

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings and discussions in this study, it can be concluded that the teaching strategies used in English learning have an important role in improving students' emotional competence. The conclusions of this study are summarized in several main points as follows:

1. Students' emotive competency is significantly enhanced by various instructional methodologies in the acquisition of the English language. Students' emotional competency is enhanced by the development of their social engagement, emotional connection, and teamwork skills through the use of real-life texts, group projects, and role-playing. Students may engage with the material and conduct a comprehensive examination of their emotional development by engaging in real-world presenting projects, learning through songs, and conducting observational evaluations. A positive classroom environment fosters self-management and social awareness, while task selection reduces tension and increases participation. The establishment of personal relationships with students results in a more inspiring and secure

environment that encourages active engagement. The combination of these methods fosters the social and emotional development of students, as well as their language abilities, thereby improving a positive and significant learning environment.

2. The teachers at Darul Amien School employ strategies that prioritize the development of emotional competency in addition to English language proficiency. These include group projects that cultivate emotional engagement among students, practical presenting tasks, role-playing to enhance communication skills, and the use of music to establish a positive and engaging learning environment that encourages critical thinking and collaboration. Teachers employ basic tools such as audio reproduction and adopt a sympathetic, inclusive approach, despite obstacles such as limited access to technology and difficulties in moderating classroom dynamics, particularly during role play, which may cause introverted students to feel uneasy. Additionally, they demonstrate adaptability by adapting their instructional approach to accommodate the students' requirements. These methods have undoubtedly improved social skills, empathy, communication, and emotional engagement, among other things. The students' confidence has increased, and they are now more inclined to contribute suggestions and engage in discussions. Finally, these instructional strategies effectively establish a supportive learning environment that promotes

intellectual and emotional development, thereby elevating the quality of English language education.

B. Suggestions

Based on the conclusions that have been outlined, several suggestions that can be given in order to increase the effectiveness of English language learning as well as the development of students' emotional competence are as follows:

1. For Educators

Educators are encouraged to integrate materials relevant to students' real-life experiences, such as assignments related to their personal experiences, to enhance emotional engagement and social skills. Additionally, more collaborative activities like group discussions should be implemented to encourage critical thinking and mutual support among students. Creating a safe and inclusive classroom atmosphere is crucial so that all students feel valued and confident in participating, particularly introverted students. Educators should also utilize various teaching media, such as songs and role-playing, to create an engaging and enjoyable learning environment. Flexibility in adapting to challenges, such as resource limitations, is necessary to maintain high-quality learning. 2.

2. For Future Researchers

Future researchers could explore the long-term impact of these teaching strategies on students' emotional competence to understand their

effectiveness in fostering social and emotional skills. Further research could examine other educational environments, such as colleges with diverse cultural or socioeconomic backgrounds, to determine how these methods can be adjusted to accommodate the needs of other student groups. Additionally, examining the potential of technology to assist students in developing greater emotional intelligence would facilitate comprehension of the instructional instruments that are available. Studies on classroom dynamics may be particularly beneficial for teachers in the development of a more inclusive classroom that fosters the development of emotional competency, particularly for introverted children.