

CHAPTER I

INTRODUCTION

A. Research Background

Listening skill is a type of skill that play a very important role in language learning. Listening skills are crucial because they allow students to distinguish accents, pronunciation, grammar, and vocabulary. Vandergrift (1999) posits that the process of comprehending a spoken language is multifaceted and interactive, whereby listeners construct meaning based on auditory input, prior knowledge, vocabulary, linguistic structure, emphasis, and intonation. According to Querol et al. (2019), the ability to comprehend verbal communication is contingent upon the cultivation of effective listening skills.

Listening is a process that involves not just capturing sounds, but also understanding what is being heard. When a person hears something, their brain works to unravel the incoming sounds, connects them with previously known information, and ultimately forms meaning from what is heard. This process involves the ability to recognize words, comprehend their context, and relate them to existing experiences or knowledge, so that the received message can be better understood. (Trang, 2020).

Nowadays, the use of technology in education is becoming increasingly important, especially in the context of teaching English listening skills. The TPACK framework Technology, Pedagogy, and Content, provides a holistic way for lecturers to design their teaching techniques by combining technology, teaching methodologies, and subject matter knowledge. This

study examines lecturer's experiences in utilizing the TPACK framework to improve English listening skills, while addressing deep-seated gaps in teacher education that highlight practical application in real classroom situations.

Technological advancements have surged rapidly in this modern era, particularly in the field of education. Today, advancements in TPACK have a significant impact on teaching and learning activities; thus, in the 21st century, every educator and teacher is required to have a deep understanding of TPACK. The teaching process will become more engaging and enjoyable if pedagogy, content, and technology are seamlessly integrated. TPACK is the knowledge educators need to effectively utilize technology by integrating it into the learning process. Prospective English teachers must acquire and enhance their TPACK competencies as part of their initial training (Drajati, 2021). The seven components of TPACK framework of Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Pedagogical-Technological Knowledge (TPK), Content-Technological Knowledge (TCK), Content and Technology Pedagogical Knowledge (TPACK), and Pedagogical Content Knowledge (PCK), which teachers can use to incorporate technology into their classrooms. For example, teachers sometimes do not conduct direct assessments. In such situations, the use of Google Forms is very helpful for educators in providing online assessments to students. Educators need to possess the knowledge, skills, and technical capabilities to integrate technology into learning activities efficiently and effectively (Mishra & Koehler, 2006).

However, although the Technology, Pedagogy, and Content (TPACK) framework offers a strong conceptual foundation for integrating technology into the teaching of English listening skills, lecturers' experiences indicate that its implementation in the field still faces many obstacles. In the context of this study, *Lecturer's Experience on Maximizing TPACK Framework to Teach Listening Course*, it was found that the lecturer have not been able to fully maximize the use between content knowledge, pedagogy, and technology in a balanced manner. Barriers that often arise include limited infrastructure, lack of ongoing training, and low confidence in using technology effectively to teach receptive skills such as listening (Günbaş & Gözüküçük, 2023).

Furthermore, a study by Rustanto et al. (2020) shows that although some lecturers have been able to design TPACK-based listening lessons, there is still a gap between planning and implementation in the classroom. This is reinforced by the findings of Kurniawati et al. (2023) who highlighted that lecturer's often have to adjust teaching strategies to technical limitations and student readiness in online learning. Therefore, in-depth research is needed on how lecturer adapt and optimize each component of TPACK in the context of listening instruction in order to produce practical recommendations for curriculum development, lecturer's training, as well as English language education policies that are more responsive to the demands of the modern era..

This study explores lecturer' experiences in implementing the Technological Pedagogical Content Knowledge (TPACK) framework to enhance the teaching of English listening skills in classroom settings. In

addition, it investigates the challenges encountered by lecturers when integrating the TPACK framework into listening instruction. Listening, as one of the fundamental receptive language skills, plays a significant role in language learning and overall communicative competence. It requires learners to accurately comprehend and interpret spoken messages during the communication process. Therefore, lecturer' ability to effectively teach listening skills is essential for promoting students' language development and for improving the quality and effectiveness of classroom instruction.

