



## Prosiding

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## The Use of Smart TV as Audiovisual Media in Teaching Pronunciation and Students' Responses

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**abstrak**—Penelitian ini dilatarbelakangi oleh perkembangan teknologi yang mendorong penggunaan Smart TV sebagai media audiovisual dalam pembelajaran bahasa Inggris di sekolah dasar untuk membantu guru menyampaikan materi pronunciation secara lebih interaktif dan menarik serta meningkatkan respon siswa selama proses pembelajaran. Penelitian ini bertujuan untuk menganalisis penggunaan Smart TV dalam pembelajaran pronunciation dan mengetahui respon siswa terhadap penggunaannya di kelas VI SDN Gamongan I. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi yang melibatkan satu guru bahasa Inggris dan enam belas siswa kelas VI SDN Gamongan I. Hasil penelitian menunjukkan bahwa Smart TV digunakan sebagai media utama untuk menampilkan video YouTube, lagu edukatif dengan lirik, dan permainan digital yang mendukung pembelajaran pronunciation melalui teknik drilling dan aktivitas gamifikasi menggunakan website Wheel of Names. Penggunaan media audiovisual tersebut berhasil menciptakan suasana belajar yang lebih interaktif, menyenangkan, dan berpusat pada siswa sehingga siswa menjadi lebih fokus, aktif, antusias, dan percaya diri dalam mempraktikkan pengucapan bahasa Inggris. Meskipun terdapat beberapa kendala teknis seperti koneksi internet yang kurang stabil dan keterbatasan keterbacaan teks bagi siswa di bagian belakang kelas, kendala tersebut tidak menghambat tercapainya tujuan pembelajaran. Berdasarkan hasil penelitian, dapat disimpulkan bahwa Smart TV merupakan media audiovisual yang efektif dalam pembelajaran pronunciation di sekolah dasar karena mampu mendukung kemampuan pengucapan siswa, meningkatkan motivasi belajar, serta meningkatkan keterlibatan siswa selama proses pembelajaran berlangsung.

**Kata kunci**—Smart TV, Pengucapan Bahasa Inggris, Media Pembelajaran

**Abstract**—This study is based on the development of technology that encourages the use of Smart TV as learning media in elementary schools to help teachers deliver pronunciation materials in a more interactive and engaging way while improving students' responses during the learning process. This study aims to analyze the use of Smart TV in teaching pronunciation and to identify students' responses toward its implementation in the sixth-grade classroom at SDN Gamongan I. This study employed a qualitative approach with data collection techniques consisting of observation, interviews, and documentation involving one English teacher and sixteen sixth-grade students at SDN Gamongan I. The findings revealed that Smart TV was used as the main instructional medium to display YouTube videos, educational songs with on-screen lyrics, and digital games that supported pronunciation learning through drilling techniques and gamification activities using the Wheel of Names website. The use of audiovisual media

successfully created a more interactive, enjoyable, and student-centered learning atmosphere in which students became more focused, active, enthusiastic, and confident in practicing English pronunciation. Although several technical obstacles were identified, such as unstable internet connections and limited text visibility for students seated in the back rows, these challenges did not significantly affect the achievement of the learning objectives. Based on the findings, it can be concluded that Smart TV is an effective audiovisual medium for teaching pronunciation in elementary schools because it supports students' pronunciation skills, increases learning motivation, and enhances students' engagement during the learning process.

**Keywords** – Smart TV, Pronunciation, Learning Media

## INTRODUCTION

Pronunciation is one of the important aspects in learning English because it influences students' ability to communicate clearly and confidently (Gilakjani, 2016). In elementary school, students often experience difficulties in pronouncing English words correctly due to limited exposure to authentic pronunciation models and the lack of interactive learning media. Conventional teaching methods that rely only on textbooks and verbal explanations tend to make students less interested and less confident in practicing pronunciation (Harmer, 2001). Therefore, teachers need innovative learning media that are able to provide audiovisual examples and create enjoyable learning experiences for young learners.

Audiovisual media plays an important role in supporting pronunciation learning because students can directly listen to and observe the correct pronunciation patterns from native speakers. The integration of videos, songs, and interactive digital activities can help students imitate pronunciation more accurately while increasing their motivation and participation during the learning process. In addition, the use of digital media in elementary school classrooms is considered capable of creating a more student-centered learning environment that encourages active engagement and collaborative interaction among students (Januarti & Ermiana, 2025). The use of Smart TV as interactive learning media has also been shown to increase students' motivation, focus, communication skills, and classroom participation through multimodal learning activities (Noviyanti et al., 2026).

## METHOD

This study employs a qualitative approach to gain in-depth understanding of phenomenon, aiming to obtain valid and natural data directly from the field. Consistent with Creswell (2014), qualitative research explores and constructs the meaning of social phenomena based on participants' perspectives in natural settings. This approach was selected to analyze the use of smart tv as audiovisual media in teaching pronunciation and students' responses during the learning process. Conducted at SDN Gamongan I, the study involved an English teacher and sixteen sixth-grade students. Data were collected through observation, interviews, and documentation.

Direct observations were conducted in the sixth-grade class at SDN Gamongan I to examine the pronunciation learning process utilizing a Smart TV as audiovisual Media. This method allowed the researcher to monitor the teacher's delivery, classroom dynamics and student engagement throughout the activity. To gain deeper insights, in depth interviews were held with the English teacher and six students to explore their experiences, perceived benefits, and challenges. These data were further corroborated by documentation, including activity photograph and lesson plans. To ensure systematic data collection, the study employed structured instruments: observation sheets, interview guidelines, and documentation protocols.

