

CHAPTER I

INTRODUCTION

A. Background of Study

The development of technology that is increasingly faster certainly affects several aspects of life, especially in the world of education. In the digital era, teaching and learning activities are not limited to traditional methods, but moreover need the integration of technology as an important part of learning process. The use of technology in educational is expected to improve the quality of learning, provide more access to learning resources, and improve student engagement and understanding (Chaudhary & Sheravat, 2024). Therefore, teachers are expected to apply technology in a effective and meaningful way that supports with learning objectives.

The integration of technology in teaching is not only concerning the use of digital learning technologies, but also about teacher competence to design and implement beneficial learning. The use of technology that is not supported by appropriate pedagogical strategies has the potential to limit the learning process (Melvin et al., 2024). Therefore, a framework is needed to help teachers integrate technological, pedagogical, and content in a mature way. One way to integrate the technology is with the TPACK Framework (Technological Pedagogical Content Knowledge).

One way to integrate the technology is with the TPACK Framework. The TPACK framework defines the types of knowledge that teachers need in order to teach effectively using technology, as well as how these types of knowledge interact with each other (Koehler et al., 2013). Therefore, in implementing TPACK, teachers are not only required to use technology, but also to integrate pedagogical knowledge (how to teach) and content knowledge (the material being taught). According to (Spector et al., 2014) in particular, the three key knowledge related components of the TPACK Framework building blocks are the following: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK) (Mishra & Koehler, 2006).

In learning English, one of the most important skills is listening. According to Xalmurzayevna & Zairjanovich (2021), listening refers to the ability to understand and recognize spoken language, including the speaker's pronunciation or accent, as well as the meaning being conveyed. Listening skills stands among writing, speaking, and reading as practical skills commonly used in everyday life. However, listening is often considered one of the most difficult skills for students. This is because students must understand spoken language in real time, deal with different accents, follow fast speech, and interpret unfamiliar vocabulary without always having the opportunity to repeat the audio (Alzamil, 2021). Therefore, teachers can use other strategies in learning from Djabborova (2020) by using existing technology, pedagogical

knowledge, and using appropriate content using TPACK Framework. This Framework is used by combining technology with available strategies, so that learning objectives can be achieved in accordance with the expected results.

Implementation of the TPACK Framework in teaching listening allows teachers to combine suitable technology, appropriate teaching methods, and relevant learning content. For example, teachers can use videos, podcasts, or interactive listening applications while applying communicative or task-based teaching approaches. Through this integration, listening lessons can become more engaging, meaningful, and learner-centered. Moreover, technology enables teachers to provide varied listening materials that match the various skill levels and learning styles of students.

This approach aligns with the values conveyed in the Qur'an, specifically in Surah Az-Zumar verse 18.

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ ۗ أُولَٰئِكَ الَّذِينَ هَدَاهُمُ اللَّهُ وَأُولَٰئِكَ هُمْ أُولُوا
الْأَبَابِ ﴿١٨﴾

This verse emphasizes how careful listening allows one to choose the best from what one hears. In the context of learning, good listening skills help students understand, analyze, and benefit from the material being taught. Comprehension support technology can help students to listen better through resources such as audio, podcast, interactive videos, or learning apps. By using

TPACK Framework teachers can effectively integrate these technologies in teaching to develop students listening skills.

Teachers hold an essential role in the use of the TPACK Framework. They are not only required to understand the technology used but also must be able to adjust teaching strategies according to student needs, especially in learning listening skills that require a special approach to students. The application of TPACK is important because technology has great potential to improve students listening skills. In this research, teachers' implementation of the TPACK framework refers to how teachers apply and integrate technology, pedagogy, and content knowledge in designing and conducting listening lessons in the classroom.

Unfortunately, many teachers in Indonesian still face challenges in integrating these technologies effectively due to lack of training, limited access, or lack of understanding on how to utilize technology in listening lessons, as well as limited internet coverage. Recently, many studies have examined TPACK, but it is still the general use of TPACK in teaching, for example in his research (Nazmi, 2024) examined the application of TPACK but for Pre-service teacher not a real teachers. In other research, Rustanto et al. (2020) discussed the use of TPACK in listening skills but the context of the technology used is still limited, not using advanced technology.

This research is different because it focuses on real teachers teaching listening skills using the TPACK Framework and utilizing technology that is

more relevant to modern needs. This research concerned with the implementation of TPACK by English language teachers at MAN 1 Banjarmasin in teaching listening skills and the obstacles they face. The school provides facilities such as a projector and allows students to use mobile phones in class, which makes technology integration possible. This research was chosen because listening requires authentic materials and digital tools, and MAN 1 Banjarmasin offers a relevant context to explore how teachers implement TPACK and what challenges they face in the process. In addition, the findings are expected to give insights that can support teachers in improving their instructional strategies using technology.

