

“STUDENTS' PERCEPTIONS OF THE USE OF LCD PROJECTORS AS ENGLISH LEARNING MEDIA: A CASE STUDY IN A OF THE PRIVATE HIGH SCHOOLS IN WEST SUMATRA”

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ABSTRACT

This study aims to determine students' perceptions of the use of LCD projectors as a medium for teaching English at MTs TI Koto Tuo Kumpulan, a private religious school in West Sumatra. The use of technology in learning is considered important for improving the quality of the teaching and learning process, but its implementation in some schools still faces various obstacles. This study uses a quantitative descriptive approach involving seventh-grade students who have been learning English using LCD projectors since 2024. Data were collected through a closed questionnaire using a Likert scale that measured the aspects of usefulness, ease of understanding, attractiveness and engagement, as well as challenges or shortcomings in the use of LCD projectors. The data obtained were analyzed using descriptive statistics in the form of frequency, percentage, mean, and standard deviation. The results showed that, in general, students had a positive perception of the use of LCD projectors in English language learning. This media was considered to be able to help students understand the material, increase their motivation to learn, attract their attention, and make learning more interesting and enjoyable. However, there are still several obstacles, such as technical problems, classroom lighting conditions, and the potential for boredom if its use is monotonous. Overall, LCD projectors can be concluded to be an effective learning medium when used appropriately and in a variety of ways. Therefore, it is recommended that schools provide adequate facilities and provide ongoing training to teachers to optimize the use of technology-based learning media.

Keywords: Students' Perceptions, LCD Projector, Learning Media, English Learning

A. INTRODUCTION

Teaching is not merely about delivering academic content, it also involves creating an active, creative, and enjoyable learning environment to help students reach their full potential. The demand for quality education in schools continues to grow in line with technological and

societal advancements. Teachers are now expected not only to master the subject matter but also to employ a variety of approaches, strategies, and learning media to enhance the teaching and learning process. Teaching is closely related to the concepts of education and training. These two terms, although

interconnected, emphasize different aspects: education focuses on the development of character, while training emphasizes skill-building (Qasim, 2016).

As stated by Aisyah et al., (2020), teaching materials are an essential source of content for teachers in conducting the learning process. Without teaching materials, teachers may find it difficult to achieve learning objectives. In principle, teachers must always prepare appropriate materials when carrying out the teaching and learning process. Learning content, also referred to as teaching materials, plays a crucial role in the success of classroom instruction. These materials help teachers deliver lessons in a systematic, engaging, and easy-to-understand manner for students. Teaching materials are items used by teachers or students to support the learning process. They can include reading books, workbooks, or visual presentations. Teaching materials encompass knowledge, experiences, and theories used by both teachers and students to facilitate understanding of specific topics outlined in the curriculum.

Arfandi (2020), argue that instructional media refers to anything teachers use during the teaching and learning process, including tools and materials that facilitate, support, and enhance classroom instruction in delivering knowledge, information, meaning, and values to students. Instructional media plays an important role in the learning process because it helps teachers convey subject matter and broaden students' understanding. By using a variety of media, teachers can present information in a more engaging and easily understood manner. Technological advancements in education have also made the learning process more efficient, one example being the use of tools such as the LCD projector. LCD projector, has become an effective medium for presenting learning materials. With this tool, teachers can display various types of content such as text, images, audio, and video, making the explanation of material clearer and the learning environment more engaging for students.

English is widely regarded as a global language because it is used as a common means of communication across many countries. It holds an

important position as one of the key international languages to learn. In some nations, it functions as a second language, while in Indonesia, it is taught as a foreign language but still plays a significant role, especially in education.

One of the private religious schools located in Bonjol District, Pasaman Regency, West Sumatra, is still lagging in keeping up with advancements in educational technology. This is primarily due to the limited facilities available at the school, particularly in the use of modern instructional media such as an LCD Projector. Although the school does possess an LCD Projector, its use in the teaching and learning process remains minimal. This is not due to its unavailability, but rather because teachers are not yet accustomed to utilizing it in classroom activities.

Based on the observation results of one of the teachers at the school, he said that *"the use of LCD Projector in learning only started in 2024 for grades 7 and 10, after being introduced at the end of 2023. Although this tool is effective in attracting the interest of Generation Z students who are accustomed to*

visual media, its use is still inconsistent due to limited training, time, and teacher awareness of the potential of this technology in supporting the learning process." And statements from student that *"they enjoy learning with in focus because the material is easier to understand. The images and sounds displayed make the lessons more interesting and easy to follow, especially when learning lessons such as English because LCD Projectors helps them understand by seeing and hearing simultaneously."* Thus, it can be concluded that using LCD Projector in grades 7 and 10 since 2024 helps students better understand the material because of its visual and interesting display. Although effective, its use has not been evenly distributed because of obstacles from the teachers' side, such as the lack of training and understanding of this technology.

