

STUDY ABOUT STUDENT'S PERCEPTION TOWARD THE USE OF SMART TV IN LEARNING SPEAKING ON THE MATERIAL GIVING AND ASKING OF INSTRUCTIONS

Vindy Nita Yusovi¹

¹Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya
vindy.yusovi123@gmail.com

Muhtarom²

²Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya
mmuhtaromexcellent@gmail.com

Enok Purwanti³

³MTsN Gresik
enokpurwanti@gmail.com

Abstract: *To improve students' ability to speak passively especially in teaching asking and giving instructions material, supporting devices are needed since students need media or teaching strategies that are relevant. The purpose of this study was to discuss more deeply in the context of students' perception about the use of Smart TV on the learning process in the classroom which is also related to the problems experienced by students and also to the output produced by students. The design of the study was descriptive qualitative. The subjects of the study were 19 students from 34 students in MTsN Gresik at 8th grade. The data was collected through a questionnaire, interview and the student's own performance. The study revealed that students responded to Smart TV as a media in learning speaking on the material asking for and giving instructions are positive: they strongly agreed that by using Smart TV, the learning process more lively, fun and meaningful.*

Keywords: *Smart TV; Media; Learning Speaking*

First Received:
(February 2, 2023)

Final Proof Received:
(March 31, 2023)

INTRODUCTION

The government has recognized the importance of English and has issued a decree allowing English to be taught in Indonesian schools. English teaching has reached its peak since the introduction of the 1994 curriculum (Octoberlina, 2022, p. 175). As that is certainly related to the use of English language as an international language has 150 to 30 million speakers who use it as their second language and 100 to 1000 million speakers use it as a foreign language (Crystal, 2003, p. 32). In English language, there are several skills that must be mastered by language learner, including

the ability to speak, write, listen and read. Of the four skills, the most crucial is the speaking skill because a person's success in learning a language is often seen from how she or he speaks. However, there are still many students who only have little capacity and ability to speak, even though the ability to speak itself is one of the ways for students as language learners to express their feelings, ideas, thoughts and convey information through conversations with other people. Therefore, it is important to know about the grammar and vocabulary in a language, but it is equally important to know how to put the language in real life especially into daily conversation.

On the other hand, there are several problems in learning English especially in speaking skill which is it is about the students' speaking capacity, including uneasy feeling, shyness, fear of making mistakes, even from an educator's perspective, sometimes there are still those who teach using strategies and methods that are not suitable with the students need. Even though most students only have the opportunity to practice speaking in English when the English teaching and learning process place in the classroom. As mentioned in the research conducted by (Lestari, 2012, p. 47) that problems in teaching and learning English can occur through several things, namely in terms of students being taught as well as in terms of teachers who teach.

For this reason, it is important for teachers as facilitators to provide something creative in the classroom environment that can encourage students to practice speaking in real life situations through meaningful tasks or by providing relevant examples related to the speaking practice to be studied (Safitri, 2021, p. 45). To improve students' ability to speak passively especially in teaching asking and giving instructions material, supporting devices are needed since students need media or teaching strategies that are relevant. (Ahmadi, 2017, p. 5) and (Prayudi, Hakiki, Putra, Anzka, & Ihsan, 2021, p. 110) noted that the use of technology in the learning process has a major contribution where technology itself has been widely understood as an applicator of methods, tools, materials, systems, equipment and strategies that can be directly related to the objectives to be realized by teachers and educational institutions in the English learning process MTsN Gresik as a place of this study has integrated the use of Smart TV technology as a learning media. By using Smart TV technology, the learning process becomes more meaningful and not only limited to class discussions. This is in line with research from (Arriyani & Pratama, 2021, p. 428) that the integration of technology as a medium in learning English is considered effective in improving student learning achievement. As the Smart TV technology has an important role in learning English, including the role of being able to motivate students to learn English, this has also been supported by previous research conducted by (Sharma & Barrett, 2011) cited by (Leithner, 2009, p. 36) described that learning by utilizing technology will motivate the learners a lot. Through Smart TV the teacher can provide modeling to students related to the use of English in real-world conversations in daily life.

The integration of Smart TV technology in the learning process is quite crucial if it is applied to a class that implements a student-centered approach. This is because teachers may be more dependent on Smart TV. Therefore, there is no interpersonal interaction between teachers and students. In addition, with the various features offered by Smart TV such as Netflix, internet access, Amazon prime, Hulu, HBO, and many more platforms that can be accessed by students freely in the classroom, it can abuse them. Furthermore, the perception of students after being given facilities in the form of Smart TV technology in learning English is certainly very crucial though. A study conducted by (Szilagyi and Wallace, 1980, p. 24) noted that the use of technology in the learning process can affect behavior, attitudes, and motivation in learning. On the other hand, students' perceptions of learning in speaking skills using Smart TV will have an impact on students' motivation in learning.

