The Use of Smart TV in Teaching English: A Case Study at Senior High Schools in Watampone

Zulfikar Masdar¹, Andi Muhammad Yauri², LD. Dian Hidayat³, Hasriati Nur⁴, Musfirah⁵

¹ Institut Agama Islam Negeri (IAIN) Bone, Indonesia; fhykar.a28@gmail.com
² Institut Agama Islam Negeri (IAIN) Bone, Indonesia; andi.yauri@iain-bone.ac.id
³ Institut Agama Islam Negeri (IAIN) Bone, Indonesia; dian.hidayat@iain-bone.ac.id
⁴ Institut Agama Islam Negeri (IAIN) Bone, Indonesia; 88adin@gmail.com
⁵ Institut Agama Islam Negeri (IAIN) Bone, Indonesia; musfirahmaharaj2@gmail.com

	Abstract
Keywords: benefits; classroom technology; English teaching; learning resources; Smart TV	This study aims to describe the benefits and roles of Smart TV in teaching English at Indonesian senior high schools. The Smart TV in this study refers to digital technology provided by the Ministry of Education under the Smart School Program, which was initially implemented during the Covid-19 pandemic and is now integrated into regular classroom activities. This qualitative research employed a case study design involving three English teachers from different senior high schools in Watampone. The data were collected through interviews and classroom observations. The findings reveal that the use of Smart TV offers several benefits in English teaching, including fostering students' engagement, enhancing their interest and motivation, and improving classroom interaction. In addition, Smart TV serves as an effective learning resource that provides teachers with easier access to teaching materials and enables the use of audiovisual content to support language comprehension. Observations confirmed that Smart TV promotes more dynamic, enjoyable, and technology-oriented learning environments. The study concludes that Smart TV plays a significant role in supporting teachers' pedagogical practices and students' learning experiences, suggesting its potential for wider integration in language classrooms.

	Abstrak
Kata kunci: manfaat; teknologi kelas, pengajaran bahasa Inggris, sumber belajar, Smart TV Article history: Received: 08-11-2025 Revised 16-11-2025 Accepted 25-11-2025	*Penelitian ini bertujuan untuk mendeskripsikan manfaat dan peran Smart TV dalam pengajaran bahasa Inggris di sekolah menengah atas di Indonesia. Smart TV dalam penelitian ini merujuk pada teknologi digital yang disediakan oleh Kementerian Pendidikan melalui Program Smart School, yang awalnya diterapkan selama masa pandemi Covid-19 dan kini telah terintegrasi ke dalam kegiatan pembelajaran di kelas secara reguler. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan tiga guru bahasa Inggris dari sekolah menengah atas yang berbeda di Watampone. Data dikumpulkan melalui wawancara dan observasi kelas. Hasil penelitian menunjukkan bahwa penggunaan Smart TV memberikan beberapa manfaat dalam pengajaran bahasa Inggris, antara lain meningkatkan keterlibatan siswa, memperkuat minat dan motivasi belajar, serta memperbaiki interaksi di kelas. Selain itu, Smart TV berfungsi sebagai sumber belajar yang efektif karena memudahkan guru dalam mengakses berbagai materi ajar dan memungkinkan penggunaan konten audiovisual untuk mendukung pemahaman bahasa. Hasil observasi juga mengonfirmasi bahwa Smart TV menciptakan suasana belajar yang lebih dinamis, menyenangkan, dan berorientasi teknologi. Penelitian ini menyimpulkan bahwa Smart TV memiliki peran penting dalam mendukung praktik*

pedagogis guru dan pengalaman belajar siswa, serta memiliki potensi untuk diterapkan secara lebih luas dalam pembelajaran bahasa.

Corresponding Author: LD. Dian Hidayat
Institut Agama Islam Negeri (IAIN) Bone, Indonesia; dian.hidayat@iain-bone.ac.id

INTRODUCTION

Teaching English in schools, particularly in Indonesia, is an essential practice because English is regarded as a core subject within the national education system. However, the implementation of English language learning in public schools often faces persistent challenges, including limited exposure, insufficient learning resources, and low student motivation, which hinder its overall effectiveness (Khatima et al., 2025; Leba, 2024; Nengsi, 2024). Teaching itself refers to the process by which educators facilitate the acquisition and application of knowledge. Although English is categorized as a foreign language in Indonesia, it plays a vital role as a global medium of communication that connects people across nations (Crystal, 2003). In the Indonesian linguistic context, regional languages function as mother tongues, Indonesian serves as the national and second language, and English is taught as a foreign language (EFL).