Based on the explanation above, it can be concluded that using learning media such as the LCD Projector is very important for enhancing the quality of student learning. However, not all schools can use it effectively. One example is a religious school in Bonjol

Subdistrict, which struggles with incorporating technology due to a lack of habitual use, insufficient training, and limited facilities. Educational technology has the potential to make learning more interesting and effective, especially in today's digital era. There is a need for stronger support and consistent training so that teachers can be better prepared to use modern instructional media.

B. RESEARCH METHOD

This study employed a descriptive quantitative approach aimed at describing students' perceptions of the use of LCD projectors as learning media in English language learning. The research was conducted at MTs TI Koto Tuo Kumpulan, located in Bonjol District, Pasaman Regency, West Sumatra, Indonesia.

The population of this study consisted of all seventh-grade students of MTs TI Koto Tuo Kumpulan who had experienced English learning using LCD projectors since 2024. The sample comprised seventh-grade students of MTs TI Koto Tuo Kumpulan, selected using a probability sampling technique, which

ensured that each member of the population had an equal opportunity to be included in the study.

Data were collected using a closed-ended questionnaire with a Likert scale. The questionnaire measured students' perceptions of the use of LCD projectors based on several aspects, including usefulness, ease of understanding, attractiveness and engagement, as well as challenges or shortcomings in their use.

The collected data were analyzed using descriptive statistical analysis with the assistance of SPSS software. The analysis included the calculation of frequencies, percentages, means, and standard deviations. The results were presented in the form of tables and graphs to clearly describe students' perceptions.

C. RESULT AND DISCUSSION

Result

Based on the results of data analysis from all research indicators, it can be concluded that the use of LCD projectors in English language learning generally receives positive perceptions from students. This can be seen from the average scores on

the indicators of usefulness, ease of understanding, attractiveness, and engagement, which are in the very high category, indicating that LCD projectors are able to help students understand the material, increase their interest and motivation to learn, and support their focus during the learning process.

Although there are several challenges or shortcomings felt by students, these indicators are in the moderate category and are not dominant. With an overall average indicator score of 3.96, which is in the high category, it can be concluded that the use of LCD projectors is effective and relevant in English language learning. Therefore, LCD projectors are suitable for use as a learning support medium because they can improve the overall quality of the teaching and learning process.

The overall average score of 3.96 was obtained from the mean scores of the three research indicators, namely the usefulness indicator (4.19), the ease of understanding, attractiveness, and engagement indicator (4.21), and the challenge or deficiency indicator (3.49). This value indicates that, in general, students' perceptions of the

use of LCD projectors in English language learning are in the high category.

Discussion

The results of the study indicate that the use of LCD projectors in English language learning generally received positive perceptions from students, as shown by an overall average score of 3.96 in the high category. This finding is in line with the multimedia learning theory proposed by Mayer (2002), which states that learning becomes more effective when information is presented through a combination of verbal and visual elements. The use of visual media such as text, images, and videos helps students process information through dual channels, resulting in better understanding and retention of learning material.

The positive perception of students toward the use of LCD projectors is consistent with the findings of (Adiguna, 2021), who reported that visual-based learning media significantly influences students' interest and attention during English learning. The use of LCD projectors enables teachers to present learning materials in a more

attractive format, which helps students stay focused and reduces boredom. This indicates that students tend to respond more positively when learning activities involve visual and audio elements rather than conventional teaching methods alone.

On the usefulness indicator, the average score in the very high category shows that LCD projectors are considered very helpful in the learning process. Students find it easier to understand the material, teachers are better able to explain lessons systematically, and students find it easier to take notes on important points. This finding is in line with (Yuniarti et al., 2023), opinion that learning media can increase the effectiveness of material delivery and help teachers organize information so that it is easier for students to understand. Thus, the use of LCD projectors supports more focused and meaningful learning.

In line with these findings, (Idami, 2018), state that the use of LCD projectors in the classroom contributes to improving students' learning achievement because learning materials can be delivered more clearly and systematically. Technology-based media allow

teachers to explain abstract concepts using visual illustrations, which supports students' comprehension. This reinforces the idea that LCD projectors function not only as presentation tools but also as instructional media that enhance learning effectiveness.

