



A QUALITATIVE STUDY OF CLASSROOMSCREEN USE IN RECOUNT TEXT LEARNING AT JUNIOR HIGH SCHOOL: A REFLECTIVE PRACTICE

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ABSTRACT

This study aimed to explore the teacher's experience in using the digital media ClassroomScreen in teaching recount texts to eighth-grade junior high school students, as well as to identify its impact on students' learning processes. The background of this research was based on the low motivation and engagement of students in understanding recount texts, along with the limited use of interactive learning media that support classroom management and active participation. A descriptive qualitative approach was employed, using a reflective study design. Data were collected through participatory observation, field notes, and visual documentation during the learning process. The data were analyzed using Miles' interactive model and Gibbs' Reflective Cycle. The findings show that the use of ClassroomScreen provides a positive experience for teachers in managing the class and delivering material visually and systematically, while also promoting reflection on teaching practices. For students, the media increases engagement, motivation, learning discipline, and ability to understand and write recount texts. Features such as the timer, work symbols, and random name picker are effective in creating a more orderly and enjoyable learning environment. However, some challenges were also encountered, including students' gaps in digital literacy and limited technological infrastructure. This study recommends the use of simple yet functional digital media in learning, supported by training for both teachers and students. The findings are expected to be a reference for educators and policymakers in developing reflective and contextual technology-based learning strategies.

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PRELIMINARY

English language proficiency has become one of the essential competencies students must master in the era of globalization. At the junior high school level, reading skills are a primary focus in English language learning, especially in understanding various types of texts, such as recount texts. Recount texts are a type of narrative text used to retell past experiences or events in chronological order. Understanding recount texts not only enhances reading comprehension but also supports students' ability to write and think sequentially. Wulandari, (2022) found that instructional strategies such as *Story Face* significantly improve students' understanding of recount texts. Furthermore, Mariam (2023) highlighted that multimodal digital literacy approaches are also effective in increasing student engagement and comprehension. These findings emphasize that integrating technology with innovative teaching strategies can greatly support students' reading and writing development in learning recount texts.

However, in practice, English teachers at the junior high school level often face challenges in teaching recount texts. These include low student motivation, limited active participation in reading activities, and a lack of engaging learning media that foster an interactive classroom environment. Yulianti and Taufiq (2023) noted that during online instruction, teachers found it difficult to motivate students and select methods that increased engagement. On the other hand, the use of interactive media such as PowToon has proven to enhance both motivation and understanding of recount texts (Resmini et al, 2023). Thus, the integration of technology in the learning process becomes a relevant solution to current educational challenges.

One of the interactive tools recently adopted by teachers is *ClassroomScreen*, a web-based platform offering various features such as timers, random name pickers, traffic lights, drawing pads, and text boxes. These features are designed to help teachers manage classrooms visually, create structured interactions, and indirectly increase student engagement. Kalidas et al. (2024) stated that tools like timers and work symbols improve students' concentration and communication during group work in English classes. Similarly, Whitting and Koppers (2024) emphasized the effectiveness of interactive visual aids like *ClassroomScreen* in enhancing student engagement and improving classroom management.

Positioned within this growing academic discourse, this study explores the practical experience of using *ClassroomScreen* in the context of teaching recount texts, particularly from

a reflective teaching perspective. It aims to contribute to the field of English language teaching by offering practical insights for educators on the use of simple but functional digital tools.

Accordingly, this research addresses the following questions:

1. What is the teacher's experience in using *ClassroomScreen* to teach recount texts?
2. What are the impacts of using *ClassroomScreen* on students' learning processes?

This study seeks to describe the teacher's reflective experience in implementing *ClassroomScreen* in recount text instruction and to analyze its influence on students' engagement, motivation, and comprehension. The results are expected to provide meaningful contributions to both pedagogical practice and future research in technology-assisted language learning.

RESEARCH METHODS

Research Approach and Type

This study employed a descriptive qualitative approach with a reflective research design. This approach was chosen to gain an in-depth understanding of the teacher's experience, who also acted as the researcher, in using the interactive digital tool *ClassroomScreen* to teach recount texts. Reflective research allows educators to systematically evaluate and reflect on their teaching practices to achieve continuous improvement. Reflective practice has been shown to enhance teaching effectiveness and support professional growth, especially in English as a Foreign Language (EFL) contexts. Through structured reflection, teachers can identify strengths and weaknesses in their instructional strategies and develop improvement plans to enhance learning quality (Masharipova, 2022).

Research Subjects and Setting

The subject of this study was the researcher herself, acting as an English teacher in Class VIII E at SMPN 08 Kota Cirebon. The study was conducted in Class VIII E, where the researcher is assigned to teach. The focus of the lessons was on recount texts, as part of the Grade 8 English curriculum.

