

**LECTURER'S EXPERIENCES ON MAXIMIZING  
TPACK FRAMEWORK IN TEACHING LISTENING  
COURSE**

**THESIS**

**By  
MAISYARAH**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2026 ED / 1447 H**

**LECTURER'S EXPERIENCES ON MAXIMIZING TPACK  
FRAMEWORK IN TEACHING LISTENING COURSE**

**Undergraduate Thesis**

Presented to Faculty of Tarbiyah and Teacher Training  
In partial fulfillment of the requirements for the degree of  
*Sarjana Pendidikan*

by

**Maisyarah**  
**220101030695**

**ANTASARI STATE ISLAMIC UNIVERSITY  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH LANGUAGE EDUCATION DEPARTMENT  
BANJARMASIN  
2026 M/1447 H**

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I, the undersigned, **Maisyarah**, declared that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purpose 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.

Banjarmasin, 25 April 2026

The writer,



**Maisyarah**

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Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

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Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Maisyarah  
NIM : 220101030695  
Program : S-1  
Program Studi : Tadris Bahasa Inggris

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## APPROVAL

Title : LECTURER'S EXPERIENCES ON MAXIMIZING  
TPACK FRAMEWORK TO TEACH LISTENING  
COURSE  
Name : Maisyarah  
SRN : 220101030695  
Faculty : Tarbiyah and Teacher Training  
Program : Undergraduate Study (S-1)  
Department : English Language Education Department  
Academic Year : 2026  
Place/Date of Year : Tamban Baru Selatan, 23 December 2003  
Address : Jl. Inpres Tamban Baru Selatan Handil 05 Rt.02

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teaching Training UIN Antasari Banjarmasin.

Banjarmasin, 25 April 2026

Advisor



Hidayah Nor, M.Pd

NIP. 198806242023212032

Acknowledge by

Head of English Language Education Study Program

Faculty of Tarbiyah and Teacher Training

UIN Antasari Banjarmasin,



Linda Sari, M.Pd

NIP. 198711102015032004

## VALIDATION

Title: Lecturer's Experiences on Maximizing TPACK Framework in Teaching Listening Course

Name: Maisyarah, SRN 220101030695 has been examined by the board of thesis examiners of the Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Wednesday  
Date : 17 June 2026  
Score : 84,4

Dean Faculty of Tarbiyah and Teacher Training



Dr. H. Hamdan, M.Pd  
NIP. 196604051993031005

### THE BOARD OF EXAMINERS:

NO	NAME	SIGNATURE
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2.	HJ. Nur Laila Kadariyah, S.Ag, M.Pd (Member)	2.
3.	Hidayah Nor, S.Pd, M.Pd (Member)	3.

## ABSTRACT

**Maisyarah.** 220101030695. *Lecturer's Experiences on Maximizing TPACK Framework in Teaching Listening Course*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, M.Pd., 2026.

Keywords: TPACK framework, narrative inquiry, listening, lecturer

This study aims to explore the experiences of lecturer in the English Education Department at UIN Antasari Banjarmasin in maximizing the Technological Pedagogical Content Knowledge (TPACK) framework in listening courses. This study uses a qualitative approach employing narrative inquiry to explore the stories, experiences, and reflections of one lecturer in integrating technology, pedagogy, and learning content simultaneously. In teaching listening research data were collected through interviews, observations, and documentation, and then analyzed using narrative analysis to identify the main themes from the participant's experiences. The results of the study show that lecturer maximize the TPACK framework in listening classes by using authentic audio recordings from native speakers, tailoring listening materials to students' semester levels, and applying various pedagogical strategies such as audio repetition, slowing down audio speed, and actively involving students in the learning process. This study also identifies several challenges in implementing TPACK, such as limited language laboratory facilities, students' difficulties in understanding TOEFL long talk materials, and differences in listening abilities among students that make it challenging for lecturer to provide optimal individual support. Thus, the implementation of the TPACK framework helps lecturer create more interactive and meaningful listening learning experiences, although there are still various technological and pedagogical challenges that need to be addressed.

## ABSTRAK

**Maisyarah.** 220101030695. *Pengalaman Dosen dalam Memaksimalkan Kerangka Kerja TPACK dalam Mengajar Mata Kuliah Keterampilan Mendengarkan*. Skripsi. Program Study Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Hidayah Nor, M.Pd., 2026.

