

The Use of Smart TV to Improve Reading Aloud Skills of Grade 2 Students at SDN 1 Selengen

Muhammad Amrillah¹, Rauhun Jannah², Nunung Mardianti³

^{1,2,3}, Program Studi Pendidikan Guru Sekolah Dasar STKIP Hamzar Lombok Utara

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Abstract

This study aims to analyze and describe the use of Smart TV in improving the reading aloud skills of Grade 2 students at SDN 1 Selengen in the 2025/2026 academic year. The research used a descriptive qualitative approach, with data collected through observation, interviews, and documentation from Grade 2 students and teachers. The findings indicate that Smart TV was implemented through three main stages: planning, implementation, and evaluation. Field observations showed that students became more attentive to the displayed text, followed punctuation cues more consistently, and were more willing to participate in reading activities. Interviews with the teacher and students also indicated that audiovisual modeling helped students practice pronunciation, articulation, intonation, and pauses, while choral reading provided support before individual performance. The use of Smart TV therefore showed positive potential in supporting reading aloud learning, particularly in increasing student engagement, providing visual-auditory modeling, and creating a more supportive atmosphere for students who were initially reluctant to read aloud in front of the class.

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Corresponding Author:

Muhammad Amrillah

STKIP Hamzar Lombok Utara

Correspondent Email: amrielfira569@gmail.com

1. INTRODUCTION

Reading is a fundamental and crucial skill that students must master, especially at the elementary school level. Reading is not simply the act of spelling out a series of letters into sounds, but rather a complex cognitive process aimed at understanding the meaning behind a text. In the early stages or lower grades, reading aloud is the primary method, serving not only as a means of letter recognition and word pronunciation but also as a crucial tool for improving reading comprehension and oral communication skills (Tarigan, 2021). Reading aloud skills provide the foundation upon which students learn to convey reading texts with good pronunciation, intonation, and comprehension. Mastery of these skills is a prerequisite for the development of higher literacy skills, such as critical reading comprehension and creative writing (Roose, 2022).

Reading aloud is the act of reading aloud so that others can hear, enjoy, and understand the content. This activity demands a higher level of skill because the reader is not simply pronouncing a series of words but is also required to carefully pay attention to pronunciation, sentence intonation, word stress, and pauses (Abidin, 2022). The accuracy of these suprasegmental elements will

significantly determine whether the message, ideas, thoughts, and feelings the author intends to convey can be understood verbally by listeners or classmates. Without mastery of these components, reading will be a monotonous activity and fail to achieve the essence of communication (Mulyati, 2021).

Unfortunately, the reality on the ground often reveals quite concerning problems. The problem of low reading aloud ability among elementary school students not only impacts the achievement of competency in the Indonesian language but also has systemic impacts on other subjects that require text comprehension. Students who are weak and slow in reading aloud tend to face serious difficulties in grasping information from reading, which in turn hinders their overall cognitive development. According to a recent report (Kemendikbudristek, 2023), approximately 40% of elementary school students in Indonesia still fail to achieve adequate reading aloud proficiency standards. The main contributing factors often identified are a lack of regular practice and a very monotonous teaching method (Rusman, 2022).

The impact of these conventional methods is increasingly felt in schools in rural areas. In many public schools, learning facilities are often limited to the use of standard textbooks (printed books). This lack of varied, conventional media has proven extremely difficult to attract and maintain the attention of lower-grade students, who are predominantly visual and auditory learners at this stage of their development. The lack of engaging stimulation directly results in low motivation to read aloud (Hamalik, 2021). This is confirmed by preliminary observations conducted in grade 2 of SDN 1 Selengen, which showed that many students experienced serious difficulties when asked to read in front of the class. Students often read haltingly, ignoring punctuation, resulting in flat intonation, and displaying signs of lack of confidence or anxiety (reading anxiety).

Facing these complex problems, advances in information technology in the 21st century offer a variety of innovative alternative solutions. The use of interactive and modern learning media is one of the most promising pedagogical strategies for reviving motivation and optimizing student literacy learning outcomes. One technological media breakthrough now being adopted in education is the Smart TV (Fauzi, 2021). Smart TVs are digital televisions equipped with internet connectivity and the ability to execute various multimedia applications. This media is categorized as a state-of-the-art kinetic audio-visual device capable of simultaneously and synchronously combining text, still images, animated videos, and sound effects (Wulandari, 2021).

