

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher found data about the teacher's strategy at the school which the researcher explain based on the results of interviews and statements of English teachers at Darul amien school as follows:

1. Teacher Strategies

Based on interviews conducted with two teachers from Darul Amien School, several strategies used in English language teaching and the experiences shared by the teachers have been gathered as follows:

a) Use textbook

Their primary teaching guide is a textbook, used by Teacher A and Teacher B. Well-known for including content pertinent to students' life, the textbooks they use are from Pondok Pesantren Darussalam Gontor and cover many areas including everyday activities, social issues, environmental concerns, and other themes directly linked to real-world events. Using these texts, both educators want to make learning more pertinent to the experiences of their pupils. Apart from their academic substance, the textbooks provide scenarios

and instances that students can identify with, therefore enhancing the relevance and simplicity of the subject. Because they can perceive the clear link between what they are studying and their daily life, this deliberate choice of textbooks helps students participate more actively in their education.

b) Group Discussion

Frequently forming groups in class, Teacher A and Teacher B encourage student cooperation. This group serves not only for fostering social contact but also for helping students to become more cooperative in order to finish projects. Group projects provide students the chance to think more critically by means of discussions and sharing of their opinions. Students may voice their ideas and cooperate to arrive at better decisions in group projects. This also helps kids to appreciate different points of view and develop their ability to compromise. Conversely, when students engage in these group projects, the teachers may watch how their social and communication abilities grow.

c) Role-Playing Activities

Using role-playing as a pedagogical tool, Teachers A and B help students to increase their verbal competency. Students take on roles including consumers, cashiers, or other characters relevant to real-life events in these activities. Role-playing aims to boost students'

confidence in spoken English and support natural English use. Every role-playing session requires students to act out events they could encounter in daily life, such shopping at a store or talking about relevant problems. This improves students' comfort in using English in practical contexts in addition to helping them to practice listening, speaking, and free will. The role-playing activities improve students' ability for free will thinking and help them to acquire important communication skills.

d) Presentation

An instance of a presentation assignment executed by Teacher A and Teacher B involves students recounting their holiday experiences. Teacher A frequently requests students to recount their journeys, including their destinations, activities undertaken, and notable encounters encountered. Teacher A said, “Upon students' return from a holiday, I frequently inquire about their experiences, including their destinations and any noteworthy activities they engaged in.” This exercise enhances students' English speaking abilities while providing them the opportunity to contribute personal narratives that augment their learning experience. This practice enables students to structure their thoughts, articulate confidently before their peers, and share experiences that enhance camaraderie among classmates.

e) Use English Song

Teacher A effectively creates an engaging and varied learning environment by using other tools, like speakers, even though the school forbids personal electronic devices such phones and computers. Teacher A includes popular songs into English lessons. These are the chosen songs that are presently quite popular and trendy. "The songs used in the lessons are currently popular," instructor A says. This is done to help students to pronounce English words precisely. By means of songs, kids might get insights into current life as well as pronunciation abilities. Moreover, students have to interpret the songs and examine their relevance to improve their vocabulary in a more broad sense. This kind of using music helps students to absorb English better and increases their pleasure of the language.

f) Observation Assessment

Using an observation-based assessment system, Teachers A and B track student development. This evaluation is carried out by direct observation of students' actions in class, such as their replies to lessons, excitement for the subject, dedication to learning, and progress in understanding the material. This assessment is ongoing instead of limited to the end of the learning period, therefore appreciating the efforts of students who might find the lessons challenging. Both teachers argue that giving the learning process top priority helps to

acknowledge children who, despite lacking academic ability, show great effort. This helps to surpass simple results. This approach creates a more inclusive classroom where student growth in all ability levels may flourish.

g) Build Classroom Atmosphere

Teacher B follows policies that give discipline first priority while nevertheless allowing a laid-back and friendly classroom environment. Teacher B constantly advises her pupils to pay close attention to the lecture and to refrain from chatting to their neighbors before classes start. "Before the class starts, I stress to students the need of paying attention to the lesson, not talking to friends, and respecting those in front, whether it is the teacher or their classmates," instructor B adds. These guidelines help children to understand the need of honoring others and keeping classroom order. Though the classroom is still laid back, discipline guarantees that the learning process can go without hiccups. Teacher B thinks that a well-regulated but pleasant classroom lets pupils relax and study without feeling overburdened.

