

CHAPTER V CLOSURE

This chapter presents conclusions and recommendations for participants and other researcher regarding potential further studies in this area. The study begins by summarizing the discussion from the previous chapter. Next, the researcher considers the findings, discussion, and conclusions for formulation.

A. Conclusion

1. Based on the research findings, lecturers' experiences in teaching TOEFL listening indicate that the learning process is greatly aided by technological support, particularly the use of native-speaker audio and Longman materials available in the language lab. From their teaching experience, this makes it easier for students to understand the listening passages because they are exposed to audio that closely resembles actual TOEFL conditions. However, in practice, instructors also encounter various technical issues that do not always go smoothly, such as equipment that suddenly malfunctions or limited facilities in the lab. In such situations, instructors need to adjust their teaching methods on the spot to ensure that the lesson continues. Thus, this experience demonstrates that listening instruction depends not only on the materials but also on the availability of technology and the instructors' ability to adapt in the classroom.

2. Based on the research findings, in the practice of teaching TOEFL listening in language labs, instructors face several challenges related to technical issues, such as computers that suddenly stop working, audio connections that are not always stable, and a limited number of headsets available for students. In such situations, instructors need to make immediate adjustments to ensure that the learning process can continue. This experience demonstrates that the success of listening instruction is not only determined by the availability of materials but is also significantly influenced by classroom facilities and the instructors' ability to adapt to unexpected technical issues.

B. Suggestion

1. The lecturer is encouraged to continue developing innovative ways to utilize technology and design more engaging listening activities to increase student interest and participation.
2. The Department of English Education is also advised to organize training sessions or workshops for lecturers so that they can improve TPACK-based teaching strategies and implement more diverse and engaging listening learning methods for students.
3. For future researchers, it is recommended to expand the scope of this study by analysing the application of TPACK to other language skills or by conducting more in-depth research on the strategies needed to overcome various challenges in teaching listening comprehension.