# THE EFFECTIVENESS OF LCD PROJECTOR AS A LEARNING MEDIA IN IMPROVING STUDENTS' SPEAKING SKILLS AT THE SEVENT GRADE OF MTS AL ADABIY IN ACADEMIC YEAR 2023/2024

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*Abstract*

*The aims of this research is to determine the effectiveness of LCD projectors as a learning media to improving students' speaking skills in the seventh grade of MTs Al-Adabiy in the academic year 2023/2024. Many students feel that speaking English is difficult. Using technology in education is an alternative to improving students' speaking skills. The researcher helps the students improve their speaking skills with an LCD (Liquid Crystal Display) projector. LCD projector is a projection tool that is capable of displaying media elements of images, text, video, and animation either separately or in combination with these media elements.*

*This research used a pre-experimental design with one group pre-test and post-test design. The sample of the research was seventh grade of MTs Al-Adabiy in the academic year 2023/2024. There were 28 students as the sample of the research consisted of 15 male students and 13 female students. To get the score of the test, the researcher used the conversation test in the pre-test and post-test. The students forward in front of the class to have a conversation with their classmates.*

*The result of this research can be seen in the mean score of the pre-test and post-test in pronunciation and fluency aspects. The result showed that the mean score of the pronunciation post-test was 65,92 and the mean score of the pronunciation pre-test was 60,68. The mean score of the fluency post-test was 70,28 and the mean score of the fluency pre-test was 65,82. This means that there is a significant effect of the LCD projector as a learning media to improve students' speaking skills. So can be concluded that the LCD projector was effective in improving students' speaking skills.*

*Keywords: LCD Projector, Learning Media, Speaking Skill.*

## A. Introduction

In English, four skills should be mastered. They are listening, speaking, reading, and writing. The four skills are usually considered part of an internal system because they support each other. Speaking is one of the skills that the students should pay much attention to because they will interact with other people in their surroundings.

Speaking is saying words orally, to communicating by talking, making a request, and making a speech. Speaking is one of the abilities that is used in

global activities. Someone phrasing their feeling, talking about their ideas, and perception about something in speaking. Therefore speaking is the language that the English-speaking world uses to communicate with the rest of the world. It means by speaking English we can support people to develop a person's qualities. Many jobs need people to have English ability, particularly speaking skills, it used as the international language for communication

For many of the students, speaking English is difficult. There are many obstacles to speaking English. First, difficult to pronounce because of the different ways of reading English. Second, it takes a long time to think to translate what you want to say. Third, difficult to understand text in English. Fourth, difficult to say what is already in the head. The fifth, is not used to speaking English so the process of speaking is halting. The sixth, is afraid of saying the wrong thing because you don't understand grammar well. The seventh, is not confident/ashamed to talk to smarter people or native speakers. Last, lack vocabulary and don't have friends who support each other.

Using technology in education is an alternative to improve the quality and quantity of results and processes, including learning resources, where teachers and students are required to actively use educational technology in the learning process. The utilization of information and communication technology in learning aims to improve the quality of learning in schools significantly. Technology is only one of many components in improving the quality of learning in schools. There are several other components that must function effectively for technology to make its contribution, one of them is (Liquid Crystal Display) LCD projector. LCD projector is believed to have an effective role in learning. an LCD projector is a projection tool that is capable of displaying media elements of images, text, video, and animation either separately or in combination with these media elements.

One of the technologies that are considered the most effective in delivering material is the LCD projector media. The use of LCD Projector media in the teaching and learning process can help the smoothness, effectiveness, and efficiency of achieving learning objectives. By using LCD Projector media in learning it will be more fun for students and of course, learning will be truly

meaningful. Media LCD Projector is a tool that is often used for media presentations in learning because it is capable of displaying large-sized images. LCD Projector can work with equipped with additional equipment, namely a data cable, which is used to connect between the LCD Projector and the computer.

The researcher did research at MTs Al Adabiy. The reason for choosing MTs Al Adabiy as the object of research is because of the adequate supply of facilities and infrastructure. In observation, the researcher found that the students' speaking skills there were low. The reason of the low students' speaking skills because of the lack of teaching staff in English lessons and also the low interest of students in learning English. Why does the researcher say like this, because during the learning process when they were asked to come in front of the class to have a conversation some of them were shy or didn't want to because they didn't understand the material presented.

Therefore, based on the explanation above, the researcher is interested in conducting research entitled **The Effectiveness of LCD Projector as A Learning Media in Improving Students' Speaking Skills at The Seventh Grade of MTs Al Adabiy in Academic Year 2023/2024**

B.    **Research Methods**

This research used quantitative research as the experimental design. An experimental design  is the traditional approach to conducting quantitative research. Experiments are observations under artificial conditions where the condition created and regulated by the researcher Experimental designs may also be classified according to how well they provide control of the threats to internal validity: pre-experimental, true experimental, and quasi-experimental designs. Pre-experimental designs do not have random assignment of subjects to groups or other strategies to control extraneous variables. True-experimental designs (also called randomized designs) use randomization and provide maximum control of extraneous variables. Quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables. Experimental research is a research which the researchers can manipulate the object of research and control.

