

CHAPTER I

INTRODUCTION

A. Research Background

Education plays a central role in the development of individuals and society through the systematic transmission of knowledge, skills, and values. Through education, individuals are prepared to think critically, act responsibly, and contribute meaningfully to social life. In contemporary contexts, education is no longer limited to knowledge delivery but is expected to support holistic development, including intellectual, social, and moral dimensions. As a result, the quality of education is closely linked to how effectively teaching and learning processes are designed and implemented.

In the digital era, educational practices have undergone significant transformation, particularly with the integration of technology into classroom instruction. Technology has become an essential component of teaching and learning, influencing how materials are presented, how students engage with content, and how learning outcomes are achieved. This shift places greater demands on teachers to adapt their instructional practices and to integrate technology in ways that support pedagogical goals rather than merely adding technical elements. Teachers are therefore required to move beyond the role of information providers and function as facilitators who strategically design learning experiences that combine pedagogy, content, and technology.

English Language Teaching (ELT) presents specific challenges and demands due to the interactive and communicative nature of language learning. English teachers are expected not only to develop students' linguistic competence but also to create learning environments that encourage communication, interaction, and active participation. The integration of appropriate pedagogical strategies and digital technologies can enhance students' exposure to the target language, support vocabulary and skill development, and increase learner engagement. Consequently, effective ELT requires teachers who possess strong content knowledge, sound pedagogical competence, and the ability to integrate technology meaningfully to support language learning objectives and meet the demands of modern education.

To understand the role of language as a sign of its significance in human life. This highlights the diversity of languages as an intentional part of God's creation, meant to help people connect, recognize, and communicate with one another. This idea aligns with the message in the Qur'an, Q.S. Ar-rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَأْنِكُمْ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّلْعَالَمِينَ

English stands out as a paramount global language, serving as the universal medium. Its prominence is evident in key arenas such as the United Nations, international events, global media, and official assemblies encompassing diverse nations worldwide. The pervasive use of English in

these contexts motivates a considerable number of individuals to acquire proficiency in the language.

Today, technology advances very rapidly. Technological progress goes hand in hand with the development of the Internet in many different aspects of human life. Likewise, Internet-based communication structures complement human life and form an essential part of the communication and interaction process (Safitri et al., 2021).

The increasingly globalized world demands proficient English language skill. English has become the international language utilized across various domains such as education, business, and tourism. The escalating demand underscores the importance of effective English language instruction within educational institutions. However, in practice, English language teachers often encounter various challenges. They are required to deliver engaging content, employ diverse methods and innovative learning media, and foster a conducive learning environment.

Adequate competency is necessary for English language teachers to address these issues. This competency includes not just fluency in English but also proficiency in teaching, familiarity with information and communication technology (ICT), and the capacity to combine all three. TPACK (Technological Pedagogical and Content Knowledge) is the term for the concept that addresses the integration of these three competences.

TPACK (Technological Pedagogical and Content Knowledge) serves as a crucial foundation in the development of effective English language

instruction. Through TPACK, teachers can utilize technology to support the teaching and learning process. The appropriate use of technology can make learning more engaging, interactive, and efficient. Furthermore, TPACK assist teachers in selecting and employing teaching methods that align with the content and characteristics of the students (Koehler et al., 2014).

Several studies have indicated that the implementation of TPACK in English language instruction yields positive outcomes. Learning becomes more active and student-centered. Students are more motivated and capable of independent learning. Additionally, student learning outcomes also demonstrate significant improvement.

The success of TPACK implementation instruction is influenced by various factors, one of which is teacher self-efficacy and confidents. Self-efficacy refers to teacher's belief in their ability to teach using TPACK. Meanwhile, teacher confidence relates to the feeling of assurance and competence in carrying out instructional activities. Teachers with high self-efficacy and confidence are more motivated to apply TPACK in instruction (Ammade et al., 2020).

Although there is a considerable body of research on the benefits of TPACK in English language instruction, studies examining the influence of TPACK on English language teacher's self-efficacy and confidence are crucial assets for teachers to effectively implement TPACK. Such investigations help clarify how teachers actually experience technology integration in real classrooms, not just how they are expected to use it in

theory. These insights are essential because successful TPACK implementation depends not only on access to technology, but also on teacher's internal readiness, belief in their own abilities, and confidence in navigating digital tools.

In the context of English language teaching, the use of technology in learning has become increasingly important. TPACK, which stands for Technological Pedagogical Content Knowledge, is a framework that combines three types of knowledge: technology, pedagogy and content. TPACK recognizes that to teach effectively, teachers must understand how to use technology appropriately to support English language learning.

