

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. This study has two research questions that the researcher must answer and explain based on the findings obtained. This chapter describes the lecturer's experiences in applying the TPACK framework in listening classes, as well as the challenges they face in maximizing TPACK framework while teaching these classes, as reported by lecturer in the Department of English Education at UIN Antasari Banjarmasin. The research findings are discussed based on the results of interviews conducted by the researcher with lecturer of the listening course.

A. Findings

To answer the research questions of this study, the researcher conducted interviews with the lecturer responsible for listening classes and collected relevant data. The interviews were conducted in person, allowing the researcher to delve deeper into the information and engage in direct dialogue with the participant. These interviews focused on two main themes related to the application of the TPACK framework in listening instruction. First, the researcher asked the lecturer about their experiences utilizing the TPACK framework in teaching listening comprehension courses. This included the strategies, approaches, and practical methods adopted in their classes. Next, the researcher investigated the various challenges the lecturer

faced when integrating the TPACK framework into their listening classes, examining these from both technical and pedagogical perspectives, as well as within the context of English language learning.

1. The lecturer's experience in maximizing TPACK framework in teaching listening course

Based on data obtained through an interview with one of the lecturer of the Listening Comprehension course at UIN Antasari Banjarmasin, this study focuses on the lecturer's experiences in applying the TPACK framework model in teaching listening comprehension. The interview were conducted face to face so that the researcher could obtain more detailed information on how the lecturer integrates technology, pedagogy, and content into the teaching process of listening skills. The interview results revealed diverse experiences illustrating how the lecturer use TPACK model to support learning. This includes the strategies they employ and the activities they conduct. The findings regarding the lecturer's experience are described below:

a. Consistent Use of Native Speaker Audio

Based on her experience teaching listening courses, the lecturer explained that the use of native speaker audio has always been an important part of her teaching practice. Since teaching listening subjects, she has consistently used audio recordings produced by native speakers in every listening class, including Intensive Listening, Extensive Listening, and Academic Listening. According to her, listening activities cannot be

separated from the use of audio because audio serves as the main source of language input that students need to hear and understand during the learning process.

The lecturer shared that she has become accustomed to using native speaker audio because most listening materials already provide authentic recordings. Therefore, she does not create her own audio materials but instead uses the recordings that accompany the learning resources. In the current semester, for example, she teaches Extensive Listening using TOEFL materials from the Longman book. The audio recordings are already available in the textbook package, making it easier for her to prepare and conduct listening activities in class.

Besides using audio from textbooks, the lecturer also utilizes online resources such as YouTube when additional listening materials are needed. From her experience, these resources are practical and easily accessible because they already contain authentic English spoken by native speakers. As a result, she can focus more on guiding students during listening activities rather than spending time creating new audio materials. For the lecturer, using authentic audio has become a routine part of teaching listening because the materials are readily available and aligned with the learning objectives.

The lecturer also explained that students in the current semester are learning TOEFL listening materials, which mostly use American English accents. Based on her observations during the first meetings, students

seemed relatively familiar with the accent used in the recordings and did not experience many difficulties in understanding the short dialogue section. This experience gave her confidence to continue using authentic audio materials as the main source of listening input in the classroom.

The lecturer stated: *“All listening courses use audio from native speakers.”*

She further explained: *“As for the listening exercises themselves, the materials are already available, so they usually come with an audio track; we use existing audio recordings instead of producing our own. For example, if miss using a book from Longman, the audio recording is already included. For other books, we use original content that is already available on the platform, such as YouTube.”*

The lecturer’s experience shows that native speaker audio has become an inseparable part of her listening instruction. The availability of authentic audio resources from textbooks and online platforms enables her to integrate technology into the delivery of listening materials more effectively. This finding indicates the implementation of Technological Content Knowledge (TCK), as the lecturer combines technological resources in the form of digital audio recordings with listening content to support students’ exposure to authentic English and help achieve the intended learning objectives.

b. Adjustment of Materials by Semester

During the interview, the lecturer explained that the listening materials she uses vary depending on the semester and the learning objectives of the course. She shared that students in different semesters have different needs, so the materials cannot be the same for all listening classes. Based on her experience, students in the earlier listening courses are usually introduced to more general topics. The materials often contain everyday conversations, social interactions, travelling experiences, and other topics that are familiar to students. These materials are used to help students become accustomed to listening to English before moving on to more demanding listening tasks.

