

## ENGLISH TEACHERS' EXPERIENCES IN USING CLT-BASED LEARNING ROOMS FOR YOUNG LEARNERS

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### ABSTRACT

Mendukung kemampuan penguasaan bahasa peserta didik melalui pendekatan CLT. Seiring berjalannya waktu, pendidikan telah mengikuti perkembangan digital teknologi atau TPACK, dalam mendukung pembelajaran bahasa, khususnya CLT. Salah satu tersebut adalah learningroom. Tujuan penelitian ini adalah untuk mengeksplorasi pengalaman guru dalam kegunaan, manfaatnya, serta hambatan atau kesulitan. Penelitian ini menggunakan pendekatan kualitatif fenomenologis untuk mengeksplorasi lebih dalam pengalaman langsung subjek penelitian, yaitu guru bahasa Inggris, dalam menggunakan platform digital ruang belajar. Kriteria penelitian adalah guru bahasa Inggris yang menggunakan ruang belajar dan guru bahasa Inggris Tingkat sekolah dasar. Penelitian ini mengumpulkan data menggunakan wawancara semi-terstruktur karena bergantung dan kuesioner. Penelitian ini dilakukan pada tanggal 21-31 Desember 2025.

**Kata kunci:** Learning Room, Peserta didik muda, TPACK, pengajaran bahasa komunikasi.

### ABSTRACT

Supporting students' language proficiency through the CLT approach. Over time, education has kept pace with developments in digital technology or TPACK in supporting language learning, particularly CLT. One such example is Learning room. The purpose of this study is to explore teachers' experiences in terms of its usefulness, benefits, and obstacles or difficulties. This study uses a phenomenological qualitative approach to explore in depth the direct experiences of the research subjects, namely English teachers, in using the digital learning room platform. The research criteria are English teachers who use the learning room and elementary school English teachers. This study collected data using semi-structured interviews and questionnaires. This study was conducted from December 21 to 31, 2025.

**Keywords:** Learning Room, Young learners, TPACK, Communicative Language Teaching

### INTRODUCTION

Teaching English to young learners requires an approach that suits their characteristics. Young learners are children aged 5 to 12 who possess cognitive, emotional, and psychological characteristics that differ from adults. According to (Garton & Copland, 2018) this refers to students in primary or elementary school for those whose mother tongue is not English, young learners are in a developmental stage characterized by learning through direct activities, visual materials, and concrete experiences. Learning that emphasizes interaction—such as discussions, dialogues, role plays, and social activities—helps students achieve their full potential in language learning. One effective approach is Communicative Language Teaching. CLT is a language learning approach

that emphasizes communication rather than just the grammatical in words (Miller & Aronoff, 2017). In the context of young learners, TPACK is relevant because young children learn through play and interactive activities, as outlined in Pedagogical Content Knowledge to optimize learning outcomes by (Rahmi & Pour Shahbaz, 2018).

The previous study Baah and Owusu (2025) mention that the study in the journal “Junior High School Science Teachers' Perceptions of Technological Pedagogical Content Knowledge (TPACK)” used a quantitative method with a survey approach through questionnaires to determine junior high school science teachers' perceptions of their ability to integrate technology, pedagogy, and subject matter. The results of the

study show that teachers have good mastery of pedagogical and subject matter aspects, but their ability to integrate technology into learning is still at an average level, so further training is needed so that the use of technology in science learning can be more effective and optimal.

In Addition, Su, etc. (2017) that the study entitled “Pedagogical Content Technology Knowledge Scale (TPACK) for Geography Teachers in Senior High Schools” aims to develop and validate an instrument (scale) that can measure the TPACK level of geography teachers in senior high schools. The researchers developed a questionnaire based on the TPACK framework, then tested it on teachers to determine the validity and reliability of the scale. The results of the study show that the developed scale is feasible and accurate for use in assessing teachers' abilities to integrate technology, teaching strategies, and geography material, thus serving as an important tool for evaluating teacher competence and a basis for professional training planning.

Base on the previous This study has similarities, including how teachers integrate TPACK into learning. In addition, the approach used is a questionnaire to accurately measure different levels of learners. However, this study still limits its attention to teachers at the elementary school level, particularly in English language learning using the CLT approach. Therefore, this research emphasizes the novelty of exploring teachers' experiences—not just effectiveness—but understanding the meaning of using learning rooms for young learners, based on the live experiences of English teachers regarding the benefits, uses, and challenges of learning rooms during the teaching process. This study aims to support professional adaptation of TPACK. Therefore, this research aims to gain practical insights for appropriate English language learning practices.

