

CHAPTER IV

FINDING AND DISCUSSION

The researcher will go over the research's findings and discussion in this chapter. The question has an answer based on how the research was formulated in the previous chapter. The formulation of the research is as follows: The research findings, discussion, and limitations are covered in this chapter.

A. Research Finding

The researcher conducted the study at Kepenuhan Elementary School. The sample in this study was grade 4 and 6 Kepenuhan students and the study was conducted on 13,14,15 January 2025. The researcher chose the study there because the school was available to have enough types of students to study. The purpose of this study is to compare anxiety levels by age, gender, and grade. this study uses total sampling so that grade 4 and 6 students are sampled. The sample amounted to 100 students selected from 5 schools.

B. Data Description

This research focuses on comparing age, gender, and grade on english language anxiety. At the meeting elementary school students to fill out questionnaires and interview five schools of class 4 and class 6 from each class of 10 people.

Table. 1 General characteristics of respondents:

Respondent		Frequency (n=100)	Percentage (%)
Age			
9-10	50	50	50 %
12-13	50	50	50 %
Gender			
Male	40	40	40 %
Female	60	60	60%
Grade			
4	50	50	50 %
6	50	50	50 %

The Table 1, presents the characteristics of the respondents, namely

Number of respondents: 100 people

Gender: 40 males (40%) and 60 females (60%)

Grade level: consists of 2 classes, namely class 4 and class 6

Table 2. Age to anxiety

Anxiety	Age (9-10/12-13)		Total	Frequency
	10-11	12-13		
Currently	15	13	28	28%
Light	10	15	25	25%
Heavy	17	30	37	37%

Table 2 shows that the number of respondents of each age, gender, and grade is the same, while based on age anxiety frequency (37%)

Table 3. Gender to anxiety

Anxiety	Gender (Male/Female)		Total
	Male	Female	
Currently	11	21	32
Light	13	19	32
Heavy	15	23	38

According Table 2 illustrates that the quantity of respondents from each type of school is the same, while by gender most are female with students (28%)

Table 4 grade

Grade	Frequency	Percentage
4	50	50%
6	50	50%
Total	100	100%

The table above shows the frequency distribution of respondents' grades. There were 50 respondents from grade 4 and 50 respondents from grade 6

a. Analysis of the data

Before analyzing the data, the research Determining The data normalcy test also aims to determine whether or not the data is normally distributed. is an additional goal of the data normalcy test in the comparison of anxiety levels by age, gender, and grade. The researcher received the findings of the student questionnaires. The researcher processed the data from the questionnaire. The following conclusions are drawn from the analysis's findings:

Table 5 Anova

Category	F	Sig
Age	25.956	<.001
Gender	1.509	<.001
Grade	27.239	<.001
Total	100	

Table 5 showed a significant $p < .001$, as indicated by the One-Way ANOVA test value (p-value/p-value) of 00.2. Therefore, it can be said that the findings of the comparison of anxiety by age, gender, and value varied significantly. According to the Anova test findings, Sig was found. It is employed to pinpoint the location of important similarities between age, gender, and anxiety level.

a. Interview

This interview was conducted in 5 elementary schools that were randomly selected in Kepulan. Each elementary school has representatives from each class, namely 10 students from grades 4 and 6. The total interview was 100 students. Where the reseacher opinion about the participant opinion whether age matter toward learning english, their respond varied:

1. Do you think age affects a person's ability to learn English?

Answer:

Sb: yes age does affect

A: yes of course it does

Ba: it doesn't affect

Kl: yes age does affect

Ib: no effect

Fa: yes age affects one's ability to learn English.

As: No, age does not affect one's ability to learn English.

Ab: yes, of course, age does affect one's ability to learn English.

Based on the statement above, respondents indicated that most people believe that age affects English learning ability. This may be due to different cognitive abilities and learning motivation at different ages.

However, some respondents also argued that age does not affect English learning ability. This may be because other factors such as motivation, interest, and cognitive ability are more important in determining English learning ability.

2. Do you think Male and female students differ from one another in learning English, especially in speaking?

Answer:

Sa: it's the same depending on each of us.

Na: male students are more motivated than female students.

Ai: Female students understand English faster.

Rk: Yes, female students are more active in speaking English than male students.

As: Yes, because female students understand English faster, especially in speaking.