However, using TPACK in English language learning is not easy. Teachers need to overcome several challenges, including their level of technology skills, access to technology resources, and their confidence in integrating technology into teaching. In addition, teachers must also ensure that the use of technology is relevant to the learning objectives and supports students' English language development.

These factors can be barriers for teachers in adopting TPACK in English language learning. However, with the right support from educational institutions, appropriate training, and opportunities to collaborate with peers, teachers can increase their confidence in using technology in teaching. Thus, TPACK integration can be a powerful tool to enhance the effectiveness of English language teaching and improve student learning outcomes (Nurhayani et al., 2021).

In addition, it is important for teachers to continuously develop their skills in using technology and keep up with the latest developments in the field. Regular training, workshops and online resources can help teachers to improve their understanding of the various technology tools and applications that can be used in English language teaching. Thus, teachers can expand their repertoire of using technology that suits their students' learning needs and classroom context.

The study by Muhammad Hilal Nazmi (2024) provides valuable insights into the challenges faced by pre-service English teachers in implementing the TPACK framework, highlighting issues such as resource limitations, technical difficulties, and classroom management. However, the study primarily addresses these external challenges, leaving a significant gap in understanding the internal aspects of TPACK implementation, particularly concerning teacher self-efficacy and confidence. These psychological constructs are crucial as they influence the effectiveness of technology integration within pedagogy (Nazmi, 2024).

Furthermore, Nazmi's research focuses on pre-service teachers without exploring how self-efficacy and confidence might evolve as these teachers transition into their professional roles. This gap underscores the need for further investigation into the development of these psychological factors over time and their impact on the long-term success of TPACK implementation in English language teaching. Understanding this evolution

could provide deeper insights into the factors that contribute to the successful integration of technology in educational settings.

This study aims to fill this gap by investigating not only the practical challenges of TPACK implementation but also the psychological readiness and belief in their abilities among English language teachers. This approach will contribute to a more comprehensive understanding of the factors that influence the effective integration of technology in language teaching.

As a result, the purpose of this research is to explore how the TPACK framework is implemented in English language teaching, with a specific focus on understanding its impact on teachers' self-efficacy and confidence. This study aims to uncover how the integration of technology, pedagogy, and content knowledge influences teachers' belief in their ability to effectively teach English using technological tools. Additionally, it will examine the various factors that contribute to or hinder the development of self-efficacy and confidence among English language teachers when applying the TPACK framework (Abbitt, 2021).

The findings of this research are expected to provide valuable insights for educators, teacher trainers, and policymakers who seek to enhance the effectiveness of English language teaching through the strategic use of technology. By better understanding the relationship between TPACK implementation and teacher self-efficacy, more tailored support and professional development opportunities can be created, ultimately leading to improved teaching practices and student learning outcomes.

B. Definition of Key Terms

1. Technological Pedagogical and Content Knowledge (TPACK)

Technological Pedagogical and Content Knowledge (TPACK) is a framework that emphasizes the integration of Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK) to support effective teaching with technology. In elementary English language teaching, TK refers to the use of digital tools such as multimedia presentations, educational applications, and interactive games; PK involves teachers' instructional strategies in managing learning activities and student interaction; and CK focuses on delivering engaging and developmentally appropriate English content, such as basic vocabulary and simple communication skills. Through the integrated application of these three knowledge domains, TPACK enables teachers to design meaningful learning experiences that enhance student engagement, accommodate diverse learning styles, and support language development in young learners.

2. English Language Teaching

In this research, English Language Teaching (ELT) refers to instructional approaches used to teach the English language to elementary school students. In elementary school, the teacher focuses on building early language awareness by introducing simple vocabulary, basic expressions, and meaningful exposure to English

through play-based activities, visual support, song, and interactive classroom routines suited to the developmental characteristics of young learners.

3. Self-Efficacy

Self-efficacy is a person's belief in their ability to successfully execute the actions required to achieve certain performance outcomes. Self-efficacy affects teachers' motivation, resilience, and overall success in the classroom. Teachers with high self-efficacy are more likely to take on challenges, persevere in the face of adversity, and use novel teaching practices. This notion is based on Bandura's Social Cognitive Theory, which states that personal mastery experiences, vicarious experiences gained by observing others, verbal persuasion from peers or mentors, and physiological feedback all influence self-efficacy views. In English Language Teaching, a teacher's self-efficacy can have a substantial impact on their willingness to implement new pedagogical approaches, such as incorporating technology into their instructional practices.

