

THE USE OF SMART TV AS AUDIOVISUAL MEDIA IN TEACHING PRONUNCIATION FOR THE SIXTH GRADE STUDENS

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro in partial
fulfilment of the requirements for the degree
of Sarjana in English Education**

**By:
Intan Nurani Widya Sari
NIM 22120009**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS' EDUCATION
IKIP PGRI BOJONEGORO
2026**

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MOTTO

“Jangan takut gagal, ini semua hanya dunia”

by: intannws

“Janganlah kamu (merasa) lemah dan jangan (pula) bersedih hati, padahal kamu paling tinggi (derajatnya) jika kamu orang-orang mukmin”

(Qs. Ali ‘Imran: 139)

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in yourself, continue chasing your dreams with confidence, and never stop becoming the best version of yourself. You truly deserve this accomplishment.

May Allah give a great reply to all. To support further development, the author sincerely welcomes suggestions and constructive feedback. Finally, the author entrusts everything to Allah, aiming for usefulness, especially for researcher and readers

Bojonegoro, 17 July 2023

The Researcher

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STATEMENT OF AUTHORSHIP

I, the undersigned bellow:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that skripsi entitled:

THE USE OF SMART TV AS AUDIOVISUAL MEDIA IN TEACHING PRONUNCIATION FOR SIXTH GRADE STUDENT

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and I am prepared to bear legal sanctions.

Bojonegoro, July 15th 2026



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ABSTRACT

Sari, Intan Nurani Widya.2026. The Use of Smart TV as Audiovisual Media in Teaching Pronunciation for Sixth Grade Students. Skripsi, English Education Department Faculty of Language and Art Education IKIP PGRI Bojonegoro, Lecturer: 1) Ayu Fitrianingsih S.Pd., M.Pd., 2) Oktha Ika Rahmawati S.Pd., M.Pd.

This study aims to describe the use of Smart TV as audiovisual media in teaching English pronunciation and to describe the pronunciation of sixth-grade students when Smart TV was used during the learning process. This study employed a descriptive qualitative research design. The research was conducted at SDN Gamongan I and involved one English teacher and seventeen sixth-grade students. Data were collected through classroom observations, semi-structured interviews, documentation, and pronunciation assessment. The data were analyzed through data condensation, data display, and conclusion drawing. The findings revealed that Smart TV was used as the main audiovisual media through YouTube videos, English songs, and the Wheel of Names application. These multimedia resources provided students with opportunities to observe authentic pronunciation models, participate in repeated pronunciation practice, and engage in interactive classroom activities. Classroom observations showed that students actively participated in the learning process and demonstrated enthusiasm during pronunciation practice. The pronunciation assessment indicated that most students demonstrated good pronunciation performance, particularly in pronunciation accuracy and intelligibility, while word stress and intonation remained the most challenging aspects and required further practice. Overall, the findings indicate that Smart TV functioned as audiovisual media that facilitated authentic language exposure and supported interactive pronunciation learning activities in the classroom.

Keywords: Smart TV, Audiovisual media, English pronunciation, Qualitative study.

ABSTRAK

Sari, Intan Nurani Widya.2026. The Use of Smart TV as Audiovisual Media in Teaching Pronunciation for Sixth Grade Students. Skripsi, English Education Department Faculty of Language and Art Education IKIP PGRI Bojonegoro, Lecturer: 1) Ayu Fitrianingsih S.Pd., M.Pd., 2) Oktha Ika Rahmawati S.Pd., M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan penggunaan Smart TV sebagai media audiovisual dalam pembelajaran pengucapan (pronunciation) bahasa Inggris serta mendeskripsikan kemampuan pengucapan siswa kelas VI ketika Smart TV digunakan selama proses pembelajaran. Penelitian ini menggunakan desain penelitian kualitatif deskriptif. Penelitian dilaksanakan di SDN Gamongan I dengan melibatkan satu guru bahasa Inggris dan tujuh belas siswa kelas VI. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dokumentasi, dan penilaian pengucapan. Data dianalisis melalui kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Smart TV digunakan sebagai media audiovisual utama melalui video YouTube, lagu-lagu berbahasa Inggris, dan aplikasi *Wheel of Names*. Berbagai sumber multimedia tersebut memberikan kesempatan kepada siswa untuk mengamati model pengucapan yang autentik, mengikuti latihan pengucapan secara berulang, serta berpartisipasi dalam kegiatan pembelajaran yang interaktif. Hasil observasi kelas menunjukkan bahwa siswa berpartisipasi secara aktif dalam proses pembelajaran dan menunjukkan antusiasme selama kegiatan latihan pengucapan. Hasil penilaian pengucapan menunjukkan bahwa sebagian besar siswa memiliki kemampuan pengucapan yang baik, terutama dalam aspek ketepatan pengucapan (*pronunciation accuracy*) dan keterpahaman (*intelligibility*), sedangkan aspek penekanan kata (*word stress*) dan intonasi masih menjadi bagian yang paling menantang sehingga memerlukan latihan lebih lanjut. Secara keseluruhan, hasil penelitian menunjukkan bahwa Smart TV berfungsi sebagai media audiovisual yang memfasilitasi paparan bahasa yang autentik serta mendukung kegiatan pembelajaran pengucapan yang interaktif di dalam kelas.

