

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

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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**EXPLORING TEACHERS' IMPLEMENTATION OF THE
TPACK FRAMEWORK IN TEACHING ENGLISH LISTENING
SKILLS**

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in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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2026**

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I, the undersigned, Septia Najriah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Septia Najriah. 220101030805. *Exploring teachers' implementation of the TPACK Framework in teaching English Listening Skills.* Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Rahmila Murtiana, MA. 2026.

Keywords: TPACK Framework, Teaching Listening Skills, EFL, Case Study.

This study examined how English teachers implement TPACK Framework in teaching listening skills and explored the challenges encountered during the teaching process. The research employed a qualitative approach using a case study design. The participants were two English teachers at MAN 1 Banjarmasin who regularly integrated technology into their listening instruction. Data were collected through semi-structured interviews and classroom observations and were analyzed using thematic analysis. The findings indicated that both teachers demonstrated the integration of the TPACK components, including, Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), Pedagogical Content Knowledge (PCK), and Technological Pedagogical Content Knowledge (TPACK). This integration was reflected in the use of various technological tools such as YouTube, Zoom, and language laboratory equipment, the implementation of structured listening strategies, and the use of curriculum-based materials. Despite these efforts, several challenges were identified, including unstable internet connectivity, technical issues, students' limited vocabulary, unfamiliarity with different accents, difficulties in managing technology, maintaining students' attention, and unequal access to learning resources. These findings highlight the importance of institutional support and continuous professional development to support effective technology integration in listening instruction.

ABSTRAK

Septia Najriah. 220101030805. *Exploring teachers' implementation of the TPACK Framework in teaching English Listening Skills* Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Rahmila Murtiana, MA. 2026.

Kata kunci: Kerangka TPACK, Keterampilan Mendengarkan, EFL, Studi Kasus.

Penelitian ini mengkaji bagaimana guru Bahasa Inggris mengimplementasikan kerangka TPACK dalam pengajaran keterampilan mendengarkan serta mengeksplorasi tantangan yang dihadapi selama proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian adalah dua guru Bahasa Inggris di MAN 1 Banjarmasin yang secara rutin mengintegrasikan teknologi dalam pembelajaran mendengarkan. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa kedua guru telah mendemonstrasikan integrasi komponen TPACK, meliputi Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), Pedagogical Content Knowledge (PCK), dan Technological Pedagogical Content Knowledge (TPACK). Integrasi tersebut tercermin dalam penggunaan berbagai alat teknologi seperti YouTube, Zoom, dan laboratorium bahasa, penerapan strategi mendengarkan yang terstruktur, serta penggunaan materi berbasis kurikulum. Meskipun demikian, beberapa tantangan tetap ditemukan, antara lain koneksi internet yang tidak stabil, masalah teknis, keterbatasan kosakata siswa, ketidakbiasaan dengan aksen yang berbeda, kesulitan dalam mengelola teknologi, menjaga perhatian siswa, dan ketidakmerataan akses terhadap sumber belajar. Temuan ini menegaskan pentingnya dukungan institusional dan pengembangan profesional yang berkelanjutan untuk mendukung integrasi teknologi yang efektif dalam pembelajaran mendengarkan.

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Finally, the writer hopes that this research will be useful for the next researchers.

The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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