h) Ease Students Assignment

Teacher A always asks her pupils about their expectations for the session or what they would want to learn before starting one. "Before I start the lesson, I make it a habit to ask kids what they would

like to learn today," Teacher A says. This strategy guarantees that students participate in the course of instruction and take ownership of their own classroom performance. Teacher A also makes care to ask whether the kids already have homework from other teachers so as to avoid overwhelming them should any be assigned. Teacher A wants to establish a more interesting and effective learning environment fit for students by allowing them to express their preferences and requirements.

i) Personal Relationship

Teacher A and Teacher B endeavor to cultivate a more intimate and personal rapport with their pupils. They do this by calling students by their names, therefore making encounters less formal and more personal. Moreover, teachers ask about the personal situation of their pupils, including any challenges they could have or events away from the classroom. Teachers A and B claim that developing strong bonds with pupils indicates real concern for their welfare and goes beyond only intellectual conversation. Students who feel cared for and appreciated are more likely to share any difficulties personal or intellectual that they have. Should a student run across difficulties, both teachers are ready to provide assistance academic direction, learning support, or emotional encouragement among other forms. This approach aims to build mutual respect and trust, therefore

changing the classroom to become a more inclusive place for every student.

2. Teacher experiences

Teacher A and teacher B also explained further about their experiences in teaching by implementing the strategies above as follows:

a) Learning Strategy Design

Darul Amien School's English language teaching method is meant to be based on the textbook published by Darussalam Gontor. Although this textbook is the main source for teaching, teachers don't rely just on it. The book is considered comprehensive because it covers a variety of topics that are relevant to real-life situations, such as work, interests, environmental concerns, and commonplace activities. The material in this book greatly helps language acquisition by stressing settings relevant to students' daily life.

According to Teacher A, this textbook covers thorough and useful aspects like narrative texts, dialogues, and vocabulary. The teachers think that many resources offer a more complete approach to English learning, including both academic knowledge and practical use in daily life.

In their teaching strategies, Teacher A and Teacher B use a flexible approach that fits the timeline and resources of the curriculum. For instance, the first narrative writing assignment of the week

employs reading aloud. This project asks students to read the materials either individually or in groups with an eye toward enhancing pronunciation, intonation, and comprehension. Completely focused, this reading activity aims to help students understand the structural elements of a narrative text from character introduction to plot progression.

Teachers A and B adopt a more fascinating approach, specifically role-playing, for the conversational material usually more dynamic and calls for student involvement. This method lets students practice speaking in realistic and contextual environments by assigning them specific roles, therefore enabling them to develop their communication in numerous contexts, including daily contacts and topic-specific debates. Role-playing is supposed to improve speaking skills and assist students overcome shyness or lack of confidence.

b) Challenges in Implementing the Strategy

Every method of teaching comes with challenges. Teacher A struggled implementing the English language instruction strategy in line with the school's regulation prohibiting the usage of digital media in the classroom. This control affects how teachers apply digital tools meant to support learning, such as language learning applications or instructional movies improving the topic being taught. Notwithstanding this restriction, Teacher A has to be creative in

making use of the resources at hand, like speakers for audio exercises or reliance on direct, traditional instruction methods. Teacher A assures us, however, that learning remains effective even in the absence of the often utilized digital technologies.

Teacher B, on the other hand, finds it difficult to apply the role-playing technique particularly with more subdued or shy students. Activities involving direct interaction or public speaking in front of others make certain students uneasy and could lead to shame or discomfort that disturbs their learning process. Teacher B must thus be more adept at motivating children to actively engage in these activities and create an environment in which every student feels free and confident in joining. Teacher B has to consider the differences in the skills and personalities of the pupils as well as adjust the role-playing activities to match several student types.