The lecturer further explained that the focus changes when students enter Extensive Listening. In the current semester, the course is directed toward TOEFL preparation. Because of this, she uses TOEFL materials from the Longman book as the main learning resource. She explained that the book already provides both the listening materials and the accompanying audio recordings, making it easier to organize classroom activities.

“This semester uses the TOEFL from Longman, so the source material comes from there, and the audio is also available there.”

As she talked about her teaching experience, the lecturer emphasized that TOEFL listening materials are more challenging than the general listening materials used in previous semesters. She explained that students are not immediately exposed to the most difficult tasks. Instead, they begin

with short dialogues before progressing to longer conversations and eventually to lectures or talks. According to her, this sequence is important because students need time to develop their listening skills gradually.

The lecturer admitted that some parts of the TOEFL listening section can be difficult for students, especially the lecture or talk section. Because classroom time is limited, she often encourages students to practice independently outside the classroom. She believes that students should first strengthen their understanding of short dialogues before moving to more advanced sections. In her experience, students who have not mastered the easier sections often struggle when they encounter longer and more complex listening texts.

“Actually, yes, because the TOEFL has varying levels of difficulty. For example, the first section covers short dialogues, then moves on to long dialogues, and the third section involves lectures or talks, and the talk section is usually the most difficult part.”

Through this experience, the lecturer has learned that selecting appropriate materials is not simply about following a textbook. Instead, it involves considering students’ learning stages, their readiness, and the objectives of each course. Therefore, she continuously adjusts the listening materials according to the semester level so that students can develop their listening abilities step by step rather than being overwhelmed by materials that are too difficult.

This experience shows how the lecturer carefully adapts listening materials to students' academic needs and levels of proficiency. The selection of different materials for different semesters reflects the integration of content, pedagogy, and technology in listening instruction. By using TOEFL materials, digital audio resources, and a gradual learning sequence, the lecturer demonstrates the implementation of TPACK in her teaching practice.

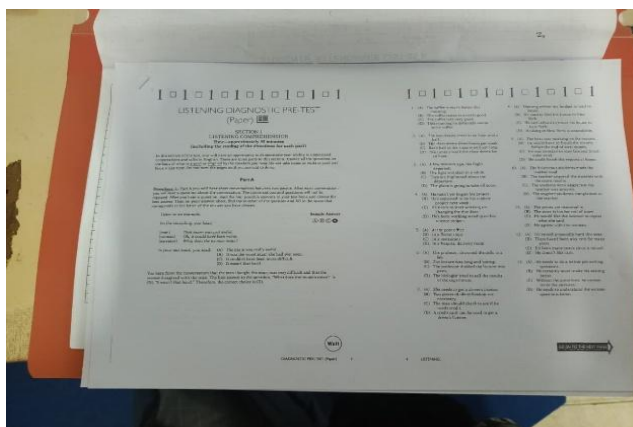


Figure 2. Text of Listening Material TOEFL

c. Pedagogical Strategies in Audio Use

The lecturer shared that one of the strategies she frequently uses in listening classes is adjusting the way audio recordings are played according to students' understanding. Rather than following a fixed procedure, she prefers to observe students' responses first before deciding whether the audio needs to be replayed. Based on her experience, not all listening activities require the same treatment because students' comprehension levels may vary from one lesson to another. Therefore, she does not

automatically replay every recording several times. Instead, she first gives students an opportunity to listen and answer independently.

The lecturer explained that after playing an audio recording for the first time, she usually checks whether students are able to answer the questions. If most students can respond correctly, she proceeds to the next activity. However, if students still appear confused or unable to answer the questions, she decides to replay the audio. In some cases, the recording may be played two or three times until students gain a better understanding of the content. According to her, this strategy helps students become more accustomed to listening independently while still receiving support when needed.

She stated: *“Usually, we play the audio several times, not just once. It depends on the students. We try playing it once first and see whether they can answer the questions. If they can answer them, we move on. But if they still have difficulties, we may play it two or three times.”*

As she reflected on her classroom experience, the lecturer explained that students do not always arrive at the same answer after listening to an audio recording. There are times when some students choose one answer while others select a different option. Rather than immediately revealing the correct answer, she prefers to guide students back to the recording. In her experience, replaying the audio encourages students to pay closer attention to specific words, phrases, or information that they may have missed during the first listening.