This research used pre-experimental design. Following are two designs that are classified as pre experimental because they provide little or no control of extraneous variables.

A pre test provides a measure on some attribute or characteristic that you access for a participant in an experimental before they receive a treatment. After the treatment, you take another reading on the attribute or characteristic. A post test is a measure on some attribute or characteristic that is assessed for participant in an experiment after a treatment. So the pre-test is done before the learning process and the post-test is done after the learning process.

The one-group pre-test and post-test design usually involves three steps: (1) administering a pre-test measuring the dependent variable; (2) applying the experimental learning process X to the subjects; and (3) administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pre-test and post-test scores. After evaluated the pre-test and post-test, the result of this research can be seen.

This design is present as follows:

$$Y1 \qquad X \qquad Y2$$

Where:

Y1 = Pre-test

X = Learning Process

Y2 = Post-test

Instruments are the tool that used for data collecting and analysis. This research will use two instruments. They are test and observation. In this research, the researcher conducts two kind of test, namely pre-test and post-test. Where the pre-test will be given before the learning process, and post-test will be given after the learning process. To do the pre-test and post-test, the researcher use the conversation between the students. The students will forward in front of the class to do a conversation with their classmates. This observation is to know the condition of the classroom generally and situation of the teaching learning process. The instrument of this research is audio recording. The research will record audio of the students' conversation with their classmates during giving pre-

test and post-test when the students doing the conversation in front of the class with their classmates. Documentation is one of the data collection methods that used in research methodology. In essence, documentary is used to trace historical data. Documentation can be in the form of writing, images, or monumental works by someone. Documentation is a complement to the use of test and observation methods in this research. The documentation of this research is the picture and the profil of MTs Al Adabiy Mempawah to support this research.

C. **Discussion**

**Table 1.1**

**The Total Score of Pronunciation And Fluency of The Pre-Test and Post-Test**

|  | Pre-Test | Post-Test |
|---|---|---|
| **Pronunciation** | 1.699 | 1.846 |
| **Fluency** | 1.843 | 1.968 |

Table 1.1 shows that the total score in the pronunciation of the pre-test was 1.699 points and in the pronunciation of the post-test was 1846 points. While, the total in the fluency of the pre-test was 1.843 points and in the fluency of the post-test was 1968 points. Based on the table 1.1 can be seen that there was a significant different between the pre-test and post-test of the pronunciation and fluency aspects. So can be concluded that the LCD projector effective in improving students' speaking skills.

**Table 1.2**

**The Mean Score Of Pronunciation And Fluency Of The Pre-Test And Post Test**

| No | Variables | The Student's Mean Score | | Percent Improvement |
|---|---|---|---|---|
|  |  | Pre-Test | Post-Test | |
| 1 | **Pronunciation** | 60,68 | 65,92 | 8,63% |
| 2 | **Fluency** | 65,82 | 70,28 | 6,83% |

Table 1.2 shows that the mean score of the pre-test in terms of pronunciation was 60,68 and the mean score of the post-test in term pronunciation was increased be 65,92 while the mean score of the pre-test in terms of fluency was 65,82 and the mean score of the post-test in terms fluency was increased be 70,28. Then, the improvement was significantly different. It was proved by seeing the percent improvement in pre-test and post-test in pronunciation was 8,63% and the percent improvement in pre-test and post-test in fluency was 6,83%. It means that the student's speaking skills improved after teaching by LCD Projector as a learning media.

**Table 1.3**

**The Rate Percentage Pronunciation of The Pre-Test and Post-Test**

| No | Classification | Score | Frequency | | Percentage | |
|----|----------------|-------|-----------|-----------|------------|------------|
| | | | Pre-Test | Post-Test | Pre-Test | Post-Test |
| 1 | Excellent | 96-100 | - | - | - | - |
| 2 | Very Good | 86-95 | - | 1 | - | 3,58% |
| 3 | Good | 76-85 | - | 6 | - | 21,43% |
| 4 | Fair | 66-75 | 11 | 11 | 39,28% | 39,28% |
| 5 | Poor | 55-65 | 9 | 4 | 32,14% | 14,28% |
| 6 | Very Poor | 00-55 | 8 | 6 | 28,57% | 21,43% |
| | **Total** | | **28** | **28** | **100%** | **100%** |

The table shows that from 28 students in the seventh grade, there was only one student who categorized to very good pronunciation on the post-test. Then, six students who categorized to good pronunciation in the post-test. Then, 22 students who categorized to fair pronunciation divided by 11 students in the pre-test and 11 students on the post-test. Furthermore, 13 students who categorized to poor pronunciation which is nine students in the pre-test and four students on the post-test. And 14 students who categorized to very poor pronunciation were divided by eight students on the pre-test and six students in the post-test.

