

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study concludes that the implementation of the Please Strategy had a significant positive effect on the descriptive writing skills of tenth-grade students at SMK Gamaliel 1 Madiun. The findings demonstrated that students instructed through the Please Strategy demonstrated superior writing achievement compared with those receiving conventional instructional methods. The significant difference in post-test scores between the experimental and conventional teaching classes confirmed that the Please Strategy was effective in improving students' descriptive writing ability.

The effectiveness of the Please Strategy can be attributed to its systematic stages based on Welch's framework, namely Pick, List, Evaluate, Activate, Supply, and End. These stages provided students with structured guidance to generate ideas, organize information, develop supporting details, and produce more coherent descriptive texts. Therefore, the strategy helped students overcome difficulties in organizing ideas and improving the overall quality of their writing.

Furthermore, this study extends previous research on the Please Strategy by providing empirical evidence from a vocational high school context. Although earlier research, including Windi Kurniati et al., (2021), mainly targeted lower secondary learners, the current investigation indicates that the

Please Strategy proves equally viable and advantageous for vocational students within Indonesian EFL settings.

Despite the positive outcomes, this research contains certain limitations needing recognition. First, pre-test evaluation revealed that the experimental group and conventional instruction group lacked comparable baseline writing competencies prior to delivering the intervention. Therefore, the difference in students' post-test achievement may have been influenced not only by the implementation of the Please Strategy but also by the students' initial abilities. Second, this research involved a small group of participants from a single vocational high school, which might impact the applicability of results across different educational settings. Third, the intervention duration was brief, preventing a complete evaluation of the Please Strategy's long-term effect.

Overall, the findings suggest that the Please Strategy can be considered an effective alternative instructional strategy for teaching descriptive writing, particularly in vocational high schools. By providing systematic support throughout the writing process, the strategy enables students to develop their ideas, organize their paragraphs, and produce more coherent written texts.

B. Suggestion

Based on success of the finding in this study, the researcher suggests:

1. For Teacher:

The researcher suggests that English teachers consider using the please strategy on students descriptive writing skills, as suitable learning strategy in improving students writing ability. Please strategy on students

descriptive writing skills is very effective in learning several genre-based texts, such as descriptive text, procedure text, narrative text, recount text. It can stimulate students to think creatively by encouraging them to work together and express their opinions actively. The please strategy on students descriptive writing skills, can enhance students performance abilities in content, organization, vocabulary, language, and mechanics. As a result students feel more enjoyment and interest, are more active in teamwork, and exhibit high enthusiasm for learning.

2. For Student:

Students need to participate more actively and confidently throughout the learning process through the please strategy on student descriptive writing skills. Interaction and discussion about please strategy can helps students develop their ideas, creativity, and provide feedback.

3. For Future Researchers

Future research is recommended to involve larger samples from different schools, implement longer treatment periods, and employ more rigorous research designs to ensure equivalent initial abilities between the experimental and control groups. Moreover, future studies could explore the effectiveness of the Please Strategy within diverse writing genres and educational contexts to offer broader evidence concerning its effectiveness in EFL writing instruction.