Meanwhile, in a study conducted by (Edumadze, Kuadey, & Mensah, 2019, p. 226) entitled the perception of students in using mobile learning at the university of cape coast, Ghana explained that most students who learned to use mobile technology found that they could not help them to find out learning. The study also shows that 91, 6 % of the students perceived mobile technology as useful in learning. In addition, there are not many studies that discuss the use of Smart TV intensely from the student's point of view. As for the previous research, most of them are more limited to the use of Smart TV as a teaching media, and the role of technology in its implementation when used as a learning media. Therefore, with the description above, this study will discuss more deeply about the students perception towards the use of Smart TV on the learning process in the classroom. Moreover, this study aims to know do the students perceive the use of Smart TV in the positive or negative way. This study about perception is important since (Altman, 1985, p. 52) in his research noted that students behavioral responses also influenced by the way students perceive on something, whether it is in positive or negative way. Moreover, it is also supported by the previous study conducted by (Szilagyi and Wallace, 1980, p. 32) that the human perception results in human behavior will be related each other, negative perception leads to negative behaviour and vice versa.

Understanding the perspective by the students will also relate to the problems experienced and also to the output produced by students. By understanding the student's perceptions this study will know the contribution of Smart TV as a media in improving student's English proficiency especially in speaking. The results of this study will be used as evaluation material for the school, both teachers and principals to make improvements to the learning process, especially in learning English which can be used to increase student output with higher quality. Moreover, for the researcher this study will be used as a valuable information which can be given to educational practitioners.

LITERATURE REVIEW

Perception is a process that has an important role as a stimulus that gives effect as a giver of experience either directly or indirectly in the learning process. Then, in the article (Lestari, 2012, p. 2) it is noted that in various countries, Smart TV has become a material for consideration as a source and tool for teaching, this is because Smart TV is adaptable and can follow various variations of approaches that exist in many types in learning situations. In addition, Smart TV is also can be as a support and reinforcement tool. As for several previous studies from (Dunleavy, Dexter, & Heinecke, 2007, p. 440), (Healey, Jordan, Pell, & Short, 2010, p. 236) and (Waddoups, 2004, p.16) which discussed the benefits of using Smart TV claiming that technology can provide the ability for teachers to draw up students in the classroom through instructional materials. In addition, the features of a complete Smart TV also make it easier for teachers to present material using only USB displays or links, without using various other devices such as computer, laptop and LCD which are inefficient when it is carried to various places. Meanwhile, from the previous study by (Yudapratama & Madiun, 2022, p. 506) explained that Smart TV was able to make students share their insights with the rest of the whole class. Therefore, it can strengthen the absorption of knowledge, Moreover, student thought that learning by using Smart TV was very fun based on research conducted by (Prayudi et al., 2021, p. 103) Students can learn English with a variety of mobile technologies. For this reason, there will be many activities that can be done by teachers and students appropriately and efficiently.

METHOD

This study uses a descriptive qualitative research design based on a phenomenon that focuses on the experiences that have been described by people who experience the phenomenon and interpret the phenomenon. The students in this study consisted of grade 8 students at MTsN Gresik for the academic year 2022-2023 which consists of 10 classes. The type of sampling used is purposive sampling. Because the population is quite large, the sample taken is from class 8 A which consists of 19 from 34 students or about 10 percent of the total number of class 8. The instruments used are questionnaires, interviews and observation checklist to observe students own performance on speaking. The questionnaire consists of 10 positive and negative questions that were distributed through Google form. Moreover, this study used interviews to support students' perceptions in the questionnaire. The interview used was a semi-structured interview. Therefore, the interview had been prepared in advance but did not strictly follow every prepared question.

RESULTS AND DISCUSSION

Results

The questionnaire consists of 10 questions. From the questionnaire, it was revealed that student's perceptions of the use of Smart TV in learning English to improve students' speaking skills, especially in asking and giving directions, mostly gave positive assessments. The details will be shown as in the following table.

