

## **BAB V**

### **CLOSURE**

#### **A. Conclusion**

The study revealed that experiential learning has a significant influence on students' engagement in English classrooms at SMPN 94 Maluku Tengah. Students had the chance to actively engage, enjoy the learning process, and utilize English in settings that were personally relevant and meaningful through the use of songs, role-playing, and the Dream Tree project. Particularly among seventh and eighth students who shown more enthusiasm and excitement, these activities promoted behavioral, emotional, and cognitive engagement. Even though ninth graders were more anxious and self-conscious, the experience activities helped students become more confident and less anxious over time.

The study also showed that emotional obstacles including anxiety and low self-confidence, inadequate exposure to the language, and problems understanding English instructions were the main challenges that students encountered rather than infrastructure. Students need simpler explanations, ongoing guidance and reassurance before they could fully engage. These challenges were compounded by restricted access to learning materials and supportive media. However, the results demonstrated that experiential learning helps close these gaps by providing encouraging, engaging, and relevant learning experiences when adjusted for students' actual preparedness levels. In a remote area like Desa Lonthoir, experiential learning has generally been shown to be a successful strategy for enhancing engagement, confidence, and language usage. The results indicated that,

despite the limitations of a restricted setting, students were able to overcome challenges in learning and become more engaged English learners through meaningful activities related to their experiences.

## **B. Suggestions**

Several suggestions for future practice and study are made in light of the results and conclusions.

1. Teachers and schools are encouraged to use more experiential and student-centered learning techniques that include creative, collaborative, and reflective activities. Teachers can also offer constant encouragement and create a friendly environment that reduces students fear when speaking English. Integrating local settings and resources can help distant students learn English in a more relevant and meaningful way.
2. Students are encouraged to continue learning English through both formal and informal methods, such as group discussions, songs, and basic daily expressions. Building confidence by consistent exposure and peer participation might assist them in overcoming nervousness and fear of making errors.
3. Future researchers may broaden the focus of their studies by engaging additional participants or investigating the long-term impact of experiential learning on students' English competence and motivation. Investigating the function of technology or digital tools in promoting experiential learning in remote schools may provide useful insights for educational innovation.

It is expected that this research will lead to a better understanding of how contextual and innovative teaching practices might enable students in underserved communities to learn with excitement and purpose.