CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two matters, which are conclusions and suggestions. Conclusions are served related to the main purpose and sub-purpose of the study. Suggestions are addressed to *School of Universe* in particular and those people who are interested in the study of implementing experiential learning in English class.

A. Conclusions

From the analyses done in the research, the implementation of experiential learning in English class of fifth grade at *School of Universe* cannot be classified yet as experiential learning in terms of: 1) the teacher's role is very dominant as the controller in learning process whereas the role of the teacher in experiential learning is as a facilitator.; 2) the learner's role is dominant as the passive reception; 3) the control process is mainly teacher-structured learning whereas the control process in real experiential learning is mainly self-directed learning. In experiential learning, the control process should be self-directed learning since it is as the notion in experiential learning.; 4) learning activities conducted by the teacher did not follow the learning cycles of experiential learning advanced by Kolb, which means that learning is a continuous recycling of experience, reflection, conceptualization, and active experimentation. From nine meetings conducted through the observation, there was only one that followed the experiential learning.

On the other hand, the syllabus used by the teacher supports the implementation of experiential learning. The type of the syllabus is a process-oriented syllabus. It is relevant to the experiential learning principle.

Then, for most students, the English class was interesting. The main reason found was because one of the learning activities conducted by the teacher was playing games. Games are always fun for students. However, games conducted by the teacher of fifth grade at *School of Universe* mostly used as the tools to get students' attention. It could be concluded that the games were not as part of experiential learning activities though games can be used as the activity in the first cycle of experiential learning, which is the concrete experience. In short, the meaningful experiential learning can be achieved when the principles and learning cycles of experiential learning are conducted completely and appropriately.

B. **Suggestions**

Referring to the conclusions of the finding, the suggestions are offered as the following:

1. The teacher needs to know the theories of experiential learning and its implication in learning process of English class.

2. Since the educational background of the teacher is not English major, the curriculum planner or the English consultant of the school can provide him with teaching English training.

3. The role of the teacher in learning process should be as the facilitator. Dividing students in small groups can avoid teacher's dominance.

4. Games can be more than as a tool to get students' attention. It can be part of experiential learning, in concrete experience. As long as the content of the games is related with the next cycle of experiential learning.

5. It is suggested to English teachers in Indonesia to implement and develop experiential learning in their class since experiential learning can give meaningful learning.

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