### **TPACK FOR YOUNG LEARNERS**

One form of TPACK is the learning room, which supports the process of language acquisition in young learners. There are several difficulties in its use: 1. It is difficult to apply in practice. TPACK applies conceptually, but when it comes to using the application, it may not necessarily be in line with the concept. 2. It requires in-depth training. It

is important to note that continuous training is needed to integrate the three elements of TPACK. 3. Not all teachers are proficient in TPACK, so if there are teachers who cannot use it properly, it will hinder the teaching process. 4. Limited technological facilities. For example, network connections can be an obstacle to the implementation of TPACK. 5. It requires more time and implementation, so the results in terms of learning support are not very encouraging. 6. It is difficult to measure objectively. This is because the learning room requires various interrelated aspects of knowledge.

### **The benefits of CLT**

The Communicative Language Teaching (CLT) approach encourages meaningful interaction, highlighting the benefits of communicative competence: using language in social contexts to speak appropriately and politely; moving beyond grammar to holistic skills; improving real communication through the exchange of ideas and participation; promoting relevant, real-world learning; as well as prioritizing interaction, active engagement, and the development of self-confidence.

### **YOUNG LEARNERS THROUGH LEARNING ROOM**

(Lin et al., 2016) provides a theoretical basis for understanding teachers' experiences in using technology as a digital learning platform for teaching English to young learners. How teachers interpret the benefits of digital learning, its usefulness, and the challenges encountered during the teaching process provides a framework for how this learning can be applied in the classroom. 1. Ease (Convenience) such as: a. Experience in using technology, b. Level of comfort with educational digital devices, c. Use of technology in line with teaching practices. 2. Usefulness of educational technology. In the context of learning, teachers will assess the usefulness of technology based on: a. the extent to which technology is used to achieve learning objectives, its ability to support student understanding, and its relevance to student characteristics and material. 3. Challenges. Practitioners recognize the mismatch between the situation and available resources, including: limited technology facilities and networks, limited

time, lack of ongoing training, and difficulties in adapting technology to student needs.

## METHOD

This qualitative study investigates the complex and non-numerical phenomena surrounding the real experiences of elementary school teachers in using learning spaces as digital technology, with the aim of revealing fundamental meanings, positive impacts, and inherent challenges through an inductive analytical lens that prioritizes depth over quantification (Sulistiyo, 2023). Rooted in the constructivist paradigm, this study argues that knowledge emerges organically from the personal perspectives of participants, shaped by their direct experiences, ongoing social interactions, and reflective insights gained throughout the teaching process, thereby illuminating how teachers construct reality in the context of education. Specifically, this study explores the evolution from initial encounters with digital learning spaces to profound shifts in teaching practices, emphasizing the subjective interpretation of these digital tools in enhancing student engagement. Using phenomenology as its methodological framework (Faustyna, 2023), this study takes a philosophical approach to capture participants' authentic interpretations of their direct experiences, including emotional responses, behavioral adaptations, and the core essence of life events, with a particular focus on how teachers view the practical benefits, operational use, and recurring difficulties in integrating learning spaces for young students in the classroom environment.

To collect rich and multifaceted data, this study used semi-structured interviews to minimize bias, motivate participants socially and cognitively, and flexibly explore personal narratives beyond observation (Vila-Henninger & Rizzo Lara, 2021). As a complement, 10 closed-ended questionnaires with agree/neutral/disagree options measured perceptions of learning space usage (Sugiono, 2019), verified through a proportion formula for participant agreement (Zamanzadeh et al., 2015). Observations captured learning dynamics in real-time without prior diagnostic assessments, while documentation added context. Data analysis transformed secondary sources into primary insights through sorting, interpretation, and conclusion, revealing positive patterns of meaning

such as increased interactivity and student motivation, as well as challenges such as technical barriers and adaptation issues from the teachers' perspective.

$$Pi = \frac{F}{N} \times 100\%$$

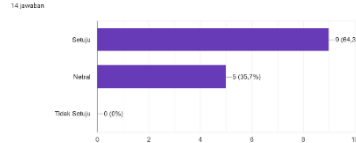
Where: Pi = Percentage  
F = Number of answer by respondents  
N = Number of respondents

Data collection featured draft statements on agreement to disagreement about the significance of Learning Rooms for elementary English teachers. Conducted in Banjarmasin, the study involved English teachers using the digital Learning Room app, selected for teaching English and app usage. Ten teachers completed questionnaires, while three participated in semi-structured interviews exploring lived experiences and meanings in teaching young learners. Research occurred from December 20-31, 2025.