**Kata Kunci :** Kerangka TPACK, penyelidikan naratif, mendengarkan, dosen

Penelitian ini bertujuan untuk menggali pengalaman seorang dosen di Jurusan Pendidikan Bahasa Inggris UIN Antasari Banjarmasin dalam memaksimalkan kerangka kerja Pengetahuan Teknologi, Pedagogi, dan Konten (TPACK) pada mata kuliah mendengarkan. Penelitian ini menggunakan pendekatan kualitatif dengan metode naratif untuk menggali kisah, pengalaman, dan refleksi seorang dosen dalam mengintegrasikan teknologi, pedagogi, dan konten pembelajaran secara bersamaan. Dalam pengajaran mendengarkan, data penelitian dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan analisis naratif untuk mengidentifikasi tema-tema utama dari pengalaman peserta. Hasil penelitian menunjukkan bahwa dosen memaksimalkan kerangka TPACK dalam kelas mendengarkan dengan menggunakan rekaman audio otentik dari penutur asli, menyesuaikan materi mendengarkan dengan tingkat semester mahasiswa, dan menerapkan berbagai strategi pedagogis seperti pengulangan audio, memperlambat kecepatan audio, serta melibatkan mahasiswa secara aktif dalam proses pembelajaran. Penelitian ini juga mengidentifikasi beberapa tantangan dalam penerapan TPACK, seperti keterbatasan fasilitas laboratorium bahasa, kesulitan mahasiswa dalam memahami materi TOEFL percakapan lebih panjang, serta perbedaan kemampuan mendengarkan di antara mahasiswa yang menjadi tantangan dosen untuk memberikan dukungan individual yang optimal. Dengan demikian, penerapan kerangka kerja TPACK membantu dosen menciptakan pengalaman belajar mendengarkan yang lebih interaktif dan bermakna, meskipun masih terdapat berbagai tantangan teknologi dan pedagogis yang perlu diatasi.

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين، والصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا محمد وعلى آله

وصحبه أجمعين، أما بعد

Praise to Allah the Almighty who has been giving me guidance until the writer finished this thesis, "Lecturer's Experiences on Maximizing TPACK Framework in Teaching Listening Course". Peace and salutation always be upon Prophet Muhammad P.B.U.H who has shown mankind the way of salvation in this world and in the hereafter.

The author is fully aware that the completion of this thesis would not have been possible without the assistance of various parties, whether in the form of support, guidance, direction, or motivation, which made it possible to complete this challenging task.

In this regard, with all humility, the author would like to thank and give the highest appreciation to all those who have provided assistance. In particular, the authors would like to express their gratitude and highest appreciation to:

1. Dr. H. Hamdan, M.Pd, the Dean of the Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University, and all staff members for their assistance in administrative matters.
2. Afifah Linda Sari, S.S., M.Pd, the Head of the English Language Education Study Program, for her valuable guidance, support, and motivation.

3. Dr. Hj. Raida Asfihana, M.Pd, my academic advisor, for her continuous guidance, suggestions, and encouragement throughout my study.
4. My thesis advisor, Hidayah Nor, M.Pd as the advisor of content and research methods, also language and writing technique for the suggestion, guidance and correction.
5. Ms. Thaibatun Nisa, M.Pd as a lecturer in the Listening course, who kindly participated in data collection for this study. Her willingness to be directly involved has significantly contributed to the smooth running and success of this research.
6. All lecturers and academic assistants in the Faculty of Tarbiyah and Teacher Training for the invaluable knowledge and learning experiences they have provided.
7. My beloved parents, for their endless love, prayers, and unwavering support. They are the ones who “fight in the skies every day” with their sincere prayers. Every achievement I reach is the result of their sacrifices and blessings. I am forever grateful.
8. I sincerely express my gratitude to Mona Eliza and Ratna Aulia Saputri who have faithfully accompanied me in the struggle to complete this thesis. Your presence not only gave me encouragement but also became a source of motivation whwn I felt bored and sad. The moral support you provided has been great strength that helped me endure and complete this challenging task.

9. A big thank you to my friends Nurul Hizma, Putri Haryati Sauma, and Nur Kiramah Ulfa, who have been by my side throughout these four years abroad. May our friendship never be broken by distance or time.
10. Many thanks also to my fellow Musyrifah friends at Dormitory 2 Ma'had Al Jamiah UIN Antasari Banjarmasin, as well as my friends and the female instructors at Husada Dormitory, who have supported me throughout this process.
11. To my big family thank you for the kind words of support given to me, and thank you for caring for me since I was a babe until now.
12. Finally, thank you to the sweet, humble, strong, and independent girl myself, Maisyarah. Thank you for the long journey we've taken to reach this point. There have been many trials we've endured, many things kept to myself, many tears shed without anyone knowing, and many doubts I've had to face while forcing my heart to stay strong. Thank you for standing firm when circumstances weren't always in your favour, for keeping on trying even when success didn't meet your expectations, and for moving forward even when the path felt unclear. Up to this very moment, you've persevered not because everything was easy, but because you chose not to give up. I'm proud of every small step that may seem simple, yet is filled with struggle. I'm proud that you've remained brave enough to dream, proving that the process never betrays the result. This is your proof that you are stronger than you think. Congratulations on this achievement. Congratulations on completing one phase of life. Keep growing, keep

believing, and keep moving forward. Because there is nothing more beautiful than witnessing yourself grow into your best self.

Banjarmasin, Dzulhijjah, 3<sup>rd</sup>, 1447 A.H  
May 20<sup>th</sup> 2026 A.D

A handwritten signature in black ink, appearing to be 'Maulana', written over a horizontal line.

Writer

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