Based on the statement above, Respondents' answers showed that most people feel that male and female students learn English differently, particularly when it comes to speaking. These differences may be due to factors such as motivation, interest, and cognitive abilities that vary between men and women. However, keep in mind that these respondents' answers are based solely on personal experience and opinions.

3. How do Class IV and Class VI students differ in terms of confidence and ability when speaking English in class?

Mm: The IV graders are more courageous in speaking English than the VI graders.

Ma: students in class VI have a wider vocabulary than students in class IV.

Aa: There is no difference

Sf: the same

Ty: IV graders make more mistakes when speaking English than VI graders.

Based on the statement above, respondents indicated that most people believe that male and female students learn English differently, particularly when it comes to speaking. These differences may be due to factors such as motivation, interest, and cognitive abilities that vary between men and women. Some respondents argued that female students were more active and faster to understand English, especially in speaking.

Meanwhile, some other respondents argued that male students are more motivated to learn English.

4. Do you feel more comfortable learning English individually or in a group?

Sr: I prefer learning English in a group rather than individually.

St: individually because it is easier to understand.

Sw: more comfortable individually.

Ss: I am more comfortable learning English in groups because I can interact with my friends.

Based on the statement above, Respondents indicated differences of opinion about learning English individually or in groups, with some more comfortable learning in groups to interact, while others were more comfortable learning individually to focus and understand the material.

5. What usually makes you feel nervous or anxious when addressing the students in English?

A: I am afraid of making mistakes

Ma: I worry that my classmates will laugh at me when I make mistakes in English.

Rt: I get nervous when speaking English in front of my friends.

Ro: performing first

Ss: afraid of making mistakes

Based on the statement above, Respondents' answers showed that nervousness or anxiety when speaking English in front of the class was

caused by psychological and linguistic factors, such as fear of making errors, insecurity, and unfamiliarity with public speaking in English.

6. What helps you overcome nervousness when speaking English, such as practice, teacher support, or other methods?

Ju: practicing speaking repeatedly.

Nn: I will study with someone who has experience.

Mo: working on English learning.

Ma: I will practice and study so that I can overcome my nervousness.

Based on the statement above Respondents' answers showed that some of the factors that helped them overcome nervousness when speaking English were:

- Regular practice and practice
- Support from teachers and friends
- Make good preparations before speaking
- Focus on the message you want to convey
- Receive constructive feedback from teachers and friends.

7. How does support from friends, family, or teachers affect your confidence in speaking English?

Ni: all support is very influential

Si: family is very influential

Ns: all support is very influential especially support from family.

Ni: friends, family, and teachers affect our confidence.

Ju: yes, very influential.

Based on the statement above, Respondents' answers showed that support from friends, family, and teachers had a positive impact on their confidence in speaking English, such as increasing motivation, reducing nervousness, and improving speaking skills.

8. How do you feel when you make mistakes in learning English?

Aa: scared, but learning from mistakes in learning English

Na: worried

Ms: I feel very anxious.

Po: I would feel very anxious because we have to learn from our mistakes.

Ma: frustrated, but trying again

Based on the statement above, Esponden indicated that they felt uncomfortable, embarrassed, or frustrated when they made mistakes in learning English, but some respondents also stated that they viewed mistakes as part of the learning process and tried to improve themselves.

9. Do you think studying in the lower grades is easier than in the upper grades?

Ms: I feel more confident learning English in the lower grades.

Ki: it's the same depending on each person.

No: there is no difference.

Ss: The upper and lower classes are equally easy to learn.

Se: everything is the same depending on ourselves.

Based on the statement above, Esponden pointed out that most respondents thought that studying in the lower grades was easier than in

the upper classes, because the material studied was more basic and less complex.

10. Do you feel that academic pressure in class affects your anxiety level in learning English?

Nn: not affecting

Sr: yes, very much so.

Gg: yes, it does

Ti: no effect

Un: no effect at all.

Based on the statement above, Respondents' answers showed that academic pressure in the classroom affects their anxiety levels in learning English, as the pressure to achieve good grades and meet the expectations of teachers and parents can increase anxiety and stress.

