



## **Overview of Anxiety Levels During English Day Performances Among Students at MAN 2 Kuansing**

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### **Abstract**

Anxiety, referred to as anxiety, is an unpleasant emotional state or a feeling of discomfort and restlessness accompanied by autonomic responses (unconsciously known to someone), also leading to a lack of courage and worry about unclear things. The prevalence of depression or anxiety disorders has a relatively high rate among the adolescent population. According to WHO data in 2015, around 4.4% of the world's population, or 322 million people, experienced depression, and about 3.6% of the world's population, or 264 million people, experienced anxiety. This research aimed to determine the level of anxiety among students at MAN 2 Kuansing during the English Day event. A quantitative study with a cross-sectional design was conducted. The sample in this study was students from class X and XI at MAN 2 Kuansing using this method, with 71 respondents, and the sampling technique used was convenience sampling. Data was collected using the Hamilton Anxiety Rating Scale (HARS) questionnaire. The data analysis used univariate analysis. The research results showed that the majority of respondents who had anxiety levels based on age characteristics were mainly middle adolescents (15-16 years old), totaling 68 people (95.8%). There were 41 female respondents (57.7%), and highest frequency of classes was from class X1, totaling 38 people (53.5%). The anxiety level in MAN 2 Kuansing students showed that most respondents experienced mild anxiety, with 27 people (38.0%). The level of anxiety among adolescent students at MAN 2 Kuansing showed that most respondents had mild anxiety.

**Keywords:** English Language, English Day, Anxiety



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### **INTRODUCTION**

Adolescence is a crucial developmental phase marked by the transition from childhood to adulthood. During this period, adolescents undergo various comprehensive changes—physically, emotionally, cognitively, socially, morally, and spiritually. According to the Regulation of the Minister of Health of the Republic of Indonesia Number 25 of 2014, the adolescent age range is between 10 and 18 years. In this transitional phase, adolescents begin to face various demands from family, school, and society. One of the major challenges is the pressure to achieve academically while also forming their personal identity. Adolescents are expected to perform well in school, participate in various activities, and simultaneously discover who they are. These conditions often trigger stress, tension, and anxiety (Sari et al., 2022). Anxiety is an emotional reaction that arises in response to perceived threats or pressure. Psychologically, anxiety is characterized by feelings of unease, worry, fear, and discomfort. Physiologically, it may cause symptoms such as increased heart rate, sweating, trembling, difficulty concentrating, and even sleep disturbances. In educational settings, anxiety can interfere with learning processes, reduce academic performance, and hinder students' participation in school activities (Hasibuan & Rian, 2019). According to WHO data from 2015, 3.6% of the global population—or approximately 264 million people—experience anxiety disorders. In Indonesia, 47.7% of adolescents reportedly experience symptoms of anxiety at various levels (WHO, 2015; Hasibuan & Rian, 2019).



One school-based activity that can potentially trigger anxiety among adolescents is the requirement to perform in front of others, such as the English Day program implemented at MAN 2 Kuantan Singingi (MAN 2 Kuansing). This program is part of an initiative to enhance English language skills through active and enjoyable learning. English Day is held every Thursday morning in an open field, where all students are required to showcase their class's creativity in English through performances such as drama, advertisements, poetry, songs, and other presentations. Each class takes turns performing with different materials every week. The primary objective of this program is to improve speaking skills, enrich vocabulary, and build students' confidence in using English (Widyastuti et al., 2021; Sitinjak, 2023). However, field observations indicate that not all students are able to manage the pressure of performing well. Many appear nervous, struggle to speak clearly, and display symptoms of anxiety both before and during their performance. A preliminary study conducted in February 2024 involving 26 students of Class XI-2 at MAN 2 Kuansing using the Hamilton Anxiety Rating Scale (HARS) revealed that 14 students experienced moderate anxiety, 6 had severe anxiety, 4 reported mild anxiety, and 2 students exhibited very severe anxiety to the point of panic. Common symptoms included excessive sweating, trembling, difficulty speaking, and loss of focus. These findings suggest that while English Day has educational benefits, students' psychological well-being must also be considered. Therefore, it is essential to conduct further research to describe the level of anxiety experienced by students during English Day performances at MAN 2 Kuansing, to support the development of more psychologically responsive learning activities.

