

CHAPTER V

CLOSURE

A. Conclusion

This study aimed to explore to explore how the TPACK framework is implemented in teaching listening skills and to identify the challenges faced by English teachers during the process. From the previous chapter's findings and discussion, several conclusions is shown.

1. Implementation of the TPACK Framework in Teaching Listening Skills

Both English teachers at MAN Banjarmasin have actively implemented the TPACK Framework in their listening instruction. Both teachers demonstrated competence across all components of the TPACK Framework. In their classroom practices, the teachers used several technological tools such as YouTube, Zoom, language laboratory equipment, speakers, and headphones to support the delivery of listening materials and to encourage students' participation during the learning process. They also applied structured listening stages, namely pre-listening, while-listening, and post-listening activities, to help students better understand the listening materials. In additional, the teachers carefully selected materials that were aligned with the curriculum and appropriate to the students' proficiency levels.

Overall, the integration of technology, pedagogy, and content knowledge allowed both teachers to design listening lessons that were not only supported by technology but also pedagogically meaningful and relevant to the learning objectives. This practice reflect their solid understand and application of the TPACK framework in teaching listening skills.

2. Challenges and Issues in Implementing the TPACK in Teaching Listening Skills

Despite their component implementation of the TPACK framework, both teachers encountered several significant challenges during the instructional process. The most dominant challenges were related to unstable internet connectivity and technical problems with classroom equipment, which frequently disrupted technology based listening activities. Students' difficulties in understanding listening materials also emerged as a major challenge, particularly due to limited vocabulary knowledge and unfamiliarity with different accents. In additional, both teachers faced difficulties in managing multiple technological tools simultaneously during lessons, maintaining students' focus and engagement throughout listening activities, and ensuring equal access to learning resources among students with different socioeconomic backgrounds.

These challenges highlight the importance of adequate institutional support, improved technological infrastructure, and continuous implementation in listening instruction.

B. Suggestions

From the findings and results of this study, some recommendations are suggested to teachers, schools, and future researchers to improve the implementation of the TPACK framework in language teaching.

1. For teachers

Teachers are encouraged to continuously develop their technological competence by exploring various digital tools and platforms that can support listening instruction. By becoming more familiar with different technologies, teachers may find more engaging ways to deliver listening materials. In addition, teachers are expected to apply diverse instructional strategies to keep students motivated and actively involved during listening activities.

2. For schools

Schools play an important role in supporting the successful implementation of technology-based learning. Therefore, it is suggested that schools improve technological facilities, particularly stable internet access and adequate classroom equipment, to support the integration of the TPACK

framework in listening instruction. Schools are also encouraged to provide regular training and professional development programs that help teachers strengthen their technological and pedagogical skills. In addition, ensuring equal access to learning resources for all students will help create a more inclusive learning environment in technology supported listening activities.

3. For future researchers

Future researchers are encouraged to explore the implementation of the TPACK framework in other language skills, such as writing. Writing instruction offers different opportunities and challenges for technology integration compared to listening, especially with the availability of digital writing tools, online collaborative platforms, and technology assisted feedback systems. Investigating how teachers integrate the TPACK framework in teaching writing could provide deeper insights and contribute to a broader understanding of TPACK implementation across various language skills in the EFL context.