4. Confidence

Confidence in education refers to a teacher's belief in their ability to deliver effective instruction, manage classroom dynamics, and make appropriate instructional decisions. It can be seen through a teacher's willingness to use varied strategies, handle classroom challenges calmly, and adopt innovative approaches such as technology

integration. A confident teacher tends to show assurance in explaining material, interacting positively with students, and responding flexibly to classroom situations, while a lack of confidence is often reflected in hesitation, overreliance on rigid methods, or avoidance of new tools. In English Language Teaching, confidence is closely related to the teacher's understanding and application of TPACK, as this framework supports the effective integration of technology, pedagogy, and content. From the researcher's perspective, confidence is not merely a personal trait but a dynamic condition that develops through experience, successful practice, and supportive environments, enabling teachers to teach more creatively, engage students more actively, and create a positive and effective learning atmosphere.

C. Research Questions

1. How is the implementation of TPACK reflected in English language teacher's teaching practices related to self-efficacy and confidence?
2. What are the factors that influence English language teacher's self-efficacy and confidence in implementing TPACK?

D. Research Objectives

1. To identify how the implementation of TPACK reflects English language teacher's self-efficacy and confidence in teaching.
2. To identify the factors influencing English language teacher's self-efficacy and confidence in implementing TPACK.

E. Research Significance

1. For English Language Teachers

This research provides insights that may support English teachers in strengthening their self-efficacy and confidence in integrating TPACK, thereby informing the development of more effective instructional strategies.

2. For Educational Institutions

This research provides valuable insights for institutions on the benefits of supporting TPACK integration to foster teacher growth and improve English language teaching outcomes.

3. For Future Researchers

This research can serve as a reference point for future studies focused on TPACK and its impact on teacher self-efficacy and teaching practices, contributing to the expansion of knowledge in this area.

F. Previous Study

Research on implementation of TPACK in English language teaching has been carried out by several previous studies, such as the thesis conducted by Muhammad Hilal Nazmi (2024) from Antasari State Islamic Banjarmasin, Tarbiyah dan Training Faculty in 2024 entitled, “Phenomenological Study: TPACK Framework Implementation Performed by Pre-Service English Teachers in Teaching Practice Course II”. The research explores the implementation of the Technological Pedagogical Content Knowledge (TPACK) framework among pre-service English teachers during their teaching practice. The research is grounded in the context the rapid of technological advancement that significantly impact

educational practices, necessitating that teachers adapt to evolving standards in technology and pedagogy. The research emphasizes the need for adequate training and support to equip future educators with the skill to affectively implement TPACK, highlighting its significance in modern teaching practices (Nazmi, 2024).

Second, the article titled, “The Implementation of TPACK Approach in Teaching English” by Monika Situmorang and Johannes Jefria Gultom (2023). The research explores the implementation of the TPACK (Technology Pedagogy Content Knowledge) approach in teaching English at SMP Negeri 17 Medan. The research compared two teachers in their teaching practices, with one utilizing primarily used mobile phone and the other employing various digital tools like laptops and projectors. The findings emphasize that the effective implementation of TPACK in learning requires not only adequate facilities but also the teacher’s ability to integrate TPACK into teaching practice. Additionally, the economic background of students plays a crucial role in supporting the successful application of TPACK, as it influences access to necessary technological resources (Situmorang & Johannes Jefria, 2023).

Third, the article titled, “Implementation of Technological Pedagogical Content Knowledge (TPACK) on Teaching Skills in Elementary School” by Amelia, Oktafianti, Genika, and Luthfia (2023). The research highlights that integrating TPACK can create engaging learning environments, utilizing tools such as images, videos, and powerpoint presentations.

Findings indicate a significant improvement in student learning outcomes across subjects when TPACK is applied. However, challenges such as inadequate internet access, limited technological proficiency among some teachers, and resource constraints hinder optimal implementation. This underscores the necessity for ongoing training and support for educators to effectively utilize TPACK in their teaching practices (Amelia et al., 2023).

The similarities between previous studies and this research lie in the use of Technological Pedagogical and Content Knowledge (TPACK) as a framework in teaching and learning. However, this research has a more specific focus, namely on the implementation of TPACK by teachers in instructional practices.

The differences between previous studies and this research include the research setting, participants, and research objectives. This research particularly emphasizes the implementation of TPACK and how its application influences English language teacher's self-efficacy and confidence in teaching practices.