

Appendix I : Translation of Quran verses

Surah/Verse	Translation	
	English	Indonesian
Al-A'raf verse 204	And when the Quran is recited, then listen carefully, and pay attention quietly so that you may receive mercy.	Dan apabila dibacakan Al Quran, maka dengarkanlah baik-baik, dan perhatikanlah dengan tenang agar kamu mendapat rahmat.

Appendix II : Interview Guideline

Lecturer : Ms. T

No	RQ	Interview Question	Participant's Response
RQ 1	How are the lecturer's experience in maximizing TPACK framework in teaching listening course?		
	lecturer's experiences in maximizing TPACK framework in teaching listening course	<ul style="list-style-type: none"> a. When did you start using TPACK in your listening course? b. How did you first become acquainted with the concept of TPACK, and where did you get your understanding? c. Can you tell us how you integrate technology, pedagogy, and content? d. Why did you choose to use TPACK? e. In your opinion, what is the role of lecturer's in maintaining a balance between technology, pedagogy, and content? 	
	use of technology in listening classes	<ul style="list-style-type: none"> a. What kind of technology do you usually use when teaching listening classes? b. How do you organize or adapt the technology to suit the classroom environment? c. Have you ever had to change your teaching style based on classroom conditions? d. How helpful is this technology in facilitating the listening teaching process? 	

	Listening material (content)	<ul style="list-style-type: none"> a. How do you choose materials that are appropriate for your students' ability levels? b. What are the usual considerations when selecting materials to integrate with technology? c. Have you ever felt that the material you're presenting is too difficult to present in a listening class? 	
	pedagogical strategies in listening class	<ul style="list-style-type: none"> a. How do you usually teach listening class before students start listening and working on their assignments? b. What do you do to keep students focused while the audio is playing? c. After the audio is playing, what should you do to help students understand in listening class? d. Do they have any additional assignments outside of listening class? e. What are the most visible changes in students when they frequently use technology to learn listening outside of class compared to students who only learn listening in class? 	
RQ 2	What are the challenges faces in maximizing TPACK framework to teach English listening course?		
	Technological Challenges	<ul style="list-style-type: none"> a. Have you ever experienced technical difficulties when using technology in listening classes? b. What kinds of difficulties often occur? 	

		c. Do these technical difficulties affect the listening learning process?	
	Challenges related to students and facilities	<ul style="list-style-type: none"> a. Are differences in student abilities also a challenge in listening classes? b. How do you help students who struggle with the listening process maximizing TPACK framework? c. What do you think is the most challenging challenge you face when teaching listening classes? d. Are facilities also a challenge in listening classes? e. How do you overcome challenges when implementing the TPACK framework in listening classes? 	

Appendix III : Participant's Response

No	Interview Question	Participant's Response
RQ 1 : How are the lecturer's experience in maximizing TPACK framework in teaching listening course?		
1	When did you start using TPACK in your listening course?	Ever since I started teaching the listening course, I have been using technology as part of the learning process. I always use audio recordings of native speakers because most of the listening materials already come with audio that can be used directly in the learning process.
2	How did you first become acquainted with the concept of TPACK, and where did you get your understanding?	I understand that listening instruction requires a combination of technology, instructional materials, and appropriate teaching strategies. These three elements need to be used together to help students better understand the material.
3	Can you tell us how you integrate technology, pedagogy, and content?	Integration is achieved by tailoring the material to each semester. In the first semester, general conversation is used, while subsequent semesters focus on the TOEFL and IELTS. Audio technology is combined with repetition strategies and student explanations to make learning more interactive.
4	Why did you choose to use TPACK?	Since technology is essential as the primary medium in listening instruction, integrating technology, course material, and teaching strategies enables students to better understand the listening material.
5	In your opinion, what is the role of lecturer's in maintaining a balance between technology, pedagogy, and content?	The lecturer role is to adjust the difficulty level of the material, manage the use of technology to suit the classroom conditions, and select teaching strategies that keep students engaged.