In English language teaching, methods are evolving. Traditionally, English teaching focused on text translation, but this approach has shifted to more interactive methods involving listening, reading, speaking, and writing activities (Setiyadi, 2020). This shift contributes to a more significant change in classroom English instruction. Nevertheless, learning English continues to pose challenges for Indonesian learners, as it is a foreign language not commonly used in daily interactions. English proficiency has become increasingly important, as many institutions, companies, and even government positions now require English competence, often verified through a TOEFL test (Prasojo et al., 2018). Therefore, integrating English into general education provides substantial benefits for students, especially those interested in global communication and access to international resources.

The implementation of education at the high school level has also evolved with the integration of Information Technology (IT). Teachers unfamiliar with IT often find it challenging to adapt, while students are generally more adept at using digital tools. IT, as a system of data processing using hardware and software, plays a significant role in education (Nurhidayati et al., 2023). One of the most recent technological tools utilized in schools is the Smart TV. Starting in 2021, after the decrease in Covid-19 cases and the recovery of the education system, the Indonesian Ministry of Education introduced Smart TVs through the Smart School Program to enhance digital-based learning. This initiative was designed to connect professional teachers and support learning continuity. Smart TVs allow students and teachers to access various educational materials, interact through multimedia, and participate in online or hybrid learning.

Several previous studies have also explored the integration of technology in English language learning. Han and Yin (2023) found that multimedia technology could increase students' learning motivation, although their study focused on virtual learning environments. Similarly, Novia et al. (2022) emphasized that Generation 4.0 students benefit greatly from digital learning modules, yet their research primarily examined online media rather than classroom devices. Meanwhile, Yi et al., (2019) highlighted that multimodal technologies expand students' learning opportunities, but his study focused on broader media literacy rather

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than specific digital tools. Furthermore, Maulidya et al. (2021) examined communicative media such as computers for online teaching, whereas this study focuses on Smart TV as classroom media. Lastly, a study conducted by Khusniyah (2022) explored digital applications for online instruction, but not for in-class learning using Smart TV.

From the related studies above, it can be identified that most previous research focused on online-based or multimedia learning platforms, such as virtual technology, e-learning modules, and computer-based instruction. However, limited studies have investigated the direct use of Smart TV as a digital classroom medium, particularly in post-pandemic learning at the senior high school level. Therefore, this study aims to fill that gap by exploring how Smart TV is used in classroom teaching to enhance English learning engagement, motivation, and teacher facilitation.

Preliminary observations conducted on January 17th, 2023, at several public senior high schools in Watampone, specifically SMAN 9 Bone, SMAN 9 Bone, and SMAN 13 Bone, showed that Smart TVs were actively used in twelfth-grade classrooms. These schools were selected as research sites to investigate how Smart TV as a technological medium supports English learning. Based on these observations, two research questions were formulated: (1) What are the benefits of using Smart TV in the teaching and learning process? and (2) How does Smart TV function as a learning resource for teachers in the teaching process? The novelty of this research lies in its focus on Smart TV as a new technological medium for classroom learning, expected to re-engage students' interest in English learning and assist teachers in improving the quality of their instructional process.

METHODS

This type of research is qualitative research, in which qualitative methods provide a very clear description of a phenomenon or case that is the focus of the study. This method relies on a description-based framework and provides more in-depth information about a case that is the object of research. A clear and weighty explanation is given in qualitative research. Judging from the problems taken, this method not only provides related explanations but also gives some pictures that can explain the actual situation.