Furthermore, in terms of ease of understanding, appeal, and engagement, the results of the study also showed very high ratings. Students assessed that the presentation of text, images, videos, and sound through LCD projectors made learning more interesting and increased their motivation to learn. This is in line with the multimedia learning theory proposed by (Mayer, 2002), which states that learning will be more effective when information is presented through a combination of text and visuals. Visual media help students process information through more than one cognitive channel, resulting in a deeper understanding of the material.

The effectiveness of LCD projector use in learning is strongly influenced by teachers' competence in managing instructional media. (Purwadi et al., 2024), emphasizes that teachers who possess adequate

digital media skills are more capable of integrating technology effectively into classroom instruction. Conversely, limited technical skills and insufficient training may reduce the instructional value of media use. Therefore, continuous professional development is essential to enhance teachers' ability to utilize learning media optimally and support student engagement.

However, several aspects of student active engagement, such as the courage to ask questions and express opinions, are still in the moderate category. These findings indicate that the use of learning media alone is not sufficient to optimally increase student active participation. This is in line with the constructivist view, which emphasizes that student active involvement in learning is also influenced by teaching methods, classroom interaction, and the role of teachers in creating a participatory learning atmosphere (Rukmi et al., 2025). Therefore, the use of LCD projectors needs to be balanced with learning strategies that encourage discussion and interaction. The effectiveness of using LCD projectors in learning is also influenced by the availability and

management of educational facilities. Adequate infrastructure, such as proper classroom conditions and functional technological equipment, supports the optimal use of learning media (Werang et al., 2024), emphasize that well-managed educational facilities contribute to a more supportive learning environment and enable teachers to implement innovative instructional strategies effectively. Conversely, limited facilities may hinder the use of instructional media and reduce student engagement.

In terms of challenges or shortcomings, the research results indicate that students still experienced several obstacles in using LCD projectors, such as potential boredom, limited active participation, and the influence of learning conditions. These findings are in line with Cognitive Load Theory proposed by (Sweller, 1988), which explains that learning media can become less effective when the amount of information presented exceeds students' cognitive processing capacity. When instructional media are not varied or are presented monotonously, students may experience cognitive

overload, leading to reduced attention and engagement. Therefore, the effective use of LCD projectors should consider instructional design and variation in teaching strategies to optimize students' cognitive processing and learning outcomes.

Student engagement can be optimized when the use of instructional media is integrated with interactive teaching strategies. Wulandari and (Li & Tsai, 2017) report that students demonstrate higher participation and better understanding when technology-based media are combined with interactive activities such as discussions and collaborative tasks. This indicates that learning media like LCD projectors are most effective when supported by pedagogical approaches that actively involve students. Therefore, instructional media should be viewed as tools that require appropriate teaching strategies to achieve meaningful learning outcomes.

Overall, the results of this study reinforce the theory that the use of technology-based learning media, such as LCD projectors, can improve the quality of English language learning. This media helps clarify the material, increases student motivation

and focus, and creates a more engaging learning environment. Therefore, the use of LCD projectors should continue to be implemented and developed with a variety of learning approaches so that student engagement can be further enhanced.

Student engagement is closely related to how instructional technology is integrated into classroom activities. (Aktarul Islam, 2018), explains that the use of educational technology can enhance students' engagement and academic achievement when it is supported by appropriate pedagogical practices. This indicates that the positive perceptions toward LCD projector use found in this study are influenced not only by the presence of technology but also by how it is meaningfully applied in the learning process.

D. CONCLUSION

Based on the results of research and discussion regarding students' perceptions of the use of LCD projectors in English language learning, it can be concluded that the use of LCD projectors is generally perceived positively by students. This is indicated by the overall average

score of 3.96, which is in the high category. These findings show that LCD projectors are an effective learning medium in supporting the English language teaching and learning process.

The indicators of usefulness, ease of understanding, attractiveness, and engagement received average scores in the very high category. These results show that LCD projectors can help students understand the material more easily, increase their interest and motivation to learn, and support their focus during the learning process. This medium also helps teachers deliver material in a clearer, more structured, and more interesting way.

Meanwhile, the indicators of challenges or shortcomings in the use of LCD projectors are in the moderate category, which shows that although there are several obstacles such as technical problems, room lighting, and potential boredom if the use of media is not varied, these obstacles do not reduce the overall positive perception of students. Thus, it can be concluded that LCD projectors are suitable for use as a supporting medium for English language learning

because they provide greater benefits than the obstacles they cause.

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