The lecturer further shared that when disagreements occur among students' answers, she often modifies the listening activity by slowing down the audio. She believes that reducing the speed can help students focus more carefully on what is being said. This strategy is particularly useful when students have difficulty identifying certain words or understanding the speaker's pronunciation. By allowing students to listen at a slower pace, she provides additional support without directly giving them the answer.

She explained: *“If there is a disagreement between students’ answers, for example some choose A and others choose B, the audio will be played again more slowly. Since the audio can be slowed down, we use that feature.”*

The lecturer also recalled situations in which students still struggled to understand parts of the recording even after the audio had been replayed several times. In these situations, she looked for alternative ways to help students verify what they had heard. One strategy she developed was using the voice recognition feature in Google Translate. She described how she would record the audio through her phone and then display the transcription generated by the application. Through this process, students could compare their own interpretations with the words recognized by the system.

According to the lecturer, this strategy was not intended to replace listening practice but rather to assist students when they encountered particularly difficult sections of the recording. It also encouraged classroom

discussion because students could immediately see whether the words they heard matched the transcription displayed on the screen.

She stated: "If it is still unclear, I usually use my phone and open Google Translate. I record the audio there and then show the students what Google has recognized from the recording."

Through these experiences, the lecturer demonstrated that teaching listening involves more than simply playing audio recordings. Throughout her teaching practice, she continuously adjusted listening activities based on students' needs, classroom situations, and the difficulties encountered during the lesson. Her experience shows that effective listening instruction requires flexibility, patience, and the ability to combine different strategies to help students understand authentic spoken English.

This experience indicates that the lecturer does not use technology merely as a tool for delivering audio materials. Instead, she actively adapts the use of technology to support students' learning needs. The strategies of replaying audio, slowing down recordings, and utilizing Google Translate Voice demonstrate the integration of pedagogical and technological knowledge in listening instruction. These practices reflect how the lecturer combines teaching strategies and technological resources to facilitate students' comprehension of listening materials.



Figure 3. Lecturer explaining the material

d. Encouraging Students Participation

The lecturer shared that maintaining students' attention throughout a listening class can sometimes be challenging. Listening activities require students to focus on audio recordings for a considerable period of time, and if the lesson only consists of listening to audio and answering questions, students may gradually lose interest or become passive. Based on her experience, she believes that students should not spend the entire class simply receiving information from the lecturer. Instead, they should be actively involved in the learning process so that they remain engaged and motivated during the lesson.

To encourage students' participation, the lecturer applies a strategy that allows students to take a more active role in the classroom. Rather than explaining every answer and strategy herself, she sometimes asks students to explain the exercises to their classmates. According to her, students often respond positively when their peers are involved in the learning process. Through this approach, students are encouraged not only to listen but also

to think critically, share their understanding, and participate in classroom discussions.

The lecturer explained that this strategy is often used when discussing TOEFL listening exercises. After students complete the listening tasks, she invites different students to explain the answers and the strategies they used. In her experience, explanations delivered by fellow students can sometimes be easier to understand because they use language and examples that are more familiar to their classmates. As a result, classroom discussions become more interactive and students are given opportunities to learn from one another.

“I usually apply this strategy where the students themselves sometimes become the ones who teach. For example, during TOEFL practice, one question may be explained by Student A, while the next question is explained by Student B. Sometimes, explanations given by classmates are easier for other students to understand.”

As she reflected on her teaching experience, the lecturer further explained that this strategy was developed not only to increase students' understanding but also to reduce boredom during listening lessons. She observed that students may become less enthusiastic if they spend the entire class sitting, listening, and answering questions. Therefore, she tries to create a more dynamic classroom atmosphere by involving students directly in explaining the materials.

The lecturer shared that the TOEFL materials used in class contain numerous listening strategies. Instead of explaining all of these strategies herself, she plans to assign students to present them gradually throughout the semester. She believes that this approach allows students to become more responsible for their own learning while also helping their classmates understand the material from different perspectives.

“There are around thirty strategies in the textbook. My plan for this semester is to assign one or two students to explain each strategy. This is one way to prevent students from getting bored by just sitting and listening all the time. The classroom also becomes more active when students are the ones giving explanations.”

The lecturer also emphasized that this practice reflects her view of learning as a collaborative process. From the beginning of the semester, she encourages students to see themselves not only as learners but also as individuals who can contribute to the learning of others. She believes that every student has valuable experiences and knowledge that can be shared in the classroom.

