

## **CHAPTER V**

### **CLOSURE**

This chapter concludes the research by summarizing the key findings related to the implementation of the TPACK framework in English language teaching and the factors influencing the teacher's self-efficacy and confidence. It also provides practical recommendations and directions for future research based on the result obtained.

#### **A. Conclusion**

This research examined the implementation of the TPACK framework in English language teaching and the factors influencing the teacher's self-efficacy and confidence.

1. The implementation of TPACK in teaching was demonstrated through the integration of technology, pedagogy, and content knowledge in a structured. The teacher combined traditional teaching tools with digital media such as smartboard, instructional videos, and tablet-based activities. This integration supported vocabulary learning and helped maintain an interactive and structures learning environment. The teacher demonstrated confidence in using technology by managing transitions smoothly, addressing technical issues without disruption, and adapting teaching approaches based on student responses. Studeny engagement, participation, and successful performance during the lesson contributed to reinforcing the teacher's sense of capability. The implementation of technology was not merely a technical action but became part of instructional decision making,

classroom flow, and interaction, indicating that confidence increases when technology become an integral part of teaching practice rather than just being used occasionally addition.

2. The teacher's self-efficacy and confidence in applying TPACK were shaped by several influencing factors. These included his digital familiarity as a Generation Z teacher, previous experience in technology-based student organization, availability of school facilities and learning community program, independent learning and exploration of technology, and positive student responses during lessons. These factors collectively strengthened his belief in his ability to teach effectively using technology, demonstrating that confidence was built gradually through repeated successful experiences, supportive environments, continuous learning, and positive classroom feedback.

In summary, this research demonstrates that the implementation of TPACK can strengthen teaching practices and foster higher levels of teacher self-efficacy and confidence when it is supported by experience, adequate infrastructure, and a supportive professional environment. When applied thoughtfully, TPACK not only enhances instructional quality but also contributes to teacher growth, adaptability, and long-term readiness to integrate technology in language learning.

## B. Suggestion

For teacher, the implementation of TPACK framework should be approached as a continuous learning process rather than a fixed teaching requirement. Teachers are encouraged to consistently explore and integrate technological tools that support instructional goals, while still maintaining balance with pedagogy and content relevance. Developing self-efficacy and confidence requires consistent practice, reflection, and willingness to experiment with various instructional media. Teachers should also avoid viewing technology as a replacement for teaching competence but instead as a tool that strengthens their ability to deliver meaningful and engaging learning experiences.

For school and educational institutions, providing access to adequate technological facilities alone is not sufficient. Ongoing professional development, technical support, and collaborative spaces for teachers are essential to sustain technology enhanced teaching practices. Structure mentoring, peer learning programs, and training aligned with real classroom needs can help teachers build confidence and skills more effectively. Institutional encouragement and recognition also play an important role in supporting teachers as they adopt and refine the use of technology in classroom setting.

Further research is necessary to explore how long-term exposure to TPACK based teaching influences teacher development at different stages of their professional journey. Future research may examine differences in self-efficacy and confidence between novice and

experienced teachers, or how varying school environment contribute to successful technology integration. Research that observed multiple teachers across diverse educational settings may also provide broader insights into the conditions required to strengthen sustainable TPACK implementation in English language education.