

CHAPTER V

CLOSURE

A. Conclusion

This study discusses and investigates teachers' experiences in applying social-emotional skills in English speaking learning at Islamic boarding school. The study focuses on how teachers in the English Program at Al-Falah apply social-emotional skills in speaking learning and what challenges they face in integrating those skills into the learning process. Based on the findings and discussion, the researcher draws conclusions based on two research questions.

1. The findings revealed that teachers applied social-emotional skills in English speaking learning by creating an emotionally safe learning environment, providing encouragement and supportive feedback, helping students manage speaking anxiety, and integrating Pesantren values into English learning. Through these practices, teachers encouraged students to participate more confidently, viewed mistakes as part of the learning process, and promoted positive relationships and character development. These findings indicate that social-emotional skills supported not only students' English speaking ability but also their emotional well-being and personal growth within the Pesantren context.
2. Teachers faced several challenges in integrating social-emotional skills into English speaking learning, including students' speaking anxiety, low self-confidence, differences in English proficiency, institutional

demands, and limited time within the Pesantren environment. They also had to balance discipline with emotional support while relying largely on personal experience due to limited formal training in Social-Emotional Learning. These findings suggest that effective implementation of social-emotional skills requires both teachers' commitment and institutional support.

B. Suggestions

Some significant recommendations that the researcher has made based on the findings are as follows:

1. Teachers are advised to continue creating an emotionally safe and supportive classroom atmosphere in English speaking learning. They should provide motivation, encouragement, positive feedback, and opportunities for students to speak English without fear of making mistakes. Teachers also need to understand students' emotional conditions, such as anxiety, shyness, and low self-confidence, and use strategies such as patient correction, personal approaches, group work, and peer interaction to increase participation. By doing so, teachers can support both students' speaking ability and social-emotional development.
2. The English Program and Islamic Boarding School are advised to provide stronger support for teachers in integrating social-emotional skills into English speaking learning. This support may include training

or workshops related to social-emotional learning, student motivation, and speaking anxiety. The program should also balance language discipline with emotional support and create a learning environment that is supportive, respectful, and emotionally safe for students.

3. Students are advised to be more confident in practicing English speaking and to view mistakes as a natural part of learning. They should actively participate in speaking activities and support one another by respecting their friends' efforts and creating a positive peer environment. Through mutual encouragement, students can reduce anxiety and improve their speaking ability together.
4. Future researchers are encouraged to conduct further studies on social-emotional learning in English language learning, particularly in Islamic boarding school contexts. Future studies may explore students' perspectives, compare different *Pesantren* environments, or use other research designs to obtain broader and deeper findings. Such research can contribute to a more comprehensive understanding of social-emotional learning in English speaking learning.