EFL Learning via Smart TV in Junior High School

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Abstract

The main objective of English Foreign Language learning via Smart TV in junior high school gives molestone improvement on the student capacity at interactive level of learning with the ongoing advancements in TV have offered ascend to the intelligent shrewd board innovation which can enhance student to learn english through new cutting-edge technology learning situation. The objective of this qualitative case study is to describe the implementation of Smart TV used in English Foreign Language Learning process in the classroom and Boarding School and the outputs of the implementation of Smart TV at SMP Unggulan Bilingual Boarding School (BBS) Zainul Hasan Genggong Probolinggo. The theory supporting utilization of TV as a general media apparatus in training is tangible incitement theory which has its essential reason that compelling learning happens when the senses are stimulated. TV has an important role in preparing student for citizenship, encouraging the feeling of understanding, natural mindfulness and teaching of socio-political and social qualities. The eventual fate of TV in schools will rely upon whether there is adequate security to keep the device, stockpiling of these devices, wellsprings of electric supply, gracefully of internet facilities, streets to flexibly these devices in various schools and planning of teachers as an asset individual. To arrive at such a point, the researcher gathered the information by direct perception, in-depth interviewing and document review. Furthermore, the researcher examined the assembled data by using three steps of the data analysis: data reduction, data display, then drawing conclusion and verification.

Keywords: EFL Learning, Smart TV

Abstrak

Tujuan utama pembelajaran Bahasa Inggris Bahasa Asing melalui Smart TV di SMP memberikan peningkatan yang sangat penting pada kapasitas siswa pada pembelajaran tingkat interaktif dengan kemajuan yang sedang berlangsung di TV telah menawarkan peningkatan pada inovasi papan cerdas cerdas yang dapat meningkatkan siswa untuk belajar bahasa Inggris melalui yang baru situasi pembelajaran teknologi mutakhir. Tujuan dari studi kasus kualitatif ini adalah untuk mendeskripsikan penerapan Smart TV yang digunakan dalam proses Pembelajaran Bahasa Asing Bahasa Inggris di kelas dan Pondok Pesantren serta output dari penerapan Smart TV di SMP Unggulan Bilingual Boarding School (BBS) Zainul Hasan Genggong Probolinggo . Teori yang mendukung pemanfaatan TV sebagai perangkat media umum dalam pelatihan adalah teori penghasutan berwujud yang memiliki alasan esensial bahwa pembelajaran yang menarik terjadi ketika indera

dirangsang. TV memiliki peran penting dalam mempersiapkan siswa untuk kewarganegaraan, mendorong perasaan pengertian, kewaspadaan alami dan pengajaran kualitas sosial-politik dan sosial. Nasib TV di sekolah akan bergantung pada apakah ada keamanan yang memadai untuk menjaga perangkat, menimbun perangkat ini, sumber pasokan listrik, fasilitas internet yang anggun, jalan untuk secara fleksibel perangkat ini di berbagai sekolah dan perencanaan guru sebagai aset. individu. Untuk mencapai titik tersebut, peneliti mengumpulkan informasi melalui persepsi langsung, wawancara mendalam dan telaah dokumen. Selanjutnya peneliti meneliti data yang telah dikumpulkan dengan menggunakan tiga tahap analisis data: reduksi data, penyajian data, kemudian penarikan kesimpulan dan verifikasi.

