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APPROPRIATE TREATMENT FOR INSECURE STUDENTS IN INCREASING ENGLISH SPEAKING SKILLS; MENTAL HEALTH SUPPORT AT SCHOOL

Abstract

Mental well-being at school is a strategic issue and has concerned education practitioners lately. Most teachers know the importance of mental health and its impact on student's learning achievement especially in increasing the speaking skill of students. In English class, students with mental well-being tend to have higher self-confidence in the learning process, especially in speaking activities while some students with insecurity experience failure. This is the reason for researchers to research these students. The case study that occurred at primary school, became a problem faced by teachers in English learning. Most students with insecurity observed in this research are great students but they lose self-confidence so they fail in learning process. This research aims to describe this phenomenon in detail by collecting data through observation and interviews. Teachers apply several treatments to make students confident so they dare to speak English in the learning process. Before applying the appropriate treatment teachers should enrich their knowledge and insights regarding student psychology to be more sensitive and care for students with mental conditions. By knowing the condition of students, the teacher can consider what actions can help and support them to be motivated to learn. The description of causes, how the symptoms of insecure students, and what should teachers do with insecure students. The results of this research are that the student's self-confidence students have increased and then the teacher finds the progress of insecure students in their learning achievement.

Keywords: Mental Health; Learning Motivation; Insecure Students;

Abstrak

Kesehatan mental di sekolah menjadi isu strategis dan telah menjadi perhatian praktisi pendidikan akhir-akhir ini. Sebagian besar guru menyadari pentingnya kesehatan mental dan dampaknya pada prestasi belajar siswa, terutama dalam meningkatkan keterampilan berbicara siswa. Di kelas Bahasa Inggris, siswa yang memiliki Kesehatan mental cenderung memiliki rasa percaya diri yang lebih tinggi dalam proses pembelajaran, terutama dalam kegiatan berbicara, sementara beberapa siswa yang merasa tidak aman mengalami kegagalan. Ini menjadi alasan bagi para peneliti untuk meneliti siswa-siswa ini. Studi kasus yang terjadi di sekolah dasar menjadi masalah yang dihadapi oleh guru dalam pembelajaran Bahasa Inggris. Sebagian besar siswa yang merasa tidak aman yang diamati dalam penelitian ini adalah siswa yang cerdas tetapi kehilangan rasa percaya diri sehingga gagal dalam proses pembelajaran. Penelitian ini bertujuan untuk menggambarkan fenomena ini secara rinci dengan mengumpulkan data melalui observasi dan wawancara. Guru menerapkan beberapa perlakuan untuk membuat siswa percaya diri sehingga berani berbicara Bahasa Inggris dalam proses pembelajaran. Sebelum menerapkan perlakuan yang sesuai, guru harus memperkaya pengetahuan dan wawasan mereka mengenai psikologi siswa agar lebih sensitif dan peduli terhadap kondisi mental siswa. Dengan mengetahui kondisi siswa, guru dapat mempertimbangkan tindakan apa yang dapat membantu dan mendukung mereka agar termotivasi untuk belajar. Deskripsi penyebab, gejala siswa yang tidak percaya diri, dan tindakan yang seharusnya dilakukan oleh guru terhadap siswa yang merasa tidak aman. Hasil

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dari penelitian ini adalah peningkatan rasa percaya diri siswa dan kemajuan siswa yang merasa tidak aman dalam pencapaian belajar mereka.

Kata Kunci: Kesehatan Mental, Motivasi Belajar, Siswa

INTRODUCTION

Insecurity is a feeling of doubt about one's abilities or lack of self-confidence. It usually arises due to comparisons of oneself and others or bad experiences in the past. In the world of education, feelings of insecurity are not being confident in one's abilities, feeling like one is unable to do something, and worrying about other people's judgment. Feeling insecure is a natural feeling that humans have. However, Excessive feelings of insecurity can hurt a person's mental health, especially students undergoing a learning process, for example, learning English. According to (Kumar Dey et al., 2018), insecurity is a feeling of uncertainty, a lack of confidence, or anxiety about oneself. Feelings of insecurity can be defined as emotional instability, rejection, inferiority anxiety, isolation, jealousy, hostility, irritability, and a tendency to accept the worst general permission or unhappiness. In another study, insecurity is a feeling of general unease or nervousness that may be triggered by perceiving oneself to be vulnerable in some way or instability which threatens one's self-image or ego, they lack confidence in their value (2014).