As she explained during the interview: *“As I always tell my students at the beginning of the course, everyone is here a teacher, and everyone is here a student.”*

For the lecturer, this principle serves as a reminder that learning does not take place through one-way communication alone. Instead, meaningful learning occurs when students actively participate, exchange ideas, and

support one another throughout the learning process. Through these experiences, she strives to create a classroom environment where students feel comfortable expressing their opinions, sharing their understanding, and becoming active participants in listening instruction.

The lecturer's experience demonstrates how student participation can be encouraged through collaborative and student-centered learning activities. By involving students in explaining answers, discussing strategies, and sharing knowledge with their peers, the lecturer creates a more interactive learning environment. This finding reflects the pedagogical aspect of TPACK, as the lecturer integrates appropriate teaching strategies to increase students' engagement and support their understanding of listening materials.

e. Providing Additional Learning Resources

The lecturer explained that classroom instruction alone is often not sufficient to help students develop their listening skills, particularly when preparing for proficiency tests such as the TOEFL. Based on her experience, listening requires continuous practice, and students need opportunities to engage with listening materials beyond the limited time available in the classroom. Therefore, she encourages students to continue practicing independently outside class hours.

The lecturer shared that some sections of the TOEFL listening test are particularly challenging for students, especially the longer dialogues and lecture sections. Because of this, she frequently reminds students to

strengthen their understanding of the easier sections before moving on to more advanced materials. She believes that students need regular exposure to listening activities in order to gradually improve their comprehension skills.

As she reflected on her teaching experience, the lecturer explained that she often provides additional learning resources for students who want to practice independently. Rather than relying solely on the materials used during classroom meetings, she offers supplementary TOEFL resources that contain a large collection of listening exercises. These materials are intended to give students more opportunities to practice and become familiar with different listening tasks.

“Since TOEFL cannot be mastered by studying only once a week for one hour in class, students need to practice more independently outside the classroom.”

To support this independent learning process, the lecturer prepares additional files containing various TOEFL materials and exercises. She explained that these resources are available for students who are willing to spend extra time practicing on their own. Through this effort, she hopes students can continue developing their listening abilities even when they are not attending class.

She further shared that throughout her years of teaching listening and TOEFL preparation courses, she has gradually collected a large number of learning resources from different sources. These materials include

listening exercises, practice tests, audio recordings, and supporting materials that students can use for self-study. Over time, the collection has grown substantially and has become one of the resources she frequently offers to students who need additional practice outside the classroom.

“I actually have a large collection of TOEFL materials. Altogether, the files are around 15 gigabytes. They contain various exercises, listening practices, and other learning materials. If students want them, I can share the files so they can practice independently outside the classroom.”

According to the lecturer, having access to a wide variety of materials gives students more opportunities to practice with different listening tasks and question types. She believes that exposure to various listening resources can help students become more familiar with authentic English and the format of proficiency tests such as the TOEFL.

The lecturer acknowledged, however, that not all students take advantage of the resources she provides. Some students actively request the materials and use them regularly, while others prefer to rely only on classroom instruction. This difference has become one of the realities she frequently encounters in her teaching experience.

“Some students ask for the materials because they want additional practice, and I always share them when requested. However, some students never ask for them. As a lecturer, I can provide the resources and support them, but I cannot force them to study independently.”

Through her experience teaching TOEFL listening courses, the lecturer gradually realized that students' progress is influenced not only by classroom instruction but also by their willingness to practice independently. While some students actively seek additional materials and make use of the resources provided, others rely solely on classroom activities. This experience led her to understand that the availability of learning resources alone does not automatically improve students' listening skills. Instead, students' motivation and commitment play an important role in determining how much benefit they gain from the resources provided.

The lecturer also reflected that providing additional learning materials has become one of the ways she supports students with different learning needs. Some students may require more practice than others, particularly when preparing for TOEFL listening tasks. By making supplementary materials available, she hopes that students can continue learning at their own pace and revisit difficult topics outside the classroom. From her perspective, independent practice allows students to take greater responsibility for their own learning and gradually build confidence in their listening abilities.

This experience has reinforced her belief that the lecturer's role is not only to teach during classroom meetings but also to facilitate learning opportunities beyond the classroom. Although she cannot control how often students practice independently, she continues to provide resources and

encouragement because she believes that meaningful improvement in listening skills requires continuous exposure and practice.

Through these experiences, the lecturer has come to view additional learning resources as an important complement to classroom instruction. By providing access to supplementary materials, she attempts to support students' learning beyond formal class sessions and encourage greater independence in developing listening skills.