## RESEARCH METHODS

This study employed a quantitative research approach with a descriptive design using a cross-sectional method. The sample was selected using a convenience sampling technique, consisting of 71 students from Grade X and Grade XI who actively participated in the English Day activities at MAN 2 Kuansing. The instrument used in this study was the Hamilton Anxiety Rating Scale (HARS), which aims to measure the level of anxiety among students. Data analysis in this study was conducted using univariate analysis.

## RESEARCH RESULTS AND DISCUSSION

The research findings will be presented based on the characteristics of the respondents and the variables studied. This study provides a univariate analysis in the form of frequency and percentage distributions of the demographic variables and characteristics under investigation.

### Respondent Characteristics

**Table 1. Frequency Distribution of Respondents Based on Age, Gender, and Class**

Characteristic	Frequency (n)	Percentage (%)
Age		
1. Early Adolescence (12-14 years)	2	2.8%
2. Middle Adolescence (15-16 years)	68	95.8%
3. Late Adolescence (17-18 years)	1	1.4%
Gender		
1. Male	30	42.3%
2. Female	41	57.7%
Class		
1. Grade X	33	46.5%
2. Grade XI	38	53.5%
Total	71	100%

Based on table 1, the data shows that out of 71 respondents, the majority of those experiencing anxiety levels by age characteristics were in middle adolescence (15–16 years), totaling 68 individuals (95.8%). The majority of respondents were female, accounting for 41 individuals (57.7%), and the highest frequency by class was from Grade XI, totaling 38 individuals (53.5%).

### Overview of Anxiety Levels During English Day Performances

**Table 2. Frequency Distribution of Anxiety Levels During English Day Performances**

No.	Characteristic	Frequency (n)	Percentage (%)
1	None	23	32.4%
2	Mild	27	38.0%
3	Moderate	16	22.5%
4	Severe	4	5.6%
5	Panic	1	1.4%
Total		71	100%

Based on table 2, data from 71 respondents shows that the frequency distribution of anxiety levels during English Day performances indicates that 23 respondents (32.4%) experienced no anxiety, 27 respondents (38.0%) experienced mild anxiety, 16 respondents (22.5%) experienced moderate anxiety, 4 respondents (5.6%) experienced severe anxiety, and 1 respondent (1.4%) experienced panic.

### Overview of Anxiety Levels During English Day Performances Based on Age

**Table 3. Frequency Distribution of Anxiety Levels During English Day Performances Based on Age**

Anxiety Level	Age Category						
	Early Adolescence		Middle Adolescence		Late Adolescence		Total
	n	%	n	%	n	%	
None	0	0%	22	31,0%	1	1,4%	100%
Mild	1	1,4%	26	36,6%	0	0%	100%
Moderate	1	1,4%	15	21,1%	0	0%	100%
Severe	0	0%	4	5,6%	0	0%	100%
Panic	0	0%	1	1,4%	0	0%	100%
Total	2	2,8%	68	95,8%	1	1,4%	100%

Based on Table 4.3, the frequency distribution of anxiety levels during English Day performances by age indicates that the majority of respondents experienced mild anxiety. In the early adolescence category, 1 respondent (1.4%) experienced mild anxiety, 1 respondent (1.4%) experienced moderate anxiety, while there were no respondents who experienced severe anxiety, panic, or no anxiety. In the middle adolescence group, 26 respondents (36.6%) experienced mild anxiety, 15 respondents (21.1%) experienced moderate anxiety, 4 respondents (5.6%) experienced severe anxiety, 1 respondent (1.4%) experienced panic, and 22 respondents (31.0%) reported no anxiety. In the late adolescence category, there were no respondents who experienced mild, moderate, severe anxiety, or panic, and only 1 respondent (1.4%) reported no anxiety.