All teachers, especially English teachers, must support students' mental health at school because English is a lesson requiring confidence in the learning process. For mental health support, teachers need to increase their knowledge in psychology about how to make students feel motivated to learn, for example, by reading a lot, attending seminars, and then discussing with experts. Schools should equip teachers with knowledge and skills that can support their ability to improve students' mental health. As (Maclean & Law, 2022) mentioned in their research in Scotland, many students experience mental health in a school, and the teachers feel they do not know about psychology, so they don't understand how to deal with their students. At that time, the school held training for teachers regarding mental health, and as a result, the students there felt helped.

Schools play an important role in supporting students' mental health because they will positively impact students' motivation to learn. Based on this, schools need to make policies regarding the willingness of academic achievement and even the mentality of students. According to (As & Srivastava, 2021) teachers might actively recognize pupils who exhibit symptoms of mental health issues. Teachers have numerous hurdles when identifying children with problems; therefore, giving adequate mental health training to teachers would enable them to comprehend students' mental health needs and make appropriate recommendations to health experts as needed. Schools should largely work within the existing structure, provide adequate resources to teachers and other school personnel, establish a welcoming environment, and raise awareness among students through mental health training programs provided by instructors on a financial basis.

Some studies have claimed that teachers only focus on teaching methods to increase student motivation to achieve their learning goals at school. The fact is that even though the teacher has prepared excellent learning methods if students experience mental and emotional problems, learning achievement will fail. Just like when we give delicious food to people who are physically ill, no matter how delicious the food is, it will not make them enjoy it. Several research studies said that teaching methods are the most important thing. Nalevska & Kuzmanovska (2020) found that teachers need to stimulate students' cognitive and emotional readiness by creating problems related to the material and then involving students in solving them as a teaching method. Another method is educational games to use in increasing student learning interest; the method is always adjusted based on the needs of each learning material.

A teacher who is aware of student's mental health can determine the appropriate treatment for students. In a study was stated that teachers can contribute to the mental well-being of students by doing several things, including creating a close relationship between teachers and students, both teachers creating a comfortable and attractive classroom atmosphere for students, teachers should be able to analyze students who may have mental problems and need support (Núñez Díaz, 2020).

According to (Sisask et al., 2014), Teachers' mental well-being also affects students' mental well-being at school. Happy teachers tend to think better to help students increase their self-

confidence. Happy teachers can create interesting learning and a comfortable classroom atmosphere. If this is considered, the school can improve the abilities of its students very extraordinarily. Other than that, teachers with good- mental health can control their attitudes that hurt students' feelings. They tend to be wise, give appropriate treatment, and have good attitudes, and speech. The positive attitude given by the teacher will support the mental health of students at school so it can increase students' motivation and confidence, especially in English learning. (Ball et al., 2019)

In addition, teachers should build positive relationships with students. A positive relationship will create opportunities for teachers to be trusted by students as a place for them to express their feelings. In this case, the teacher should be a good listener to students. Almost anyone will feel confident and valued if they are listened to. In this way, students will see they are loved and recognized. Furthermore, students can think that the teacher cares about their needs and interests and is ready to help when needed. This paves the way for stronger relationships between teachers and students, increasing student motivation and engagement in learning. Teachers who choose to build healthy relationships with their pupils are more likely to view themselves as facilitators of learning and growth rather than gatekeepers of knowledge and pupil behavior. In this way, the educator fosters and supports each student's personal development within a safe learning environment. In this case, the school becomes a welcoming, amicable, and enjoyable learning environment. Teachers are committed to supporting, encouraging, and assisting students in their growth. (Baucau, 2018)

Finally, the teacher should give appreciation to any form of student effort. The teacher should appreciate the students' efforts. According to (Baucau, 2018) one of the fundamental qualities important to positive teacher-student relationships is genuine love for students. Giving them an honest and sincere confession will positively affect their learning motivation. They could use their mistakes as lessons and try to repair them. In addition, what the teacher needs to do when students make mistakes is to show students good examples; in practice speaking English, the teacher can repeat the wrong sentences that students have said. Teachers should not blame students. As explained by (Kahveci, 2023), his study found that teachers were terrified of students; these teachers often gave negative feedback to students and were rude. As a result of this action, students' mental health is disrupted, and students feel excessively insecure, lose confidence, and then lose motivation to learn.

