

APPENDICES

Appendix I. Translation of Al-Qur'an

Name of the Surah	Indonesian	English
QS. Az-Zumar verse 18 الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ ۗ أُولَٰئِكَ الَّذِينَ هَدَاهُمُ اللَّهُ وَأُولَٰئِكَ هُمُ الْأَلْبَابُ	“Yang mendengarkan perkataan lalu mengikuti apa yang paling baik di antaranya. Mereka itulah orang-orang yang telah diberi Allah petunjuk dan mereka itulah orang-orang yang mempunyai akal.”	<i>“Who listen to speech and follow the best of it. Those are the ones Allah has guided, and those are people of understanding.”</i>

Appendix II. Research Instruments

Instrument of RQ 1 : How do the teachers implement TPACK Framework to teach listening skills?

a. Classroom Observation

Classroom observation was conducted to observe directly how the teachers implemented the TPACK framework during listening instruction. The researcher recorded the teaching and learning activities in the classroom, including the use of technology, teaching strategies, listening materials, and students' participation during the lesson (TPACK full).

b. Interview guide

The interview guide was used to obtain in-depth information about teachers' knowledge and experiences related to TK, PK, CK, TCK, TPK, and PCK in teaching listening skills.

TPACK Components	Interview Question	Participant's Response
Technological Knowledge (TK)	1. What technology do you usually use to teach listening? (Are they digital tools, online platforms, or offline software?)	
	2. What ways has technology helped to improve students' listening skills? Can you share specific examples?	

Pedagogical Knowledge (PK)	3. What is your experience in implementing technology-assisted listening teaching strategies?	
	4. What strategies do you use to help students understand listening materials with the help of technology? (For example, do you use pre-listening activities, interactive exercises, video-based tasks, or certain apps to support comprehension?)	
	5. How do you actively engage students in learning listening with technology? (Do you use interactive platforms, group discussions, digital quizzes, or student-centered activities to make them more involved?)	
Content Knowledge (CK)	6. How do you choose listening materials that match the students' level of understanding? What criteria do you consider? (Do you rely on online sources, or do you create your own materials?)	
	7. What types of listening content do you find most effective for your students (e.g., dialogues, monologues, songs, or news reports)? (Why do you think these types work best for them?)	
TPK	8. How do you use technology to support your teaching strategies during listening activities?	

	9. How does technology help you guide students and improve their participation during listening lessons?	
TCK	10. How do you use technology to present listening materials in your classroom? 11. What technological tools or media do you use to help students understand listening materials better?	
PCK	12. What teaching strategies do you use to help students understand listening materials? 13. How do you help students comprehend the content of listening activities such as films or stories?	

Instrument of RQ 2 : What are the issues and challenges in using the TPACK framework to teach listening skills?

a. Interview guide

An interview was conducted to explore teachers' challenges in using TPACK for listening, providing insights from their experiences.

No.	Interview Question	Participant's Response
1.	Have you ever faced technical difficulties when using technology for listening instruction (such as internet connection, incompatible devices, or app errors)? If	

	yes, what were the common issues and how did you handle them?	
2.	What challenges do you experience when selecting listening materials that match students' proficiency levels and learning needs? (For example, difficulty finding suitable difficulty level, accent clarity, speed, or relevance of the topic.)	

b. Observation

Observation was conducted to identify challenges teachers faced in implementing the TPACK framework during listening lessons, including issues with technology, teaching strategies, and student participation.

TPACK Components	Observation Indicator	Yes	No	Notes
Technological Knowledge (TK)	1. Teachers encounter technical issues (e.g., unstable internet connection, software errors) when using technology for listening instruction.			
	2. Teachers have limited skills in operating technology.			
	3. Teachers have difficulty in choosing technology that suits the needs of listening learning.			
	4. The technology used does not work well or support learning objectives.			

Pedagogical Knowledge (PK)	5. Teachers have difficulty in implementing listening teaching strategies with technology.			
	6. Technology causes distractions in the listening learning process (e.g. distraction, device limitations).			
	7. Teachers struggle when integrating technology with effective teaching methods for students.			
	8. When the teacher explains, it seems that students have difficulty in understanding listening material (such as accent differences, the speed at which native speakers speak, or the lack of subtitles.) with the help of technology.			
Content Knowledge (CK)	9. Teachers have difficulty finding authentic and relevant listening resources			
	10. Teachers experience challenges in adapting technology-based listening materials to student needs.			

Appendix III. Documentation



Appendix IV. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 1675 /Un.14/III.1/PP.00.9/11/2025 24 November 2025
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala MAN 1 Banjarmasin
Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Septia Najriah
NIM : 220101030805
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. A. Yani Km 19, Gg TK Mufakat, Landasan Ulin Barat.
No HP : 087800216449

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 24 November 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,

Prof. Dr. Ahmad Muradi, M. Ag.
NIP 197808082005011006

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANJARMASIN
 Jalan Pulau Laut Nomor 24 Kota Banjarmasin - 70114
 Telepon (0511) 3353586; Faksimili (0511) 3353586;
 e-mail : bjmkalsel@kemenag.go.id/ Website : banjarmasinkota.kemenag.go.id

Nomor : B-5207/Kk.17.01-1/PP.00.9/12/2025
 Sifat : Biasa
 Lampiran : -
 Hal : Persetujuan Izin an. Septia Najriah