Another challenge teachers have is encouraging among pupils a culture of constructive criticism. Although it requires time and effort, this is absolutely essential for improving the caliber of education and inspiring students to offer one another constructive and encouraging feedback. Whether in peer assessments or group discussions, teachers have to ensure sure students learn to provide helpful criticism in addition to discussing assignments or the topic. In language learning,

this is absolutely important since it is a basic component of more general development of social skills.

Furthermore, both professors have to modify their strategies for numerous aspects, including the degrees of aptitudes and interests of the students. Since every student has different language proficiency, it is imperative to adapt the tools and strategies used to reach all groups of pupils, from those more competent to those who need more assistance. Students' interests also have to be considered since choosing courses that meet their interests will help to make the learning process more interesting and will more impact their will to study.

c) Results of the Strategy Implementation

Both teachers said that some instructional strategies had good outcomes in improving students' English language abilities despite these difficulties. According to Teacher A, audio media, presentation-based exercises, and group discussions helped students to become more engaged, confident in speaking, and able to connect the content to their own lives. Students who had previously been shy to talk in English become more eager and discovered it simpler to relate the classes to their daily life. Students also acquired stronger social skills by means of group listening and discussion, which helped them to improve their speaking skills as well.

However, Teacher B noted that group discussions and role-playing activities also facilitated the development of students' self-assurance in their communication skill. Students who adopted roles in specific circumstances were more inclined to express their thoughts and engage in communication, thereby enhancing their language skills, as well as their argumentation and listening abilities. Additionally, the social and psychological experiences of students were enhanced by the acquisition of reciprocal respect for the perspectives and ideas of others through the collaboration on group projects.

The enhancement of students' social-emotional development is one of the most critical results of the implementation of these instructional methods. Both professors observed an increase in student collaboration as they assisted one another in achieving common goals. This is essential, as personal development is characterized by the development of robust social skills that are not only associated with language proficiency but also with the capacity to participate actively in a variety of social contexts.

Additionally, the students' motivation to learn was enhanced by the strategies implemented by Teacher A and Teacher B. The classroom offers a more conducive environment, and the more enthusiastic students are to remain engaged and study, the more dynamic and captivating the learning environment becomes. Both

teachers were able to enhance their students' overall English proficiency, which encompassed speaking, listening, and socializing, by creating a supportive environment in which they felt valued and encouraged to communicate.

Consequently, despite the obstacles they faced, both teachers were able to implement world-class English language learning methodologies that not only improved students' language proficiency but also facilitated their social and emotional growth. These methods demonstrate that students derive substantial cognitive and affective advantages from English instruction that is grounded in real-world context and interactive activities.

B. Discussion

1. Teacher Strategies

a) Use Real Problem

1) Presentation

The instructor's advice to have students talk about their holiday experiences in line with the idea of "Use Authentic Tasks," or the application of real-world activities in the classroom, reflects this. Shao & Ying (2024) describe genuine tasks as assignments related to students' real-life experiences, therefore inspiring them to participate in events reflecting current events. Asking students

to present on a topic that is personally relevant to them, such their holiday experiences, gives the teacher a chance to let them utilize English in a real and meaningful manner.

This type of endeavor ensures that the learning process is centered on the application of language skills in a pertinent context, rather than merely acquiring them by leveraging students' personal interests, thereby promoting active engagement. Additionally, students' social and emotional abilities are enhanced by the encouragement to engage in arguments, pay attention to their peers, and freely express themselves. This fosters a more communicative and dynamic learning environment. Students' capacity for amicable and effective interactions is improved by their ability to relate to one another, which is facilitated by their personal experiences.

Furthermore, as they show the practical use of language in daily life, genuine events like these are absolutely vital for language development. As Shao & Ying (2024) underline, real-world activities not only enhance language skills but also encourage more emotional and social interaction, so enabling students to value the need of language acquisition outside of the classroom. This approach helps students to emotionally connect with the content, therefore improving their linguistic and

interpersonal skills as well as the learning process's impact, engagement, and appeal.