In the learning process, giving negative comments is a form of punishment for speakers or students. They will tend to be afraid and embarrassed to try again. Giving appreciation can also foster students' psychological strength and build their confidence. Getting appreciation from the teacher is one of the sources of their learning motivation. Even students with learning abilities below the average can increase their potential if given preference. (Fang & Cao, 2016)

A study explained that a considerable connection between students' learning and growth and social support. The knowledge and growth of students are highly correlated with all social support measures utilized in the study. As a result, the outcomes between the two variables are statistically highly remarkable. This study demonstrates that more students who engage in structured activities and intentional interaction at home, school, and in the community perform better emotionally and mentally than those who do not. To give children developmental chances to help them develop their skills, self-esteem, and healthy selves, authorities, institutions, communities, and families must all collaborate (Ukoima Nkalo et al., 2021).

Besides that, according to (Lo & Lin, 2020), learning motivation and attitude impact how well people learn English. This empirical study claims that "answering questions in English" is the primary pressure for English language learners. Since pressure would affect intrinsic motivation, teachers should exercise extreme caution while interacting with pupils in English. If the procedure or question is incorrect, answering questions in English would become a student's worst nightmare rather than a fun learning experience. First, increasing students' confidence in their ability to respond to questions in English may be accomplished by using a step-by-step approach. Then, encouraging comments from teachers should be able to build up pupils' intrinsic motivation to reduce the pressure.

Another study also concluded that graduate students' lack of motivation was one of the underlying variables affecting poor academic performance. Lack of drive was sparked by two major sources: family and teacher. Lack of family support resulted in a lack of motivation.

Another explanation for low motivation was a conflict between family and college. Furthermore, the constant pressure applied by the family, particularly by parents, significantly impacted students' academic achievement. Furthermore, instructor variables such as how they teach, monotonous and old-fashioned teaching methods, the time they spend on teaching, and the lack of a solid relationship between teachers and students all contribute to low motivation, which leads to poor academic achievement. (Mauliya et al., 2020)

METHOD

In this paper, the writer describes phenomena that occurred in English learning based on observation. The writer focused on the mental condition and background of students who lack confidence in speaking. What are the causes that make them insecure and lack confidence in speaking? Furthermore, to determine the strategy to improve their learning motivation by supporting their well-being. After conducting the research and describing it briefly, it is supposed to provide more information about insecure students in the school environment, especially in English learning. In addition, the writer expected this paper can help English teachers at schools or other researchers solve problems or develop research related to insecure students.

RESULT AND DISCUSSION

There are two insecure students found by the teacher in an English class at an elementary school. The first student has good academic ability and gets high scores on written tests but lacks confidence in speaking. The student is always nervous and looks down when asked to speak English in front of the class. Besides that, when conducting a conversation, the student looks more silently and seems scared to stare at the others. The student may feel threatened by the judgment that she does not comprehend English speaking. The teacher realized this condition and tried to communicate openly by asking about general things while playing or offering help. To conduct this strategy, the teacher should be creative in bringing the topic of conversation to things children are passionate about; creating an enjoyable atmosphere is the goal. When students start to feel comfortable, the teacher can ask what makes them insecure or not confident when speaking. In the end, the student said that his friends often laughed at him when he spoke. In other lessons, these students have been compared with students with better abilities. It makes students lose confidence. He feels insecure and has low self-esteem because he does not have good skills like his friends. Teachers should continue to try to be good listeners for these students and then admit that the feelings they are experiencing are normal and everyone will feel the same way if they are poorly treated. This action is a form of validation from the teacher for students, everyone can refuse when they get bad treatment from others. It will make students feel that the teacher understands their feelings. When students feel understood, they will express whatever they are harboring. It is an opportunity for the teacher to support their mental health by including positive sentences to increase their self-confidence. The teacher should convince the student that he can he has good abilities. Increase self-confidence that they are valuable, and convey that making mistakes in the learning process naturally happens and is experienced by everyone.