## Overview of Anxiety Levels During English Day Performances Based on Gender

**Table 4. Frequency Distribution of Anxiety Levels During English Day Performances Based on Gender**

Anxiety Level	Gender Category				
	Female		Male		Total
	n	%	n	%	
None	9	12,7%	14	19,7%	100%
Mild	12	16,9%	15	21,1%	100%
Moderate	8	11,3%	8	11,3%	100%
Severe	1	1,4%	3	4,2%	100%
Panic	0	0%	1	1,4%	100%
Total	30	42,3%	41	57,7%	100%

Based on table 4, the results from a total of 71 respondents indicate that the frequency distribution of anxiety levels during English Day performances by gender shows that the majority of respondents experienced mild anxiety. Among male respondents, 12 individuals (16.9%) experienced mild anxiety, 8 respondents (11.3%) experienced moderate anxiety, 1 respondent (1.4%) experienced severe anxiety, none experienced panic, and 9 respondents (12.7%) reported no anxiety. Among female respondents, the majority also experienced mild anxiety, totaling 15 respondents (21.1%). Additionally, 8 respondents (11.3%) experienced moderate anxiety, 3 respondents (4.2%) experienced severe anxiety, and 14 respondents (19.7%) reported no anxiety, with no reports of panic.

## Overview of Anxiety Levels During English Day Performances Based on Class

**Table 5. Frequency Distribution of Anxiety Levels During English Day Performances Based on Class**

Anxiety Level	Class Category				
	Grade X		Grade XI		Total
	n	%	n	%	
None	6	8,5%	17	23,9%	100%
Mild	14	19,7%	13	18,3%	100%
Moderate	9	12,7%	7	9,9%	100%
Severe	3	4,2%	1	1,4%	100%
Panic	1	1,4%	0	0%	100%
Total	33	46,5%	38	53,5%	100%

Based on Table 5, data from a total of 71 respondents shows that the frequency distribution of anxiety levels during English Day performances by class indicates that the majority of respondents experienced mild anxiety. Among Grade 10 students, 14 respondents (19.7%) experienced mild anxiety, 9 respondents (12.7%) experienced moderate anxiety, 3 respondents (4.2%) experienced severe anxiety, 1 respondent (1.4%) experienced panic, and 6 respondents (8.5%) reported no anxiety. Among Grade 11 students, the majority also experienced mild anxiety, with 13 respondents (18.3%). Additionally, 7 respondents (9.9%) experienced moderate anxiety, 1 respondent (1.4%) experienced severe anxiety, while 17 respondents (23.9%) reported no anxiety and none reported panic.

## Overview of Anxiety Levels During English Day Performances Based on Aspects

**Table 6. Frequency Distribution of Anxiety Levels During English Day Performances Based on Aspects**

Hars Scale	Kategori Tingkat Kecemasan				
	None	Mild	Modera te	Seve re	Panic
<b>Q1</b>					
- Bad premonition	2	0	1	1	1
- Easily offended	6	7	1	1	0
- Afraid of one's own thoughts	5	7	4	0	0
- Anxious	9	13	10	2	0
0	1	0	6	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q2 Tension</b>					
- Feeling tense	5	4	3	0	0
- Easily startled	4	2	0	1	0
- Unable to rest peacefully	1	1	0	1	0
- Easily crying	2	4	6	0	1
- Shaking	6	7	2	2	0
- Restless	4	7	5	0	0
0	1	2	0	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q3 Fear</b>					
- In the dark	6	3	4	0	0
- Being left alone	9	5	3	1	1
- Around strangers	2	2	0	0	0
- In a large crowd	1	6	2	1	0
- In cross games	0	0	0	2	0
- Around large animals	3	1	7	0	0
0	2	1	0	1	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q4 Sleep Disturbance</b>					
- Difficulty falling asleep	8	21	16	2	0
- Waking up during the night	1	1	0	0	1
- Waking up during the night	0	0	0	2	0
- Frequent dreaming	0	1	0	0	0
0	14	4	0	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q5 Cognitive Disturbances</b>					
- Poor memory	0	0	0	0	0
- Difficulty concentrating	16	24	15	4	1
- Decreased memory	0	0	0	0	0
0	7	3	1	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q6 Depressive Feelings</b>					
- Loss of interest	0	0	0	0	0
- Sadness	2	9	5	1	1
- Decreased enjoyment of hobbies	0	1	0	1	0
- Mood swings	3	9	8	0	0
- Waking up early in the morning	6	3	3	2	0
0	12	5	0	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>