The lecturer's experience demonstrates her effort to extend learning opportunities beyond the classroom by providing additional listening resources for independent practice. The collection of TOEFL materials accumulated throughout her teaching experience reflects her commitment to supporting students' learning needs beyond scheduled class meetings. This finding reflects the integration of technology and pedagogy, as digital learning materials are used to support students' continuous learning and listening development. Through these resources, the lecturer encourages students to take greater responsibility for their own learning while receiving guidance and support from the instructor.

2. Challenges face in maximizing TPACK framework to teach English listening course

a. Challenges Related to the Material

The lecturer explained that one of the challenges she frequently encounters in teaching listening courses is the varying difficulty levels of TOEFL listening materials. Based on her experience, students generally

respond differently to each section of the TOEFL listening test. While many students are still able to follow short dialogues with relatively little difficulty, they often begin to struggle when the materials progress to longer conversations and lectures.

She shared that throughout her experience teaching listening courses, she has repeatedly observed students facing difficulties when they reach the lecture or talk section. Compared to short dialogues, lectures contain longer stretches of information and require students to maintain concentration for a longer period of time. Students are expected not only to understand individual words but also to identify main ideas, supporting details, and implied meanings from a continuous flow of speech. As a result, many students find this section overwhelming, particularly those who have not yet developed strong listening foundations.

“Actually, yes, because the TOEFL has varying levels of difficulty. The first section consists of short dialogues, then it moves on to long dialogues, and the third section involves lectures or talks. In my experience, the lecture section is usually the most difficult one for students.”

Reflecting on her classroom experience, the lecturer noted that students who struggle with the earlier sections often experience even greater difficulties when they move to more advanced listening tasks. She observed that some students become discouraged when they are unable to keep up with longer recordings. For this reason, she believes that students need

sufficient practice and gradual exposure to listening materials before they are introduced to more complex sections.

“If students have not mastered the short dialogue section, they will usually find the next sections even more difficult. That is why I always encourage them to practice the easier sections first before moving on to the more challenging parts.”

The lecturer explained that one lesson she has learned from teaching TOEFL listening is that students should not be rushed through the materials. Through her teaching experience, she realized that helping students build a strong foundation is often more important than simply covering all sections of the syllabus. Therefore, she places greater emphasis on ensuring that students understand the simpler listening tasks before progressing to more challenging ones.

Another challenge arises from the limited amount of classroom time available. The lecturer explained that listening classes meet only once a week, making it difficult to discuss every listening section and strategy in detail. Since TOEFL materials contain various question types and levels of difficulty, she often has to make decisions about which parts should receive greater attention during class meetings.

“With the limited classroom time available, it is impossible to discuss every section in detail. Therefore, students need to continue practicing outside the classroom if they want to improve their listening skills.”

This situation has led the lecturer to encourage students to continue practicing independently outside the classroom. However, she acknowledged that independent practice introduces another challenge. While some students actively review listening materials and seek additional practice opportunities, others rely solely on classroom instruction. As a result, students often return to class with different levels of preparedness, which can affect their progress in learning more advanced listening materials.

Through these experiences, the lecturer gradually realized that mastering listening skills requires a long-term process rather than immediate results. She learned that students need repeated exposure to authentic listening materials and consistent practice over time. This experience has strengthened her belief that listening instruction should not focus solely on test preparation but should also help students develop confidence and persistence when facing difficult listening tasks.

The lecturer also reflected that future listening instruction may benefit from providing students with more opportunities for independent and continuous practice outside the classroom. In her view, additional listening activities, supplementary learning resources, and regular exposure to authentic audio materials may help students become more prepared when encountering complex TOEFL listening sections. Therefore, she considers continuous practice and gradual progression to be essential in addressing challenges related to listening material difficulty.

The lecturer's experience highlights that the complexity of TOEFL listening materials presents a significant challenge in listening instruction. The increasing difficulty from short dialogues to lectures requires the lecturer to continuously adjust teaching strategies and learning activities according to students' readiness and comprehension levels. Through her experience, the lecturer has learned the importance of building students' listening foundations gradually and encouraging continuous practice beyond the classroom. This finding demonstrates that challenges related to listening content are closely connected to pedagogical decision-making, as the lecturer must balance curriculum demands, student readiness, and limited instructional time in order to support students' listening development.

b. Technical Challenges

The lecturer shared that although technology plays an important role in listening instruction, technical issues are still among the challenges she frequently encounters in the classroom. Since listening activities rely heavily on audio equipment and digital devices, any disruption to these tools can affect the learning process. Based on her experience, technical problems do not occur every time she teaches, but they have happened often enough to require her to prepare alternative solutions.