Data Collection Techniques and Instruments

Data were collected through participatory observation, field notes, and visual documentation. Participatory observation enabled the researcher to deeply understand classroom dynamics by being directly involved in the learning process. This method provided insights into students' social interactions and behavior within their natural learning environment. Lefebvre et al. (2024) emphasized that participatory observation offers a comprehensive perspective on the learning process and teacher-student interaction. Field notes were used to record key events, student responses, and the use of *ClassroomScreen* features such as timers, work symbols, and text boxes throughout the lessons. Additionally, visual documentation, including photos and screenshots, served to support observational data and provide concrete evidence of how the media was implemented. The instruments used included daily reflective journals structured according to Gibbs' Reflective Cycle, which guided the analysis of teaching experiences through six stages: description, feelings, evaluation, analysis, conclusion, and action plan. Gibbs' model has been proven effective in fostering teachers' critical awareness of their teaching practices, as noted in a study on ESL teachers by Hashim et al. (2023). Observation sheets were also used to document the detailed use and effectiveness of *ClassroomScreen* features, while visual documentation supported both the observations and the teacher's reflections.

Data Analysis Techniques

The collected data were analyzed qualitatively using the interactive model by Miles et al., (2014), which consists of three key stages: data reduction, data display, and conclusion drawing/verification. This cyclical and iterative process allowed the researcher to continuously examine and refine the data to gain a comprehensive understanding of the phenomena under investigation.

In addition, reflective analysis followed the steps of Gibbs' Reflective Cycle, which includes:

1. **Description** : describing the teaching experience;
2. **Feelings** : expressing emotions and personal responses during teaching;
3. **Evaluation** : assessing what worked well and what did not;
4. **Analysis** : identifying the causes behind successes or challenges;
5. **Conclusion** : summarizing the lessons learned;
6. **Action Plan** : proposing improvements for future instruction.

This model has been shown to help educators reflect systematically, enhancing their communication and empathy skills, as demonstrated in a study by Ahmadpour et al., (2025) involving nursing students.

Data Validity

To ensure the validity of the data, methodological triangulation was applied by comparing and confirming findings from various data sources, including observations, field notes, and visual documentation. This approach enabled the identification of data consistency and discrepancies, thus enhancing the credibility and validity of the study's findings. According to Meydan and Akkaş (2024), triangulation is a methodological approach that strengthens the credibility of qualitative research outcomes. Limited member checking was also conducted through peer discussions. This process involved providing feedback on the researcher's interpretations and reflections to ensure their accuracy and alignment with observed experiences. Member checking helps detect potential bias and increases the reliability of the results. Zairul et al. (2023) found that validation strategies such as ARC (Asking, Record, Confirm) improve the reliability of qualitative data.

Research Ethics

This study upheld ethical standards in data collection, especially as it involved students as learning participants. Although no interviews were conducted directly with students, all documentation was handled with careful consideration for privacy and confidentiality. All data were anonymized and used solely for professional reflection and instructional improvement.

RESEARCH RESULTS AND DISCUSSION

This study was conducted in one of the eighth-grade classes at a public junior high school in Cirebon during the second semester of the 2024/2025 academic year. The researcher served as both the English teacher and the implementer of the learning process. The focus of the instruction was on recount texts, which were integrated with the use of the interactive media platform *ClassroomScreen*. The learning was carried out over three sessions using the experiential learning model, which follows four key stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation (Kolb, 1984). Each phase was supported by features provided by *ClassroomScreen*, including the timer, random name picker, work symbols, text box, and traffic light, all of which were designed to enhance

student engagement, clarify instructions, and create a structured and conducive learning environment.

Observations and field notes revealed that the use of *ClassroomScreen* provided a positive experience for the teacher in managing the classroom and delivering recount text material. During the lessons, the teacher noticed increased classroom order, aided by features such as the timer and work symbols, which proved effective in time management and delivering instructions visually and systematically (Astuti et al., 2022). These tools contributed to a more structured learning flow and encouraged students to become more disciplined in following learning activities. In addition, the visually appealing and functional interface of *ClassroomScreen* allowed the teacher to minimize excessive verbal instruction, enabling greater focus on observing students' learning processes and providing optimal support. The media also facilitated deeper teaching reflection, as student responses and participation levels were observable in real time (Hojeij et al., 2023). This experience reinforced the teacher's role as a facilitator and observer in a technology-enhanced, adaptive learning environment (De Side et al., 2021).

Impact of ClassroomScreen on Student Learning

Based on teaching documentation and reflective journals, *ClassroomScreen* demonstrated several positive impacts on students' learning processes. One of the main effects was the increased student engagement during classroom activities. Tools like the random name picker and drawing pad successfully triggered enthusiasm and active participation, especially during group discussions and presentations, as they created an equitable and enjoyable learning atmosphere. Research by Astuti et al. (2022) also found that *ClassroomScreen* significantly enhanced students' mathematical understanding at the elementary level, reflecting its broader impact on engagement and participation.