In the context of literacy and reading aloud learning, Smart TVs open up a new dimension. Teachers can utilize these devices to display video modeling of reading material read aloud with a professional voice and intonation. Text can be displayed in large font (digital big books) and combined with word-by-word highlighting animations. According to multimedia learning theory, this dual stimulation through visual and auditory channels has been empirically proven to reduce students' cognitive load and accelerate mastery of reading skills (Suparlan & Sari, 2021). This aligns with the principle of learning differentiation, where the use of technological media can effectively accommodate various student learning styles simultaneously (Tomlinson, 2021). Furthermore, this type of innovation is highly recommended within the Independent Curriculum framework, which emphasizes adapting technology to develop 21st-century skills (Fitriani, 2022).

Several previous studies have provided positive signals regarding the integration of technology and visual media in improving literacy. Donatus (2021) found that the use of illustrated storytelling media can increase students' reading-aloud completion by up to 96%. More specifically regarding the use of technology, Januarti's (2025) research confirmed that Smart TVs play a significant role in improving students' motivation and communication skills at the elementary school level. However, studies focusing exclusively on the use of Smart TVs to examine the mechanics of reading aloud (pronunciation, intonation, and pauses) in second-grade elementary school students in rural areas (such as SDN 1 Selengen) are still very limited. This creates a highly relevant research gap that deserves further exploration.

Therefore, this study aims to explore, analyze, and describe in depth how the use of Smart TV is applied in the Indonesian language learning process, as well as analyze the real impact of the use of this media on improving the reading aloud ability of second-grade students at SDN 1 Selengen in the 2025/2026 academic year. The findings of this study are expected to provide theoretical contributions to the study of digital literacy, as well as become a practical reference for educators in designing interactive, fun, and student-centered early literacy learning.

2. RESEARCH METHODS

This research was conducted using a qualitative approach and descriptive research type. The qualitative approach was chosen because this research focuses on an in-depth understanding of a phenomenon that occurs naturally in a specific social setting, without manipulating the research variables. As explained by Sugiyono (2022), qualitative methods rely heavily on the philosophy of post-positivism and aim to explore the conditions of natural objects in which the researcher acts as a key instrument. Through this approach, the researcher seeks to describe a comprehensive and holistic picture of reading aloud activities using Smart TV and its impact on students' expression, abilities, and self-confidence.

This research took place at SDN 1 Selengen, which is administratively located in Dampo Indah Hamlet, Selengen Village, Kayangan District, North Lombok Regency. The research implementation time was focused on the odd semester of the 2025/2026 academic year (the time span from March to July 2026). The subjects of this study were second-grade students of SDN 1 Selengen and their class teachers who acted as learning facilitators. The selection of this location and subjects was based on the availability of Smart TV facilities at the school as well as initial observation findings that indicated the need for intervention to improve reading aloud skills in the class.

The data sources in this study are classified into two categories: primary and secondary data. Primary data were obtained directly in the field through interactions with key informants, namely second-grade teachers, second-grade students, and the principal of SDN 1 Selengen. Secondary data were obtained from supporting documents such as Lesson Implementation Plans (RPP), recapitulations of student evaluation scores, teacher diaries, photographs documenting classroom activities, and various related academic literature (Setiawati, 2024).

To collect data comprehensively, this study used three main data collection techniques: (1) Participatory observation, where the researcher directly observed the Indonesian language learning process in the classroom, observed interactions between teachers, students, and Smart TV media, and recorded class dynamics using observation guide sheets (Nur, 2024); (2) Semi-structured (in-depth) interviews, which were conducted with informants using flexible interview guidelines to explore subjective responses, perceptions, and obstacles experienced by both teachers and students; and (3) Documentation, which was used to collect physical and administrative evidence that supported the validity of the results of field observations.

The qualitative data analysis process in this study refers to the interactive model of Miles, Huberman, and Saldana, which encompasses three simultaneous flow activities: data reduction, data display, and conclusion drawing (Sugiyono, 2022). First, data reduction was carried out by selecting, simplifying, and focusing the raw data collected from observation notes, interview transcripts, and documentation on the core research questions. For example, observation notes describing students reading too quickly, ignoring commas and periods, and hesitating when reading aloud were coded as problems in reading mechanics and self-confidence. After Smart TV was implemented, observations describing students following punctuation cues, imitating the model reader's intonation, and participating more actively were grouped into categories related to pronunciation, intonation, reading rhythm, motivation, and confidence. Second, data display was conducted by organizing these categories into narrative descriptions and comparisons between the initial condition and the learning activities using Smart TV. Third, conclusions were drawn and verified by comparing observation findings with teacher and student interview statements and supporting documentation. This process enabled

the researcher to formulate findings based on converging evidence rather than on a single source of information.