6	What kind of technology do you usually use when teaching listening classes?	I usually use audio from native speakers, a laptop, speakers, YouTube, Google Translate, and audio materials available in TOEFL or IELTS textbooks.
7	How do you organize or adapt the technology to suit the classroom environment?	I adapt my use of technology to the course material and classroom conditions. In semesters focused on TOEFL, I use audio and materials from the Longman TOEFL textbook that are already available.
8	Have you ever had to change your teaching style based on classroom conditions?	Yes. If students have trouble understanding the audio, I usually replay it several times, slow it down, or use Google Translate to help explain the difficult parts.
9	How helpful is this technology in facilitating the listening teaching process?	It's very helpful, because listening does depend on audio. Visuals are only used as a supplement, such as slides or PowerPoint presentations.
10	How do you choose materials that are appropriate for your students' ability levels?	Materials are selected according to the semester level. Simple conversations are used at the beginning, while the following semester focuses on the TOEFL.
11	What are the usual considerations when selecting materials to integrate with technology?	I take into account the learning objectives, the difficulty level of the material, and the availability of audio resources that can be used in the listening learning process.
12	Have you ever felt that the material you're presenting is too difficult to present in a listening class?	Yes, especially for the long talks or lectures section of the TOEFL, as the difficulty level is higher than that of short dialogues. Therefore, students are encouraged to practice more on their own.
13	How do you usually teach listening class before students start listening and working on their assignments?	Before starting the listening exercise, I explain the strategies to be used and provide guidance on the material to be studied.

14	What do you do to keep students focused while the audio is playing?	I actively engage students, for example, by asking them to explain their answers to their peers, making the classroom atmosphere more interactive.
15	After the audio is playing, what should you do to help students understand in listening class?	I discuss the answers with the students, replay the audio if necessary, and provide explanations for parts that are still difficult to understand.
16	Do they have any additional assignments outside of listening class?	Yes. Students are given the opportunity to practice on their own using the TOEFL files I've provided about 15 GB to further develop their listening skills.
17	What are the most visible changes in students when they frequently use technology to learn listening outside of class compared to students who only learn listening in class?	Changes aren't yet clearly visible since classes are still in the early stages of the semester. However, students who practice independently more often generally show better preparation.
RQ 2 : What are the challenges faces in maximizing TPACK framework to teach English listening course?		
18	Have you ever experienced technical difficulties when using technology in listening classes?	Yes, there have been several instances of technical issues, such as lab computers being unavailable, so we had to use personal laptops or student laptops.
19	What kinds of difficulties often occur?	Common difficulties include device issues, Bluetooth audio connection problems, and the time required to set up equipment before the lesson begins.
20	Do these technical difficulties affect the listening learning process?	Yes, it has a significant impact, because the primary tools for listening instruction are audio and technology. If technical issues arise, the learning process can be disrupted.
21	Are differences in student abilities also a challenge in listening classes?	There are indeed differences in students' abilities, but I view this as part of the learning process. Therefore, I focus more

		on helping students who are still struggling.
22	How do you help students who struggle with the listening process maximizing TPACK framework?	I provide encouragement, replay the audio several times, slow down the audio, and provide additional practice materials so they can study independently.
23	What do you think is the most challenging challenge you face when teaching listening classes?	The biggest challenge is identifying students who are actually still struggling but do not express it directly to the instructor.
24	Are facilities also a challenge in listening classes?	Yes. One of the obstacles is the limited number of headsets in the lab, so not all students can use them at the same time.
25	How do you overcome challenges when implementing the TPACK framework in listening classes?	I try to make the most of the available facilities, use personal devices when necessary, and provide additional materials so that students can continue practicing outside of class.