Another insecure student is a special needs student. Some teachers said that he was naughty and could not take lessons well always got bad scores and claimed that they failed in the teaching process. Many ways conducted did not have a positive influence on his learning achievement. In English class, this student has got different treatment. The teacher tried to give a lot of group task activities in the class, the students were often involved even though the results were not maximal, for example, playing a drama or reading a dialogue. Many mistakes have been made by him but the teacher always gives appreciation and says thank you that he has tried to do his best even though it needs to be improved. The teachers often utter positive sentences for the students during the learning process. Another condition is when the student asked to read the text in front of the class and mispronounced it, the teacher could not mention his mistakes but repronounced them in the right way or repeat the reading with the correct pronunciation. The last thing the teacher did was invite all his classmates to give appreciation by giving applause. Giving praise for the effort he is making is a way that can be done to make children feel they are valuable to change their mindset that they are good students, they are not

bad students. As a result, the students experienced increased learning achievement, especially in English.

The description of the problems that occurred above adds to the information and data that good mental health influences student learning achievement. Students with mental well-being have high motivation in learning; they are more confident and better at controlling their emotions. They ignore any negative feedback they get. In practice speaking, they will only focus on their goal, which is to be able to speak. They also realize that people who give negative responses have problems within themselves. Conversely, students who experience insecurity will affect their learning achievement, as said by Kahveci (2023), who says that children who are mentally unhealthy will face problems in the learning process, especially speaking practice. In this condition, the teacher should be aware of and pay attention to students who need mental support. As explained teachers need to have mental insight to be able to solve this problem.

There was a gap found in previous research, including many teachers who only focus on teaching methods to achieve learning. The teaching method is not the only thing that needs to be prepared by the teacher to increase student motivation but rather the students' mental health. Students who are mentally prosperous and have happy feelings will have higher learning motivation even though the learning method is simple. Especially if the teacher has prepared, an extraordinary teaching method then is aware of the mental health condition of his students. If these two things collaborate, they will significantly influence student learning motivation. The teacher is aware of and understands the condition of his students and then determines the right method to use in learning. The condition of everyone with mental problems is different. However, in the school environment, students with mental problems will be known easily based on their symptoms in the learning process.

Regarding the symptoms shown by the two insecure students in the English class, they have mild mental problems that do not yet need a psychiatrist or psychiatrist to treat them. In this condition, the teacher can still help provide treatment to improve. However, the condition of students who are like this, if they are not assisted and supported as early as possible, will worsen their condition, and impact their development and learning motivation. The proper treatment can help them improve their mental condition to be a fun teacher and create exciting learning. To do this, first, the teacher needs to be happy. As said by Ball et al (2019) a happy teacher will also spread happiness, especially in the school environment. Feelings of happiness will make the teacher think wiser to act appropriately against insecure students.

One of the appropriate actions for insecure students that teachers can take is to build good communication, as mentioned in the theory that teachers build good emotional closeness through communication so that it is hoped that these students will want to talk about their feelings. In building good communication, teachers must be creative and clever in determining conversation topics and attractive language styles so that insecure students feel comfortable. In this case, the teacher must be positive and happy. Next is to give appreciation for every effort made by insecure students, insecure students who are consistently given positive words will feel valued, as the teacher did in this phenomenon. Students who are appreciated will feel acknowledged and considered significant.

In learning English, self-confidence and belief in abilities are the important factors determining student achievement. To improve English language skills, students need to practice speaking a lot by finding partners to talk to, speaking in public, or having group discussions using English. However, what becomes one of the students' obstacles in speaking English is their lack of confidence and feelings of insecurity.

The cause of insecure student is a lack of appreciation in their social environment. Then, they receive negative feedback from social media, which can make them fear other people's negative judgment. This feeling is also one of the main reasons students do not believe in their skills because they are afraid of being ridiculed and being judged as a student with poor skills by others. Students feel traumatized because they have received negative feedback from the teacher or their interlocutors when they speak English. In addition, students have been compared to other students with better English skills.

Students' mental health is the most basic aspect in determining student success in learning, especially speaking English. Mentally healthy students tend to feel happier and more confident. Happy and confident students will have a higher learning enthusiasm; they are not afraid to

make mistakes and are not desperate to try. The teacher's job is to realize this condition by mentally supporting them at school so that all students become individuals who believe that they can and are competent in speaking English. The teacher also tries to make students understand that making mistakes is a normal learning process. Almost everyone has made mistakes in learning; even great people who give negative feedback also make mistakes when they learn, but unfortunately, they do not respect people who want to learn.

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