One of the challenges she recalled was related to the laboratory computers. On several occasions, the computers unexpectedly froze during class. As a result, she was unable to use the devices that had been prepared

for the lesson. Rather than stopping the learning process, she had to quickly adapt to the situation by using her personal laptop or borrowing a student's device so that the class could continue as planned.

“Yes, we’ve encountered such issues a few times. Since I usually use the lab computers, but they froze, I ended up using my laptop to continue the class. There was also a time when I used a student’s laptop because they happened to have one with them.”

Reflecting on this experience, the lecturer realized that technical problems require immediate decisions during classroom instruction. She became more aware that flexibility is essential because unexpected issues can occur at any time.

Another challenge involves connecting audio devices to the classroom sound system. The lecturer explained that the audio equipment in the laboratory uses Bluetooth connections, which do not always connect smoothly. Sometimes the connection process takes longer than expected, requiring additional preparation time before class begins.

“Usually, since classes start at 9:00 AM, I arrive at 8:30 AM to prepare first because the audio connection uses Bluetooth, which takes time. Sometimes it connects immediately, while at other times it does not. That’s one of the main challenges in this lab.”

From this experience, the lecturer developed the habit of arriving earlier before class starts to ensure that all equipment is ready. This helps her minimize disruptions during teaching.

The lecturer also highlighted another technical limitation related to the availability of headsets in the language laboratory. According to laboratory standards, listening classes should ideally use individual headsets so that students can hear the audio clearly. However, the number of available headsets is insufficient for the total number of students enrolled in the course.

“According to lab standards, we’re supposed to use headsets. The students did use them recently, but there are about thirty students, and we only have around eighteen headsets, so there aren’t enough for everyone. In the end, they are not used to their full potential because there simply are not enough for all students.”

Through this experience, the lecturer realized that teaching with technology requires flexibility and readiness to adapt to unexpected situations. Technical problems may occur without warning, and lessons cannot always proceed exactly as planned. As a result, she has learned to prepare alternative devices and backup plans to ensure that learning activities can continue despite technical disruptions.

She also reflected that the availability of technology does not automatically guarantee effective learning. Although the language laboratory is equipped with computers, speakers, and headsets, learning activities can still be disrupted when the equipment does not function properly. This experience strengthened her understanding that successful

technology integration depends not only on the presence of technological tools, but also on the reliability of supporting infrastructure.

Another lesson the lecturer has learned from these experiences is the importance of preparation before class. Since technical issues can occur unpredictably, she now arrives earlier to check the equipment and ensure that the audio system is functioning properly. This habit helps her minimize disruptions and maintain smoother classroom activities.

The lecturer's experience highlights how technical issues can become significant obstacles in implementing listening instruction. Problems such as computer malfunctions, Bluetooth connectivity issues, and limited headset availability directly affect the use of technology during classroom activities. These findings demonstrate that even when technology is available, technical limitations can still influence the effectiveness of teaching and learning. Therefore, adequate equipment maintenance, infrastructure support, and contingency planning are essential for maximizing the implementation of TPACK in listening instruction.



Figure 4. Technical Challenges

c. Pedagogical Challenges

During the interview, the lecturer explained that teaching listening classes means dealing with students who have different levels of ability. Some students are able to answer the questions quickly, while others need more time to understand what they hear. However, she does not see this difference as a serious problem. Instead, she views it as a natural part of the learning process because not all students start from the same level.

When conducting listening activities, the lecturer tends to focus more on students who are still struggling. She explained that students who have already completed their answers can usually review their work independently, while students who have not yet understood the material need more attention and support. For this reason, she often reminds students that there is no need to feel embarrassed or worried if they cannot answer immediately because everyone is still learning.

“For those who have finished answering, please review your work, it’s okay. But for those who haven’t, we can focus more on you, and

remember, there's no need to worry because we're all in the process of learning."

The lecturer repeatedly emphasized that listening is a learning process. Because many students are still unfamiliar with TOEFL listening tasks, she prefers not to rush them. She believes that students should be given enough time to learn and gradually improve their skills. According to her, moving slowly is not a problem as long as students continue trying to learn.