Appendix IV : Observation Checklist

No	Observation Indicators	Yes	No
1	The lecturer uses technology during listening instruction.	✓	
2	The lecturer uses audio recordings from native speakers.	✓	
3	The lecturer uses headsets for all students during listening activities.		✓
4	The lecturer uses a laptop/computer to support listening activities.	✓	
5	The lecturer uses digital resources such as YouTube or online audio materials.	✓	
6	The lecturer uses additional technology tools when students experience difficulties (e.g., Google Translate, slow motion audio).	✓	
7	The lecturer selects listening materials according to students' proficiency levels.	✓	
8	The lecturer uses TOEFL listening materials in Listening II classes.	✓	
9	The lecturer explains listening materials from simple to more difficult levels.	✓	
10	The lecturer provides instructions before listening activities begin.	✓	
11	The lecturer repeats the audio when students have difficulty understanding the material.	✓	
12	The lecturer encourages students to participate actively during class.	✓	

13	The lecturer allows students to explain answers and strategies to their classmates.	✓	
14	The lecturer provides individual assistance to every student who experiences listening difficulties during the lesson.	✓	
15	The lecturer motivates students to continue practicing listening outside the classroom.	✓	
16	The lecturer uses technology to support teaching strategies.	✓	
17	The lecturer adjusts audio speed according to students' needs.	✓	
18	The lecturer uses technology to clarify difficult listening materials.	✓	
19	The lecturer uses technology that is appropriate for the listening materials being taught.	✓	
20	The lecturer integrates digital audio materials with TOEFL listening content.	✓	
21	The lecturer adapts teaching strategies according to the difficulty of listening materials.	✓	
22	The lecturer provides additional explanations when students struggle with difficult listening tasks.	✓	
23	The lecturer integrates technology, pedagogy, and content simultaneously during instruction.	✓	
24	The lecturer provides opportunities for independent learning through digital resources.	✓	
25	The lecturer creates an interactive listening learning environment through technology-supported activities.	✓	

Appendix V: Certificate of Seminar Proposal



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: <https://tbi.uin-antasari.ac.id>

SURAT KETERANGAN

Nomor: B-154/Un.14/III.1.f/PP.00.9/05/2025

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Maisyarah
N I M : 220101030695
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jl. Inpres Tamban Baru selatan Kec. Kapuas Kuala Kab. Kapuas.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“LECTURERS' EXPERIENCES ON MAXIMIZING TPACK FRAMEWORK TO
TEACH LISTENING COURSE”**

Pada Hari/Tanggal : Jum'at, 11 April 2025
Tempat : Ruang TBI 2.27

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 19 Mei 2025

Ketua,



Afifah Linda Sari

Appendix VI : Title Change Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
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Web: www.ftk.iain-antasari.ac.id

Nomor : B-149/Un.14/III.1.f/PP.00.9/05/2025
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Maisyarah
NIM. 220101030695
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**PRE-SERVICE TEACHER' EXPERIENCES ON MAXIMIZING TPACK
FRAMEWORK TO TEACH ENGLISH LISTENING SKILL**

Berubah menjadi:

**LECTURERS' EXPERIENCES ON MAXIMIZING TPACK FRAMEWORK TO
TEACH LISTENING COURSE**

Menunjuk :

1. Hidayah Nor, S.Pd, M.Pd sebagai Dosen Pembimbing Skripsi.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.







Wassalamu'alaikum. Wr. Wb.