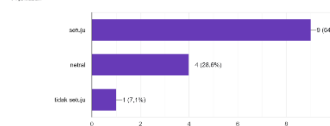
## RESULT AND DISCUSSION

This section presents the results of the analysis of data obtained from inerview and questionnaires distributed to respondents regarding the use of Learning Room as a digital learning medium that supports Communicative Language Teaching (CLT) practices

5. Penggunaan teknologi membantu siswa memahami materi Bahasa Inggris melalui aktivitas komunikatif (misalnya dialog, permainan, atau interaksi)

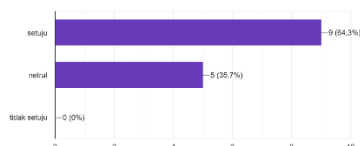


1. Saya memiliki pengalaman yang cukup dalam menggunakan teknologi digital untuk mengajar Bahasa Inggris pada siswa usia dini, dari



The first chart shows that respondents' opinions about the experience of using LearningRoom are sufficient. The data shows that 9 people, or approximately 64.3%, agreed with this statement, followed by 28%, or approximately 4 respondents, who were neutral. This was followed by 7.1% who at least partially disagreed with this statement.

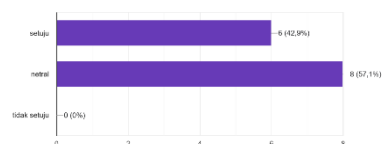
2. Saya merasa nyaman menggunakan perangkat Digital Educative Learning Room.  
14 jawaban



The following data from the presentation above demonstrates the comfort of using learning apps as digital technology. Based on the data analysis, 64% of respondents agreed. This was followed by 35.7% who chose neutrality. The remaining respondents did not disagree.

Based on the following percentage data from the questionnaire circulated by respondents, approximately 42.9% agreed that the use of learning rooms aligns with the CLT teaching practices implemented. However, the data presented showed a significantly larger neutrality rate, with approximately 57.1% responding to this statement. The remaining respondents did not disagree.

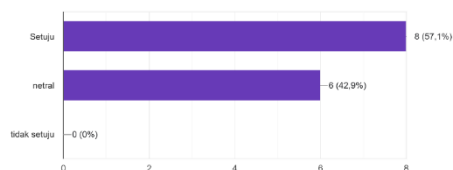
3. penggunaan teknologi di Digital Educative Learning Room sesuai dengan praktik pengajaran Bahasa Inggris berbasis CLT yang saya terapkan.  
14 jawaban



Based on the results of the percentage data presentation obtained from the questionnaire completed by respondents, 57.1% of respondents stated that they agreed that digital learning room technology helps achieve CLT-based goals. However, the majority of respondents, namely 42.9%, chose a neutral answer to the statement.

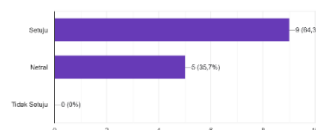
There were no respondents who expressed disagreement.

4. Teknologi dalam Digital Educative Learning Room membantu saya mencapai tujuan pembelajaran Bahasa Inggris berbasis CLT.  
14 jawaban



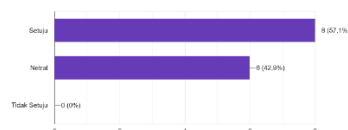
The first chart shows that respondents' opinions help students understand English through communicative learning room activities. The statement data shows that approximately 64.3% of respondents agreed with this statement, followed by 35.7%, or approximately neutral.

6. Materi dan aktivitas digital yang digunakan relevan dengan karakteristik dan kebutuhan belajar young learners.  
14 jawaban



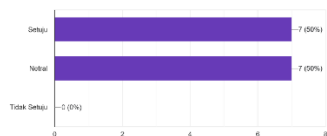
The following data from the presentation above demonstrates that the materials and activities are relevant to the students' character and needs. Based on the data analysis, 64% of respondents agreed with the statement. Furthermore, 35.7% of respondents chose a neutral response. No respondents disagreed.