C. Discussion

The results of this study indicate that Students' anxiety levels in the English language vary significantly depending on their age and grade level. This demonstrates that pupils' worry over the English language is significantly influenced by their age and grade level. Additionally, the study's findings indicate that younger and lower-grade children comprehend English better. Younger students' inexperience and ignorance in English could be the cause of this. However, the study's findings also indicate that male and female students' levels of English language anxiety are not significantly different. This shows that gender does not have a significant influence on students' English language anxiety. The

results of this study have a big influence on educators and teachers when it comes to creating efficient teaching methods that lower students' proficiency in English. Individual variations in English language anxiety must be taken into consideration by educators, who should then create learning plans that meet the needs of each student. In addition, the study's findings indicate that more research is necessary to examine additional variables that affect students' anxiety related to the English language. The impact of elements including learning environment, English language proficiency, and motivation on students' English language anxiety might be further studied.

The findings did, however, also indicate that male and female students did not significantly differ in their levels of English language anxiety. This implies that pupils' worry about the English language is not much influenced by their gender.

The findings of this study have important ramifications for educators and instructors who are creating efficient teaching methods to lessen students' anxiety related to the English language. Teachers and educators must consider how anxiety in the English language varies from person to person and create learning plans that meet the needs of each learner.

D. Limitation of the research

Notwithstanding the meticulous and methodical nature of this research, certain limits must still be noted. The study's limited sample size of 100 elementary school pupils may have an impact on how broadly the findings can be applied.

The research instruments used in this study are questionnaires, interviews, and anxiety in English so that it can affect the accuracy of the research results. Only primary schools in SDN 001, SDN 011, and SDN 005 were used for this study, SD Islam Mawaddah, and SD It Nizamuddin. In addition, this study only examined a few variables, namely English anxiety, age, gender, and grade level, so that it could affect the accuracy of the research results.

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher will provide a broad overview of the study site and the findings of the age comparison investigation in this chapter, gender, and grade on and the results of the research on the comparison of age, gender, and grade on English language anxiety in elementary schools.

A. Conclusion

The study's findings suggest that pupils' levels of anxiety related to the English language vary significantly depending on their age. Since they are still learning and honing their English language skills, younger pupils experience higher levels of anxiety. Furthermore, there is no discernible difference in English language anxiety between male and female students, suggesting that gender has no bearing on this issue.

Students' anxiety levels in the English language varied significantly according to their grade level. Because they are still learning and improving their English, students in lower grades experience higher levels of anxiety than students in higher grades. English language anxiety in primary school pupils is significantly influenced by age and grade level.

The results of this study also show that English language anxiety can affect students' English language skills. Students who have higher English language anxiety tend to be less proficient in the English language. Therefore, efforts need to be made to reduce English language anxiety in elementary school students.

B. Suggestion

Teachers and educators need to pay attention to individual variations in English language anxiety and create learning methods that meet the demands of each student. This can be done by motivating students to improve their English language skills and reduce English language anxiety.

The development of more effective and efficient English learning programs also needs to be done to lessen elementary school pupils' concern about the English language. Teachers and educators need to use innovative and interesting learning methods to improve student's English language skills and reduce English language anxiety. In addition, developing students' English language skills through more effective and efficient learning activities also needs to be done. Thus, it is expected that English language anxiety in elementary school students can be reduced and their English language skills can be improved.

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Appendix 1

APPENDICES

1. Instrument Of the Research

QUESTIONNAIRE

A. Name :

B. Gender :

C. Grade :

D. Experience :

Read the questions in the following table. Please respond honestly to each statement by marking the appropriate column.

No.	Question	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	I am 10-11 years old.					
2	I am 12-13 years old or older.					
3	I am in Grade IV.					
4	I like english as a subject.					
5	I often speak English outside of class.					
6	I feel comfortable learning					

	English in class.					
7	I have access to English learning materials at home (books, apps, videos).					
8	I prefer learning English in groups rather than individually.					
9	I feel nervous speaking English in front of my teacher.					
10	I am afraid of making mistakes.					
11	I worry my classmates will laugh at me when I make mistakes in English.					
12	I find it easier to understand written English than spoken English.					
13	Learning English becomes harder as I grow older.					
14	I felt more confident learning English in lower grades.					
15	I think age affects your					

	motivation to learn English.					
16	I feel male students are more confident in speaking than female students.					
17	female students are more diligent in english compared to male students.					
18	I think there is no difference between male and female students in learning english.					
19	Female students are quicker to understand english.					
20	Grade IV students are braver in speaking English compared to Grade VI students.					
21	I feel grade vl students have a wider vocabulary than grade lv students.					
22	Grade IV students make more mistakes when speaking English compared to Grade VI students.					