Kata Kunci: Pembelajaran bahasa Inggris, smart TV

A. INTRODUCTION

The creation of TV as a general media device was crafted by numerous people from different nations. It goes back in the late nineteenth Century and mid twentieth century. The cruxes of invention were to make profit through programs broadcasted and change the world through visual and audio communication technology (Stevens, Mitchel, 2015) and the birth of Information and Communication Technologies (ICT) has realized profound changes in the structure of teaching devices, by including some new apparatuses and changing the current, more conventional strategies and methods. These differences have also transformed the way of using teaching aids, since they have contributed to the optimization of newer techniques involved in the process of learning, granting more access to it (Bravo, 2004). Then based on an investigation of current language use in worldwide network, English has developed from being a public language into the worldwide most widely used language. Nonetheless, Indonesia as an individual from ASEAN's nation has forced into ASEAN financial network. This reality prepares Indonesian individuals to be to collaborate with worldwide society and obviously they should master foreign language like English. They need English to speak with individuals around the globe, to do exchanges, to do Mutual of understanding, to agree and so forth. This explanation requests the student in Indonesia can speak with English in everyday life setting. In any case, English in scholarly setting by one way or another simply limited to the class setting and how student get passing marks in English subject.

In this study, the researcher investigated the implementation of Smart TV on EFL learning in the Junior High School and what are the outputs of the implementation of Smart TV during EFL

learning process at SMP Unggulan Bilingual Boarding School (BBS) Zainul Hasan Genggong Probolinggo.

As we know that in the classroom somehow consist of various kinds of students' learning style. Media appeal to visual, auditory and kinesthetic learners. By using any media in teaching will help both teacher and students in apprehending the material, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

By using smart TV as a learning media provides authentic upportunities for the students to learn using real-world media. Besides that, this will make students conscious of the ever-changing world of electronic communications; allowing them a better conception of such material that will construct them to be fortunate in the future. By using smart TV, Students can look at a movie, hear to music or work alongside with digital media using top-notch teaching resources.

Moreover, the digital television permits for the networks such as the cartoons network that target the small children providing the entertainment and educative functions. Cartoons are produced to simulate the actual characters in the real life and this successfully creates the conditions for learning the same way oral narrative and storytelling do. Cartoons are meant to teach the children different aspects such as linguistics, numeracy and literacy (Munene, T. S & Mutsotso, S. N, 2019)

In junior high school, English is as obligatory subject educated from the tenth to the twelfth class. English is educated for four hours of study in seven days. Based on the National Curriculum Board of Education (BSNP, 2006) English learning in Junior high school is aimed to make students acquired functional level of learning that is able to communicate with English verbally and in writing, to make the students are aware the importance of English, to increase the nation's competitiveness in global society, and to enhance student's awareness about the relation between language and culture. Therefore, the learning process in the classroom should demand students to always practice and exposure English frequently and the teacher should facilitate the students to practice English in the classroom. Smart TV as a audio-visual media device in EFL learning process is the tangible incitement theory which has its essential reason that successful learning happens when the faculties are stimulated. Stimulation of senses is the key component in education because it provides the sensory data in the system that begins the process of acquisition of knowledge, skills and attitudes by the viewers. The television program that appeals

to more than one sense is very effective tool for learning (Munene, T. S and Mutsotso, S. N, 2019)

Therefore, the usage of Smart TV in the classroom shows in teaching-learning activity in a naturalistic setting and by featuring the usefulness of the activity of EFL learning process in junior high school in which Introducing student cases and giving the task of assessing those cases gives a naturalistic setting to the learning domain. besides that, the creating task with the cases likewise makes more remarkable and concrete the pertinence of resulting direct guidance on assessment models for learning methodologies, so student may discover learning more significant and valuable. Beside that the availability of smart TV and internet connection in the classroom make it easier for students to access various English language learning videos which also allow students to learn autonomously. Autonomous learning refers to student's ability to take control of his or her own learning (Mustofa, M. et al: 2019, 372).

A Smart TV is made up by a TV intended to process and store information like an ordinary PC, permitting clients to watch their preferred projects according to popular demand, without being flood by the repetitive TV advertisements. Rather, ads show up in the pretense of embedded messages or devices or over the transmission itself. According to Kovach (2012) This kind of equipment may also take in games, applications and be able to interact with Internet through the e-mail, instant messages or web surfing. The significance of Smart TV as audio-visual device in education ought not be under assessed, then there are two purposes behind this.