7. Digital Educative Learning Room mendukung pengembangan keterampilan komunikasi siswa (listening dan speaking).  
14 jawaban



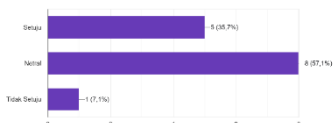
Based on the percentage data presentation obtained from the questionnaire distributed to respondents, 57.1% of respondents agreed with supporting the development of Learning Rooms that align with the applied Communicative Language Teaching (CLT) teaching practices. However, the proportion of respondents who gave a neutral response was more dominant, at 42.9%. No respondents disagreed with this statement.

8. Keterbatasan fasilitas dan jaringan teknologi menjadi hambatan dalam penggunaan Digital Educative Learning Room.  
14 jawaban



Based on the results of the percentage data presentation collected through the respondent questionnaire, 50% of respondents agreed that limited facilities and technological networks were obstacles in the digital educational learning room's contribution to achieving Communicative Language Teaching (CLT)-based learning objectives. However, some respondents, namely 50%, expressed a neutral attitude towards this statement. No respondents expressed disagreement.

9. Keterbatasan waktu menghambat pemanfaatan teknologi secara optimal dalam pembelajaran Bahasa Inggris berbasis CLT.  
14 jawaban



Based on the data presented in the first diagram, it can be seen that the majority of respondents believe that time constraints are an obstacle in utilizing CLT-based learning rooms. Analysis of this statement shows that 35.7% of respondents agreed. Meanwhile, 57.1% of respondents gave a neutral response to the statement. This finding indicates that although the majority of respondents have a positive view of the use of Learning Rooms, there are still a number of respondents who 7.1% stated a firm position of disagreement.

10. Saya mengalami kesulitan menyesuaikan teknologi digital dengan kebutuhan dan kemampuan siswa usia dini yang beragam.  
14 jawaban



Based on the data presented in the previous presentation, it can be concluded that students experience difficulties in adapting technology to the needs and abilities of religious early childhood. Data analysis results show that 28% of respondents

agreed with this statement. Meanwhile, 35.7% of respondents gave a neutral response. Furthermore, 35.7% of respondents disagreed with this statement.

The integration of technology, pedagogy, and content is crucial for effective learning. Its implementation in English language learning for young learners involved the Learning Room as a digital medium supporting Communicative Language Teaching (CLT). The questionnaire results indicated suitability and challenges, consistent with the literature review.

Furthermore, the data collection supported the interview results. These interviews were categorized as semi-structured, delving deeper into informants based on the type of phonological research. The informants' understanding of the use of phonological language was explored.

The first informant, let's call him teacher A and B. From the results of the research on the first English teacher regarding the usefulness of CLT-based learning rooms for young learners, in what situation is it most helpful for parents to improve their children's communication skills? Why?

*“Dalam situasi peserta didik dimunculkan pertanyaan pemantik yang bisa memunculkan rasa keingintahuan mereka yang mendalam ketika pembelajaran berlangsung dari situ saya mendapatkan cara yang terbaik untuk peserta didik menjadi komunikatif dan kita sebagai pendidik tentu perlu adanya arahan agar mereka tidak keluar dari konteks yang diinginkan.”-informan 1*

*“Ketika mengajar banyak menggunakan praktek antarsiswa daripada mendengarkan guru, karena disitu bisa dilihat keterlibatan aktif dan bisa meningkatkan komunikatif anak”-informan 2*

This means that the interview results demonstrate that the ease (convenience) of using technology aligns with teaching practices. The presence of a facilitator's guidance regarding the digital learning room is very helpful in CLT. Furthermore, students become more active. Furthermore, informant 1 stated that students were as usual or neutral during the learning process.

From the interview results, "What do you think the use of the e-learning room application means to you?"

*"Makna penggunaan dalam aplikasi E-learningroom adalah kita harus memahami dan mempersiapkan bagaimana agar tidak monoton dan perlunya dukungan penuh baik dari orang tua maupun pihak instansi agar bisa memaksimalkan pembelajaran yang tidak hanya sekedar alat dukung tapi peserta didik juga dapat memahami dan dengan maksimal untuk memudahkan mereka dalam pelaksanaan pembelajaran."*informan 1

"Untuk mempermudah siswa belajar Bahasa Inggris, karena banyak materi yang sudah disediakan dan bisa diakses dimana saja dan kapanpun"- informan 2

In the second statement from this interview, the use of the learning room for young learners based on CLT requires readiness to prevent monotony. In addition, support for achieving learning objectives is needed not only from teachers but also from parents and the surrounding community. Informant one added that the material presented in the learning room is still somewhat inconsistent with textbooks. According to informant two, there is a lot of material provided.