23	I think grade level affects					
24	I think grade level affects how teachers teach english.					
25	Grade VI students are more often assigned speaking tasks than grade lv students.					
26	I feel practicing speaking repeatedly helps reduce my anxiety.					
27	Role-playing in class makes me more confident in speaking english.					
28	Teachers who praise students make me feel more confident in speaking english.					
29	Using learning apps like Duo Lingo helps me speak better.					
30	Listening to english songs or watching movies reduces my anxiety.					

APPENDIX II

INTERVIEW

1. Do you think age affects someone's ability to learn English?
2. In your opinion, are there any differences between male and female students in learning English, especially in speaking?
3. How do Grade IV and Grade VI students differ in terms of confidence and ability when speaking English in class?
4. Do you feel more comfortable learning English individually or in groups?
5. What usually makes you feel nervous or anxious when speaking English in front of the class?
6. What helps you overcome nervousness when speaking English, such as practice, teacher support, or other methods?
7. How does support from friends, family, or teachers influence your confidence in speaking English?
8. How do you feel when you make a mistake in learning English?
9. Do you think studying in the lower grades is easier than in the upper grades?
10. Do you feel that academic pressure in class affects your anxiety level in learning English?

APPENDIX III

DOCUMENTATION







Respondent	Age	Gender	Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Respondent 1	10	1	4	2	2	5	3	2	3	3	3	3	5	3	1	1	1	3	1	3	5	3	3	1	5	5	5	5	5	3	1	2	2		
Respondent 2	10	1	4	2	1	5	4	3	5	5	3	3	4	3	2	2	3	2	1	5	1	4	3	3	4	2	3	1	4	4	4	2	1		
Respondent 3	10	1	4	2	1	4	4	2	4	2	4	4	4	5	5	4	4	3	5	5	2	5	3	4	3	3	4	4	5	4	5	4	5		
Respondent 4	10	1	4	5	2	5	5	3	5	5	2	3	4	4	3	5	1	5	1	5	1	5	1	1	5	1	5	5	5	5	5	5	5		
Respondent 5	11	1	4	2	2	5	5	3	4	3	5	4	4	4	2	1	1	4	1	5	1	4	1	1	5	4	1	5	5	5	5	4	5		
Respondent 6	11	1	4	4	2	1	2	2	4	2	2	2	4	4	5	5	4	2	2	2	5	4	5	3	2	4	5	4	5	4	4	4	2		