Although differences in ability do not concern her too much, the lecturer admitted that there is one challenge that she finds particularly difficult. She explained that some students openly admit when they do not understand the material, but others choose to remain silent. As a result, she often finds it difficult to identify which students genuinely need additional help.

The lecturer recalled that feelings of being left behind can affect students' confidence. She shared an experience from one of her IELTS classes where a student came to her and expressed feeling less capable than other classmates. In the lecturer's view, the student's ability was actually quite average, but the student felt discouraged because other classmates seemed to perform better. For the lecturer, situations like this are more challenging than differences in academic ability because students who remain silent are often difficult to identify.

“The hardest part, in my opinion, is that even though lecturers motivate them and say there’s nothing to worry about because we’re all in the process of learning, those feelings of inadequacy and isolation really crush their spirits, and the difficult part is detecting if lecturers can’t really know if every student truly understands; at best, they might raise their hands if they don’t understand, but not all students admit they don’t understand; sometimes they just stay silent.”

For the lecturer, one of the most important responsibilities in teaching listening is not only helping students answer listening questions but also encouraging them to stay confident throughout the learning process. Therefore, she continually tries to create a classroom atmosphere where students feel comfortable making mistakes, asking questions, and learning at their own pace.

This experience shows that the lecturer's pedagogical challenge is not primarily related to differences in students' abilities, but rather to identifying students who struggle silently during the learning process. The lecturer addresses this challenge by providing encouragement, focusing on students who need more support, and creating a learning environment where students feel safe to learn from their mistakes. This finding reflects the pedagogical aspect of TPACK, in which effective teaching involves understanding and responding to students' learning needs.

d. Challenges in Institutional Support

Based on his experience teaching listening skills, the instructor noted that institutional support in the form of lab facilities is indeed available, but it is not always optimal. The number of headsets in the lab is limited—only about 18 units for 30 students. However, this limitation is not a major obstacle because he more often uses speakers so that all students can hear the audio at the same time.

“According to lab standards, we’re supposed to use headsets... but there are about 30 students, and the number of headsets is limited—only about 18... so in the end, they aren’t used to their full potential.”

In addition to headsets, the instructor also highlighted a new facility: a smart TV. He expressed gratitude for the availability of this technology, even though its use is still limited.

“First, Alhamdulillah, the lab facilities this semester now include a smart TV, so we have a TV now, and that makes it easier to display whatever we want to show, even if it’s just the course syllabus and teaching materials.”

Another challenge arose from the technical side. The instructor encountered problems with the computers in the lab on several occasions. He explained that the computers often froze, forcing him to use his personal laptop or even borrow a student’s laptop.

“Yes, there have indeed been a few times when I’ve run into problems... the computers would freeze, so I ended up using my laptop to continue the lesson.”

To anticipate such issues, he always arrives early so he has time to set up the equipment and ensure the audio connection is working smoothly. These technical issues were considered quite disruptive because the primary medium for listening instruction relies on audio equipment. Nevertheless, the instructor continued to adapt teaching strategies with practical solutions such as using speakers, utilizing a personal laptop, and integrating a smart TV to display course materials. From this experience, the instructor learned that institutional support is not just about the availability of facilities, but also about how those facilities can be optimized. He realized that the limited number of headsets need not be an obstacle, as using speakers can be an effective alternative. Similarly, with smart TVs—even though their use is still basic he sees potential for further development in supporting listening instruction. He also learned the importance of technical preparedness—such as arriving early to ensure the equipment is functioning properly—so that instruction is not disrupted.

These findings suggest that challenges in institutional support are dynamic in nature: it is not merely a matter of whether facilities are present or not, but rather how those facilities are used and integrated into pedagogical practices. Within the TPACK framework, institutional support plays a crucial role as a technological foundation, yet its effectiveness depends on faculty members' creativity in adapting to real-world conditions. This experience also implies an important lesson for future research: limitations in facilities can open up opportunities to explore how

instructors develop alternative strategies that maintain the continuity of learning. Future researchers can further examine how adapting to technological limitations actually gives rise to pedagogical innovation, as well as how institutions can support faculty members not only by providing facilities but also by ensuring the sustainability, maintenance, and integration of technology into daily practice.