This strategy can be employed when there are students who appear passive or lack confidence in speaking, as talking about personal experiences tends to be easier and more meaningful, thereby encouraging more active and natural participation. As such, authentic tasks like this become important indicators that learning has shifted beyond mere content mastery toward emotional engagement and the strengthening of social skills.

b) Use Authentic Task

1) Use Textbook

Shao & Ying (2024) stress the need of include realistic activities and real-world events in education as means of enhancing the emotional competency of the students. kids contend that by providing homework relevant to their daily life, kids become more emotionally and socially active, therefore enabling them to address practical problems and develop their interpersonal skills. Regarding the remarks made by Teacher A and Teacher B, the approach of using textbooks including material relevant to real life proves helpful in developing social and emotional skills, including empathy, cooperation, and communication, which are fundamental for acquiring the English language.

Real-world problems and genuine assignments not only improve the relevance and value of the learning process but also excite and empower students by letting them observe the actual application of what they have acquired. Therefore, the theory presented by Shao & Ying, which stresses the integration of real-world issues and authentic tasks, is quite relevant and supports the assertion that learning oriented toward real-life events will be more effective in developing students's emotional and social competencies, as well as their linguistic competency.

Students not only enhance their language skills but also experience substantial growth in their emotional competence, which includes the capacity to identify, regulate, and articulate their emotions in a more effective and healthy manner. This approach really improves kids' emotional competence, which is absolutely important for their social contacts outside the classroom as well as for their language acquisition.

To ensure that the strategy can be implemented effectively, it is important to first consider certain criteria and indicators specific to the students. One key criterion is that students have demonstrated a basic level of self-awareness and a willingness to actively participate in classroom discussions. Indicators of this may include students' interest in topics related to their personal

experiences or social environment, as well as their readiness to connect lesson content with real-life situations. This can be observed through the questions they ask, the examples they provide, or the stories they share from daily life. These signs indicate that students are prepared to gain meaningful emotional benefits from authentic learning tasks. When such criteria are met, the application of real-world assignments becomes significantly more effective in enhancing both the emotional and linguistic competence of the students.

c) Use Realistic Assessment

1) Observation Assessment

Apart from the final result, Teacher A and Teacher B do observational assessments in the classroom to examine the learning process of the students including their reactions, interest, effort, and development. This method fits the ideas of Use Realistic Evaluation.

This theory suggests that realistic assessment looks closely at the learning process and stresses assessments pertinent to real-world environments. This covers students participating in group projects, group discussions, and self-evaluations. Unlike focusing just on students' academic achievements as shown by final results, this type of assessment offers helpful criticism and values their

efforts. These assessments are seen as more fair as they let students who might have difficulties get grades that fairly represent their efforts and growth throughout the course of their schooling.

Teacher A and Teacher B closely fit the idea of realistic assessment as expressed by Shao & Ying (2024) by using observational evaluations that record the whole learning process and honor students' efforts. By appreciating and recognizing students' continuous efforts, these kinds of tests not only provide a whole picture of their learning but also help them to develop emotional competency, therefore strengthening their self-esteem, drive, and emotional involvement in the learning process.

This assessment strategy is most suitable when students exhibit certain criteria that emphasize the learning process rather than just the final outcomes. One such criterion is when students struggle to achieve high academic scores but consistently demonstrate a strong enthusiasm for learning, such as actively asking questions, making efforts to understand the material, and showing gradual improvement over time. Another supporting indicator includes students who experience high levels of anxiety or pressure during formal exams but appear more comfortable and productive in class activities such as group discussions, presentations, or creative projects. This strategy is also ideal for

students who show strengths in affective and social areas, for example, those who frequently help their peers, actively participate in group dynamics, or display a high sense of responsibility. Realistic assessment can capture these dimensions more holistically compared to traditional written tests. In this way, teachers are not only evaluating how much students know, but also how they grow, learn, and interact throughout the learning process. Such an approach not only ensures fairness for students with different learning styles but also fosters emotional competencies like confidence, responsibility, and self-reflection, all of which are essential in language acquisition and personal development.

d) Pedagogy Related Strategies

1) Group Discussion

Shahidzade et al. (2022) propose that group or pair work is an effective pedagogical tool for enhancing the development of students' emotional and social competencies. The comments of Teacher A and Teacher B, who advocate for incorporating group discussions into their instruction, are consistent with this theory. Students get the chance to cooperate, help one another, and learn to work together when professors advise them to be grouped. Development of social skills including empathy, communication, and teamwork depends on these kinds of activities.