Respondent 7	11	1	4	3	1	5	4	1	4	2	4	5	5	4	2	1	5	2	1	2	4	1	5	2	2	4	4	2	4	5	5	4	4		
Respondent 8	9	1	4	4	1	5	4	1	4	1	5	5	5	5	2	1	5	2	1	1	3	1	5	3	1	3	3	1	4	4	4	2	3		
Respondent 9	9	1	4	1	1	5	3	2	4	1	5	5	5	5	5	1	5	2	3	5	1	5	4	5	5	5	3	4	5	1	1	2	1		
Respondent 10	10	1	4	4	2	5	1	1	3	3	4	1	2	1	1	3	2	1	3	3	3	3	2	2	3	3	3	2	4	3	3	3	2		
Respondent 11	10	1	4	3	2	5	3	2	3	2	5	5	3	2	4	3	2	2	3	3	5	3	2	2	3	3	2	2	4	3	2	1	3		
Respondent 12	10	1	4	5	1	5	3	5	4	3	5	4	5	4	5	5	3	1	3	5	4	4	3	3	4	3	3	4	4	3	4	3	4		
Respondent 13	10	1	4	4	1	5	4	2	4	4	5	4	4	5	5	3	1	3	5	4	5	3	3	4	3	3	4	5	4	4	5	3	5		
Respondent 14	10	1	4	4	1	4	4	1	4	4	4	4	1	5	4	5	3	4	3	3	5	2	5	3	4	3	3	2	3	2	4	3	4		
Respondent 15	10	1	4	5	2	5	4	2	4	4	3	5	3	2	3	4	3	4	2	4	3	4	4	3	3	4	4	3	4	2	4	4	4		
Respondent 16	10	1	4	4	2	4	2	2	2	3	4	4	4	4	2	4	4	2	4	4	4	2	2	4	2	2	2	2	2	4	4	4	4	4	
Respondent 17	10	1	4	1	1	5	5	1	5	5	3	2	1	1	5	1	4	1	3	5	3	5	5	3	4	5	5	5	4	5	5	5	3		
Respondent 18	10	1	4	5	2	5	2	3	3	4	5	3	2	2	4	4	5	4	4	2	5	2	5	4	2	5	4	5	2	3	5	4	3		
Respondent 19	10	1	4	4	2	5	1	1	1	1	1	1	3	3	1	1	1	1	5	1	2	5	3	4	3	1	4	1	1	2	3	5	1		
Respondent 20	10	1	4	5	2	5	4	2	2	4	4	4	2	4	5	5	5	2	5	4	4	5	4	2	4	5	2	4	4	4	4	4	4		
Respondent 21	10	1	4	5	2	5	5	2	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
Respondent 22	10	1	4	4	3	5	5	3	4	4	4	4	4	4	2	2	4	4	4	3	4	4	4	4	2	4	4	4	3	4	5	2	4		
Respondent 23	10	1	4	1	1	5	5	3	4	4	4	3	3	3	4	2	3	2	4	4	4	4	4	4	2	4	3	3	4	4	5	2	4		
Respondent 24	10	1	4	4	2	4	4	2	4	4	4	4	4	2	4	4	4	2	4	4	4	4	4	4	2	4	2	4	4	4	4	4	2	4	
Respondent 25	10	1	4	4	2	5	5	2	5	5	5	4	4	2	4	4	4	2	4	4	4	4	4	4	2	4	2	4	4	4	4	4	2	4	
Respondent 26	10	2	4	4	2	4	4	2	4	4	4	4	2	4	2	2	2	2	4	2	2	2	2	4	4	4	4	2	4	4	4	4	2	4	
Respondent 27	10	2	4	4	2	4	4	2	4	4	4	4	2	4	2	4	2	2	4	2	2	2	4	2	2	4	4	4	2	4	4	4	4	2	
Respondent 28	10	2	4	4	1	5	4	2	4	4	4	4	2	2	2	4	2	2	4	2	2	4	2	4	2	4	4	4	2	2	4	4	4	2	
Respondent 29	10	2	4	2	4	4	4	3	4	4	2	4	2	2	2	2	2	2	4	3	5	3	3	2	3	2	3	2	5	4	5	4	5		
Respondent 30	10	2	4	4	2	2	5	4	2	4	3	5	3	4	4	5	2	3	4	3	4	5	5	3	3	3	4	5	5	4	5	3	3		
Respondent 31	10	2	4	4	2	2	5	4	2	4	3	5	3	4	4	5	2	3	4	3	4	5	5	5	3	3	3	1	5	5	4	5	3		