B. Discussion

After all data were collected and analyzed descriptively, this chapter presents the findings derived from the interview data collected during the study. The purpose of this study is to examine lecturer's experiences in applying the TPACK framework in listening classes, as well as the challenges face when applying the TPACK framework in teaching listening classes. The findings are discussed in the following sections:

1. The lecturer's experience in maximizing TPACK framework in teaching listening course

Analysis of the collected data revealed from the above study, the lecturer at UIN Antasari Banjarmasin consistently integrates recordings of native speakers into listening instruction. This practice demonstrates the integration of technology and content within the TPACK framework. These results align with the findings of Kurniawati et al. (2023) who assert that the use of digital audio technology can enhance students' listening skills, particularly when the materials used align with their academic needs. Therefore, the use of audio recordings from the Longman TOEFL book or

YouTube is not merely a practical choice but a pedagogical strategy that supports students' listening skills.

Second, the adaptation of materials across semester demonstrates the use of scaffolding strategies by the lecturer. Students are introduced to simple conversations in the early semesters and then guided toward more complex TOEFL material in subsequent semesters. This strategy aligns with the research by Arono & Nadrah (2025), who found that the application of TPACK-based metacognitive strategies can significantly improve students' critical listening skills. Thus, adjusting the difficulty level from short dialogues to complex lectures is not merely a local practice but is also supported by literature emphasizing the importance of gradual learning.

Third, the pedagogical strategies implemented by the lecturer in the listening course through the TPACK such as playing audio recording repeatedly, slowing down the audio speed, and using Google Translate's voice feature demonstrate the adaptation of technology to meet students' needs. This finding is consistent with the study conducted by Lume et al. (2024) which confirms that the application of TPACK in teaching listening skills at the high school level can increase student engagement and make the learning process more effective. Thus, Technology is incorporated into teaching practices to enhance students' understanding rather than being used solely as a tool.

In the context of TPACK implementation, It is significant to consider how the lecturer not only utilize technology but also design strategies that encourage active student engagement. Students' active participation as

“teachers” in the classroom also demonstrates distinctive pedagogical innovation. This strategy reinforces the ideas of Anggrarini & Yulianawati (2025) who emphasize that the implementation of TPACK in the Merdeka Curriculum promotes more student-centered learning. By involving students as facilitators, the lecturer not only enhances motivation but also foster a sense of responsibility in the learning process. This demonstrates that TPACK can encourage collaboration and active participation, making listening instruction more interactive while cultivating leadership and communication skills relevant to students.

In addition, the provision of supplementary learning resources in the form of TOEFL practice files demonstrates the lecturer’s commitment to supporting students’ independent practice. This effort provides students with the opportunity to practice outside of class and reinforces consistent study habits. Support the findings of Susanti (2019), who emphasizes the importance of institutional support and supplementary learning resources for enhancing the effectiveness of TPACK-based learning. By providing large files, the instructor ensures that students have access to sufficient materials to deepen their listening skills.

2. Challenges faced in maximizing TPACK framework to teach English listening course

This study also identified several challenges based on the data collected. In terms of content, students struggled to understand the more complex sections of lectures or long talks. This finding aligns with the research

by Günbaş & Gözüküçük (2023), which highlights that listening is the most frequently neglected skill in language education; therefore, the integration of TPACK needs to be specifically designed to address these difficulties. Thus, content-related challenges in listening instruction are not merely a local issue but a global phenomenon requiring more adaptive pedagogical strategies.

From a technical standpoint, hardware limitations such as computers freezing, slow Bluetooth connections, an insufficient number of headsets, and choppy audio from speakers pose significant obstacles. The findings of Lesmiaty et al. (2023) also indicate that contextual factors, including the availability of facilities and institutional support, play a significant role in the effective implementation of TPACK in Indonesia. Therefore, more adequate institutional support is crucial for the optimal integration of technology into listening instruction.

From a pedagogical perspective, differences in students' abilities also pose a challenge. This finding reinforces the results of a study by Aisyah et al. (2021), which showed that the application of TPACK in EFL classrooms often faces gaps in students' abilities. The lecturer needs to develop motivational strategies and provide additional support to ensure all students can keep up with the learning. Thus, Successful TPACK implementation depends on technological competence as well as pedagogical awareness of students' psychological needs. The practical implications of these findings include the importance of continuous training to enhance the lecturer's ability to choose and implement suitable audio based technologies and utilizing appropriate

audio technology, institutional improvements to laboratory facilities, and more effective motivational strategies for students. This aligns with the research by Ilahude et al. (2023), which emphasizes that the success of TPACK depends on institutional support and lecturers' ability to combine technological tools with subject matter knowledge and instructional approaches.