<b>Q7 Somatic Symptoms (Muscles)</b>					
- Muscle pain	4	9	6	1	1
- Stiffnes	7	13	8	3	0
0	12	5	2	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q8 Sensory Symptoms</b>					
- Blurred vision	0	1	0	0	0
- Red and pale face	6	17	10	4	0
- Feeling weak	3	3	1	0	1
0	14	6	5	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q9 Cardiovascular Symptoms</b>					
- Palpitations	8	223	14	3	1
- Chest pain	2	0	0	1	0
0	13	4	2	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q10 Respiratory Symptoms</b>					
- Pressure in the chest	0	0	0	1	0
- Shortness of breath or difficulty breathing	5	8	6	2	1
- Frequent deep breaths	3	14	7	1	0
0	15	5	3	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q11 Gastrointestinal Symptoms</b>					
- Feeling of fullness and bloating	5	11	7	3	0
- Stomach pain before and after eating	2	11	5	1	1
0	16	5	4	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q12 Urogenital Symptoms (Urination and Reproductive System)</b>					
- Frequent urination	2	10	6	1	0
- Inability to control urination	1	0	1	0	1
- Missed period	0	1	0	0	0
- Excessive menstrual bleeding	0	2	1	1	0
- Prolonged menstrual period	2	1	3	1	0
- Very short menstrual period	0	1	0	0	0
0	18	12	5	1	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q13 Autonomic Symptoms</b>					
- Excessive sweating	0	4	2	2	1
- Headache	13	18	12	2	0
0	10	5	2	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>
<b>Q14 Behavior (Attitude) During Interview</b>					
- Restlessness	1	0	3	1	0
- Unsettled	9	13	10	1	0
- Tense facial expression	4	4	0	1	0
- Shaking hands	3	3	2	1	1
0	6	7	1	0	0
<b>Total</b>	<b>23</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>1</b>



**Table 7. Frequency Distribution of Anxiety Levels During English Day Performances Based on Dominant Aspects**

Anxiety Level	Skore	(n)	Conclusion
None	>14	23	The majority of respondents experienced the following symptoms: 9 felt anxious, 6 experienced trembling, 9 felt afraid of being left alone, 8 had difficulty falling asleep, 16 had trouble concentrating, 6 woke up early in the morning, 7 experienced muscle stiffness, 6 had a flushed or pale face, 8 experienced palpitations, 5 felt shortness of breath, 5 felt bloated, 13 had headaches, and 9 felt restless. At this level, the most frequently reported symptoms were difficulty concentrating and frequent headaches, indicating a physiological response that may disrupt their overall condition.
Mild	14-20	27	The majority of respondents experienced the following symptoms: 13 felt anxious, 14 experienced trembling and restlessness, 10 were afraid of large animals, 21 had difficulty sleeping, 24 had trouble concentrating, 18 felt mood swings and sadness, 13 experienced stiffness, 17 had flushed and pale faces, 23 experienced palpitations, 14 frequently took deep breaths, 22 reported bloating and stomach pain, 10 urinated frequently, 18 had headaches, and 13 felt unsettled. The symptoms experienced at this level caused respondents to have difficulty concentrating, especially during learning activities, and they tended to feel their heart beating faster than usual. This indicates a physiological response that may interfere with their physical condition.
Moderate	21-27	16	The majority of respondents experienced the following symptoms: 10 felt anxious, 6 cried easily, 4 were afraid of the dark, 16 had difficulty sleeping, 15 had trouble concentrating, 8 experienced mood swings, 8 experienced stiffness, 10 had flushed and pale faces, 14 experienced palpitations, 7 frequently took deep breaths, 7 felt bloated, 6 urinated frequently, 12 had headaches, and 10 felt unsettled. The symptoms experienced at this level made it very difficult for respondents to sleep, and the rapid heart palpitations affected their physical condition.
Severe	28-41	4	The majority of respondents experienced the following symptoms: 2 felt anxious, 2 experienced trembling, 2 were afraid of being in a crowd, 4 had difficulty sleeping or experienced restless sleep, 4 had trouble concentrating, 2 woke up early in the morning, 3 experienced stiffness, 4 had flushed and pale faces, 3 experienced palpitations, 2 felt shortness of breath, 3 felt bloated, had frequent urination, and were unable to hold urine, 4 had headaches, and experienced excessive sweating. These symptoms at this level caused respondents to struggle with concentration, experience headaches, and have flushed or pale faces—indicating physical responses that could interfere with their overall physical condition.
Panic		1	The majority of respondents experienced symptoms such as bad premonitions, crying easily, fear of being left alone, waking up during the night, difficulty concentrating, sadness, muscle pain, feelings of weakness, palpitations, shortness of breath, stomach pain, missed menstrual periods, excessive sweating, and trembling fingers. Several of these symptoms at this level indicate physical responses that may interfere with the respondents' overall physical condition.
Total	42-56	71	