Table 1 Questionnaire about students' perceptions of the use of Smart TV to improve students' speaking skills in the material asking and giving instructions

No	Questions	TA	A	D	TDA
1	Belajar menggunakan Smart TV sangat menyenangkan	5 26,3%	13 68,4%	- %	1 5,26%
2	Smart TV dapat meningkatkan tingkat percaya diri saya pada saat berbicara menggunakan bahasa inggris baik dalam maupun diluar kelas	- %	15 78,9%	4 20%	- %
3	Smart V mampu mengurangi tingkat kecemasan saya pada praktik berbicara (speaking) dalam mata pelajaran bahasa inggris	2 10,5%	14 73,6%	3 15,7%	- %
4	Belajar bahasa inggris menggunakan Smart TV meningkatkan kemampuan saya untuk belajar bahasa inggris secara mandiri	3 15,7%	14 73,6%	2 10,5%	- %
5	Dengan menggunakan Smart TV, proses pembelajaran menjadi rileks dan dapat menciptakan kebebasan pada lingkungan pembelajaran bahasa	6 31,5%	12 63,1%	1 5,26%	- %
6	Smart TV menyediakan berbagai macam sumber pembelajaran untuk bahasa Inggris	8 42%	10 52,6%	1 5,26%	- %
7	Semua siswa memiliki kebebasan dalam mengakses Smart TV baik selama proses pembelajaran	6 31,5%	7 36,8%	6 31,5%	- %
8	saya pribadi merasa bahwa Smart TV memberikan konten yang tidak sesuai dengan materi yang diajarkan	- %	1 5,26%	14 73,6%	4 21%
9	Saya merasa terganggu ketika guru maupun orang lain menggunakan Smart TV sebagai media belajar	- %	1 5,26%	13 68,4%	5 26,3%
10	menggunakan Smart TV pada proses pembelajaran dapat mempengaruhi kesehatan tubuh saya	- %	4 21%	13 68,4%	2 10,5%

From the results of the table above, it appears that most students (68.4%) of students think that learning to use Smart TV is very fun, even (73.6%) students feel that they are more confident when speaking in English after seeing examples of explanations. teacher aswell as illustrations from videos displayed by teachers via Smart TV. Then 73.6% of students feel that learning to use Smart TV can reduce their level of anxiety in speaking in English subjects, 73.6% of students also agree that learning to use Smart TV can make students feel compelled to learn English more deeply.

Furthermore, more than 50% of students agree that by learning to use Smart TV, students become more relaxed and feel freer to express, this happens because students can access many features available on Smart TV, and 73.6% of students think that Smart TV has content that is relevant to the material being taught. Then most of the students 68.4% of students agreed that using Smart TV did not interfere with students' concentration in learning and only 5.26% of them felt disturbed when learning to use Smart TV. Then only 21% of students think that learning to use Smart TV can affect students' health.

Then to find things that are not measurable through the questionnaire, the researcher uses interviews to get more detailed information that is not covered in the questionnaire. The researcher found that all participants from class 8-A who used Smart TV as a teaching medium in learning English stated that they felt happy, comfortable and helped by the Smart TV. 75% students have a positive perception of the use of Smart TV in learning English but it is still accompanied by several obstacles experienced by students. This is evidenced by the results of interviews with the results of one student who agrees regarding the use of Smart TV media as shown below

Extract 1

(Student 1, 26/10/2022/No. 1)

.... Menurut saya menggunakan Smart TV pada semua mata pelajaran terutama mata pelajaran bahasa inggris sangat menyenangkan, karena Smart TV ada gambarnya (ilustrasi) bergerak dan tidak bergerak, jadi tidak hanya mengeluarkan suara saja, gambarnya juga relative jernih. Selain itu fiturnya juga ada banyak. Bahkan ada youtube yang bisa diakses oleh saya dan teman-teman ketika berada di dalam maupun diluar jam pelajaran. Dari gambar tersebut saya bisa memahami materi dengan lebih mudah dengan meniru yang telah dicontohkan. Hanya saja terkadang kalau diberi video yang monoton dan terlalu lama, saya menjadi bosan. Selain itu ada juga kendala dari internet yang tidak lancar atau tidak terhubung. Ditambah lagi ukuran Smart TV juga agak kecil jadi siswa yang duduk dibelakang terkadang tidak kelihatan."

From the descriptions of students through direct interviews, it can be said that most students belonging to have a positive perspective on the use of Smart TV in learning English, especially in asking questions and giving instructions materials. Due to some indicators such as moving image illustrations, video, animation and other features offered.

The last is the results of data collection taken from the results of observations direct class inside using the following indicator:

Table 2. Indicator of students own performance.

Aspect	Indicator	
Student's attention in learning process	1	Do not talk alone when learning takes place
	2	Not sleepy when learning takes place
	3	Do not disturb friends when learning takes place
	4	Do not play alone when learning takes place
	5	Focus on listening to Smart TV to the end
Student's participation during learning process	1	Answering the questions given by the teacher
	2	Ask the teacher about the material that is not understood
Student's feeling to the learning process	1	Feel happy using animated film learning media
	2	Feeling enthusiastic in learning when using Smart TV learning media
	3	Not bored with the learning process using Smart TV

In the results of observing students own performance, it was found that during the exposure of learning materials using Smart TV as a media, students focused on paying attention to Smart TV and were not busy talking to their friends. By paying more attention to Smart TV, students became not sleepy. This happens because students are interested in learning media and there is a feeling of fear of missing important points from the material presented, this shows that using Smart TV as a learning media is able to increase students' enthusiasm in learning. In addition, from the results of observations, it appears that students after listening to the material explained through Smart TV, are able to answer questions posed by the teacher well, both written and oral questions. Moreover, from the observations, students still ask the teacher when they find material that has not been understood.

