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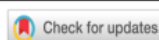


The Effect of Using a Teleprompter Application on Elementary Students' Speaking Skills: An Experimental Study

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This study aims to determine the effect of using a teleprompter app on the speaking skills of fifth-grade students at SDN Pondok Cabe Ilir 03. This study employs a quantitative approach using an experimental method with a one-group pretest-posttest design. The study sample consisted of 26 students selected using total sampling. The research instrument consisted of a speaking practice test (speech) assessed based on the aspect of pronunciation, intonation, language structure, expression, and fluency. Data analysis was conducted using descriptive statistics, the Shapiro-Wilk normality test, and the Paired Sample t-test. The results showed an improvement in students' speaking skills, as indicated by an increase in the mean score from 8.88 on the pretest to 15.04 on the posttest. Hypothesis testing revealed a significance value of $0.000 < 0.05$, leading to the conclusion that the use of a teleprompter application significantly influences students' speaking skills. The effect size (Cohen's $d = 2.14$) indicates a very large effect. The novelty of this study lies in the use of a teleprompter app as a digital medium that supports the development of elementary school students' speaking skills in public speaking activities. Translated with DeepL.com (free version).

INTRODUCTION

Speaking skills are one of the essential language competencies that play an important role in everyday life and the learning process. Through speaking skills, individuals are able to convey ideas, opinions, and information to others effectively. In the context of elementary education, speaking skills are among the competencies that must be developed because they support students' ability to communicate, interact, and actively participate in classroom learning activities (Larosa & Iskandar, 2021).

Indonesian language learning in elementary schools focuses not only on reading and writing skills but also emphasizes the development of speaking skills. These skills include speech fluency, accurate pronunciation, appropriate intonation, and self-confidence in expressing ideas before an audience. However, in practice, many students still experience difficulties in speaking activities, particularly when delivering speeches in front of the class. Low self-confidence, anxiety about public speaking, and limited ability to control intonation and articulation are common challenges faced by elementary school students.

The results of a preliminary observation conducted in Class V-B of SDN Pondok Cabe Ilir 03 indicated that most students still encountered difficulties in delivering speeches. Of the 26 students observed, 24 appeared nervous and lacked confidence when presenting speeches in front of the class. In addition, the students experienced difficulties in speaking fluently and using appropriate intonation. These findings indicate that students' speaking skills still need to be improved through the implementation of more innovative instructional strategies and learning media.



Previous studies have shown that psychological factors are among the causes of students' low speaking proficiency. Hanifah and colleagues found that elementary school students frequently experience anxiety when speaking or delivering speeches before an audience. Fear of making mistakes and low self-confidence can negatively affect students' ability to communicate messages orally. Meanwhile, Kartikawati found that low self-confidence and difficulty in selecting appropriate words were the primary obstacles to public speaking among elementary school students.

In addition to psychological factors, the use of appropriate teaching methods and instructional media also plays an important role in improving speaking skills. A study conducted by Sulastri demonstrated that the demonstration method significantly improved students' speech delivery skills. These findings suggest that students need opportunities for direct practice supported by instructional media that can help them deliver speeches more systematically and confidently (Kartikawati, 2020).

The rapid development of digital technology has created new opportunities to improve the quality of language learning. Technology-based learning media can create a more engaging, interactive, and student-centered learning environment that aligns with the characteristics of today's learners. Ruhaliah and colleagues stated that the use of digital applications in learning can increase students' learning motivation while supporting the development of language skills (Solehudin, 2022). Therefore, integrating technology into Indonesian language instruction has become a relevant approach to enhancing students' speaking skills.

According to Cognitive Load Theory and Attention Theory, individuals are better able to communicate information when the cognitive burden of remembering content is reduced, allowing greater attention to be directed toward the message delivery process. In public speaking activities, students often experience difficulties because they must simultaneously remember the speech content while managing pronunciation, intonation, facial expressions, and eye contact. The use of a teleprompter application helps reduce the cognitive load associated with memorizing the script by displaying scrolling text on the screen, enabling students to focus more on oral delivery. Therefore, theoretically, the use of a teleprompter has the potential to improve students' speaking skills.

One digital medium with considerable potential for speech practice is the teleprompter application. This application displays scrolling text on a screen, allowing users to read the script while maintaining forward eye contact. In public speaking activities, the use of a teleprompter can help students maintain speech fluency, improve pronunciation accuracy, and use more appropriate intonation. Research conducted by In'am and Arifin showed that teleprompters are effective as a speaking practice medium because they help users maintain focus, reduce dependence on printed scripts, and improve the quality of message delivery (In'am, 2023).

In addition to supporting the technical aspects of public speaking, teleprompters can also reduce students' anxiety because the speech text remains visible on the screen throughout the presentation. This enables students to deliver speeches more confidently without worrying about forgetting the prepared material. Furthermore, the use of teleprompters creates a more engaging learning experience by simulating the practices commonly used by professional news anchors and television presenters.

Although numerous studies have investigated the use of digital media in language learning, research specifically examining the use of teleprompter applications to improve elementary school students' speaking skills remains relatively limited. Most previous



studies have focused on digital learning media in general, leaving the effectiveness of teleprompters as instructional media for speaking skills at the elementary school level insufficiently explored. This research gap highlights the need for further investigation into the effect of teleprompter applications on students' speaking skills.

Based on the above description, this study addresses the following research question: "Does the use of a teleprompter application have a significant effect on improving the speaking skills of fifth-grade students at SDN Pondok Cabe Ilir 03?" Therefore, the objective of this study is to analyze the effect of using a teleprompter application on improving students' speaking skills. The findings of this study are expected to contribute to the development of innovative and effective Indonesian language learning media that can enhance elementary school students' speaking skills.

