

**THE COMPERATIVE STUDY OF AGE, GENDER AND GRADE  
TOWARD ENGLISH LANGUAGE ANXIENTY AMONG ELEMENTARY  
STUDENT AT KEPENUHAN DISTRICT, ROKAN HULU**

**A THESIS**

*Intended To Fulfill One of the Requirements  
For the Award Sarjana Degree  
In English Study Program*



**BY:**

**MAYA SARI**  
**NIM 2032022**

**ENGLISH STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF PASIR PENGARAIAN  
ROKAN HULU**

**2025**

**DEAN'S APPROVAL SHEET**

**The Dean of FKIP UPP Certified that**

**MAYA SARI**  
**NIM. 2032022**

**Has Completely Taken  
The Final Examination for Sarjana Degree  
In English Study Program  
University of Pasir Pengaraian  
On Friday, January 24<sup>th</sup> 2025**

**The Dean**



**Dr. PIPIT RAHAYU, M.Pd**  
**NIP. 198661312009032002**

**ADVISORS' APPROVAL SHEET**

**THE COMPERATIVE STUDY OF AGE, GENDER ANG GRADE TOWARD  
ENGLISH LANGUAGE ANXIENTY AMONG ELEMENTARY STUDENT AT  
KEPENUHAN DISTRICT, ROKAN HULU**

**Thesis**

**By :**

**NAME : MAYA SARI**  
**NIM : 2032022**  
**STUDY PROGRAM : ENGLISH STUDY PROGRAM**

**Approved by :**

**ADVISOR I**



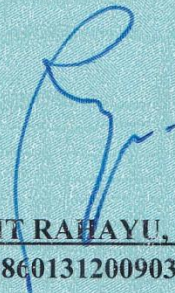
**Dr. UMMI RASYIDAH, M.Pd**  
**NIDN. 1016118702**

**ADVISOR II**



**Dr. PIPIT RAHAYU, M.Pd**  
**NIP. 198601312009032002**

**The Head of Study Program**



**Dr. PIPIT RAHAYU, M.Pd**  
**NIP. 198601312009032002**

## EXAMINERS' APPROVAL SHEET

This is to certify that

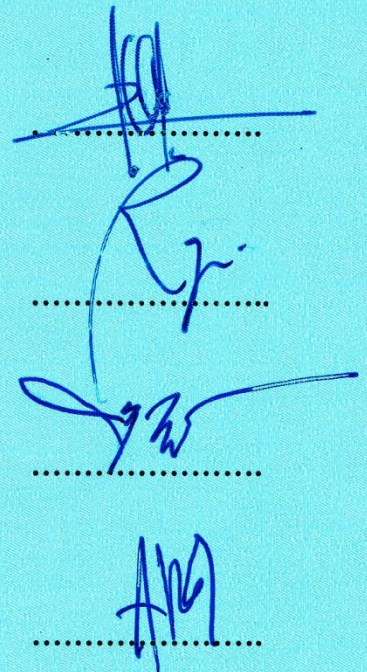
MAYA SARI  
NIM. 2032022

Has been examined by the Examination Committee of English Study Program of  
FKIP University of Pasir Pengaraian for Sarjana Degree

On Friday, January 24<sup>th</sup> 2025

### Examination Committee

1. Dr. UMMI RASYIDAH, M.Pd  
NIDN. 1016118702  
Chairman
2. Dr. PIPIT RAHAYU, M.Pd  
NIP. 198601312009032002  
Member
3. Dr. ERIPUDDIN, S.Hum., M.Pd  
NIDN. 1001068505  
Member
4. AZI NURAZIMA JUHASTRI  
NUPTK. 1639772673230322  
Member



## STATEMENT OF ACADEMIC INTEGRITY

I am the undersigned :

Name : Maya Sari  
Student Number : 2032022  
Place of Birth : Pasir Pandak  
Date of Birth : Agustus, 08<sup>th</sup> 2001  
Program of Study : English Study Program

State that the thesis I have written entitled "The Comparative Study of Age, Gender and Grade Toward English Language Anxiety Among Elementary Students at Kepenuhan District, Rokan Hulu" meets o of the requirements for Sarjana Degree in English Study Program in the faculty of teacher training education University of Pasir Pengaraian in my work. The material in this thesis, which is quoted from other resources, clearly states the norms and ethics of scientific writing. However, I later discovered that all or some parts of the thesis were not my work or that I had committed plagiarism. I will take the consequence of my degree being removed and take other sanctions against the existing law.