First, learning by means of audio-visual device makes an invigorating and intuitive condition which is more helpful for learning. Arrangement for this situation is vital and everything starts and finishes with the teacher. The teacher according to (Toombs &Tierney, 1993; Hewit, 2006; Ornstein & Hunkins, 2009, Su, 2012) develops a strategy for learning by target performance of the objective. The knowledge about objectives causes the teacher to figure out how to choose and utilize systems for learning purposes. On the chance, that the Smart TV is picked as one of the assets in learning, at that point it requests that the teacher should be proficient about which Smart TV content fits the EFL learning substance.

Second, the significance of Smart TV as audio-visual device in instruction is that we live in a audio-visual device age which implies that having the right stuff to utilize audio-visual is paramount. Audio-visual aids are significant apparatuses for EFL learning measure. It causes the teacher to introduce the exercise successfully and students learn and hold the ideas better and

for enormous time duration. It assists with eliminating abstracts ideas through visual introduction. Base on this reason, it is crucial to develop Computer Asisted language Learning (CALL) and Computer Mediated Course (CMC) skills among teacher, considering students are not only need to interact with their friends and teachers in the class, but also, they will interact with the people over the world through Smart TV which is connected to internet. Anyway, it is expected to follow student's consciousness of the significance of what tails we endeavor to address enduring inquiries in research on teacher instruction for CALL and CMC-based EFL language learning and an assortment of methodological theories, both old-fashioned and online language learning.

Arround 2010, the ventures like Google, Intel and Sony got together to declare to the world the report about a progressive machine, the Smart TV, an cutting-edge technology based on digital TV. Yet, the social object for which Smart TV were designed is much distant from the conception of a didactic teaching aid (Rosa, E. U, Donéstevez, A. F., Muno, M. G., Fuentes, A. 2014). The commitments investigate of this issues pertinent for both fledgling and experienced associates while leaving on EFL learning with Information and Communication Technologies (ICT) both in more conventional classroom situation just as in online just settings along with use of Smart TV as conducive learning environment device.

Mistar (2012) proposes a conducive learning environment for the students to provide opportunities for the students to learn and acquire communicative competence in both classroom environment and natural environment (outside the classroom). However, Natural Environment in Indonesia is limited, considering English is as foreign language and is taught as compulsory subject starting from junior to senior high school. If there is any, it is as non-proportional talk, for example, radio stations or TV programs. Therefore, it is needed to create artificial-natural environment that giving English exposure to the students and enhancing social interaction and communication in English through Smart TV. Today the key point by teacher in facilitating online language learning dependent on the ability to handle the affordances of any given device. The possibilities and constraints for making meaning and communication offered by the available modes (Hampel, 2006) and the capacity to utilize these as per the student's needs, task requests, and wanted learning results, is broadly recognized. In reality, if technology are coordinated into pedagogical practices in a self-assertive style, or, whenever utilized deficiently, their actual extra value to language learning could be very unsufficient, if not exceptionally faulty. Hence, the importance of adequate training programmes for CALL and CMC-based language teaching

informed by pedagogical considerations and suitable theoretical frameworks (Guichon, N. & Hauck, m. 2011).

B.   METHOD

The research design was used in this study is qualitative case study. the researcher collected the data by direct observation, in-depth interviewing and document review. Likewise, the analyst dissected the gathered information by utilizing three significant periods of the data analysis: data reduction, data display, then drawing conclusion and verification.

C.   FINDING AND DISCUSSION

As notice already that the researcher gathered the information by observation, interview and documentation.

The researcher conducted out perception to discover the genuine condition of English proficiency and the implementation of EFL Learning via Smart TV in Junior High School at SMPU Zainul Hasan Genggong. The researcher consolidated observation start from March 12th, 2020.

