

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The study arrived at the following conclusions pertaining to the used of TPACK in teaching writing descriptive text and the reason as the way they do.

1). In the used of TPACK in teaching writing descriptive text, the teachers used scaffolding strategies namely modelling, joint negotiation, independent construction, and external feed back as their Pedagogical Knowledge and supported by multimedia tool such a picture and video as their Technological Knowledge in their Content Knowledge of Teaching Writing Descriptive Text. Unfortunately, They did not use use all of those suitable tools in technological knowledge. In fact they left the important tools such search engine and word processing.

2). In content knowledge of teaching writing descriptive text, the reason of using pedagogical and technological knowledge are, to enhance students' understanding and learning of social function, generic structure and language features in descriptive text (modelling) , to develop students' analytical skills, critical thinking and detailed descriptions (Joint negotiation), The extent to which students effectively apply their knowledge of descriptive text (independent construction), They want students to learn to critically examine the work of others and provide feedback that focuses on different perspectives (external feedback) In

their pedagogical knowledge. In technological knowledge, to facilitate students in identifying the object they want to describe (Multimedia tools).

## **B. Suggestions**

This section provides suggestions for English teachers, students, governments and future researchers interested in conducting TPACK research.

### 1). For English Teacher:

Teachers should consider using a range of technology tools beyond pictures and videos, such as search engines and word processors, to enhance writing teaching methods. Collaborating with fellow teachers to exchange experiences and strategies for integrating technology in writing instruction can lead to better approaches

### 2). For Students

Students should proactively explore different tech tools beyond the classroom to enhance their writing skills and tech proficiency and students should proactively explore different tech tools beyond the classroom to enhance their writing skills and tech proficiency. Teaching students to critically assess online information from search engines and effectively use word processors will empower them in their writing tasks.

### 3) For Administratives/ Governments

Ensuring schools have adequate computers, software, and internet access empowers both teachers and students to leverage technology for learning.

Incorporating courses that teach students how to utilize various tech tools for writing and learning can be a valuable addition to the curriculum.

#### 4). For Further Research

Future research should focus on identifying emerging technology tools that can enrich writing instruction and foster creativity and collaboration. Investigating the sustained impact of technology-integrated writing instruction on skill development over time can provide deeper insights. Researching effective methods for training teachers in both technological and pedagogical skills can address challenges and reluctance to embrace technology. And the last but not least, the next researcher not only asking why do they use the TPACK but also why they do not use it to make it more interesting.