Students' learning motivation also improved. The visualized instructions and time limits through features like work symbols and timers provided clarity in task execution, helping students develop time awareness and a sense of responsibility for their learning. Afifa & Astuti (2024) emphasized that digital learning media, including visual tools like those in *ClassroomScreen*, positively influenced students' motivation and learning outcomes in science subjects. Another positive outcome was students' improved comprehension of recount texts. During the Active Experimentation stage of experiential learning, students showed the ability to compose recount texts in a more structured and coherent manner, as reflected in the quality

of their assignments. Wang & Phongsatha (2024) supported this by noting that interactive classroom strategies using visual aids enhance student engagement and foster positive classroom perceptions. Moreover, the use of *ClassroomScreen* contributed to better learning discipline and peer communication. Features like the traffic light and timer fostered a calmer and more controlled classroom environment, habituating students to follow time regulations and demonstrate improved collaboration. A structured learning setting also strengthened students' social skills in a collaborative context. Safitri & Ratnasari (2025) concluded that effective classroom management significantly impacts students' learning outcomes and motivation.

Reflection and Discussion

The experience of using *ClassroomScreen* in junior high school English lessons aligns with previous research findings. Interactive digital media such as *ClassroomScreen* has proven effective in boosting student engagement and improving classroom management. Pratama and Hastuti (2024) underlined digital platforms that offering real-time visualizations and classroom control features can enhance student engagement and support more structured teaching. Similarly, Anbalagan & Cyril (2021) emphasized that interactivity in classroom management, especially through digital media, has a significant effect on creating a more participative and conducive learning environment.

This technological integration also reinforces students' comprehension of the learning material. Suryani et al. (2024) found that consistent use of interactive technology helps students write recount texts more systematically and according to proper structure. This aligns with the essential role of technology in supporting the experiential learning model, which requires active participation and direct reflection throughout the learning process. However, implementing *ClassroomScreen* is not without challenges. Some students initially struggled to understand non-verbal symbols such as work symbols or traffic lights. This indicates the importance of students' digital readiness, as highlighted by Maharani & Hidayat (2025), who stressed that students' understanding of digital tools significantly affects the successful integration of technology in the classroom. Furthermore, Howard et al. (2021) emphasized the need for digital literacy training not only for teachers but also for students, so that educational technology can be used optimally.

Technological infrastructure issues, such as unstable internet connections, also posed barriers to the full use of *ClassroomScreen*. Wiranata et al. (2024) pointed out that inadequate technology infrastructure directly affects the effectiveness of tech-based learning, which is consistent with observations in the field. Overall, despite several technical and adaptation-related challenges, the use of *ClassroomScreen* has positively contributed to improving the quality of English instruction at the junior high school level. This media encourages teachers to take on the role of active facilitators in a reflective, adaptive, and digitally enriched learning environment.

CONCLUSION

This study aimed to explore the teacher's experience in utilizing the digital media *ClassroomScreen* and to examine its impact on students' learning processes in the context of teaching recount texts in Grade VIII of junior high school. Based on the analysis of data obtained through observations, field notes, documentation, and reflective teaching practice, it can be concluded that *ClassroomScreen* has contributed positively to classroom management and the enhancement of student engagement.

From the teacher's perspective, the media provided substantial ease in managing time and delivering instructions, thanks to visual features such as the timer, work symbols, and text box. These tools enabled more structured and efficient information delivery, which in turn supported the creation of a conducive classroom atmosphere. Additionally, *ClassroomScreen* reinforced the teacher's role as a facilitator who could more effectively observe and respond to students' learning dynamics through reflective teaching. Through the application of Gibbs' Reflective Cycle, the teacher was able to evaluate each phase of the learning process and design continuous improvements for future instruction.

From the students' point of view, the use of *ClassroomScreen* significantly improved their motivation and active participation in learning. The engaging and interactive visuals fostered learning interest and helped students better understand the sequence of classroom activities. Students also became more responsible for their tasks and demonstrated improvement in composing recount texts that followed proper structure and chronology. The visual clarity of instructions and time limits encouraged discipline and guided learning behavior. Furthermore, the collaborative environment created by features such as the random name picker and drawing pad supported the development of students' social and cooperative

skills. Nevertheless, the study also identified several challenges in the implementation of *ClassroomScreen*, including disparities in students' digital literacy, which initially hindered their understanding of the tool's symbols and functions. Additionally, technological limitations such as unstable internet connections were observed as barriers to the media's optimal use.

In light of these findings, it is recommended that teachers, particularly English teachers, consider incorporating simple yet functional digital media such as *ClassroomScreen* in their instructional practice. School support in the form of infrastructure provision, teacher training, and student digital literacy development is also crucial to ensure effective learning processes. For future researchers, it is suggested to broaden the scope of the study by involving more participants, employing varied data triangulation methods, or investigating the media's impact on other language skills such as speaking and listening. In doing so, the advancement of technology-integrated education in schools can be continuously enhanced sustainably.

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