The observation comprises of two focuses to be found, those are to know the student's interaction in English language skill during EFL learnig via Smart TV and to know the teacher's ICT-skill on handling Smart TV for EFL learning:

- The school furnishes some classrooms with 60-inch smart TV and web cam which is atttached straight to internet. So, the teacher and students can legitimately have self-admittance to find through English material and media.

- Most of the student from the eighth and the ninth graders set forth effectively in the classroom during exercising EFL learning which facilitated by Smart TV.

- All the teacher and students communicate with English in their daily due to exposure of English native speaker that they communicate via Smart TV.

- English is taught in classroom based the curriculum and make English as the students mean of communication according EFL-ICT learning method.

- After the school hours, all the students get extracurricular time by enhancing their EFL learning through audio-visual media in internet

- CALL and CMC method applied in this school environment according EFL-ICT learning method.

- The student's English mindset is interfered by their local custom.

- English teacher and student are also struggling in incresing their vocabulary capacity since native speaker exposure that they communicate via Smart TV.

Additionally, the researcher as well engaged the interview to keep up the data. The interview is considered to find out actual condition of student-students and student-teacher interdependece and correspondence with English during EFL learning via Smart TV. Other than that, the interview is planned for examining the usage of EFL Learning via Smart TV as created natural english environment. The researcher employed the interview, which the result can be described below:

- SMPU BBS Zainul Hasan Genggong Probolinggo provide a conducive environment in the classroom and creating an artificial natural environment for EFL learning, so the students over there interact and communicate to native speaker via connected Smart TV into internet.

- All school elements such as the founder, the teachers, the headmaster, and all the staffs uphold each other to understand the principle target and essential strategic of the school that is set up the students with high proficiency in English capability. As Mr. KH said in the interview that "the success of the program certainly cannot be separated from the support of all elements especially, the founder, the head master, teachers and all staffs. It is impossible for us to run the primary mission if we are not supporting each other."

- All the teachers are present the material in English through CALL and CMC method, and they also mastering EFL-ICT based English to the students.

- CALL and CMC method implemented in this school. besides that, the school has special program to foster students' competence in English proficiency skill trough habituation program, that they use laptop as personal learning device that connected to web as Mr. HT said that to make the students are able to communicate English is trough Habituation program. All the teachers, the students and the staffs should practice English everyday as daily mean of communication whenever they interact each other by recieving native speaker exposure through Smart TV.

- The students are effectively speaking with English every time and ordinary despite the fact that they experience trouble to state a few vocabularies in English to the native speaker by CALL or CMC. Besides that, according to Miss SV. students' different level of

comprehension also affect the teacher treatment given to the students. Moreover, the teacher should find the best technique to cover the student with various degree of comprehension.

- The students who didn't comply with the standard will get the discipline recollecting a few vocabularies before entering the class.

- The teacher consistently administer the student action and give some criticism toward the understudies, while they discover troubles in imparting English

And the last, the researcher utilizing some school recorded data based on English learning to identify the output of the implantation of EFL learnig via Smart TV. the data is collected to support the data from observation and interview data. From the recorded data the researcher concluded that:

- The students at SMPU BBS Zainul Hasan Genggong Probolinggo taken an interest all the school projects, for example, discussion program, broadcasting, discourse challenge, and others' gathering program which is organized through ICT based method that incredibly accommodating for the student in improving their English.

- From the recorded data, it can be seen that the level of the student's interest in EFL via Smart TV especially CALL and CMC method shows high enthusiasm due they never found such method during their elementary study .

In this session, the researcher examines about the finding of the prosecution of BICS and the output of the implementation of EFL Learning via Smart TV in Junior High School especially at SMPU BBS Zainul Hasan Genggong Probolinggo as the whole idea of the research.

The Implementation of EFL Learning via Smart TV

In learning English, by one way or another students recognize the ordinary of sentences, nevertheless they don't have capacity in applying their insight into language. Larsen-Freeman (2000:121) said that learners can produce sentence accurately inside a lesson but could not use the appropriately when generally communicating outside the classroom.