The significance of this study lies in its ability to provide deeper insights into the practical implementation of the Technological Pedagogical Content Knowledge (TPACK) framework in authentic classroom environments, particularly through lecturer' experiences in enhancing the teaching of English listening skills. As technological advancements continue to transform educational practices, lecturers are increasingly expected to adapt to and incorporate innovative digital tools and instructional approaches that foster student engagement and improve learning outcomes. Within this context, the TPACK framework serves as an essential conceptual foundation for understanding how lecturers effectively combine content knowledge, pedagogical expertise, and technological resources to create meaningful and effective learning experiences.

Several recent studies have shown that TPACK integration is very supportive of listening learning if lecturer's have knowledge and creativity in adapting technology. For example, (Günbaş and Gözüküçük 2023) found that

teachers who design technology-based listening activities can create a learning environment that is more interesting and relevant to student needs. Similar findings were also revealed by (Kurniawati, Indrasari, and Ansar 2023), which showed that lecturers were able to innovate by using TPACK creatively to design listening materials, despite facing challenges in online learning. This shows that good mastery of TPACK allows lecturer to teach more flexibly and adaptively according to the context of the class. Not only that, a study from Ilahude et al. (2023) confirms that lecturer who have strong TPACK skills show higher confidence and effectiveness in teaching listening materials, especially during the transition to technology-based learning. Meanwhile, Basori (2023) emphasizes that the use of various online resources such as ESL Lounge can strengthen listening learning if lecturer understand how to integrate them with learning objectives.

However, as revealed by Chamorro et al. (2013) there is a tendency for some lecturers to rely too much on technology to the point that the role of technology becomes dominant and surpasses the role of pedagogy and content itself. Therefore, it is important for lecturers to use TPACK in a balanced way not just making technology the main tool, but as a supporting part of the complex learning process, from material selection, planning classroom activities, to assessment strategies (Richard & Lockhart, 1996). In other words, understanding how lecturer navigate the integration of TPACK in the real classroom can provide important insights into the effectiveness of this

framework, as well as the challenges and strategies they use to maximize full and meaningful listening learning.

This study was conducted within the context of English language teaching, with a particular focus on the experiences of a lecturer who teaches listening skills in the classroom. The study encompasses various forms of listening instruction, including intensive listening, extensive listening, and academic listening. The participant was a lecturer teaching listening courses at UIN Antasari Banjarmasin, South Kalimantan. Furthermore, this study examines the contemporary challenges and opportunities encountered by the lecturer in integrating technology into listening instruction, providing insights into how technological tools can support the teaching and learning process.

A number of earlier studies have examined the use of the TPACK framework in English language teaching, but it is still rare to specifically discuss how lecturer's apply it to teach listening courses. For example, Kurniawati et al. (2023) found that lecturer's were able to adapt and develop TPACK-based listening materials during online learning, despite technological constraints. They emphasized that flexibility and creativity of lecturer's are very important to maintain student engagement. Meanwhile, Rustanto et al. (2020) examined high school teachers who used TPACK in designing listening lessons. Although the study was conducted at the secondary school level, its findings may serve as a valuable reference for lecturers in higher education contexts. Furthermore, Ilahude et al. (2023) stated that the application of TPACK for listening skills by English teachers is still

not optimal, and further research is needed that focuses on the experience of lecturer's in teaching in actual classes. Finally, Nazmi's thesis (2024) discusses the application of TPACK by PPL students. Although the subject is university students, the results still illustrate the real challenges of combining technology, teaching methods and subject matter in the classroom. Therefore, this research is important to fill the gap by revealing more about how English lecturer's understand and maximize TPACK in teaching listening courses in higher education.

The Qur'anic verses that are relevant to the use of TPACK by pre-service teachers in maximizing listening learning, Surat Al -A'raf:204

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ ﴿٢٠٤﴾

In the process of developing listening skills, students are not only required to listen but must also pay full attention in order to understand the message being conveyed (Rizvi, 2005). Based on Surah Al-A'raf verse 204, it is emphasized that listening attentively is the path to receiving grace and lessons. This principle can be applied in the teaching of listening courses, where students must listen carefully to the material presented so that the core message can be understood and internalized. However, in practice, students often struggle to understand the content or message they hear. Therefore, lecturer's play a crucial role in maximizing the TPACK framework by selecting appropriate listening principles, designing engaging activities, and utilizing authentic materials. By combining technology, pedagogy, and content, lecturer can help

students overcome challenges in listening comprehension and improve their skills, while reflecting the Qur'anic value of the importance of listening attentively.