Banjarmasin, 16 Mei 2025
Ketua Prodi
Tadris Bahasa Inggris



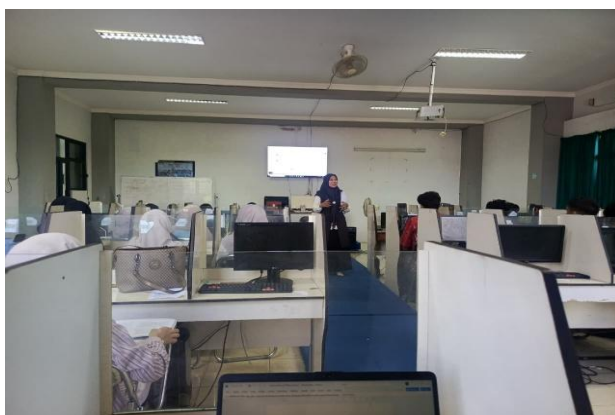
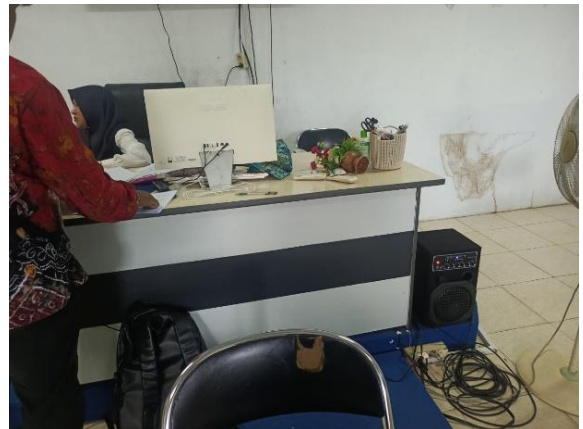
Afifah Linda Sari

Appendix VII : Thesis Consultation Note

Date	Notes	SIGNATURE
16 May 2025	<ul style="list-style-type: none"> - You can revise your title and make sure that you can do your research - Change your participants into university lecturer. - Listening skills into listening course 	
31 Des 2025	<ul style="list-style-type: none"> - Make sure that the lecturer of listening course can be your participant of the research - Please prepare the instruments. 	
12 Jan 2026	<ul style="list-style-type: none"> - For your instruments, please make it in the table and write all the points to make sure it is complete - Please prepare the letter of approval for your research. 	
5 Mei 2026	<ul style="list-style-type: none"> - Remove the 's' in lecturers' → lecturer's - Delete the motto - Add the TPACK theory covering all 7 components, including diagram is also acceptable. - Add theory of challenges in chapter 2 as well - Research setting - specify the exact dates, explain the reason for choosing the location. 	
11 Mei 2026	<ul style="list-style-type: none"> - Participant = was one - Revise the approval letter as well - Include an abstract in IMRAD format, then send it to the supervisor - Conclusion must consist of only two points, directly answering the research questions. 	
20 Mei 2026	<ul style="list-style-type: none"> - Recording & documentation: elaborate further on what the recording explain & what kind of documentation - Add suggestions for the English Education Department. - Add data collection through observation. - Replace the word 'and' → '&' in the citation - Correct the abstract formatting and add an Indonesian language version of abstract. - Relate the findings to the 7 elements of TPACK 	

25 May 2026	<ul style="list-style-type: none">- Replace "will" with "was"- Correct the page numbering- Add documentation in Appendix- Revise the conclusion section, linking the findings to the 7 elements of TPACK	
3 Jun 2026	<ul style="list-style-type: none">- Add an appendix containing the interview results with the participants- Add the observation guidelines as well- Correct the citations.	

Appendix VIII : Documentations



CURRICULUM VITAE

1. Full Name : Maisyarah
2. SRN : 220101030695
3. Place and Date of Birth : Banjarmasin, 23rd December 2003
4. Address : Jln. Inpres Tamban Baru Selatan
5. Phone Number : 083150088700
6. Email : Maisyarahmaisy@gmail.com
7. Religion : Islam
8. Marial Status : Single
9. Formal Education Background :
 - a. TK Harapan Bunda
 - b. SDN 1 Tamban Baru Selatan
 - c. Mts. Abnauth Thalibin Miftahul Ulum
 - d. MA. Abnauth Thalibin Miftahul Ulum
 - e. UIN Antasari Banjarmasin
10. Organization Experience :
 - a. LDK Nurul Fata
 - b. LPPQ UIN Antasari Banjarmasin
 - c. Lapak Mengaji
 - d. Musyrifah Ma'had Al Jamiah

Banjarmasin, 20th Mei 2026



Maisyarah