Furthermore, the group talks started by Teacher A and Teacher B provide a forum where pupils could share their unique viewpoints, engage in critical thinking, and come to an agreement all around. This is consistent with the findings of Shahidzade et al. on the need of pushing students to acquire critical thinking, argumentative abilities, and the capacity to value different points of view by means of tough assignments and group projects. These kinds of exercises improve not just the communication abilities needed for learning English but also the emotional ones like empathy, attentive listening, and respect of various points of view.

Group conversations help students to negotiate many points of view and emotions in a cooperative setting, therefore developing their emotional competence and improving their capacity to control personal interactions.

This strategy is highly effective when applied in the classroom, especially when students appear to be focused solely on their individual grades or have not yet developed close relationships with their classmates. A clear example of this situation is when students are new to a class and have had limited social interaction with their peers. By implementing group work, such students are encouraged to step out of their comfort zones, begin building social connections, and recognize the importance of

collaboration in the learning process. Through interaction and teamwork, they not only grow academically but also develop essential social skills such as empathy, tolerance, and communication skills that are crucial both inside and outside the classroom. Therefore, group-based learning becomes an effective means of shaping students who are more emotionally and socially balanced.

2) Role Playing Activities

The use of role play in English language learning exercises, particularly in conversation practice, is frequently mentioned in the comments of Teacher A and Teacher B. One instructional method classified under challenging tasks is role-playing. According to Shahidzade et al. (2022), pupils' emotional capacity must be developed by means of demanding activities. Challenging assignments like role-playing inspire students to examine closely, assume responsibility, and find answers in circumstances that reflect real-life events. This method also helps pupils to develop their peer-based collaboration and communication abilities.

Moreover, role-playing helps students become more motivated and involved in the English language acquisition as they actively engage and interact in practical surroundings. Thus, role-playing not only improves the language learning process but also

enables students' social and emotional capacities to develop generally, such as raising their self-confidence, empathy, and capacity to cooperate well inside teams.

Here is the English translation of your paragraph, written in a humanized, fluent, and academic tone: --- The role-play-based learning strategy becomes more effective when students show difficulty in expressing emotions or communicating spontaneously in English. Through role-play, they can practice responding to social situations in a more flexible and open manner. This strategy is also suitable for students who appear less confident or feel awkward when speaking in front of their peers, as taking on a character allows them to feel “shielded” by the role they play, gradually helping them build their own confidence. Additionally, students who tend to be passive in class or show little emotional engagement in lessons can greatly benefit from this method, as role-play requires direct involvement both intellectually and emotionally. By paying attention to these indicators, teachers can determine the right moment to apply the role-play strategy to achieve optimal results, not only in terms of language acquisition but also in the students' social and emotional development.

3) Use English Song

Since Shahidzade et al. (2022) classify ways for enhancing students' emotional abilities into two categories: pedagogical strategies and behavioral strategies, their theory is applicable to the remark on the use of songs in English language acquisition.

In this regard, the use of songs belongs to the group of educational approaches meant to make learning more interesting and enable students to naturally absorb the content via media like songs and music. This approach helps kids improve their language and emotional growth by allowing them to study vocabulary, pronunciation, and idioms in a joyful and relevant environment. Teachers may create a fun environment that promotes emotional involvement by including songs into the classroom as kids are usually more motivated and attentive while studying with music.

Teacher A's use of trending songs in the classroom thus fits the pedagogical approach described by Shahidzade et al. (2022), since it improves both the learning experience and emotional involvement of students, so supporting their general competence in English and making the process more relevant and fun. By establishing a good emotional connection to the content, which can increase inspiration and confidence in speaking the language, this method also helps students become more emotionally competent.