Based on the results of a study conducted on 71 respondents regarding anxiety levels during the English Day event, it was found that in the no anxiety category (23 respondents, HARS score >14), although no severe anxiety was observed, most respondents still experienced symptoms such as anxiety (9 respondents), trembling (6), difficulty concentrating (16), headaches (13), and trouble sleeping (8). This indicates that academic and social pressures still



trigger mild anxiety symptoms. In the mild anxiety category (27 respondents, HARS score 14–20), physical and emotional symptoms were more pronounced, such as anxiety (13), trembling and restlessness (14), trouble sleeping (21), difficulty concentrating (24), mood changes (18), as well as headaches (18) and palpitations (23), which significantly affect their well-being. For moderate anxiety (16 respondents, HARS score 21–27), symptoms became more intense, such as crying easily (6), anxiety (10), sleep disturbances (16), mood swings (8), and physical symptoms like pale face (10), palpitations (14), and headaches (12). These symptoms indicate strong psychological pressure and start to disrupt daily activities. Meanwhile, in the severe anxiety category (4 respondents, HARS score 28–41), the majority experienced sleep disturbances (4), difficulty concentrating (4), palpitations (3), shortness of breath (2), and other physical symptoms such as headaches (4), pale face (4), and excessive sweating. This indicates that anxiety has affected the body's system and the respondents' daily life. Finally, in the panic anxiety category (1 respondent, HARS score 42–56), symptoms included bad premonitions, crying easily, difficulty concentrating, muscle pain, shortness of breath, and menstrual disturbances. This represents the most serious condition, requiring immediate attention due to its potential to cause significant psychosomatic disruptions.

## **Discussion**

### **Respondent Characteristics**

Based on the research conducted at MAN 2 Kuansing, the majority of respondents were aged 15-16 years, totaling 68 people (95.8%). This finding is in line with the research by Setyowati et al. (2024) conducted at SMK N 1 Temanggung, which found that the majority of respondents were 16 years old, with 123 students (59.4%). The study indicates that adolescents in this age group tend to experience higher levels of anxiety, especially when asked to perform in public, such as during an English Day activity that requires the use of English. Adolescents aged 15-16 often face social and academic pressures that increase anxiety related to their appearance. This is consistent with the findings of Khoirunnisa et al. (2018), which showed that the majority of respondents at SMK PGRI 1 Tangerang were 16 years old and experienced significant anxiety. The research assumes that factors such as uncertainty about language skills and social pressure can trigger anxiety among adolescents in this age group, which is also reported in the Indonesian Adolescent Mental Health Survey (I-NAMHS) stating that anxiety disorders are most prevalent among youth aged 10-17 years (Sherlina, 2024).

Anxiety levels are also influenced by gender, with the majority of respondents being female, 41 people (57.7%). This result is consistent with the research by Setyowati et al. (2024) at SMK N 1 Temanggung, which found that the majority of respondents were female, with 118 people (57.0%). Females are known to be more sensitive to their emotions, more self-conscious about their appearance, and more likely to feel anxious, especially in social situations such as performing in public. Sociocultural factors, which often require females to be more concerned about others' judgments regarding their appearance, also contribute to increased anxiety in females. Another study by Macauley et al. (2018) also states that females tend to have higher anxiety levels than males. The researchers assume that anxiety experienced by females in activities like English Day might be higher if they feel less confident about their English language skills. Psychological and social factors, such as introverted personalities and previous experiences speaking in public, also influence anxiety levels in females.