B. Definition of Key Terms

To ensure clarity and prevent potential misunderstandings, the researcher provides definitions of several key terms that are essential to understanding this study:

1. Lecturer's Experience :

This term refers to the knowledge, skills, and insights acquired by a lecturer through active engagement in the teaching and learning process. In the context of this study, it specifically pertains to the experiences of a lecturer in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin, South Kalimantan, in implementing the TPACK framework to teach English listening skills. The experience includes the application of pedagogical strategies, utilization of learning technology, understanding of teaching content, and reflection on successes and challenges during the implementation of learning in listening classes.

2. Maximizing

This term refers to instructors' efforts to make optimal use of every component within the TPACK framework when teaching listening skills. This term refers to how instructors not only use technology as a teaching aid but also integrate it with pedagogical knowledge and course content to make

learning more effective. In the context of this study, maximizing means that instructors strive to develop strategies best suited to students' needs, maximize the use of native speaker audio, and adapt teaching methods so that listening learning objectives can be achieved to the fullest extent possible.

3. TPACK Framework

The Technological Pedagogical Content Knowledge (TPACK) framework is a widely recognized model for integrating technology into educational practices. The framework evolved from Shulman's (1987) concept of Pedagogical Content Knowledge (PCK) and was further developed by Mishra and Koehler (2006, 2014) through the incorporation of a technological dimension. TPACK Framework of three main components: Technological Knowledge (TK), which refers to the ability to understand and utilize technological tools; Pedagogical Knowledge (PK), which involves knowledge of effective instructional methods and teaching strategies; and Content Knowledge (CK), which relates to mastery of the subject matter being taught. The seven components of TPACK framework of Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Pedagogical-Technological Knowledge (TPK), Content-Technological Knowledge (TCK), Content and Technology Pedagogical Knowledge (TPACK), and Pedagogical Content Knowledge (PCK), which teachers can use to incorporate technology into their classrooms In the context of this study, the TPACK framework was employed by the lecturer

at UIN Antasari Banjarmasin to plan and implement listening instruction through an integrated approach that combines content, pedagogy, and technology to enhance the effectiveness of the learning process.

4. Listening Course

The course is designed to gradually develop students' listening skills in English. At UIN Antasari Banjarmasin, listening learning is organized into three interconnected levels, namely Intensive Listening, Extensive Listening, and Academic Listening. These stages help students understand and process spoken input with a variety of strategies, such as bottom-up (analyzing sounds and words) and top-down (using context and prior knowledge) approaches. This course provides a platform for lecturer to implement TPACK directly, combining technology, pedagogy, and content to create an interactive, systematic, and meaningful learning process.

C. Research Questions

Based on the background above, the questions of this study that was be discussed are as follows:

1. How is the lecturer's experiences in maximizing TPACK framework in teaching listening course?
2. What are the challenges faced in maximizing TPACK framework to teach English listening course?

D. Research Objective

1. To explore the experiences of lecturer's in maximizing TPACK framework to teach English listening course, including how they understand and apply TPACK framework in their teaching practices.
2. To examine the challenges faced by lecturer's in applying TPACK to teaching English listening course, in terms of technical, pedagogical, and content aspects.

E. Research Significance

This study provides benefits for English lecturers, teacher trainers, and future researchers interested in technology-based learning development. The central focus of this study is to explore the implementation of the TPACK framework by a lecturer in order to improve the effectiveness of English listening instruction. Through the TPACK framework, teachers can integrate technology, teaching strategies, and material understanding in a balanced manner. By understanding the direct experiences of lecturer, this research provides an overview of practices that have been successfully implemented, as well as the challenges they face in the classroom learning process.

The findings of this study are expected to serve as a practical reference in designing more relevant teacher training and enriching academic studies on the integration of TPACK in English language learning.