11 Desember 2025

Yth. Wakil Dekan Bidang Akademik dan Kelembagaan
 Fakultas Tarbiyah dan Keguruan
 Universitas Islam Negeri (UIN) Antasari
 Banjarmasin
 Di
 Tempat

Berdasarkan Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Antasari Banjarmasin, Nomor : B-1675/Un.14/III.1/PP.00.9/11/2025 tanggal 24 November 2025, Hal: Mohon Izin Riset, maka dengan ini kami menerangkan :

Nama : Septia Najriah
 NIM : 220101030805
 Program Studi : Tadris Bahasa Inggris

Judul Skripsi :

**EXPLORING TEACHERS' IMPLEMENTATION OF THE TPACK FRAMEWORK IN
 TEACHING ENGLISH LISTENING SKILLS**

Pada prinsipnya kami menyetujui yang bersangkutan untuk melaksanakan penelitian tersebut di MAN 1 Kota Banjarmasin, terhitung mulai tanggal 24 November 2025 sampai dengan 24 Januari 2026 dengan ketentuan :

1. Tidak mengganggu proses kegiatan belajar-mengajar di Madrasah.
2. Menyampaikan laporan/ hasil penelitian tersebut ke Kantor Kementerian Agama Kota Banjarmasin.

Demikian, atas perhatian dan kerjasama yang baik kami sampaikan terimakasih.

Kepala Kantor,



SAIPUDIN

Tembusan Yth :
 Kepala MAN 1 Kota Banjarmasin

Appendix V Research Completion Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANJARMASIN
MADRASAH ALIYAH NEGERI 1 BAJARMASIN
 Jl. Kampung Melayu Darat Banjarmasin
 Telp. (0511) 3250534 Fax. (0511) 3250534
 e-mail : mansa424333@gmail.com website : man1banjarmasin.sch.id

Nomor : 0079/ Ma.17.01-1/PP.00.9/02/2026 02 Februari 2026
 Sifat : -
 Perihal : Telah melaksanakan Penelitian/Riset

Yth.
 Wakil Dekan Bidang Akademik dan Kelembagaan
 Fakultas Tarbiyah dan Keguruan
 Universitas Islam Negeri (UIN) Antasari Banjarmasin
 di - tempat

Assalamu'alaikum Wr. Wb.

Memperhatikan Surat dari Kantor Kementerian Agama Kota Banjarmasin Nomor : B-5207/Kk.17.01-1/PP.00.09/12/2025 tanggal 11 Desember 2025 perihal Mohon Persetujuan Izin an. Septia Najriah

N a ma : Septia Najriah
 N I M : 220101030805
 Program Studi : Tadris Bahasa Inggris

Yang bersangkutan telah melaksanakan Penelitian di MAN 1 Kota Banjarmasin dalam rangka Penyusunan Skripsi mulai tanggal 24 November 2025 s.d 24 Januari 2026 dengan judul :

"EXPLORING TEACHERS' IMPLEMENTATION OF THE TPACK FRAMEWORK IN TEACHING ENGLISH LISTENING SKILLS"

Demikian disampaikan, untuk diketahui, terima kasih



Kepala Madrasah Aliyah Negeri 1
 Kota Banjarmasin,

Dra. Naimah, M.M
 NIP 196804151994032004

Tembusan :

1. Kasi Pendidikan Madrasah Kantor Kemenag Kota Banjarmasin
2. Mahasiswa yang bersangkutan

Appendix VI Consultation Schedules and Notes

CONSULTATION

Name ; Septia Najriah

Title : Exploring Teachers' Implementation of the TPACK Framework in Teaching Listening Skills

Supervisor : Dr. Rahmila Murtina M Pd

No.	Date	Suggestion/Comment	Signature
1.	10/10 2025	Correction Chapter I ,background, definition of key term, and significant of study.	<i>Mie</i>
2.	19/Nov 2025	Consultation Chapter II the theory, and previous study	<i>Mi</i>
3.	9/ Jan 2026	Consultation about research instrument, interview guide and observation guide.	<i>Mie</i>
4.	29/ Jan 2026	Consultation Chapter III ; research method, research design, data correction, participans Consultation about the finding of interview and observation.	<i>Mi</i>
5.	7/ Feb 2026	Consultation Chapter IV about the finding and discussion.	<i>Mie</i>
6.	17/ Feb 2026	Revise finding and discussion	<i>Mie</i>
7.	13/ Maret 2026	Consultation Chapter V conclusion, and abstrak	<i>Mie</i>
8.	1/ April 2026	Checking Chapter I-V, ready for exam.	<i>Mie</i>

CURRICULUM VITAE

1. Full Name : Septia Najriah
2. SRN : 220101030805
3. Place and Date of Birth : Landasan Ulin Barat, 14 September 2003
4. Nationality : Indonesia
5. Address : Jl. A. Yani Km 19 Landasan Ulin Barat, Liang Anggang, Banjarbaru
6. Phone Number : 087800216449
7. Email : septiaanajriah03@gmail.com
8. Organization experience :
 - a. Forum Muda FTK (2022-2023)
 - b. MUSDI Darul Ilmi (2023-2024)

Banjarmasin, 15 March 2026



Septia Najriah