Kata kunci: Smart TV, media audiovisual, pengucapan bahasa Inggris, penelitian kualitatif.

PREFACE

Praise and gratitude are devoted to Allah SWT for all the blessings, mercy, and guidance that enabled the researcher to complete this skripsi entitled "**The Use of Smart TV as Audiovisual Media in Teaching Pronunciation for the Sixth Grade Students.**" This skripsi is submitted as one of the requirements for obtaining a Bachelor's Degree in English Education at the English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.

This skripsi describes the use of Smart TV as audiovisual media in teaching English pronunciation to sixth-grade elementary school students. It explains how Smart TV was used during the teaching and learning process and describes the students' pronunciation during the learning activities. The researcher hopes that the findings of this study will be useful for English teachers, future researchers, and anyone interested in the use of technology in English language teaching.

During the process of conducting this research and writing this skripsi, the researcher faced several challenges, including collecting and analyzing the research data and completing the writing process. However, with the guidance, support, and encouragement from many people, these challenges were successfully overcome, and this skripsi was completed.

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The researcher realizes that this skripsi is still far from perfect and may contain several shortcomings. Therefore, the writer sincerely expects constructive criticism and suggestions for the improvement of this research in the future. It is hoped that this research proposal will provide benefits, particularly for the writer and generally for readers and the field of education.

Bojonegoro, July 17th 2026

Intan Nurani Widya Sari
NIM 22120009

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CHAPTER I

INTRODUCTION

A. Background of the Study

English language learning at the elementary school level aims to build a foundation of language skills from an early age, one of which is pronunciation. Pronunciation is considered an important element in learning English because it is directly related to the understanding of spoken language in verbal communication. Accurate pronunciation of sounds, words, and stress patterns help students convey meaning clearly in oral interaction. However, for elementary school students, pronunciation often becomes a challenge due to differences in phonemes and stress patterns between English and their mother tongue. Pronunciation instruction that is still dominated by traditional techniques, such as choral repetition based on the teacher's model, tends to be monotonous and provides limited opportunities for active student participation. Therefore, more creative approaches are needed through the use of technology based media that can present learning material in both audio and visual forms. Previous studies have shown that the use of Smart TV as a learning media can create a more interest, interactive, and relevant learning process by presenting visual and digital content, thereby increasing student motivation and interest in learning (Hidayati & Manshur, 2024). In the context of pronunciation learning, the characteristics of audiovisual media have the potential to help students understand pronunciation models more effectively and make the learning process more engaging.

Considering the need for interesting and interactive learning media in pronunciation instruction at the elementary school level, the use of audiovisual based technology has become an alternative that teachers can use to create more meaningful learning experiences. The use of Smart TV as audiovisual media in teaching pronunciation provides opportunities for teachers to present more authentic and contextual English pronunciation models in the classroom. Smart TV enables students to obtain pronunciation examples from native speakers or learning videos that clearly show sound articulation, intonation, and word stress. The combination of visual and audio elements facilitates students to understand pronunciation more effectively than relying only on the teacher verbal explanation. The use of Smart TV in pronunciation learning can improve student comprehensibility, accuracy, and fluency in pronunciation because it provides direct exposure to authentic pronunciation models in real context, making it easier for students to imitate and practice English pronunciation correctly (Heddy, 2025). In addition to improve student pronunciation quality, the use of screen based audiovisual media such as Smart TV also contributes to student engagement in learning process. The utilization of Smart TV allows learning materials to be presented visually and auditorily, which can increase student attention and enthusiasm during classroom activities (Hakim et al., 2023). This condition creates a more varied learning atmosphere and helps reduce boredom, particularly among elementary school students who require visual stimulation to maintain their learning focus. Therefore, Smart TV can be considered a relevant media for supporting pronunciation learning that requires active student involvement.

The use of Smart TV as audiovisual media in learning also plays a role in increasing students learning motivation, particularly in language skills that require attention and repeated practice, such as pronunciation. Large visual displays, clear audio quality, and video-based materials make the learning process more interesting and less monotonous. Studies on the use of Smart TV as a learning media show that it can increase students motivation and this approach is able to increase student engagement in the learning process because, supported by interactive digital learning media and audiovisual materials (Mufliah & Puspita W, 2024). Increased students motivation through the use of Smart TV can encourage students to be more enthusiastic in imitating pronunciation models and actively participating in pronunciation practice in the classroom.

Based on various reviews and findings from previous studies, audiovisual media, including Smart TV, have great potential to support pronunciation learning, both in terms of students linguistic and affective aspect. However, most existing studies are still focused on examining the effectiveness of Smart TV based digital media and evaluating their impact on students motivation or learning outcomes using quantitative and qualitative approaches at the junior and senior high school levels, while in depth studies that describe how Smart TV is actually used in the pronunciation learning process in elementary school merely as a tool former exploration of the teacher role, students responses, and the learning dynamics that occur during the pronunciation teaching process.