In addition, students also feel happy and enthusiastic when the teacher plays videos through Smart TV. The students become excited and more interested in listening to the material compared to just sitting and paying attention to the teacher's lecture. In short from the observations in the classroom, it was found that several main points of student attitudes were: 1) students paid attention to the teacher when explaining, 2) students gave positive responses when the teacher taught, 3) students were happy with learning English, and 4) students actively asked questions and answer during the teaching and learning process.

Discussion

Students showed a positive response to the use of Smart TV as a medium for teaching English, especially in asking questions and providing direction on speaking skills. It can be seen from the results of the total score of the questionnaire. Of the total respondents, more than 50% believe that learning to use Smart TV has become easier and more interesting. In addition, students can access Smart TV not only in English but in almost other subjects as well. In addition, Smart TV is also easy to use because teacher and student only need to connect a Smart TV to the internet and then run it with a remote control, from the results of student interviews, it is stated that using a

Smart TV is not much different from using a Smartphone or regular TV at home. The interesting thing is that students can work by listening to songs that are played via YouTube on Smart TV. Therefore, with that convenience, student become more enjoy and relax when doing the assignments given by the teacher through Smart TV. This is in line with several studies which also say that listening to music can change emotions, release emotions, entertain, enjoy and reduce stress. Therefore, by listening to music through Smart TV can make teaching and learning process better (Juslin & Laukka, 2004, p. 218) and (Reviews, 2002, p. 332). The next statement is that students agree that Smart TV can increase students' motivation and interest in learning, this is because Smart TV presents pictures or illustrations that can be used by teachers as modeling for students. In the material for giving and asking for instructions, the teacher can present an example of a video containing questions and directions that are demonstrated directly by native speakers via a Smart TV connected to the internet, or if the teacher has problems, the teacher can immediately present a video illustration directly through a laptop that is connected to a Smart TV via the screen sharing feature. Due to the static nature of Smart TVs that remain in the classroom, it is unnecessary to bring similar devices such as LCDs, speakers, etc. Since, everything can be accessed directly on the Smart TV.

By using Smart TV as a media, the learning process becomes more meaningful and is not limited to discussion classes. This is in line with research from (Arriyani & Pratama, 2021, p. 428) that the integration of technology as a medium in learning English is considered effective in improving student learning. This is because Smart TV technology has an important role in learning English, including being able to motivate students to learn English, this is supported by previous research conducted by (Sharma & Barrett, 2011) reviewed by (Leithner, 2009, p. 32) explained that learning by utilizing technology will motivate many students. This is because Smart TV technology provides different colors, so that through the audio-visual media owned by Smart TV not only increases student learning power but also their understanding of the English material that has been studied.

However, there are still shortcomings from the use of Smart TVs, from the results of interviews and questionnaires it is concluded that students like to learn to use Smart TVs because Smart TVs display illustrated illustrations in the form of videos or ordinary images. Furthermore, this does not always attract the attention of students, because there are some things that actually make students feel reluctant to learn to use Smart TV. This happens because some students have little attention when listening to the teacher's explanation which displays pictures or writing mixed and matched with conventional teaching methods. Even when watching illustrated videos via Smart TV in a long duration, students still seem to be unfocused and even bored because they just sit listening, watching and observing videos with long durations or just listening and taking notes on the teacher's explanations. This will make them compacted and tend not to understand the discussions or lectures. Therefore, teachers need to try their best how to make the class lively seems to be lacking still, needing something to fill this gap. This is in accordance with previous research by (Ahmadi, 2017, p. 5) that one important element in learning is not only the supporting media but also the methods used by tutors, instructors or teachers in the classroom to facilitate the language

learning process in the classroom. Thus, by considering these points it can attract students in learning English.

CONCLUSION

In short, the majority of the study from 8th grade students for the 2022/2023 academic year at MTsN Gresik strongly agree with the use of Smart TV as a media for learning English, especially in learning speaking on the material asking for and giving instructions. They are more interested and motivated to learn English. Besides, by imitating the illustrations presented by the teacher through Smart TV, it can make students feel more confident in speaking practice in front of the class. Thus, it can be concluded that learning English by using Smart TV can make the learning process more lively, fun and meaningful.

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