The class level also affects anxiety levels. Based on the research, the majority of respondents were from the 11th grade, with 38 people (53.5%), while the rest were from the 10th grade, with 33 people (46.5%). The study shows that despite having more experience, students in the 11th grade tend to experience higher anxiety compared to those in the 10th





grade. This may be due to the greater pressure felt by 11th-grade students in dealing with more complex tasks and activities. Meanwhile, 10th-grade students, who are new to secondary education, may not yet fully feel burdened by the higher expectations faced by 11th graders (Muslimahayati & Rahmy, 2021). The researchers also assume that factors such as age and psychological development play a role in the anxiety experienced by students. Students with introverted personalities tend to be more reserved and more likely to feel anxious in social situations or when facing changes, which can increase their anxiety. A good relationship with their environment, especially with family, can also help reduce anxiety in adolescents, as explained by Sitepu & Simanungkalit (2019). Thus, the anxiety experienced by 11th-grade students may be more influenced by academic and social pressures, while 10th-grade students may face anxiety related to adjusting to the secondary education environment. This study also shows that experience speaking in public can influence anxiety levels, either by reducing or increasing anxiety in students, depending on their comfort level and preparation. Overall, this study concludes that age, gender, and class level play significant roles in the anxiety experienced by students when performing in activities like English Day. Psychological, social, and environmental factors greatly influence how adolescents respond to situations that trigger anxiety, particularly in social and academic contexts. Therefore, it is important to provide appropriate emotional and psychological support to help reduce anxiety in adolescents, whether through support from family, friends, or teachers.

### **Overview of Anxiety Levels**

#### **Anxiety Based on Anxiety Level**

The study found that the majority of respondents (38.0%) experienced mild anxiety. Interviews with respondents indicated that anxiety and stress were often caused by intense competition in academic and social spheres, which can negatively affect daily life. This finding aligns with research indicating that anxiety, particularly when severe, can impair cognitive functions such as concentration, memory, and problem-solving (Azizah & Haerudin, 2021). Anxiety, a form of excessive worry, disrupts an individual's ability to function across various aspects of life. Specifically, speaking anxiety, such as in English, can hinder communication, influenced by various factors (Putri, 2023). Anxiety levels are often triggered by uncertainty, fear, and perceived lack of ability in specific situations, and its impact can be both beneficial or harmful depending on its duration and intensity (Akbar et al., 2022). In this study, the mild anxiety experienced by respondents may be linked to external pressures like academic and social competition, which can exacerbate stress. Although mild anxiety is not as severe, it still affects students' daily lives by influencing concentration, mental health, and social relationships. If left unaddressed, this mild anxiety could develop into more serious issues, such as moderate or severe anxiety, which could significantly impact overall well-being. Therefore, it is crucial to address even mild anxiety to prevent long-term negative effects.

#### **Anxiety Level Based on Age**

The research involving 71 respondents revealed that the majority of respondents experiencing anxiety had mild anxiety levels, with 68 respondents (95.8%) falling within the middle adolescent age range (15-16 years). Age affects anxiety levels, with younger respondents tending to have lower anxiety. Symptoms manifested as mood changes such as feelings of sadness and anxiety, though still within a manageable range. This finding supports Muslimahayati & Rahmy (2021), who indicated that middle adolescence often involves depression due to emotional instability at this age. Such depression can trigger symptoms like hopelessness, lack of self-confidence, and feelings of pressure. Research by Vellyana et al.

(2020) also supports this result, showing that older individuals, due to greater cognitive maturity, are better able to use coping mechanisms to manage anxiety. As age increases, individuals tend to have better control over their anxiety and emotions (Hurlock, 1980). Based on these findings, the researcher assumes that the middle adolescent age is a significant factor influencing how individuals respond to anxiety, as this transitional psychological phase often involves identity searching and increased self-awareness. Anxiety at this age might be linked to the social and academic pressures adolescents face. Overall, even though the anxiety experienced by the majority of respondents is classified as mild, the researcher emphasizes that this condition should still be monitored, as it can develop into more serious anxiety if not properly addressed.

### **Anxiety Level Based on Grade Level**

A study involving 71 respondents found that the majority of students experienced mild anxiety, particularly among those in grade 10 (46.5%). The highest levels of anxiety were observed at the beginning of the school year, associated with the adjustment process and heavier academic burdens. Female students tend to experience higher anxiety compared to male students, which may be attributed to social and cultural factors that pressure females to be more concerned about their appearance and others' judgments (Andrian, 2022). Anxiety among students often arises when they are asked to speak in front of the class or participate in speaking activities in English. Some students feel anxious because they fear being negatively evaluated by teachers or peers (Andrian, 2022). This finding aligns with Saleh's (2018) research, which indicates that severe anxiety is common among grade 10 students, especially in their first year of secondary school, which serves as an adaptation period to a new environment and higher academic expectations (Esmiralda et al., 2022). Overall, the researcher assumes that the transition to a new academic year is a significant factor in increasing anxiety, especially among students who are new to secondary education. Although the anxiety experienced at the beginning of the school year is considered mild, if left unaddressed, it can affect students' psychological and academic development.