The approach used in this research is a case study approach that relies on analysis. According to Rahardjo (2017), a case study is a series of scientific activities carried out intensively, in detail, and in depth about a program, event, or activity, both at the individual and institutional level, to gain in-depth knowledge about the events. It can be seen that the case study is a very relevant and systematic approach to study something more deeply so that it provides a broad insight for researchers and gives a lot of new knowledge about what is being analyzed.

This research was conducted at SMAN 9 Bone, SMAN 13 Bone, and SMAN 1 Bone. These schools have started to keep up with the times by providing electronic digital tools used in lessons. The students in these schools like to use technological media, although some of them have not yet mastered it properly and its use in learning is still not well understood. Based on direct field observations, the students' interest in learning English was still minimal, even though some of them enjoyed being in English learning classes. The teachers at these schools were also quite skilled in using technological media. Therefore, these schools were considered

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very suitable for conducting a case study related to teaching English using electronic digital technology that was already available. The research took place from January to February 2024.

The focus of this research is on digital electronics in the form of Smart TVs that have been provided in the classroom. The study aims to find out how Smart TV can function not only as a part of the government's Smart School Program but also as a medium that can arouse students' interest and active learning in English classrooms.

The data sources in this study were obtained from interviews with participants using purposive sampling. The participants were English teachers at UPT SMA N 9 Bone, UPT SMA N 13 Bone, and UPT SMA N 1 Bone. They were selected because they were considered able to provide relevant and reliable information about the learning process. The participants were civil servants (ASN) who had extensive work experience in teaching.

Data collection was carried out through interviews and observations. The researcher collected data from three participants who served as research subjects. The interviews were recorded using an audio recorder and then transcribed in written form to clearly identify the essence of what the participants conveyed. The transcription results were then used as a source for writing the research findings. The use of an audio recorder was intended to ensure accuracy and prevent any errors in recording information.

The interview technique was one of the main data collection methods used in this qualitative research. Through direct questions to the participants, the researcher obtained factual information in accordance with real conditions in the field. The interviews were conducted in a semi-structured format based on a guide consisting of open-ended questions or topics that needed to be explored by the interviewer (Jamshed, 2014)). This technique was very helpful in obtaining natural and authentic answers and made it easier for both the researcher and the participants to maintain focus during the discussion.

Observation was also carried out to confirm the situation. The checklist observation technique was used to ensure that each step of the research was taken in an orderly and focused manner and to help increase the authenticity of the data obtained (Chacón-Moscoso et al., 2019; Hong et al., 2020). The aspects observed included students' responsiveness, enthusiasm, motivation, and the use of Smart TV as a learning resource by teachers. These observations helped validate the findings obtained from the interviews.

Testing the validity of the data was conducted through triangulation to obtain transparent and credible information from the field. Triangulation in this study focused on source triangulation, which was used to test the validity of the data through different informants (Flick, 2017). The steps included finding trustworthy informants, selecting three reliable sources, recording and transcribing their statements, comparing their responses, and identifying consistent and truthful information. This method helped ensure that the data collected were accurate and could be accounted for.

Data analysis in this research was carried out inductively, based on the data obtained and then developed into temporary conclusions (Saleh, 2017). The analysis followed the Miles and Huberman (1994), which consists of three main stages: data reduction, data display, and conclusion drawing. In data reduction, the researcher summarized, selected, and focused on the main information to identify important themes and patterns. The data were then presented in narrative form, supported by excerpts from interviews and field observations to maintain

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originality. Finally, conclusions were drawn based on verified data obtained from the field, ensuring that the research findings were valid and reliable.

RESULTS AND DISCUSSION
Results

The research findings were obtained from January 3rd to February 3rd, 2024. Data were collected through interviews and classroom observations at three schools: SMAN 9 Bone, SMAN 13 Bone, and SMAN 1 Bone. The research focused on the use of Smart TV in English learning for twelfth-grade students.

The Benefits of Using Smart TV in the Teaching and Learning Process

The results of this research revealed several benefits experienced by both teachers and students through the use of Smart TV in English learning. Based on the interviews and classroom observations, Smart TV was found to influence students' learning engagement, motivation, and participation in positive ways. Teachers from the three schools reported similar impressions that the technology helped create a more interactive and enjoyable classroom atmosphere. These benefits are elaborated in the following findings.