Respondent 32	10	2	4	4	2	2	5	4	2	4	2	4	2	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	
Respondent 33	10	2	4	4	2	3	5	3	5	4	4	4	4	5	4	5	4	5	4	4	5	3	5	4	4	4	3	4	4	5	5	5	5	5	
Respondent 34	10	2	4	4	2	2	3	4	4	4	3	5	3	2	4	5	3	5	4	2	5	3	5	5	3	1	5	4	5	4	3	4	5	5	
Respondent 35	10	2	4	4	4	2	5	4	4	5	2	4	4	1	4	5	4	5	4	4	2	4	5	4	5	4	4	5	4	4	5	4	5	3	
Respondent 36	10	2	4	4	2	2	4	4	3	4	1	5	1	3	3	4	4	3	3	4	4	5	5	5	4	3	5	4	5	4	3	4	1	1	
Respondent 37	10	2	4	4	5	1	5	5	1	5	2	5	4	5	4	4	3	4	4	3	4	5	4	3	3	4	4	3	4	4	4	4	5	1	
Respondent 38	10	2	4	4	5	2	5	5	2	5	5	5	4	5	4	5	5	5	5	5	4	5	4	5	5	5	4	5	5	4	5	5	4	4	
Respondent 39	10	2	4	4	5	5	5	5	2	5	5	5	5	5	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	2	5	
Respondent 40	10	2	4	2	2	5	3	2	3	3	3	3	5	3	1	1	1	3	1	3	5	3	3	1	5	5	5	5	5	3	1	2	2	2	
Respondent 41	10	2	4	2	1	5	4	3	5	5	3	3	4	3	2	2	3	2	1	5	1	4	3	4	2	3	1	4	4	4	4	2	1	1	
Respondent 42	10	2	4	2	1	4	4	2	4	2	4	4	4	5	5	4	4	3	5	5	5	2	5	3	4	3	3	4	4	5	4	5	4	5	
Respondent 43	10	2	4	5	2	5	5	3	5	5	2	3	4	3	5	1	1	5	1	5	1	5	1	1	5	1	5	5	5	5	5	5	5	5	
Respondent 44	10	2	4	2	2	5	5	3	4	3	5	4	4	4	2	1	1	4	1	5	1	4	1	1	5	4	1	5	5	5	5	4	4	5	
Respondent 45	10	2	4	4	2	1	2	2	4	2	2	2	4	4	5	5	4	2	2	2	5	4	5	3	2	4	5	4	5	4	4	4	2	4	
Respondent 46	10	2	4	4	1	5	4	1	4	2	4	5	5	4	2	1	5	2	1	2	4	1	5	2	2	4	4	2	4	5	5	5	4	4	
Respondent 47	10	2	4	4	1	5	4	1	4	1	5	5	5	5	5	2	1	5	2	1	1	3	1	5	3	1	3	3	1	4	4	4	2	3	
Respondent 48	10	2	4	1	1	5	3	2	4	1	5	5	5	5	5	1	5	2	3	5	1	1	5	4	5	5	4	5	1	1	1	2	1	1	
Respondent 49	10	2	4	5	1	5	5	1	5	1	4	4	4	5	1	1	1	5	4	4	5	4	3	4	1	4	2	3	5	4	4	5	1	2	
Respondent 50	10	2	4	4	2	2	4	4	4	2	2	4	4	4	5	5	5	5	5	4	4	4	4	4	2	2	4	4	4	4	4	4	5	5	
Respondent 51	12	1	6	2	4	2	4	2	4	4	2	4	2	4	2	4	2	4	4	2	4	4	2	4	2	4	2	4	2	4	2	4	4	4	4
Respondent 52	12	1	6	2	4	2	4	2	4	4	4	4	4	4	4	4	2	4	2	4	2	4	2	4	2	4	2	5	2	4	4	4	4	4	
Respondent 53	12	1	6	2	4	2	4	2	4	2	4	4	2	4	2	4	2	4	2	4	2	2	4	2	4	2	4	2	4	2	3	2	4	4	4
Respondent 54	12	1	6	1	4	2	4	4	2	4	4	2	2	4	4	2	2	4	4	2	2	4	4	4	4	4	4	2	2	2	2	4	4	4	4
Respondent 55	12	1	6	2	4	1	4	4	2	2	2	4	4	4	4	4	2	4	4	2	4	2	2	2	2	4	4	4	4	2	4	2	4	4	4
Respondent 56	12	1	6	1	4	2	4	2	4	4	4	4	2	4	2	4	4	2	2	4	2	2	4	4											