Table 1.3 above shows the percentage and frequency of the students speaking in pronunciation pre-test. There were no student or 0% classified as excellent, very good, and good pronunciation, 11 students or 39,28% classified as fair pronunciation, nine students or 32,14% classified as poor pronunciation, and eight students or 28,57% classified as very poor pronunciation.

The post-test above showed the percentage and frequency of the students. There were no students or 0% classified into excellent pronunciation, one student or 3,57% classified into very good pronunciation, six students or 21,43% classified as good pronunciation, 11 students or 39,28% classified as fair pronunciation, four students or 14,28% classified as poor pronunciation, and six students or 21,43% classified as very poor pronunciation

**Table 1.4**
**The Rate Percentage Fluency of The Pre-Test and Post-Test**

| No | Classification | Score | Frequency | | Percentage | |
|---|---|---|---|---|---|---|
| | | | Pre-Test | Post-Test | Pre-Test | Post-Test |
| 1 | Excellent | 96-100 | - | - | - | - |
| 2 | Very Good | 86-95 | - | 4 | - | 14,28% |
| 3 | Good | 76-85 | 8 | 9 | 28,57% | 32,14% |
| 4 | Fair | 66-75 | 7 | 7 | 25% | 25% |
| 5 | Poor | 55-65 | 9 | 7 | 32,14% | 25% |
| 6 | Very Poor | 00-55 | 4 | 1 | 14,28% | 3,58% |
| **Total** | | | **28** | **28** | **100%** | **100%** |

The table shows that from 28 students in the seventh grade, there were only four students who were categorized to very good fluency in the post-test. Then, 17 students who categorized to good fluency were divided by eight students in the pre-test and nine students in the post-test. Then, 14 students who categorized to fair fluency divided by seven students in the pre-test and seven students in the post-test. Furthermore, 16 students who categorized to poor fluency which is nine students in the pre-test and seven students in the post-test. And five students who categorized to very poor fluency divided by four students in the pre-test and one student in the post-test.

Table 1.4 above shows the percentage and frequency of the students' speaking in the fluency pre-test. There was no students or 0% classified as excellent and very good fluency, eight students or 28,57% classified as good fluency, seven students or 25% classified as fair fluency, nine students or 32,14% classified as poor fluency, and 4 students or 14,28% classified as very poor fluency.

While the post-test above showed the percentage and frequency of the students' pre-tests. There were no students or 0% classified as excellent fluency, four students or 14,28% classified as very good fluency, nine students or 28,57% classified as good fluency, seven students or 25% classified as fair fluency, seven students or 25% classified as poor fluency, and one student or 3,57% classified as very poor fluency.

Based on the explanation above the mean score of the pre-test students' speaking test in pronounciation was 60,68 and the post-test students' speaking test in pronounciation was 65.92. the mean score of the pre-test students' speaking test in fluency was 65.82 and the post-test students' speaking skill was 70.28. It means that the mean scores of students' post-tests in pronunciation and fluency were higher than the pre-test. So the researcher concluded that the LCD projector as a learning media were effective to improve students' speaking skills especially in pronunciation and fluency aspects

**D. Conclusion**

This part describes data collected from students' speaking tests (conversation), especially in pronunciation and fluency aspects, as explained in the previous section the improvement of students' speaking skills through the process. It was supported by mean the score, the classification of students' pre-test and post-test scores, and the percentage of improvement. Based on the findings above, the research found the mean score of students' speaking skills is low. It caused students to still be confused to speak because they were difficult to express their ideas, so the students were not confident to talk.

After the researcher gave the learning process by LCD projector the students' speaking skills, especially in pronunciation and fluency in the post-test improved and were categorized as good classification. As a result of the research, students

become active and enjoy the learning process using LCD projectors. During the learning process using LCD projector, the students become more active so their speaking skills can be upgraded.

The description of the speaking test as explained in the previous finding section that the student's achievement in the post-test was higher than the pre-test. The mean score of speaking pronunciation in the pre-test was 60.68 and the mean score of speaking pronunciation in the post-test was 65.92. the mean score of speaking fluency in the pre-test was 65,82 and the mean score of speaking fluency in the post-test was 70,28. Therefore, the researcher concluded that there was an improvement after the learning process by LCD projector.

Besides that, the formula of the percentage of the improvement pre-test and post-test obtained the percent improvement of the speaking test, especially in pronunciation and fluency aspects. In the pronunciation aspect, the percent improvement was 8,63%, while in the fluency aspect, the percent improvement was 6.83%. Therefore the students' speaking skills have improved by teaching using LCD projector.

In conclusion, LCD projectors as a learning media in teaching speaking skills could improve the students' speaking skills, especially in pronunciation and fluency aspects. It could be shown from the score of the speaking test that was explained above. So it can be concluded that LCD projector as a learning media was effective in improving the students' speaking skills at the seventh grade of MTS al-Adabiy in the academic year 2023/2024.

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