Next, we discuss another aspect of the usefulness of the learning room for young learners based on CLT. This is the answer from the first informant, Teacher A. The question was, "What obstacles did you experience when using the application? Why?"

*"Kalau ditanya kendala tentu hampir semua pengajar memiliki hal yang sama yaitu tidak semua peserta didik dapat memakai alat bantu untuk mereka dapat mengaksesnya. Karena kurang terdukungnya fasilitas yang memadai"*-informan 1

"Hanya saja kekurangan perangkat HP / Laptop pada saat inggih menjalankan Learning Room di sekolah"-informan 2

The first informant identified challenges in the CLT-based learning room for young learners. This challenge stems from the limited ability to adapt to technology, which students still require assistive devices for access. According to

informant 2, the challenge was using mobile phones as an aid in accessing the learning space.

Based on (Lin et al., 2016)theory (Ease/Convenience, Usefulness, and Challenges), the following is a brief synthesis of interview findings with teacher informants A and B regarding the CLT-based learning room for young learners.

#### **Ease (Convenience) - Ease and Suitability**

Interviews show the alignment of technology with CLT practices: Trigger questions (informant 1) and peer-to-peer practices (informant 2) enhance active engagement and communication, with students appearing neutral/active. This aligns with "use of technology that aligns with teaching practices", although teachers' technology experience is not fully revealed.

#### **Usefulness (Usefulness)**

Technology supports learning goals: Prevents boredom, maximizes understanding with parental support (informant 1), and easy access to materials (informant 2). This aligns with "ability to support student understanding" and material relevance, but it is not yet fully compatible with textbooks.

However, from the meaning of participants towards the benefits and challenges in the questionnaire referring to several aspects, as follows to be able to elaborate the synthesis according to the theory and data found in the field, among them are:

#### **Challenges (Challenges)**

Main facility limitations: Not all students can access without assistance (informant 1), lack of phones/laptops at school (informant 2). This reflects "limited facilities" and "difficulty adapting technology to student needs". Time or training is not mentioned.

#### **Usefulness of Learning Room Based on Literature and Questionnaire**

Theoretically, Learning Room enhances learning effectiveness. Questionnaire results: 64.3% of respondents agree that Learning Room helps with material comprehension through communicative activities, supporting CLT. Additionally, 64% agree with ease of use and increased student engagement. From a pedagogical perspective, 64% agree that materials meet student needs, allowing

teaching flexibility. In the CLT context, 57.1% agree that Learning Room achieves learning goals, although implementation is not yet optimal.

#### Difficulties of Learning Room Based on Literature and Questionnaire

Main challenges include facility and network limitations (50% agree), as well as time (35.7% agree). Student adaptation difficulties vary (28% agree, 35.7% neutral/disagree), depending on context. The dominant neutral responses indicate that teachers need further TPACK training for effective adaptation.

#### CONCLUSION

This study analyzes the use of Learning Room as a digital medium in English language learning for young learners, based on the Technological Pedagogical Content Knowledge (TPACK) framework by Lin, etc. (2016) and the Communicative Language Teaching (CLT) approach. Quantitative data from the questionnaire shows positive perceptions of the Learning Room among respondents, with 64.3% agreeing that this application improves the user experience, 64% feeling comfortable with digital technology, 64% stating that the material is relevant to students' needs, and 57.1% agreeing that the Learning Room supports CLT objectives. However, neutral responses dominated in several aspects (e.g., 57.1% were neutral about achieving CLT objectives), indicating that implementation was not yet fully optimal. The main challenges included limitations in facilities and networks (50% agreed), time (35.7% agreed), and students' difficulty in adapting to technology (28% agreed, with varying responses).

Overall, teachers' experiences with using TPACK integration, namely Learning Room and English language learning at the elementary school level, have benefits, uses, and challenges or difficulties. This depends on how teachers operate it, of course, with the support of the surrounding environment. Starting from continuous training in teacher facilities to support performance during teaching, the role of parents in motivating students to be enthusiastic about learning, and smooth connections in accessing the learning room.

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