The main issue addressed in this research is that many Indonesian teachers face difficulties in applying the TPACK Framework effectively to improve students' listening skills. These challenges stem from limited training, insufficient access to technology, there is also a limited understanding of relevant technology implementation in listening lessons. Therefore, research is needed to explore teachers' experiences in applying TPACK and understand the challenges they face in order to provide relevant solutions. Therefore, the title that the researcher raised was **“EXPLORING TEACHERS’ IMPLEMENTATION OF THE TPACK FRAMEWORK IN TEACHING ENGLISH LISTENING SKILLS”**.

B. Definition of Key Terms

Here are some terms relevant to the research that are explained to prevent misunderstanding in this research;

1. Listening Skills

Listening skills are among the most essential skills in learning English, apart from writing, speaking, and reading. This skill involves students' ability to understand spoken language, either directly from the teacher or from a device that can produce by technological devices sound such as: speakers, mobile phone, or other devices. In this context, this skills is taught using technology integrated into the TPACK Framework, with the aim of improving students' understanding of English in authentic situations.

2. TPACK

TPACK is a theoretical framework that combines three core areas of teacher knowledge: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). This framework helps teachers integrate suitable technology into their teaching practices while maintaining effectiveness instructional strategies and deep content understanding. In the context of this research, TPACK serves as a guide for English teachers in designing and delivering listening lessons that are engaging, relevant, and technologically supported.

3. EFL (English as a Foreign Language)

EFL refers to a concept in which English is taught as a foreign language in a particular context where English is not the daily main language. In this context, EFL refers only to the teaching and learning of English in a particular setting, specifically in Indonesian Senior High School. The learning of listening skills is often faces a number of challenges, one of which is limited exposure to authentic language, which can be overcome by integrating TPACK based technology into schools.

4. Teachers' Implementation

Teachers' implementation refers to the way English teachers put the TPACK framework into practice during the teaching and learning process. It describes how teachers combine technological knowledge, pedagogical approaches, and subject content when teaching listening skills. This includes the process of choosing appropriate digital tools, using effective teaching methods, and presenting listening materials in a way that supports students' comprehension and engagement.

5. Teachers' Challenges

Challenges refer to the various problems or barriers experienced by teachers when applying the TPACK framework in teaching listening skills. These can involve issues such as technical difficulties, limited availability of technological resources, insufficient training, students' difficulties in

understanding listening materials, and time constraints in the classroom. In this study, these challenges are identified through teachers' experiences during the teaching and learning process.

C. Research Questions

Its main questions to be answered are as follows:

1. How do the teachers implement TPACK Framework to teach listening skills?
2. What are the challenges in using the TPACK framework to teach listening skills?

D. Objectives of Study

In accordance with the research questions, the aim of the research is to investigate:

1. To explore how teachers' implement in using the TPACK framework to teach listening skills.
2. To identify the challenges faced by teachers' using the TPACK framework to teach listening skills.

E. Significance of Study

This research is expected to provide value both theoretically and practically significance, especially for parties including; Students, teachers, pre-service teachers, schools, and other researchers.

1. Theoretical Significance

In theory, this research aim to contribute to the development of knowledge related to the TPACK, especially in the context of teaching English listening skills. This research enriches existing literature by providing narrative insights into teachers' experiences in implementing TPACK in real classroom settings. The findings may strengthen theoretical understanding of how technological, pedagogical, and content knowledge interact in listening instruction and serve as a reference for future studies on technology integration in English language teaching.

2. Practical Significance

Practically, this research is expected to be beneficial to several parties, as follows:

- a. For students, this research indirectly has an impact on improving students learning experience in the classroom, especially in learning English listening skills. With a better understanding of the application of TPACK framework by teachers, students can benefit from teaching that is more interactive, technology-based, and relevant to their needs,

especially in English listening skills. This is expected to increase of students' motivation and enthusiasm in understanding English

- b. For English Language Teachers, this research provides guidance in integrating technology into the teaching of listening skills by using the TPACK Framework approach effectively in their schools. So that the material taught by teachers does not only use in traditional methods but with methods that use technology.
- c. For Pre-service Teachers, as a learning tool them to understand how to implement the TPACK Framework in real situation in listening skills, which can support them to build professionally in the future, when they teach directly in the classroom.
- d. For Schools, to illustrate the importance of adequate utilization of technology in their learning programs and also to help in the design training course that will focus on the integration of technology, pedagogy, and content. So that schools that have not implemented the TPACK Framework are motivated to implement the TPACK Framework.
- e. For Other Researchers, the outcome of conducting this research is also expected to be source of reference or the basic for other researcher who would like to explore the implementation of TPACK Framework further, especially in teaching other language skills such as speaking, reading, or writing.