

CHAPTER I

INTRODUCTION

A. Background of Study

English language learning can be a challenging process, especially for students who are not native speakers. In addition to mastering grammar and vocabulary, students must also develop their emotional competence in order to communicate effectively in English. Emotional competence refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. Teachers play a critical role in helping students develop their emotional competence, but little is known about the specific strategies that are most effective.

The definition of emotional intelligence by Andres (2025) is a part of social intelligence, which involves the ability to monitor the feelings and emotions of others and to differentiate and use this emotional information to guide thinking and behavior thought processes and actions. Emotional intelligence can also be used as a measure of competency and serves as the ability to recognize, understand, and use emotional information about oneself that leads to or causes effective or superior performance (Boyatzis, 2009). As mentioned by Mesquita (2015) emotion is a progressive activity of an organism in response to the perception of a difficult situation

(perception of predicament), which usually includes psychological reactions, subjective feelings, and a combination of related cognitive activities.

As explained above, learning English is a challenging process, especially for students who are not native speakers. In addition to mastering grammar and vocabulary, students also need to develop emotional competence which includes the ability to recognize, understand, and manage their own emotions as well as those of others. Emotional competence is essential because it helps students cope with various learning challenges, such as fear, anxiety, or lack of confidence when interacting in English.

Teachers play a central role in nurturing and enhancing students' emotional competence through various effective instructional strategies. These strategies include adopting approaches that support emotional intelligence, such as creating a comfortable and supportive learning environment, providing constructive feedback, using experiential and student-centered learning methods, and integrating activities that promote empathy and collaboration among students. By implementing these strategies, it is expected that students' emotional competence will develop optimally, enabling them to communicate more effectively and confidently in English, while also being better equipped to overcome emotional barriers that may arise during the learning process.

The unification of the combination of psychological reactions, subjective emotions, and related cognitive activities. Contained in the Qur'an surah Al-Hujurat verse 13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

This verse emphasizes the shared origin of humanity, highlighting the equal dignity of all human beings. It serves as a reminder that it is inappropriate for anyone to feel prideful or superior to others based on nationality, ethnicity, skin color, or gender (Shihab, 2005). Surah Al-Hujurat verse 13 emphasizes the importance of mutual recognition, appreciation of diversity, and the cultivation of harmonious relationships among people. This message aligns closely with teachers' strategies for developing students' emotional competencies in English language learning. By applying an inclusive and relevant approach, teachers can create a learning environment that fosters tolerance, empathy, and mutual understanding among students from diverse backgrounds. The spiritual and moral values embedded in this verse can also be nurtured through activities that strengthen interpersonal connections and instill respect for others. In doing so, students are not only guided toward academic mastery of the

language but also supported in developing their emotional and social dimensions in a balanced and meaningful way.

The verse above explains that Allah created humans from various nations and tribes in order to get to know each other and interact well. the verse above is related to the development of emotional competence, where emotional intelligence includes the ability to understand and interact with others well.

This study aims to explore the strategies that English language teachers use to develop students' emotional competence, and how these strategies impact students' English language learning. By using a narrative inquiry approach, this study provide a rich and detailed understanding of the experiences of effective teachers in this area. The findings of this study can inform teacher training programs and curriculum development, and help teachers better support their students in developing emotional competence in English language learning.

Narrative inquiry is a qualitative research method that focuses on the stories and experiences of individuals. Narrative inquiry is used to explore complex social and cultural phenomena, and to gain a deeper understanding of people's experiences. Previous studies have used narrative inquiry to explore the emotional challenges of teaching, including the emotional regulation strategies used by English language teachers in second language classroom contexts. For example, Yuan & Lee (2016)used narrative inquiry

to analyze the emotions of a preservice teacher during their student teaching experience. The study found that both positive and negative emotions unearthed through narratives contributed to the teacher's self-belief and identity construction. Another study suggested that training preservice teachers in teacher education programs to develop social emotional competence and emotion coping strategies can be an effective approach to addressing the emotional challenges of teaching.

The study conducted at the Islamic boarding school Darul Amien Nagara Hulu Sungai Selatan. The researcher chose this place as a place of research for several reasons, such as: Lack of Empowerment, Communication Challenges, and Cultural Context.

Most of the previous research focused on the relationship between emotional competence and language learning which was researched by Wahyuddin (2016), and research by Wirajaya et al. (2019) examined the significant influence of students' social emotional competence on their English academic achievement. So in this research the researcher tries to focus on the other side, namely researching teachers' experiences in developing students' emotional competence in learning English and effective strategies in developing students' emotional competence in learning English.

B. Definition of Key Terms

To prevent misunderstandings, a few research-related words are defined.

1. Emotional Competence: Essential for good social interaction and personal well-being, refers to the capacity to detect, understand, and control one's own emotions as well as understand and impact the emotions of others. Emotional Competence refers to students' ability to recognize, understand, manage, and use emotions effectively in the learning process and social interactions.
2. Teacher Strategies: focuses especially on how teachers use emotional competence and pedagogical practices to improve students' emotional competency in the framework of English language acquisition, so referring to the ways, tactics, and techniques used by educators to enable learning and development. This strategy includes the arrangement of the learning environment, the provision of emotional feedback, and the use of methods that encourage empathy, cooperation, and effective emotional regulation among students. This definition is limited by the experiences and perspectives of the interviewed teachers as well as the specific teaching context at Pondok Pesantren Darul Amien.
3. English Language Learning: Learning to be proficient in English including speaking, listening, reading, and writing with an eye toward how emotional competency interacts with language acquisition and communication in an

academic environment. This definition is limited to the context of English language learning in Islamic boarding schools, where the process may involve integrating religious, cultural, and contextual factors influencing how students learn English.

C. Research Questions

The principal problems to be pursued in this study are:

1. What are the effective teacher strategies in developing students' emotional competence in English language learning?
2. What are the experiences of English teacher in developing students' emotional competence in English language learning?

D. Objectives of Study

The study intends to look into the following, considering the research questions:

1. To identify the effective teacher strategies that develop students' emotional competence in English language learning.
2. To investigate the experiences of English teachers in developing students' emotional competence in English language learning.

E. Significance of Study

The significant benefits of this research for educators, students, and future researchers are summarized as follows:

1. For Educators

This study sheds light on effective approaches to help students' emotional development throughout English language learning. Teachers may use the findings to create practical ways for increasing students' emotional competence, resulting in a more helpful and productive learning environment.

2. For Students

Students may enhance their emotional competence more readily with good instructor tactics, which eventually adds to better overall English proficiency. Emotional competence also assists students in overcoming anxiety, increasing motivation, and developing confidence in their learning process.

3. For Researchers

This study is an excellent resource for anybody interested in language development and emotional competence. The findings can be used to inform future research into the link between students' emotional growth and language learning achievement, as well as to assess the efficacy of novel tactics proposed by the study.