1. Smart TV increases students' activeness in learning.

Teachers from the three schools stated that the presence of Smart TV in the classroom created a new learning atmosphere and made students more active. The visual and interactive display of materials encouraged students to participate and pay attention more seriously during English lessons. Teachers also reported that students seemed more confident and responsive in giving feedback.

> "With the new technology as a media like Smart TV get me more attention and interested in the classroom process." (Teacher 1)
> "The presence of Smart TV almost brought a new atmosphere in the teaching class… students liked to use technology." (Teacher 2)
> "Yes, because learning with Smart TV in the classroom can increase students' engagement." (Teacher 3)

Observation results also confirmed that during the lessons, students were more responsive, paying attention to the teacher's explanation and participating actively. They asked questions related to the displayed material, and some even volunteered to interact with the Smart TV. The classroom atmosphere became livelier and more communicative compared to previous conventional classes.

The findings show that Smart TV successfully increased student activeness and engagement in English learning. The visual presentation and multimedia features stimulated students' curiosity and reduced passivity in class.

2. Smart TV increases students' interest in learning English

Teachers agreed that Smart TV increased students' enthusiasm and interest in English learning. The modern appearance of the device and its ability to display attractive materials made students more motivated to follow lessons.

> "Based on my observation in using Smart TV, most of students are enthusiastic to participate in the learning process." (Teacher 1)
> "Smart TV made the best output for the students' enthusiasm and improved the quality of students." (Teacher 2)
> "It increases the students' enthusiasm in participating in learning because they not only watch television but also get explanation from the teacher." (Teacher 3)

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Observations strengthened these findings where students seemed more excited and motivated when the teacher used Smart TV. They appeared curious about the displayed videos and paid attention until the end of the lesson. The class atmosphere was more enjoyable, and students' participation increased significantly.

The use of Smart TV raised students' interest in learning English by providing a more modern and interactive learning environment. Students felt that English lessons were no longer monotonous, as the media made the process both entertaining and educational.

3. Smart TV motivates students in learning.

Smart TV became a new motivational source for students. The combination of audio-visual input and teacher guidance made students more eager to learn, especially when watching English videos or movies that were relevant to the lesson.

> "The presence of Smart TV can motivate students in learning, even though the teacher has to combine it with the explanation about the lesson." (Teacher 1)
> "The students are more motivated by using Smart TV; it creates a new atmosphere and makes the class alive." (Teacher 2)
> "Students work harder when learning through videos or films shown on a Smart TV. While they watch the film, they also learn, especially for their pronunciation." (Teacher 3)

Observation results indicated that students showed high enthusiasm when the Smart TV displayed short English films or pronunciation practice materials. They listened carefully and repeated sentences after the video. Teachers also noticed that students became more focused and cooperative during lessons that used Smart TV.

Smart TV provided a strong motivational stimulus for students to learn English. By combining technology with instruction, teachers succeeded in creating a learning environment that encouraged participation and built confidence among students.

The role of Smart TV for teachers as a learning resource

The data also revealed the essential role of Smart TV as a teaching aid that provides teachers with easier access to learning materials. Teachers reported that Smart TV not only functions as a display tool but also as a source of instructional content that can be adapted for different lesson objectives. Through Smart TV, teachers were able to integrate various digital resources that enriched the classroom learning experience.

1. Smart TV serves as a source of learning materials.

Teachers agreed that Smart TV could be used as a practical learning resource. It allowed them to access the internet directly, connect with smartphones or computers, and display varied English materials to students. This access made teaching more efficient and resourceful.

> "Through a Smart TV students can get many kinds of materials they need, and through Smart TV they can discuss the material together." (Teacher 1)
> "Smart TV can be useful as a learning resource because we can control it with a phone or PC and get a connection." (Teacher 2)
> "Smart TV really helps in finding various learning materials quickly." (Teacher 3)

The classroom observations showed that teachers used Smart TV to search and display English materials such as reading texts, vocabulary lists, or grammar videos. The use of online sources through Smart TV made the learning process more varied and dynamic. Students were more focused when teachers used visual content from YouTube or Google during lessons.