This song-based learning strategy can be more effective when applied to students with certain characteristics or criteria. One key criterion is students who tend to become easily bored with conventional learning or show a lack of interest in overly theoretical methods. Indicators may include limited active participation in class, frequent distractions, or weak responses when engaged through formal approaches. Songs that are popular or favored among students can serve as a bridge to spark their interest in learning and create an emotional connection with the material being taught. In addition, this strategy is particularly suitable for students who lack confidence when speaking or interacting in English. Songs offer examples of intonation, pronunciation, and emotional expression in real contexts, helping students absorb the language more naturally. Students who are passive, shy, or show limitations in verbal expression will greatly benefit from this method, as singing together or listening to music does not require direct individual performance like presentations or discussions. Moreover, students who have an interest in music or exhibit positive emotional responses to musical activities are also strong indicators that they will engage more easily both emotionally and linguistically through this strategy. Therefore, using songs as a learning medium is not merely a variation in

teaching methods, but an essential tool in building students' emotional competence and learning motivation in a more enjoyable and meaningful way.

e) Behavior Related Strategies

1) Build Classroom Atmosphere

The comment made by Teacher B, which underscores the importance of students paying attention to the lesson, refraining from conversing with their peers, and demonstrating respect for the instructor and their classmates who are speaking, can be linked to the Hay Group theory on Self-Management and Social Awareness.

Wolf (2005) claims that under the Self- Management category people control their emotions and behavior, including impulse control and situational adaptation. Encouragement of pupils to concentrate and avoid speaking during courses guarantees that the learning process stays effective by helping them develop discipline and self-control.

Regarding social awareness, Wolf (2005) emphasizes even more the significance of realizing the feelings and needs of others. Emphasizing the need of honoring the instructor and classmates who are speaking, Teacher B guides pupils in empathy and social awareness in their classroom interactions.

Therefore, the measures implemented by Teacher B illustrate the application of Wolf (2005)'s Self-Management and Social Awareness theories, which instruct students to consciously regulate their conduct and respect others. This method produces a neat yet comfortable classroom that supports good learning conditions.

This strategy will be more effective when applied to students who meet certain criteria indicating a need to improve self-regulation and social awareness. One relevant criterion is students who frequently display impulsive behavior in class, such as speaking while others are sharing their opinions, having difficulty staying quiet during explanations, or being easily distracted. Another indicator is the inability to show empathy toward classmates, for example, not giving others a chance to speak or showing a lack of respect when the teacher or peers are talking.

2) Ease Students Assignment

Teacher A's comment, which always enquires of students about their choices for that day's lesson and guarantees task ownership to stop them from feeling overburdened, is pertinent to the ideas of pedagogy-related strategies and behavior-related strategies in fostering students' emotional competencies.

Particularly in the context of developing positive relationships in the classroom, this especially reflects the ideas of

strategies that promote student involvement and acknowledge their emotional needs and situations to produce a responsive and supportive learning environment, as described by (Shahidzade et al., 2022).

Moreover, this method fits the Wolf (2005) emotional intelligence self-awareness and self-management components as Teacher A guides students to openly recognise and express their needs while controlling their learning load to avoid it becoming too burdensome, therefore preserving their drive.

Thus, Teacher A's method corresponds with teaching practices stressing open communication, job load control, and respect for students' emotional states, thereby allowing them to be more driven and efficient in the learning process.

This strategy can be applied when students display certain characteristics, particularly those who are easily overwhelmed, lose motivation, or show signs of emotional exhaustion during the learning process. One indicator is when students begin to show a decline in participation, are reluctant to complete tasks, or verbally express that the learning load feels too heavy. This strategy is also well-suited for students with perfectionist tendencies, those who set high standards for themselves and become anxious when they feel unable to meet them. Moreover, it is beneficial for students who

tend to be quiet or hesitant to voice their opinions in traditional learning settings. By giving them the opportunity to make choices and express their preferences, teachers help foster students' confidence and self-awareness regarding their emotional needs and learning styles. When students feel that their voices and emotional states are acknowledged and valued, they are more likely to participate actively, feel more at ease in the learning environment, and gradually develop stronger emotional competencies, especially in managing stress, making decisions, and recognizing their personal limits.