Respondent 70	12	1	6	1	5	2	3	3	3	4	4	3	2	3	3	2	2	3	2	3	4	3	4	3	2	4	4	3	4	4	3
Respondent 71	12	1	6	2	4	2	4	2	3	3	3	4	4	4	4	3	3	3	2	3	3	3	2	3	3	4	4	4	4	4	3
Respondent 72	12	1	6	2	4	2	4	5	4	4	2	5	4	5	4	4	2	4	4	4	5	5	3	4	5	2	4	4	5	4	4
Respondent 73	12	1	6	2	4	2	4	2	4	4	4	3	4	5	4	4	3	4	5	5	3	5	3	5	4	5	3	5	4	4	4
Respondent 74	12	1	6	1	5	1	3	2	3	3	3	3	4	3	3	3	2	2	3	3	3	4	2	4	4	3	3	4	4	5	3
Respondent 75	12	1	6	1	5	5	5	5	5	4	1	4	5	5	5	2	2	4	3	4	4	3	3	4	1	4	4	4	4	4	4
Respondent 76	12	2	6	1	5	5	4	3	4	4	2	4	5	5	5	2	2	4	3	4	4	3	3	4	1	4	1	4	4	4	4
Respondent 77	12	2	6	2	4	2	4	2	3	3	4	4	4	4	4	3	3	2	3	3	4	3	4	4	4	3	4	3	3	3	4
Respondent 78	12	2	6	2	4	2	4	2	3	4	3	2	3	2	3	3	3	2	3	3	3	3	3	3	3	2	4	4	4	4	4
Respondent 79	12	2	6	2	4	2	3	3	3	3	3	3	4	3	3	3	3	3	3	4	4	3	2	3	2	2	4	4	4	4	4
Respondent 80	12	2	6	2	4	4	2	2	2	3	2	3	4	4	3	3	2	3	4	3	3	2	3	3	3	3	2	2	3	2	3
Respondent 81	12	2	6	2	4	4	4	3	4	5	4	3	4	2	3	3	3	3	2	2	4	2	3	4	4	4	4	4	4	4	4
Respondent 82	12	2	6	2	2	1	3	1	3	4	5	4	5	5	5	3	4	4	3	4	5	5	3	3	4	4	5	2	5	4	4
Respondent 83	12	2	6	2	4	2	4	3	4	3	2	4	4	3	4	3	4	3	3	4	3	3	2	3	2	3	4	4	4	3	4
Respondent 84	12	2	6	2	4	4	3	3	4	4	3	3	3	4	2	2	2	3	3	4	3	2	2	3	3	3	4	3	4	4	2
Respondent 85	12	2	6	2	5	2	3	1	3	4	5	5	4	5	2	5	4	4	2	5	3	4	3	3	4	3	5	5	5	4	3
Respondent 86	12	2	6	2	5	5	2	2	2	2	2	2	4	3	2	2	2	2	3	3	5	3	2	3	3	4	3	2	3	2	2
Respondent 87	12	2	6	2	4	2	3	1	2	2	3	4	4	2	3	2	2	4	3	3	5	4	2	2	3	4	4	3	5	2	5
Respondent 88	12	2	6	2	4	2	4	2	4	4	4	2	4	4	2	2	2	2	2	2	4	2	2	4	4	2	4	4	4	2	5
Respondent 89	12	2	6	2	4	1	2	2	1	4	5	3	2	3	1	3	1	3	4	5	4	4		3	3	3	4	2	5	3	4
Respondent 90	12	2	6	4	2	2	4	4	4	2	2	4	4	4	5	5	5	5	5	4	4	4	4	4	2	2	1	4	4	4	5
Respondent 91	12	2	6	2	4	2	4	2	4	4	2	4	2	4	2	4	2	4	4	2	4	4	2	4	4	2	4	2	4	2	4
Respondent 92	12	2	6	3	4	2	4	2	4	4	4	4	4	4	4	4	2	4	2	4	2	4	4	4	2	5	2	4	4	4	4
Respondent 93	12	2	6	2	4	2	4	2	4	2	4	4	2	4	2	4	2	4	2	4	2	2	4	2	4	2	2	4	2	3	2
Respondent 94	12	2	6	1	4	2	4	4	2	4	4	2	2	4	4	2	2	4	4	2	2	4	4	4	4	4	2	2	2	2	4
Respondent 95	12	2	6	2	4	1	4	4	2	2	2	4	4	4	4	4	4	2	4	4	2	2	2	2	4	4	4	4	2	4	4
Respondent 96	12	2	6	1	4	2	4	2	4	4	4	4	2	4	4	4	2	2	2	2	4	4	2	4	4	4	4	2	2	2	4
Respondent 97	12	2	6	2	4	2	4	2	4	2	4	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	4
Respondent 98	12	2	6	2	4	2	2	2	2	4	4	4	4	4	2	2	4	4	4	4	4	2	4	2	4	2	1	2	4	2	4
Respondent 99	12	2	6	2	4	2	2	2	4	4	4	4	4	4	2	2	4	4	4	4	4	4	4	2	4	2	4	2	4	4	4
Respondent 100	12	2	6	2	4	5	3	1	4	2	2	2	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

BIODATA



Maya Sari was born in Rokan Hulu Regency, Riau Province, precisely in Pasir Pandak, Kepenuhan District on 08 August 2001. The third child of 6 siblings from the couple Jonmar and Samsidar. In 2008, she continued her elementary school education at SDN 004 Kepenuhan and graduated in 2014. She

continued her junior high school education at MTSN 4 Rokan Hulu and graduated in 2017. In 2017 she continued her education to a higher level of education, namely SMAN 1 Kepenuhan and graduated in 2020. She continued her education at one of the private universities in Rokan Hulu Regency, precisely at Pasir Pengaraian University, Faculty of Teacher Training and Education (FKIP) English Language Education Study Program. He completed his education on January 24, 2025.

Motto :

”Achieving success through hard work, never giving up, and always trying to be better every day, and developing one's potential by taking opportunities, learning from mistakes, and continuing to improve skills and knowledge to achieve higher life goals, and becoming a positive, creative, and innovative person who is always ready to face challenges and find solutions to every problem with confidence and undying enthusiasm.”