Several previous studies have discussed the effectiveness of digital media and technology in supporting the learning process. Research conducted by (Ilmiyah & Muslih, 2024) showed that the use of Smart TV as learning media can increase students' learning interest because the media presents learning videos and PowerPoint materials with attractive audiovisual quality. The study also explained that Smart TV creates a more interactive and enjoyable classroom atmosphere, allowing students to become more engaged during the learning process. Furthermore, (Syam et al., 2025) found that the use of Smart TV media in English classes was effective in improving students' English vocabulary skills and increasing students' participation during learning activities. The integration of audiovisual and interactive digital media through Smart TV helped students understand learning materials more easily and encouraged active classroom interaction.

However, studies specifically focusing on the use of Smart TV as audiovisual media in teaching pronunciation at the elementary school level are still limited. Most previous studies only discussed the general use of Smart TV in classroom learning without specifically examining its implementation in pronunciation teaching activities. Therefore, this research is important to provide a deeper understanding of how Smart TV is implemented in pronunciation teaching and how students respond to its use in the classroom.

Through this study, it is expected that the findings can contribute to the development of innovative English teaching media, especially for pronunciation learning in elementary schools. In addition, this study is expected to provide practical references for teachers in utilizing Smart TV as audiovisual media to create more interactive, effective, and enjoyable English learning activities for young learners.

## RESULT AND DISCUSSION

The use of Smart TV as Audiovisual Media in the sixth-grade classroom at SDN Gamongan I has proven effective in creating an interactive and dynamic learning environment for pronunciation. The use of interactive technology in the classroom is considered crucial in the modern era because the integration of digital media into the instructional process can stimulate 21<sup>st</sup>-century skills, one of which is student confidence (Fitrianingsih et al., 2023).

Based on field observations, the Smart TV functioned as the primary instructional control center for delivering lesson materials through the projection of curated YouTube videos covering the simple future tense within the theme of future aspirations. The instructional process was implemented using a drilling technique, where by teacher utilized the pause feature at critical sentence fragments to stimulate collective phonetic imitation among the students. In addition to narrative-based videos, the integration of educational songs equipped with on screen lyrics was employed to scaffold students' grasp of lexical stress and pronunciation rhythm. The utilization of this interactive digital media reflects the core principle of modernizing instructional materials, which is highly effective in foresting active student

engagement and generating positive learner responses in the classroom (Rahmawati et al., 2023). Furthermore, the strategic application of children's song in primary school vocabulary instruction serves as a highly interactive and meaningful approach that successfully captures students' attention, eases comprehension barriers, and establishes a contextual learning atmosphere (Istiana et al., 2025)

Apart from relying on passive audiovisual content, pedagogical innovation was demonstrated through the application of gamification method using the Whell of Names website projected onto the Smart TV screen. This supporting media was utilized to digitally randomize vocabulary related to the theme of future aspirations. When the wheel of names stopped on a specific word, the teacher called upon students individually to demonstrate its correct pronunciation. this practice significantly transformed the classroom dynamics into a more live and challenging atmosphere, fostering active participation from otherwise passive learners. The implementation of games is a paramount strategy for primary school teachers to streamline vocabulary instruction and optimize student learning outcomes (Sari et al., 2024). Such instructional conditioning aligns with the consensus that integrating appropriate playful digital media into primary education triggers potent psychological stimuli, enhances students' behavioral motivation, and ensures that newly acquires linguistic data is deeply embedded into their long-term memory (Tirtanawati, 2023).

The combined deployment of audiovisual media and gamified activities directly manifested in positive behavioral transformations and an enhanced classroom environment. Field observations revealed a significant increase in students' situational focus and cooperative behavior toward instructional prompts. A high degree of emotional engagement was recorded as students spontaneously and loudly imitated the pronunciation pattern embedded within the videos and songs. This phenomenon corroborates previous findings indicating that well managed, content-based instruction automatically yields significant positive effect on young learners' speaking abilities, systematically reduces excessive reliance on their native tongue. And revitalizes the overall classroom atmosphere by maximizing opportunities for active linguistic output (Rohmah, 2015).

The positive dynamics captured during the field observations were further validated through in-depth qualitative interviews with both the English teacher and representative students. The teacher asserted that the Smart TV served as a highly efficient instructional tool for delivering authentic language modeling directly from native speakers. Corroborating this perspective, interviews with six sixth-grade students indicated a high level of satisfaction: they reported that the large-scale, colorful visual displays mitigated oral performance anxiety and significantly boosted their confidence to articulate foreign words. Although field documentation identified minor technical impediments, specifically occasional internet instability and suboptimal text legibility for students seated in the back rows, the digital intervention successfully achieved its intended pedagogical objectives. Ultimately, the successful creation of this elementary level digital learning ecosystem reinforces the premise that targeted English literacy improvement programs provide profound long-term benefits for children's language development and the broader academic community (Nurdianingsih et al., 2024)

## CONCLUSION

Based on the results of observation, interviews, and documentation, the use of Smart TV in teaching pronunciation and the responses of sixth-grade students at SDN Gamongan I has proven to be effective in supporting the English learning process. The conclusions of this study include: 1) Smart TV as an audiovisual medium helps teachers present pronunciation materials in a more engaging and interactive way through videos, educational songs, and digital games; 2) Smart TV makes it easier for students to understand and imitate English pronunciation better because they can directly hear pronunciation examples from audiovisual media; and 3) the use of Smart TV elicits positive responses from students in the form of increased enthusiasm, focus, participation, and confidence during learning. Although there are technical obstacles such as unstable internet connections and limited text readability for students in the back rows, these do not significantly affect the achievement of learning objectives. Therefore, this study concludes that Smart TVs can be utilized as an effective

audiovisual medium in pronunciation learning in elementary schools and are capable of supporting the development of language skills as well as student engagement in the learning process.

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