The researcher



**Maya Sari**  
**Nim 2032022**

## **ACKNOWLEDGEMENT**

I am in the most incredible gratitude to Allah SWT for giving me the grace, blessings, health, and ability to finish this thesis entitled " The Comparative Study of Age, Gender and Grade Toward English Language Anxiety Among Elementary Students at Kepenuhan District, Rokan Hulu." The researcher lays peace upon my beloved prophet Muhammad SAW.

This thesis is intended to fulfill one of the requirements for the Sarjana Degree in English Study Program award. In finishing this thesis, the researcher received a lot of guidance and valuable advice from many people concerned. Therefore, the researcher would give his deep, whole-hearted appreciation and special thanks to:

1. Dr. Hardianto, M.Pd as the Rector at the University of Pasir Pengaraian.
2. Dr. Pipit Rahayu, M.Pd, is the dean of the teacher training and education faculty and the head of the English study program.
3. As my advisor, Dr. Ummi Rasyidah, M.Pd, thank you for your time, for enhancing my spirit, and for providing support, motivation, great help, and knowledge to finish my thesis.
4. Dr. Eripuddin, S.Hum, M.Pd, and Azi Nurazima Juhastru, M.Pd, are my  
examiners who have given support, guidance, suggestions, and  
comments on the solution thesis.
5. Evi Kasyulita, M.Pd, and Andri Donal, M.Pd, thank you for your support and suggestion.

6. Thanks to my two beloved parents, Jonmar's father and Samsidar's mother, who always supported me every step of the way with all their sacrifices, hard work, and sincere affection. Even though he did not have time to experience a college education. They never tire of trying to do the best for me. Their prayers, motivation, and support became my greatest strength until I completed this thesis and earned a bachelor's degree. Thank you for bringing me to this place. I dedicate this simple writing to you, fathers, my beloved Omak.
7. Thank you to my older sister, Fefi Fitriani S.Ak, and my younger brothers, M. Nur Hakim, Royan Saputra, and Arman Alfarizi, for your support, assistance, and time in completing this thesis.
8. Alm. Eri Ismardi, someone I usually call two (brother), made me rise from the word surrender. Alhamdulillah, I can now complete my thesis as the last wedding before you are gone. Thank you for bringing me to this place, even though I have to go through this journey without my (brother) accompanying me.
9. To my beloved friends Khofifah intan p, Sri Handayani, elsi. Thanks, guys, for your help, support, and spirit. Thanks for being my friends. I love you all.

The Researcher

Maya Sari  
(2032022)

## **ABSTRAK**

**Maya Sari, 2025. Perbandingan Usia, Jenis kelamin, Tingkat kelas Terhadap Kecemasan Berbahasa Inggris Siswa Sekolah Dasar di kecamatan Kepenuhan, Rokan Hulu.**

Tujuan dari penelitian ini adalah untuk mencari perbandingan usia, jenis kelamin dan level terhadap kecemasan pada siswa sekolah dasar di kecamatan kepenuhan, rokan hulu. penelitian ini menggunakan metode penelitian kuantitatif dengan sample 100 siswa sekolah dasar yang di pilih secara acak. hasil penelitian menunjukan bahwa usia, jenis kelamin dan level memiliki pengaruh signifikan terhadap kecemasan berbahasa inggris. siswa yang lebih muda, perempuan dan berada di level kelas yang lebih tinggi cenderung memiliki kecemasan yang lebih tinggi. penelitian meiliki implikasi untuk pengembangan program pencegahan kecemasan berbahasa inggris pada siswa sekolah dasar.