Smart TV played an essential role as a learning resource. It provided convenience for teachers in preparing materials and made the classroom more connected to modern technology-based learning.

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2. Smart TV supports interactive and connected learning.

Teachers emphasized that Smart TV helped create a more interactive and collaborative class. It allowed multimedia presentations and online searches during lessons. The built-in features like YouTube and Google were very useful for enriching learning activities.

> "By using Smart TV as a learning resource, the students have motivation; this is different if we only use LCD as media." (Teacher 1)
> "The features in the Smart TV are very helpful in the teaching process, and the most useful one is Google Search." (Teacher 2)
> "There are many features in the Smart TV we can use, like YouTube application and Google." (Teacher 3)

Observation confirmed that Smart TV made the teaching process easier and more effective. Teachers could display slides, play English videos, or browse new materials directly during the lesson. Students' attention remained focused, and they actively discussed what appeared on the screen.

Smart TV facilitated interactive learning by integrating technology and direct participation. It bridged traditional classroom methods with digital innovation, allowing both teachers and students to engage dynamically throughout the lesson.

Overall, the findings indicate that Smart TV contributes significantly to improving English learning in senior high schools. It enhances students' activeness, interest, and motivation while supporting teachers in providing rich and interactive learning materials. Although some preparations are still needed before use, Smart TV has become an effective and modern tool that strengthens the stability and quality of English language teaching and learning.

Discussion

This section discusses the research findings obtained from the three target schools. The discussion is organized into two main parts according to the findings: (1) the benefits of using Smart TV and (2) the role of Smart TV in the teaching and learning process. This study was conducted during a time when modernization and technological advancement have become essential in education, particularly through the integration of Smart TV as one of the modern learning tools.

The Benefits of Using Smart TV

The findings show that Smart TV offers several benefits in English language teaching, including increasing students' activeness, enhancing their interest, and motivating them to learn. Teachers in this study stated that the presence of Smart TV in the classroom changed the learning atmosphere, making students more interactive and responsive. The visual and audio content displayed through Smart TV attracted students' attention and helped them understand the material more clearly.

According to Novaliendry et al. (2020), technology plays an important role in improving the quality of learning by engaging students through digital media. This statement is consistent with the results of the present study, which found that Smart TV made students more involved in the learning process. Similarly, Michéle (2015) explained that Smart TV was originally designed for media display but later developed into a multifunctional tool capable of accessing videos, the Internet, and various learning resources. The same pattern appears in this study, where Smart TV was used not only for displaying lessons but also as an interactive tool that facilitated student participation.

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Herrero and Suarez (2023) also stated that screens have become an integral part of daily life and can function as learning tools rather than mere entertainment devices. The use of Smart TV in this study reflects that transition. Students no longer see television as passive entertainment, but as a learning medium that stimulates curiosity and motivation. In line with Nurvidia and Yulianto (2024), digital learning media can improve classroom learning quality, and this research supports that finding by showing how Smart TV helped students comprehend English lessons better through audiovisual materials.

Based on all comparisons, the use of Smart TV demonstrates a positive contribution to students' engagement, interest, and motivation. It supports the idea that technology can create an interactive and meaningful learning environment, especially in foreign language education.

The Role of Smart TV in the Teaching and Learning Process

In addition to its benefits for students, Smart TV also plays an important role for teachers as a learning resource. Teachers in this study emphasized that Smart TV provided easy access to materials and served as a medium that supported creativity in the classroom. With its features such as YouTube, Google, and screen mirroring, Smart TV allowed teachers to display videos, text, and other media directly from their devices.

This finding aligns with Wilson et al. (2016), who stated that learning media must be continuously adapted to maintain students' interest. Smart TV enables teachers to bring modern and dynamic materials into the classroom, replacing conventional teaching methods that may no longer appeal to students. Nuryasintia and Wibowo (2019) also noted that student activeness can increase when learning media stimulate their curiosity and involvement. This research confirmed that the Smart TV encourages interaction, especially when students were invited to analyze or respond to the content displayed on the screen.