This study was conducted at SDN Gamongan 1, a public elementary school

located in Gamongan Village, Tambakrejo District, Bojonegoro Regency, East Java. The school provides basic educational facilities to support the teaching and learning process, including classrooms equipped with digital learning media such as Smart TV. English is taught as a local content subject for sixth grade students, and the teacher has integrated Smart TV into pronunciation learning activities through audiovisual materials such as videos, songs, and interactive classroom exercises. The availability of this digital facility made SDN Gamongan 1 an appropriate setting for investigating the use of Smart TV as audiovisual media in teaching English pronunciation to sixth grade students.

In the context of sixth grade elementary school students, pronunciation learning presents specific challenges because students are in a transitional stage toward more complex language learning. At this stage, students need clear, engaging, and easy to imitate pronunciation models to build confidence in using spoken English. The presence of Smart TV as audiovisual media in the classroom offers opportunities for teachers to create more contextual and interactive pronunciation learning. However, how Smart TV is used in actual classroom practice, how teachers integrate it into teaching activities, and how students respond the use of this media still need to be explored in greater depth.

B. Formulation of the Problems

Based on the identified background, this study is guided by the following research questions:

1. How is Smart TV used as audiovisual media in teaching pronunciation to sixth grade elementary school students?

2. How is students' pronunciation when Smart TV is used as audiovisual media?

C. Objectives of the Study

Based on the formulation of the problem, the objectives of the study are:

1. To describe in detail how Smart TV is used as audiovisual media in teaching pronunciation to sixth grade elementary school.
2. To describe and analyze students' pronunciation when Smart TV are used as audiovisual media.

D. Significances of the Study

1. Theoretical Significance

This study is expected to enrich the body of knowledge in English language education, especially regarding the use of audiovisual media in teaching pronunciation to elementary school students. By describing how Smart TV is utilized in the classroom and how students respond to its use, this research contributes to a deeper understanding of the role of technology-based media in supporting pronunciation learning. The results of this study may also serve as a reference for future qualitative research focusing on pronunciation instruction and the integration of digital media in primary education contexts.

2. Practical Significance

- a. For Teachers

The findings of this study can serve as a practical reference for English teachers in elementary schools on how to effectively integrate Smart TV as audiovisual media in teaching pronunciation. The description of teaching

strategies, learning activities, and student responses may help teachers design more engaging, interactive, and effective pronunciation lessons.

b. For Students

This study is expected to support student pronunciation learning by providing learning experiences that are more engaging and motivating through the use of Smart TV. Exposure to authentic pronunciation models and audiovisual materials may help students improve their pronunciation accuracy, intelligibility, and confidence in using spoken English.

c. For Future Researchers

This study can serve as a reference and initial framework for future researchers who are interested in conducting similar studies related to the use of audiovisual media, Smart TV, or technology integration in teaching pronunciation, especially in elementary school settings. Future researchers may expand the scope by using different research designs, grade levels, or learning contexts.

E. Definition of Terminologies

To ensure conceptual clarity, the following key terminologies are defined based on the literature and contextualized for this study.

1. Smart TV

Smart TV is learning media used in the classroom that is connected to the internet, enabling the display of instructional materials such as videos and presentations, and utilizing audiovisual features to create more engaging and effective learning experiences between teachers and students (Ilmiyah & Muslih, 2024).

Based on these expert definitions, Smart TV can be defined as an internet connected learning media that integrates audiovisual features to present instructional materials and support more engaging and effective teaching and learning interactions in the classroom.

2. Audiovisual Media

Audiovisual media are instructional media that convey information through the simultaneous integration of sound (audio) and image (visual), enabling students to gain more concrete and meaningful learning experiences (Serungke M et al., 2023).

Synthesizing these perspectives, audiovisual media are instructional tools that combine sound and visual elements to deliver information, helping students experience learning in a more concrete and meaningful way.

3. Pronunciation

Pronunciation learning is an instructional process aimed at helping learners develop the ability to produce comprehensible English speech through the mastery of segmental and suprasegmental features of the language. Segmental features include vowel and consonant sounds, while suprasegmental features encompass word stress, intonation, and speech rhythm (Celce-Murcia et al., 2010).

In conclusion, pronunciation learning focuses on developing learners' ability to produce intelligible English speech by mastering both segmental features, such as vowels and consonant, and suprasegmental features, including stress, intonation, and rhythm.

4. Sixth Grade of Elementary School

According to Suriadi and Yuliani in (Mudli'ah & Manik, 2023). Elementary school age children are generally between sixth and twelve years old, and during this stage, they exhibit diverse patterns of emotional development.

Based on the definition, elementary school age children, generally ranging from six to twelve years old, exhibit diverse patterns of emotional development during this stage.