3) Personal Relationship

Teacher A and Teacher B's methods fit Shahidzade et al. (2022) "Behavior-Related Strategies." Teacher A and Teacher B especially use two important strategies.

The first approach is "Name Calling Students," which emphasizes that addressing students by their names in the classroom fosters respect and sustained attention. According to the report, "calling their names personally makes youngsters feel more loved and valued. It also encourages a closer contact between the teacher and the students, therefore enhancing the familiarity of the classroom surroundings." However, this strategy may present a challenge for teachers who have difficulty remembering all their

students' names, especially in large classes or during the early weeks of a school term. As a practical solution, teachers can still effectively implement this approach by instructing students to wear name tags. This small but meaningful adjustment ensures that every student is still addressed personally, thereby preserving the benefits of the strategy while accommodating the teacher's limitations. Over time, the continued use of names can strengthen rapport, build a more inclusive learning environment, and support better classroom management.

Emphasizing that "a good classroom environment encourages students to feel safe and comfortable in asking questions or speaking up," the second approach is "Building Cordial Relationships in the Classroom." Students who feel valued and welcomed are more likely to express their ideas or take part in class debates.

By calling students by their names and addressing their problems while providing assistance, Teacher A and Teacher B directly apply these two strategies to raise the emotional competency of the students in learning.

Hazboun (2025) emphasizes that emotional competency is responding appropriately to emotional experiences. Emotional interactions are by nature social. His thesis holds that a person's

emotional responses are shaped by cultural cues regarding social contacts, relationships, and self-identity.

Teacher A and Teacher B are creating a good social scene in keeping with White's theory by calling students by their names and showing concern for their personal difficulties. This approach encourages good social connections that impact students' emotional reactions, therefore helping them to develop self-efficacy in social contacts that generate emotions. It also offers social and emotional support, allowing pupils to "handle ordinary situations in extraordinary ways" and sends good cultural messages regarding the values and identities of students. This emphasizes the focus of the idea on how social contacts define emotional competency.

This strategy is implemented consistently, even outside of regular lesson hours, with the aim of creating a comfortable and supportive learning environment for students. It is carried out by observing students' behavior and emotional conditions throughout the day. For instance, when a student appears to be facing a problem, the teacher provides advice or guidance to help the student understand the issue and find an appropriate solution. Through this approach, students feel that they are cared for not only academically but also emotionally, contributing to a more positive

and empathetic classroom atmosphere. The teacher's presence as a responsive and compassionate figure fosters students' trust and reinforces the teacher-student relationship. This is crucial, as emotional comfort is a key factor in the success of the learning process. By establishing good communication and showing genuine concern, the teacher encourages students to participate more actively and confidently in class activities. Furthermore, this strategy can serve as a preventive measure, enabling the teacher to detect and respond to potential issues at an early stage. Thus, its consistent application not only builds emotional closeness but also helps maintain a stable and supportive learning environment.

This strategy is highly effective when applied to students who exhibit certain criteria indicating a need for emotional attention, social connection, and reinforcement of self-confidence. One such criterion is students who tend to be passive or quiet in class, especially those who rarely ask questions or avoid direct interaction with the teacher and classmates. Indicators of this condition may include minimal verbal participation, flat facial expressions, or a tendency to sit alone. By calling them by name and showing genuine concern for their personal well-being, teachers can help establish the sense of safety and value these students need to become more open and engaged in the learning

process. Another important indicator is noticeable changes in student behavior, such as a decline in learning motivation, increased absenteeism, or sudden shifts in attitude. In such cases, a personal and empathetic approach becomes essential as an early intervention strategy to understand and address the underlying issues. When these indicators are present, the implementation of socially warm and personalized relationship-based strategies can significantly strengthen students' emotional competence and foster a supportive, inclusive, and productive learning environment.