***Kata Kunci: kecemasan berbahasa inggris, usia, jenis kelamin, level kelas, siswa sekolah dasar.***

## **ABSTRACT**

**Maya Sari, 2025. The Comparative Study of Age, Gender, and Grade Toward English Language Anxiety Among Elementary Students at Kepenuhan District, Rokan Hulu.**

This study aims to compare the age, gender, and level of anxiety of elementary school students in Kepenuhan District, Rokan Hulu. It uses a quantitative research method with a sample of 100 randomly selected elementary school students. The results showed that age, gender, and grade level had a significant influence on English anxiety. Students who are younger, female, and at higher grades tend to have higher anxiety. The research has implications for developing English-speaking anxiety prevention programs for elementary school students.

***Keywords: English Anxiety, Age, Gender, Grade Level, Elementary School Students.***

## **TABLE OF CONTENT**

|                                                |            |
|------------------------------------------------|------------|
| <b>TABLE OF CONTENT .....</b>                  | <b>ii</b>  |
| <b>ACKNOWLEDGEMENT .....</b>                   | <b>iii</b> |
| <b>ABSTRAK .....</b>                           | <b>v</b>   |
| <b>ABSTRACT .....</b>                          | <b>vi</b>  |
| <b>TABLE OF CONTENT .....</b>                  | <b>vii</b> |
| <b>LIST OF TABLES .....</b>                    | <b>ix</b>  |
| <b>THE LIST OF FIGURE .....</b>                | <b>x</b>   |
| <b>CHAPTER I INTRODUCTION</b>                  |            |
| A. Background of the research.....             | 1          |
| B. The setting of the research .....           | 3          |
| C. Limitation of the research .....            | 4          |
| D. Formulation of the research .....           | 4          |
| E. Purpose of the research .....               | 4          |
| F. Significance of the research .....          | 4          |
| G. Definition of the research.....             | 5          |
| <b>CHAPTER II REVIEW OF RELATED LITERATURE</b> |            |
| A. Review of related theories.....             | 7          |
| B. The concept of Gender .....                 | 8          |
| C. Framework of thingking.....                 | 15         |
| D. Research hypothesis .....                   | 17         |

### **CHAPTER III RESEARCH METHODOLOGY**

|                                        |    |
|----------------------------------------|----|
| A. Research Design.....                | 18 |
| B. The setting of the Research .....   | 19 |
| C. Population and Sample.....          | 19 |
| D. Instrumentation.....                | 20 |
| E. The procedure of the research ..... | 22 |

### **CHAPTER IV FINDING AND DISCUSSION**

|                                     |    |
|-------------------------------------|----|
| 4.1 Research Finding .....          | 25 |
| 4.2 Data Description .....          | 25 |
| 4.3 Discussion .....                | 34 |
| 4.4 Limitation of the Research..... | 35 |

### **CHAPTER V CONCLUSION AND SUGGESTION**

|                     |    |
|---------------------|----|
| A. Conclusion ..... | 37 |
| B. Suggestion ..... | 38 |

### **BIBLIOGRAPHY .....39**

### **APPENDIX 1**

### **APPENDIX 2**

### **APPENDIX 3**

## LIST OF TABLES

|                                                      |    |
|------------------------------------------------------|----|
| Table 1. The population of Research .....            | 19 |
| Table 2. The score of Questionnaire .....            | 21 |
| Table 1. General characteristics of respondents..... | 26 |
| Table 2. Age to anxiety .....                        | 26 |
| Table 3. Gender to anxiety .....                     | 27 |
| Table 4 grade.....                                   | 27 |
| Table 5 Anova .....                                  | 28 |

## THE LIST OF FIGURE

|                                             |    |
|---------------------------------------------|----|
| Figure 1. English anxiety age, gender ..... | 10 |
| Figure 2. Framework for thinking.....       | 16 |