

**EXPLORING TEACHERS' EXPERIENCES IN APPLYING
SOCIAL EMOTIONAL SKILLS IN ENGLISH SPEAKING
LEARNING AT ISLAMIC BOARDING SCHOOL**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 A.D/1448 A.H**

**EXPLORING TEACHERS' EXPERIENCES IN APPLYING
SOCIAL EMOTIONAL SKILLS IN ENGLISH SPEAKING
LEARNING AT ISLAMIC BOARDING SCHOOL**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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Banjarmasin, 18 June 2026

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ABSTRACT

Rafi Yanor. 220101030682. *Exploring Teachers' Experiences in Applying Social Emotional Skills in English Speaking Learning at Islamic Boarding School.* Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Drs. Saadillah M.Pd, 2026.

Keywords: Teachers' Experiences; Social-Emotional Skills; English Speaking Learning

Social-emotional skills play an important role in English speaking learning by helping students build confidence, manage anxiety, and participate actively in communication. This study aimed to explore teachers' experiences in applying social-emotional skills in English speaking learning at Al-Falah Islamic Boarding School Banjarbaru and to identify the challenges they encountered in integrating these skills into the learning process. This study employed a qualitative narrative inquiry design. The participants consisted of three English teachers as the main participants and two students as supporting participants, selected through purposive sampling. Data were collected through semi-structured interviews, classroom observations, and supporting student interviews. The findings revealed that teachers applied social-emotional skills by creating an emotionally safe learning environment, providing encouragement and supportive feedback, managing students' speaking anxiety, and integrating *Pesantren* values into English speaking learning. Teachers also encountered challenges related to students' emotional conditions, differences in English proficiency, institutional demands, limited time, and limited formal preparation in Social-Emotional Learning. The study concludes that the successful implementation of social-emotional skills requires teachers' commitment, supportive institutional practices, and a learning environment that promotes students' confidence, emotional well-being, and character development within the *Pesantren* context.

ABSTRAK

Rafi Yanor. 220101030682. *Exploring Teachers' Experiences in Applying Social Emotional Skills in English Speaking Learning at Islamic Boarding School.* Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Drs. Saadillah M.Pd, 2026.

Kata kunci: Pengalaman Guru; keterampilan sosial-emosional; Pembelajaran Berbahasa Inggris

Keterampilan sosial-emosional berperan penting dalam pembelajaran berbicara bahasa Inggris karena membantu siswa membangun kepercayaan diri, mengelola kecemasan, dan berpartisipasi secara aktif dalam kegiatan komunikasi. Penelitian ini bertujuan untuk mengeksplorasi pengalaman guru dalam menerapkan keterampilan sosial-emosional pada pembelajaran berbicara bahasa Inggris di Pondok Pesantren Al-Falah Banjarbaru serta mengidentifikasi tantangan yang mereka hadapi dalam mengintegrasikan keterampilan tersebut ke dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan desain *narrative inquiry*. Partisipan penelitian terdiri atas tiga guru bahasa Inggris sebagai partisipan utama dan dua siswa sebagai partisipan pendukung yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas, dan wawancara pendukung dengan siswa. Hasil penelitian menunjukkan bahwa guru menerapkan keterampilan sosial-emosional dengan menciptakan lingkungan belajar yang aman secara emosional, memberikan dorongan dan umpan balik yang mendukung, membantu siswa mengelola kecemasan saat berbicara, serta mengintegrasikan nilai-nilai pesantren ke dalam pembelajaran berbicara bahasa Inggris. Guru juga menghadapi tantangan yang berkaitan dengan kondisi emosional siswa, perbedaan kemampuan berbahasa Inggris, tuntutan institusi, keterbatasan waktu, serta terbatasnya pelatihan formal mengenai pembelajaran sosial-emosional. Penelitian ini menyimpulkan bahwa keberhasilan penerapan keterampilan sosial-emosional memerlukan komitmen guru, dukungan institusi, dan lingkungan belajar yang mampu meningkatkan kepercayaan diri, kesejahteraan emosional, serta pembentukan karakter siswa dalam konteks pesantren.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

الحمد لله رب العالمين . الصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا ومولانا
محمد وعلى آله وصحبه أجمعين . اما بعد .

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Exploring Teachers' Experiences in Applying Social Emotional Skills in English Speaking Learning at Islamic Boarding School”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, S. S, M. Pd, as the Head of English Language Education Study Program for the assistance and motivation.
3. My academic advisor, Fajrianor, M.Pd, for the guidance and encouragement.
4. My thesis advisor, Drs. Saadillah M.Pd, as the advisor of content and research methods for the advice, helps, suggestion and correction.
5. All lecturers and assistants at Faculty of Tarbiyah and Teacher Training for the priceless knowledge.
6. To Al-Falah Islamic Boarding School Banjarbaru, especially the English Program, thank you for the support, knowledge, and opportunity to conduct this research.

7. To my beloved parents, my only sister and my entire family, thank you for your endless love, prayers, sacrifices, and unwavering support. This achievement would not have been possible without your encouragement and belief in me.
8. To my special person, Rachel, Raihan, Rezky, Mulyadi, Sago, Fatia, Aya, and all members of Local C (Cynergy), thank you for your encouragement and companionship have made this process more meaningful and memorable.
9. To my boarding house family, thank you for your support and the memorable moments that made my university life more enjoyable.
10. Last but not least, to myself, thank you for staying strong and persevering through every challenge. This thesis is a reflection of resilience, patience, and determination, and I am proud of how far I have come.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Muharam, 3th 1448 A.H
June, 18th, 2026 A.D



Writer

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