2. Teacher Experiences

a) Learning Strategy Design

Darul Amien School's English language instruction offers a creative and efficient method emphasising not just language competency but also the growth of pupils' emotional intelligence. This corresponds to Goleman (2005) emotional intelligence hypothesis, which underlines the need of emotional control in the learning process. In this regard, techniques such group discussions and role play are used to provide pupils chances not only to study the language but also to sharpen their emotional and social abilities. Students are more at ease actively participating in the learning process when they help to build a cooperative and encouraging classroom.

Moreover, the method employed at Darul Amien School fits the idea suggested by Shao & Ying (2024), which emphasises the importance of genuine tasks and real-world challenges in education. The school uses relevant real-life situations to help students learn, hence allowing them to include English into more interesting and useful settings. This not only clarifies the material for pupils but also increases their participation in the learning process.

Darul Amien School therefore hopes to provide a complete and efficient learning environment by integrating the ideas from both of these theories, hence equipping students to handle communication issues in daily life and improving their emotional capabilities.

b) Challenges in Implementing the Strategy

Both Teacher A and Teacher B use techniques that have to be grounded on pertinent learning theories when they confront difficulties in the classroom. Teacher A, whose use of devices and digital technology is restricted by school rules, must be inventive in making use of the little resources at hand. The notion of the benefit of direct learning experiences fits the strategy Teacher A has to take in this situation. Direct activities employing speakers and other interactive tools may provide a dynamic learning environment that promotes student involvement even with limited access to modern technology. This information emphasises the necessity to change teaching

strategies to fit the available resources, hence giving practical knowledge top priority in the learning environment.

In this situation, Daniel Goleman (2005) Emotional Intelligence theory is quite pertinent. Goleman discusses in this book the need of the capacity to grasp and control emotions, both in oneself and others, to improve social interaction and knowledge. Goleman underlines that both academic and social life success depend on emotional intelligence. This is pertinent to the difficulties Teacher A encounters in designing efficient learning opportunities under current limitations. By means of his writings, Goleman offers a foundation for comprehending how the learning process could be affected by emotional management and interpersonal interactions.

Teacher B, on the other hand, has to be mindful of classroom dynamics, particularly when overseeing role-playing exercises that might humiliate or undermine confidence among pupils, especially those more introverted. Building kids' self-confidence calls for a careful, sympathetic approach. Teacher B has to foster a secure and encouraging environment where positive classroom culture may develop by means of constructive criticism. Building student confidence requires both time and tenacity in applying inclusive teaching techniques.

Both teachers have to change tactics in their practices to fit the abilities and interests of the pupils. So, maintaining the learning process interesting and efficient depends on creative teaching techniques and constant modification. This underlines the requirement of regular evaluation of the efficacy of the methods used as well as the need of adaptable teaching techniques that meet students' demands.

c) Results of the Strategy Implementation

The Pedagogical Theory Related to Emotions, described by Shahidzade et al. (2022) and Shao & Ying (2024), is the theory pertinent to the assertions of Teacher A and Teacher B. The main focus of this theory is on the development of social skills and emotional competence in students by means of interactive learning approaches including group discussions, role-playing, and presentation-based exercises.

Group discussions and presentational-based projects in this environment can help students become more motivated, confident in their ability to relate the material to their own life. This is in keeping with the concepts of developing social-emotional skills, which are included into interactive teaching strategies. Through these activities, students not only get the content but also develop important social skills such communication and peer cooperation.

Furthermore, group projects and role-playing exercises help students to grow confident in their ability to debate and pay attention as well as in their communication. These capacities reveal the emotional intelligence development goals stressed in the theory. Students are advised to participate actively in the learning process, so they demand emotional and social reactions to events, so improving their chances for learning.

Important elements of a productive classroom include students working together and respecting one another, which both strategies support. This aligns with the focus on social skill acquisition among students, hence it is advisable to create a classroom setting that supports social and emotional engagement of the students.

Thus, the two strategies role-playing, group discussions, and presentation-based activities positively influence students' motivation, learning interest, and English language competency. These approaches complement the recommendations of the Pedagogical Theory Related to Emotions suggested by Shahidzade et al. (2022) and Shao & Ying (2024), which underline the need of emotional control and the growth of social skills in the learning process.