### **Aspects in the Hars Scale**

The Hamilton Anxiety Rating Scale (HARS), developed by Max Hamilton in 1956, is used to measure anxiety through 14 aspects encompassing both psychological and somatic symptoms. The scale includes categories such as feelings of anxiety, tension, fear, sleep disturbances, cognitive issues, depression, somatic symptoms, sensory issues, cardiovascular symptoms, respiratory symptoms, gastrointestinal problems, urogenital issues, autonomic symptoms, and interview behaviors (Hamilton, 1959). Research conducted with 71 respondents showed that most experienced mild anxiety. 23 respondents had HARS scores greater than 14, indicating anxiety, though not at very high levels. The researchers assume that factors like academic and social pressure could trigger this anxiety. While the symptoms aren't extreme, such as trembling, difficulty sleeping, headaches, and anxious feelings, they still have a significant impact on the physical and mental well-being of the respondents. The researchers believe that although the anxiety is mild, the physical symptoms that arise need attention as they may have long-term effects on the students' health (Mayasari, 2021). A group of 27 respondents showed mild anxiety (HARS score of 14-20). Though their anxiety wasn't severe, the physical symptoms like bloating, headaches, and palpitations were significant. The researchers believe this anxiety is triggered by factors such as academic stress, social pressure, and tension related to school tasks. These physical symptoms may affect concentration, mood, and sleep, ultimately impacting their daily life quality. Even though the anxiety is mild, the



researchers emphasize the importance of addressing these physical symptoms to prevent long-term effects (Julia, 2022).

For 16 respondents with moderate anxiety (HARS score of 21-27), the level of anxiety was more significant and impacted their well-being more than mild anxiety. Symptoms like crying easily, feelings of dread, difficulty sleeping, and mood changes were more prominent. Physical symptoms like palpitations, headaches, and bloating suggested that the anxiety affected the respondents' physical condition, interfering with their daily activities. The researchers believe that anxiety at this level could disrupt concentration, sleep, and emotional balance, so further attention is needed to reduce its negative impact. In the group with severe anxiety (HARS score of 28-41), consisting of 4 respondents, the researchers assume that this very high level of anxiety has a more significant impact on physical and psychological well-being. Symptoms such as extreme anxiety, trembling, feelings of dread in crowds, severe sleep disturbances, and physical symptoms like palpitations, shortness of breath, bloating, and frequent urination indicate that the anxiety is heavily affecting their quality of life. The researchers suggest that anxiety at this level can significantly disrupt concentration and daily activities, requiring more intensive intervention to prevent further harm to the respondents' mental and physical health. Finally, one respondent with a HARS score of 42-56 (panic-level anxiety) experienced very severe anxiety. Symptoms such as foreboding, crying easily, feelings of dread when alone, muscle pain, weakness, and shortness of breath indicate an anxiety disorder that greatly impacts both physical and emotional well-being. The researchers believe that panic-level anxiety needs immediate and more serious intervention to prevent further damage to the respondent's mental and physical health. This study indicates that while the severity of anxiety varies among respondents, its impact on physical and psychological well-being remains significant, with physical symptoms needing attention to prevent long-term consequences.

## **CONCLUSION**

The characteristics of the respondents include age, gender, and grade level. Based on the research conducted in grades X-XI at MAN 2 Kuansing, a total of 71 respondents were studied. The majority of the respondents were in their middle adolescence (15-16 years old), with 68 individuals (95.8%). In terms of gender, the majority were female, with 41 individuals (57.7%). Regarding grade frequency, the highest number of respondents were from grade X1, totaling 38 individuals (53.5%). The anxiety levels among the students of MAN 2 Kuansing showed that most respondents experienced mild anxiety, with 27 individuals (38.0%). The anxiety levels during the English Day activity showed that 23 respondents (32.4%) experienced no anxiety, 27 respondents (38.0%) had mild anxiety, 16 respondents (22.5%) experienced moderate anxiety, 4 respondents (5.6%) had severe anxiety, and 1 respondent (1.4%) experienced panic.

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