As the studies applied in time about their insight into language, that EFL learning via Smart TV requires a process of techno pedagogical competences between two persons or more

between teacher and student, then several studies have attempted to establish what might be called teachers' techno pedagogical competences (Levy, 1997; Peters, 2006). Hence, there are some aspects to be considered that the professional challenges language teachers find themselves confronted with: apart from familiarity with language pedagogy, they are supposed to master a range of technological applications and take on new roles pertaining to task design, tutoring and pedagogical mediation (Guichon, N. & Hauck, M, 2011). Furthermore, Shield et al. (2001) building on Hauck and Haezewindt (1999) come up with an overview of tutor roles and associated administrative, cognitive and social skills and relate those to learners' perceptions of tutors. Since then several directions have been proposed to apprehend what a techno-pedagogical competence encompasses (Bangou, 2006; Fuchs, 2006; Peters, 2006; Thomas & Reinders, 2010; Wong & Benson, 2006). It includes the capacity to:

- Assess the potential and limits of technologies for language and culture learning;
- Carry out a needs analysis to introduce adequate technologies at appropriate moments in a pedagogical sequence;
- Handle basic tools and applications, and solve simple technical problems;
- Design appropriate tasks;
- Design for interactions within and outside the classroom in view of the technologies' affordances;
- Rethink the contract with learners and colleagues;
- Manage time and optimize the integration of technologies.

The primary function of teaching EFL learning via of Smart TV are to enable the student, to pass on in direct language and to see totally the particular ramifications of data revealed. Posing inquiries and noting them takes a great deal of training. Student truly learn better in synergistic learning social orders.

As discussed in the introduction of the study that the implementation of EFL learning via of Smart TV is in line with the objective of foreign language teaching in Indonesia and the main goal of English learning in junior high school in which targets the students' ability at functional level so that the students will be fluent in English communication. This concept is not only enabling the students to stimulate senses as the key factor in education because it delivers the sensory data in the system that begins the attainment development of knowledge, skills and attitudes toward EFL.

However, the employment of EFL learning via of Smart TV in junior high school additionally influenced by certain viewpoints viable; **The first** is environment, this aspect is primarily essential due to language exposure. A conducive classroom environment and created-natural environment will be very helpful for EFL/ESL learner (Mistar, 2012). Whenever the student doesn't get a right language exposure to the objective language, this condition will make the student far away from accomplishing the objective language.

The second perspective is instructing learning strategy, this angle additionally urgent in educating and learning English. The strategy that the teacher uses in the calssroom that give exposure the yield of the learning. For this situation the school applied CALL and CMC method. In CMC programs students are fully exposed in the target language for a certain period of time, in the class. In the classroom, teacher can follow a CMC environment by setting up an 'English-course particular' zone in their organizations and by demanding all correspondence with them being in English. This offers students the chance to build up a autonomous-scope of significant abilities in an increasingly unconstrained, real - and requesting - setting than ordinary class.

The CMC method has been habituated in the form of CALL mode which is the students captivate the EFL in conditioned environment and compulsory them into; share out the techno-pedagogical components all along the training programme instead of making them the content of a stand-alone module (Peters, 2006) that is the students with their own native language are able to develop with high proficiency in EFL mode, but in some cases, by the students on the lesser language proficiency found that: subtractive bilingualism, Semilingualism and Monolingualism (Lambert, 1974).

The third perspective is school elements such as head master, teachers, and staffs, they are paramount in supporting and focus on the development of competences that can be transferred to other educational contexts (Slaouti & Motteram, 2006). It is impossible to create an English area if the people in the area did not commit to realize what has been agreed that becomes the primary mission of the school.

