

**STUDENTS' PERCEPTIONS ON SOCIAL EMOTIONAL LEARNING IN  
ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TEACHER  
TRAINING AND EDUCATION OF SRIWIJAYA UNIVERSITY**

**A THESIS**

**By**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2022**

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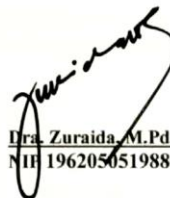
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## DECLARATION

I, the undersigned,

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Certify that the thesis entitled "*Students' Perceptions on Social Emotional Learning in English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, .....<sup>30 May</sup> 2022

The Undersigned,



Amelia Caroline S. S

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## **THESIS DEDICATION**

I dedicate this thesis to my parents and family who always encourage me to finish this thesis, and support me in my hardest time.

## **MOTTO**

*Why are you cast down, O my soul?*

*And why are you disquieted within me?*

*Hope in God, for I shall again praise Him,*

*my help and my God.*

(Psalm 43: 5)

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Hopefully, this thesis could help the students, teachers, lecturers, readers and the future researchers who need it.

Indralaya, 2022

The writer,

Amelia Caroline S.S

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**Students' Perceptions on Social Emotional Learning in English  
Education Study Program Faculty of Teacher Training and  
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**ABSTRACT**

Social Emotional Learning is one of the most important factor that could affect the student's learning activity. Emotions can affect students in every aspect of their life.. There are ten teaching practices of Social Emotional Learning. This study aimed to know the implementations of Social Emotional Learning and students' perceptions about it in their learning activities. This study applied mix-method design which means that qualitative and quantitative method approaches used in this study. This design used to collect the data from fourth semester, sixth semester, and eighth semester students of English Education Study Program, Faculty of Teaching Training and Education of Sriwijaya University. Total participants are 150 students. They filled out 60 questionnaire items which divided into two sessions adapted from Yoder. The data were analyzed per item of questionnaire. The results showed that most of the students agreed that the lecturers applied the teaching practices well, both from session 1 and session 2. After that, three students from each semester who are the representations of lowest, middle and highest score from the questionnaire got interviewed. The purpose of this interview is to know the students' perceptions of the implementations of teaching practices and how well the lecturers applied it. The results showed that from students' perspectives, the lecturers have applied the teaching practices well. For example lecturers gave compliments verbally, students said that not all the lecturers applied this.

**Keywords:** *Students' perceptions, Social Emotional Learning, and Teaching practices*

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background, the research questions, the objectives, and the significance of the study.

#### **1.1 Background of the Study**

In this era, education is one of the important things for people. There are some levels of education, especially in Indonesia. They are primary school (grades 1-6), junior secondary (grades 7-9), senior secondary (grades 10-12), and higher education (Pannkuk, 2011). With these levels, education in Indonesia can be more organized. In the education system, the levels are important to divide the materials that the students can learn. With this level, it is hoped that there will be no material that is not following the level of student education.

In the learning activity, students will have some interactions not only with the teacher but also with other students. In this interaction, especially with students who are still teenagers, there will be some hard situations where they cannot interact with other people. Ardi (2012) expressed that teen is the stage where the understudies will confront many changes from youth to adulthood. That is why, at their age, it will be harder for the students to control their emotions.

Emotions can affect students in every aspect of their life. There are many kinds of emotions. Feelings, for example, interest and nervousness are parts of the learning system (Gläser-Zikuda et al., 2005). The students definitely will face this in their learning activity and it will affect the activity and their participation in the class. Their social interaction with their friends and their teacher will be affected by this. Students' emotional affect the skills of the students. For example, emotional intelligence plays a major role in students' listening comprehension achievement (Nugraha et al., 2019). Therefore, the students need to control their emotions.

In the 21st century, innovation has spread all through the world and has been utilized by the world local area (Inderawati et al., 2019). In this era, technology also gives impact for students' social emotional. Information Technology and Communication (ICT) can possibly make a helpful climate for understudies to learn English. Besides, e-learning is a medium that utilizes the web to pass on the data and upgrade the information on the client in learning (Apriani et al., 2021). In education field, the teacher use technology in their teaching activity. Educators can utilize Facebook to work with connections between the teacher-to-student and student-student communication, share and answer questions and needs, get declarations, refreshing and overseeing of class cooperation (Inderawati, 2018). Global writing gives rich proof of certain things that can be framing the positive connections and social communications in schools (Elias et al., 1997). But this thesis did not focus on that part.

The evidence about the foundational role of Emotional Intelligence (EI) and the relation between Social and Emotional Learning (SEL). These two are important for the students about how to control their emotions, especially in school, in their learning activities. These two need the role of teacher, too. In Indonesian context, teachers need to have four competencies: pedagogical, professional, social, and personality in order to create a qualified education system in schools (Anisa et al., 2019).

The translation of educators' passionate reactions to the understudies in their discussion and everyday cooperation in study hall is the idea of the capacity to understand people on a profound level (Salovey, P., & Mayer, 1990). In emotional intelligence, the teacher holds an important role. Their responses to students will affect the way students' emotions, too. If the teacher gives the right response, then the students will feel more comfortable. In this way, the students can control their emotions more. The educator can frame a decent instructor understudy relationship with the understudies and it can help adequately with understudies' lead hardships. (Brackett et al., 2011).

In Social Emotional Learning, there are some skills which lead to Social Emotional Competencies. They are self-awareness, social awareness, responsible decision making, self-management, and relationship management (CASEL, 2013). These are the social-emotional competence that developed in social-emotional learning. The teacher holds an important role in this. The way teachers teach the students about social-emotional learning and how their emotions can affect not only their daily social interaction but also their achievement in the class.

In this research, the researcher wanted to look more detail into social-emotional learning because social-emotional learning is an important part of the learning activities of the students. As a student, the researcher is aware of how necessary education about SEL is since it could affect the learning activity and the achievement. In her learning activity, the researcher has been taught by many lecturers with different characters. The lecturers treated their students differently. There are some lecturers who give compliments for the things students did in the class, but there are some lecturers who did not do that. That is why the researcher wanted to know about other students' perceptions, too. Also as a future teacher, the researcher thought social-emotional learning is important because the researcher needed to be able to educate the students about how their emotions are valid but also need to be controlled. As a future teacher, the researcher wanted the students to learn about themselves more.

The reason why the researcher wanted to do the research in the English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University is because the researcher wanted to know about the students' perception in this program study. Since the researcher is from the English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University, the researcher is aware of the needs of the other students about their emotions and their social interaction. Through this research, the researcher hoped that students become more aware of how important social-emotional learning is.

## **1.2 Research Questions**

1. What is student's perception about the implementation of Social-Emotional Learning in their learning activity?
2. What are the implementations of Social-Emotional Learning in the English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University?

## **1.3 Objectives of the Study**

1. To know the student's perception about the implementation of Social Emotional Learning in their learning activity.
2. To know the implementations of Social Emotional Learning in the English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University.

## **1.4 The Significance of the Study**

This research is expected to give some benefits to students, teachers, and future researchers. This research is expected to make the students improve their social-emotional learning in terms of their learning and social life. For the teachers, this research is expected to make the teachers use social-emotional learning as something important for the students in their learning activity. For the other researchers, this research is expected to be the source of ideas for other researchers interested in the same idea.



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