To ensure the validity and credibility of the collected data, this study employed data validation techniques in the form of triangulation and member checking (Sugiyono, 2022). The researcher conducted technical triangulation by cross-checking information obtained from observations with data from interviews and documentation. Furthermore, source triangulation was applied by comparing information from teachers with student accounts. Member checking was conducted at the final stage by reconfirming the researcher's preliminary interpretations with key informants (class teachers) to ensure that the reported data accurately represented the actual situation.

3. RESULTS AND DISCUSSION

3.1 Initial Conditions of Students' Reading Aloud Ability

Before the implementation of Smart TV, initial observations conducted by researchers found that the reading aloud skills of second-grade students at SDN 1 Selengen still needed improvement. Conventional learning relied solely on printed textbooks, which tended to be monotonous. This directly impacted student motivation, which led to boredom, which in turn impacted their technical reading skills.

Interviews with second-grade teachers revealed that students often refused or felt anxious when asked to come forward to read stories in front of the class. Their voices were often inaudible to the back row due to a lack of confidence. Furthermore, from a mechanical reading perspective (such as pronunciation, intonation, and pauses), the majority of students read very quickly, as if pressed for time, without paying attention to periods and commas, or, conversely, spelling out each word haltingly. This situation indicates a duality of barriers: technical-mechanical barriers (difficulty pronouncing words and adhering to punctuation) that accumulate into psychological barriers (reading anxiety) (Ifnaldi, 2023).

3.2 Application of Smart TV Media in Learning

The implementation of Smart TV use at SDN 1 Selengen is part of the school's innovation in responding to the demands of 21st-century learning. In this study, the process of using Smart TV is mapped into three crucial stages, in accordance with learning design theory (Fitriani, 2022; Wardani, 2024). These stages include planning, implementation, and evaluation.

Planning Stage: This stage serves as the initial foundation where teachers begin designing learning tools by integrating digital media. Based on interviews, teachers stated that careful planning was carried out, selecting teaching materials in the form of animated story videos and digital reading texts to be displayed. Content selection criteria emphasized appropriate font size, audio clarity, and the presence of visual cues (such as text color changes for punctuation) to assist second-grade students. This planning proved crucial in preventing technical issues and ensuring optimal media usage without reducing personal interaction time in the classroom (Setiawan, 2021).

Implementation Stage: At this stage, the teacher utilizes the Smart TV not only as a video player, but also as a center for class interaction (Smart Learning Class). The teacher plays a video of a 'model reader' who demonstrates how to read aloud, with clear pronunciation and expressive intonation. After showing the model, the teacher applies the choral reading method or reading together. The large text displayed on the Smart TV screen is read simultaneously by all students. A running sentence highlighting animation guides the students' reading rhythm, so they naturally learn to regulate their pace (tempo) and pay attention to the pauses in their reading.

Evaluation Phase: Evaluation is the confirmation phase to measure the effectiveness of the media. After a group practice session using Smart TV broadcasts, the teacher conducted a formative evaluation by asking students to come to the front of the class one by one. Students were asked to reread the text displayed on the Smart TV screen. The text was deliberately

designed with certain colors for periods or commas to remind students when to pause or take a breath. The teacher noted that with the help of this giant prompter in the form of a Smart TV, students found it much easier to remember the reading rules. Interestingly, in the next meeting when the evaluation was conducted using regular printed text, the visual recording in students' memories from the previous Smart TV broadcast remained, as evidenced by their consistent intonation.

3.3 Impact of Smart TV Media Use on Reading Aloud Ability

The use of Smart TVs has significantly changed the classroom atmosphere. These medium bridges the transition for lower-grade children from simply 'recognizing letters' to 'reading fluently and meaningfully.' Data collected shows several tangible positive impacts:

1. **Increased Motivation and Focus (Visual & Audio):** Second-grade students naturally respond positively to the combination of color, movement, and sound. The large Smart TV screen allows everyone from the front to the back to see the text clearly. Focus, which was often distracted when using small-format printed textbooks are now focused on the screen at the front of the class (Darmawan, 2021). Interviews with students confirm that learning with visualizations helps them avoid boredom and makes it easier to understand teacher instructions.
2. **Intonation and Pronunciation Improvement:** A limitation of printed textbooks is their inability to produce sounds to model correct pronunciation. Through Smart TV, teachers provide a perfect audio-visual model (Huda, 2022). Students automatically imitate the tone and articulation of educational videos. Punctuation, which was often neglected in the past, is now being followed because students associate periods (visual) with the pauses in sound (audio) in the videos they watch repeatedly.
3. **Building Self-Confidence and Reducing Anxiety:** Reading alone while holding a book in front of the class often triggers feelings of stress. However, when students stand in front of a bright Smart TV screen, their attention is diverted to the screen rather than the gazes of their classmates. This psychological phenomenon successfully reduces reading anxiety. Their involvement in choral reading (mass reading) beforehand also creates a sense of security (safe space) before they finally perform their solo (Yuniarti, 2024).
4. **Contextual Vocabulary Enrichment:** Smart TVs support high-level contextual learning. When students encounter a word, they don't understand or rarely hear, teachers can quickly find and show a picture or video illustration of the object. This allows students to fully grasp the meaning of the word, not just be able to sound it out. Understanding the meaning of text is the ultimate essence of literacy.

3.4 Discussion

The results of this study support the view that multimedia technology can contribute to early literacy learning by providing simultaneous visual and auditory stimulation (Fitriani, 2022). In the present study, the benefit was most visible in reading-aloud activities that require students to coordinate pronunciation, intonation, pauses, tempo, and volume (Tarigan, 2021; Roose, 2022). However, the findings should not be interpreted as evidence that Smart TV alone improves reading ability. The observed changes were closely related to the teacher's instructional design, particularly the combination of audiovisual modeling, choral reading, guided practice, and individual evaluation. Thus, Smart TV functioned primarily as a medium that strengthened the learning process rather than as an independent teaching method.

These findings are consistent with Januarti (2025), who reported that Smart TV can support student motivation and communication skills, but the present study provides a more specific account of its use for reading-aloud mechanics in Grade 2. The result also complements Donatus (2021), whose study emphasized illustrated storytelling media for reading aloud. Unlike illustrated storytelling that primarily provides visual support, the Smart TV implementation in this study combined enlarged text, animated punctuation cues, and audio models of pronunciation and intonation. Nevertheless, the qualitative nature of this study means that the findings describe observed tendencies and participant experiences rather than

statistically measured improvement. The context of a single rural elementary school also limits the transferability of the findings to other schools with different facilities, teachers, or student characteristics.

The emotional dimension of the findings is also important. Students' initial reluctance to read aloud appeared to be associated with fear of making mistakes in front of classmates. The use of choral reading before individual performance provided a gradual transition from collective participation to individual performance, while the large visual display gave students a clear reference during reading. This helps explain why students appeared more confident during evaluation. Therefore, the positive potential of Smart TV in this study is best understood as the result of an interaction between technology, teacher scaffolding, and repeated reading practice. Further research using quantitative measures or comparative designs is needed to determine the magnitude of the improvement and to examine whether similar effects occur in other elementary school contexts.

4. CONCLUSION

Based on the analysis of the research results and discussion, it can be concluded that the use of Smart TV at SDN 1 Selengen shows positive potential as a learning medium for supporting early literacy in lower grades. The implementation followed a systematic learning cycle consisting of three main stages: (1) Planning, in which teachers selected audio-visual materials with clear fonts and punctuation cues; (2) Implementation, characterized by the presentation of reading models followed by interactive choral reading activities using the screen as a shared focus; and (3) Evaluation, in which students were individually asked to read the same text displayed on the Smart TV to observe their reading performance. The qualitative evidence indicates that this sequence supported students' engagement and provided scaffolding for practicing pronunciation, intonation, pauses, and reading confidence.

The findings also indicate several positive tendencies associated with Smart TV use. Students appeared more focused on the displayed text, followed punctuation cues more consistently, and were more willing to participate in reading activities. Audiovisual modeling supported students in imitating pronunciation and intonation, while choral reading created a supportive transition before individual performance. These findings suggest that Smart TV can be a useful supporting medium when integrated with appropriate teacher guidance and repeated practice. However, because this study used a descriptive qualitative approach and was conducted in one school, the findings should not be interpreted as statistical proof of effectiveness. Further studies with measurable pre- and post-intervention indicators and broader participants are needed to determine the magnitude and generalizability of the observed changes.

One suggestion for other elementary schools is to begin optimizing the use of technology facilities like Smart TVs, not just for entertainment, but also as a structured literacy teaching tool. Teachers are expected to continually explore other interactive educational applications to enrich and diversify the use of these smart screens to cater to students' diverse learning styles.

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