Technological development after the Covid-19 pandemic accelerated the digital transformation of education. Herrero and Suarez (2023) described how teachers had to master online learning tools such as Zoom and Google Classroom. In this study, Smart TV continues that transformation by integrating digital learning within offline settings. It supports teachers in combining online content with face-to-face learning, helping students access a broader range of learning resources.

Therefore, Smart TV functions not only as a medium but also as a learning resource that bridges technology and pedagogy. It enables teachers to implement modern teaching strategies and provides students with opportunities to explore and discuss learning materials collaboratively.

Overall, the discussion reveals that Smart TV has two main contributions to English language learning. First, it benefits students by increasing engagement, motivation, and interest through its interactive and visual features. Second, it supports teachers as an efficient learning resource that simplifies material preparation and enhances classroom interactivity. These results are consistent with previous studies and theories emphasizing that digital media improve learning quality and engagement. The findings also strengthen the relevance of the government's Smart School Program in promoting the integration of technology into classroom teaching.

The implication of this research lies in its pedagogical and practical impact. Pedagogically, the use of Smart TV demonstrates that integrating technology into English learning can enhance

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students' understanding and participation while fostering a more dynamic and enjoyable classroom atmosphere. Teachers can use Smart TV not only as a display tool but also as an instrument to build interaction and critical thinking among students. Practically, this study implies that schools equipped with Smart TV facilities should provide continuous teacher training to maximize its use. Educational stakeholders are also expected to ensure stable Internet access and provide technical support so that Smart TV can function optimally as a learning resource. The integration of Smart TV in English teaching can therefore serve as a model for other subjects that aim to combine innovation and active learning strategies.

Despite its valuable findings, this study has several limitations. The research involved only three schools in Watampone with three English teacher participants, which limits the generalization of the results to broader contexts. The study was purely qualitative, relying on interviews and observations without quantitative measurement of students' improvement. Furthermore, this research focused only on English learning and did not explore the use of Smart TV in other subjects or the technical challenges that might occur in long-term implementation. These limitations should be considered when interpreting the findings.

Future research is recommended to include a larger number of schools and participants to provide a more comprehensive view of Smart TV integration in education. Further studies may also employ a mixed-method design to obtain both descriptive and statistical evidence of its effectiveness. Exploring students' direct perspectives and performance outcomes will help identify how Smart TV influences achievement and motivation. In addition, comparative studies between Smart TV and other digital media would enrich the understanding of which technological tools are most effective in supporting modern classroom learning.

CONCLUSION

This research explored the use of Smart TV in teaching English for Indonesian senior high school students in Watampone. Based on the findings and discussion, it can be concluded that Smart TV provides substantial benefits and plays an essential role in the English learning process. The benefits appear in three aspects: students' engagement, interest, and motivation. The integration of Smart TV helps create an active and enjoyable classroom atmosphere by presenting visual and auditory materials that attract students' attention and encourage their participation. The students' responses during interviews and classroom observations confirmed that Smart TV increased their involvement and made learning more interesting. These benefits have contributed to improving students' foreign language competence and classroom interaction, although its use is still limited due to incomplete availability in all schools.

In addition to these benefits, the role of Smart TV as a learning resource has been proven to support teachers in managing lessons effectively. Its features, such as access to online platforms, multimedia display, and connectivity with other devices, provide convenience for teachers to prepare and deliver materials dynamically. From a pedagogical perspective, Smart TV bridges technology and classroom learning, enabling teachers to integrate innovative approaches that enhance language comprehension and pronunciation through audiovisual exposure.

However, this study has certain limitations. It involved only three schools in Watampone with a small number of teacher participants, which restricts the generalisation of

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the findings to other contexts. The study also relied solely on qualitative data without quantitative measurement of students' improvement. Therefore, the results should be interpreted within this specific context.

Despite these limitations, this research contributes to the growing body of knowledge on technology-enhanced language learning. It provides empirical evidence that Smart TV can serve as an effective medium for integrating digital tools into classroom instruction, supporting the government's Smart School Program, and enriching English language pedagogy. The findings highlight that the use of Smart TV not only modernises classroom learning but also encourages educators to adapt to technological innovation to achieve more interactive and student-centered English teaching.

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