And the last is Smart TV, laptop and internet services provided by the school. we can't contradict that the more the services offered by the school, the simpler student make a passageway to main information especially about English. However, the existence of Smart TV, student's laptop and internet will spring prospect to the students to gain admittance to any wellsprings of learning particularly about English. it is in line with what Mistar (2012) said that

establishing Students Access Centre, English Speaking Area and English Conversational club are just examples of the attempts to create the natural environment of English use.

The output of the implementation of EFL learning via Smart TV in classroom

The most expected thing from learning measure is that the learning result. A learning cycle can be arraigned achievement if get great learning result. In this case, the application of EFL learning cia Smart TV among students in the class can be characterized into some conditions:

The first, students are able to utilize the English language as a mean of communication in their dayly with other students, teachers, and staffs in the class in which the atmosphere has already established to be as English zone. The students develop the EFL through their techno-pedagogical and give them access into additive bilingualism that is the students with their own native language are able to communicate with high proficiency in EFL mode, this successful FL learner can direct correspondence more than one language which are they classified as polyglot. They able to communicate with their mother tongue (Madurese, Javanese), Indonesian as common academic language, Arabic and English as Foreign Language.

The second, in some cases, by the students on the less-mediocre language proficiency found that: subtractive bilingualism, Semilingualism and Monolingualism (Lambert, 1974). In subtractive bilingualism is a condition that the students forget their native language ability, it has been replaced by their second language. common cases that occur at SMPU BBS Zainul Hasan Genggong Probolinggo which is found in person of madurese mother tongue students they are forget their madurese language custom into Indonesian language as their second language, due to the academic language in school. The anomalous subject come from the central java students, he forget their central javanese language ability turn into madurese language. But these overall cases do not mean they are effective nor ineffective EFL students. Which is the EFL as their third language so the subtractive bilingualism for EFL students also being categorized into subtracted bilingualism for EFL. Then Semilingualism is an anomaly hardly ever found in anomalous subject that has a unique cases in psychology have an effect to their language ability. Whenever they study EFL somehow their native language is forgotten along with the EFL its self.

The third outcomes, it reveals data that reflection on the substance and organization of teacher for EFL in CALL and CMC strategy in this school is still in its developing area and that

teacher preparing programs typically rely more upon the teaching theory of individual training establishments as developing basic technical skills that can readily be used instead of training teachers to use a bespoke application or programme that might become obsolete quickly (Kessler, 2006) or government offices that upgrading their techno pedagogical that Anchor teacher training and experiment with technologies in a specific setting, so that trainees develop a better understanding of institutional constraints (Egbert, Paulus & Nakamichi, 2002)

D. CONCLUSION

Based on the finding and the discussion data that offers possibilites to the students for their English exposure and use English as lingua franca thus can be concluded that the EFL learning via Smart TV gives advantage to both teacher and students (Bangou, 2006; Fuchs, 2006; Peters, 2006; Thomas & Reinders, 2010; Wong & Benson, 2006) such as:

- Assess the potential and limits of technologies for language and culture learning;
- Carry out a needs analysis to introduce adequate technologies at appropriate moments in a pedagogical sequence;
- Handle basic tools and applications, and solve simple technical problems;
- Design appropriate tasks;
- Design for interactions within and outside the classroom in view of the technologies' affordances;
- Rethink the contract with learners and colleagues;
- Manage time and optimize the integration of technologies

In addition, the application of EFL learning via Smart TV in this school is supported by other school elements such as the founder, the headmaster, the teachers, the students, the staffs and parents. It is impossible for the school to run the entire thoughts depending on a single component of the school

And the last, the CALL and CMC method obtained in this school. The CMC method has been conditioned in the form of CALL mode which is the students develop the EFL it hrough their techno pedagogical and exposed them into additive bilingualism that is the students with their own mother tongue are able to communicate with high proficiency in EFL mode, but in some

cases, by the students on the lesser language proficiency found that: subtractive bilingualism, Semilingualism and Monolingualism (Lambert, 1974).

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