

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

From the observation result, the researcher concludes that the basic principle of the implementation EFL outdoor activity that is done by the English teacher is to make the teaching process to be more contextual and applicable. The English teacher gave the students an opportunity to learn that was based on concrete experience by inviting the students to visit the real place/environment to see the real objects; inviting the students for doing an observation activity (at the mini zoo in the flora park) to learn about the kinds of animals and describing the animal; and inviting the students for doing the simulation real-life situation by practicing to be the buyer to learn about the English vocabulary of the vegetables and fruits.

On teaching English through outdoor activity, the English teacher did kinds of activities:

1. Warming-up the students and activating the students' prior knowledge.
2. Preparing the students before instructing them for doing the English outdoor activity (observation activity and simulation real-life situation) in order to make the students to be more ready for doing the outdoor activity. The English teacher prepared the students by delivering (parts or all) the English material, re-questioning about the English material that was

already delivered, and reviewing the key point of the English material that is already delivered.

3. Explaining the activity and/or challenge that will be done by the students in English outdoor learning clearly, and explaining also about the rule and procedure of doing the activity to make students mentally ready for doing the activity/challenge. Hopefully it will be able to reduce the students' desire to do their own activity.
4. Using the real objects and/or environment as teaching media to teach the students in English outdoor learning.
5. Developing the students' skills. The students' skill development that can be developed by implementing the outdoor activity was not only in the area of language skill by learning the English vocabulary, English conversation, etc.; but also in the area of motor skill by walking or running around the park, touching the real objects, etc.; in the area of social skill by doing group working activity; and in the area of intellectual skill by inviting the students for doing observation activity in the natural place and giving them an opportunity to get a lot of information about the real objects, etc.
6. Guiding and monitoring the students' activity during the implementation of English outdoor activity.
7. Managing the time by limiting the duration of every activity in every places and limiting the students' activity in every places. It was able to make all activities that were already designed by the English teacher and

the English material that was planned by the English teacher will be well delivered.

8. Checking the students' understanding by re-questioning the students about the English material that was already delivered and reviewing the challenge by asking the students' reason.

The experiential learning theory that was discussed in chapter II was not too appropriate to describe as the learning style of the young students in the first and second grades level. Based on the observation result, the students needed the teacher's guidance for doing every step of activity and challenge that was done although the rules and procedure of doing the activity and challenge were already explained by the English teacher in pre-outdoor activity. It is because the young students in this level of ages still limited in logical thinking. They do not have enough ability to test the theory in a new situation and to look for the problem solve yet. It means that the Active Experimentation (AE) and Converging learning style in the experiential learning cycle did not work well. The researcher concludes that it will be better for the English teachers who want to teach the EFL students through outdoor activity to select kinds of outdoor activities that should be appropriated to the level of ages of the students.

5.2 Recommendation

5.2.1 Recommendation for the Teacher

1. On activating the students' prior knowledge will be better if the English teacher also guide the students to guess/know the English topic that the students will be learned in the end of apperception activity. It will be good for the students to learn to make a simple conclusion by guessing the topic from the clues that already given by the English teacher.
2. Although in pre-outdoor activity the English teacher should prepare the students by delivering, re-questioning and reviewing the English material, and also explain the activity and/or challenge, but do not make pre-outdoor activity process longer than while-outdoor activity process. It will make kinds of activities that are already designed by the teacher cannot well delivered.
3. If the English teacher wanted to invite the students to visit some places in one meeting, the English teacher should make well plan the activities and challenges that will be done by the students in every place. It will be better for the teacher to explore every place that is visited by the students and teacher in EFL outdoor learning and limit for doing the similar challenge in every place.

5.2.2 Recommendation for the Further Researcher

It will be better if the further researcher analyze the implementation of EFL outdoor activity in various activities from many different levels of elementary students, it can be a literature for the EFL teachers to teach the EFL students at elementary level through outdoor activity.