15. SEARCH METHOD

This study employed a quantitative approach using an experimental method. The quantitative approach was selected because the study aimed to examine the effect of using the Teleprompter application on students' speaking skills through the analysis of numerical data processed using statistical techniques. The experimental method was employed to determine the effect of the treatment, namely the use of the Teleprompter application, on changes in students' speaking skills.

The research design used was the One-Group Pretest-Posttest Design, which involves a single experimental group without a control group. In this design, students were first administered a pretest to measure their initial speaking skills before the treatment. Subsequently, they received instruction using the Teleprompter application as the treatment. At the end of the intervention, a posttest was administered to assess changes in students' speaking skills. The difference between the pretest and posttest scores served as the basis for determining the effect of using the Teleprompter application on students' speaking skills.

The study was conducted at SDN Pondok Cabe Ilir 03 during the second semester of the 2025/2026 academic year. The population consisted of all 26 students in Class V-B. Because the population size was relatively small, a total sampling technique was employed, whereby all members of the population were included as the research sample.

The research instrument consisted of a speech performance test administered during both the pretest and posttest. Students' speaking skills were assessed using an evaluation rubric comprising five indicators: pronunciation, intonation, language structure, expression, and fluency. Each indicator was evaluated using the same assessment criteria in both the pretest and posttest to ensure objective comparison of the measurement results.

The research procedure began with the administration of the pretest to measure students' initial speaking abilities. The participants then received the treatment in the form of instruction supported by the Teleprompter application during speech practice activities. Throughout the learning process, students practiced delivering speeches while reading scrolling text displayed on the application screen, which helped them maintain the fluency of their speech delivery. After the completion of the treatment sessions, the students completed the posttest using the same instrument to measure changes in their speaking skills following the intervention.

The collected data were analyzed using IBM SPSS Statistics software. Data analysis began with descriptive statistics to summarize the characteristics of the data, followed by the Shapiro-Wilk normality test to examine the data distribution. After confirming that the data met the assumption of normality, a Paired-Samples t-test was conducted to determine whether there was a statistically significant difference between the pretest and posttest scores. Furthermore, the magnitude of the treatment effect was measured using Cohen's d effect size. The effect size values were interpreted according to Cohen's criteria: 0.20 (small), 0.50 (medium), and ≥ 0.80 (large).

RESULTS AND DISCUSSION

Result

This study aims to determine the effect of using a teleprompter app on the speaking skills of fifth-grade students. The research data were collected through pretests and posttests and were then analyzed using descriptive statistics, normality tests, hypothesis testing, and effect size calculations.

1. Descriptive Statistics

The results of the frequency distribution analysis of the pre-test and post-test scores are shown in Table 1 below.

Table 1. Descriptive Statistics

Value Range	Pre-test	Post-test
5-9	16	1
10-14	9	8
15-20	1	17
Amount	26	26

Based on Table 1, It is known that the pre-test results show that most students are still in the low score category. A total of 16 students obtained scores in the range of 5-9, 9 students were in the range of 10-14, and only 1 student reached the range of 15-20. These data indicate that the students' speaking (speech) abilities before being given treatment were still low to moderate. After being given treatment in the form of using the Teleprompter application media, the post-test results showed a significant change. A total of 17 students obtained scores in the range of 15-20, 8 students were in the range of 10-14, and only 1 student was still in the range of 5-9. This condition shows that most students experienced an increase in learning outcomes after participating in learning using the Teleprompter application. Changes in the distribution of scores from the pre-test to the post-test showed a shift from the low score category to the higher score category. Thus, the use of the Teleprompter application can help improve the speaking (speech) skills of fifth grade students, as shown by the increasing number of students who obtained scores in the highest range after the treatment was given.

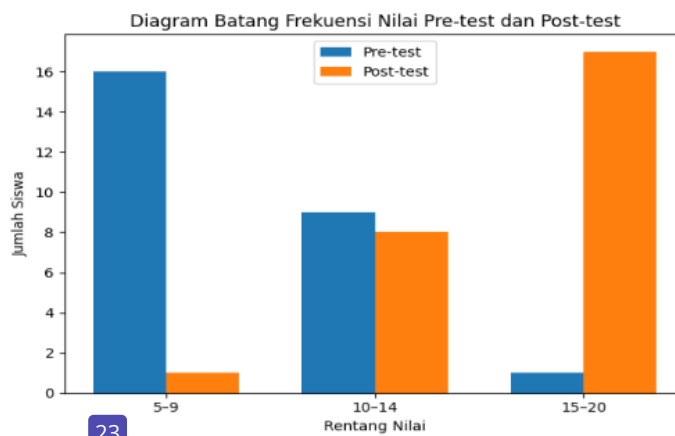
Table 2. Descriptive Statistics Pre-test and Post-test

Measures of Central Tendency and Data Dispersion	Pre-test	Pos-test
Sample Size	26	26
Minumum Score	5	8
Maximum Score	15	20
Mean	8.88	15.04
Median	8.50	15.00
Mode	5	15

Measures of Central Tendency and Data Dispersion	Pre-test	Pos-test
Standard Deviation	3.037	2.705
Range	10	12

Based on Table 2, It was found that students' public speaking skills improved after they were taught using the Teleprompter app. This was evident from the students' mean score, which increased from 8.88 on the pre-test to 15.04 on the post-test. In addition, the minimum score increased from 5 to 8, while the maximum score increased from 15 to 20. Measures of central tendency also showed an increase. The median score rose from 8.50 on the pre-test to 15.00 on the post-test. Similarly, the mode increased from 5 on the pre-test to 15 and 17 on the post-test, indicating that the scores most frequently obtained by students after the intervention fell into a higher category compared to before the intervention was administered. In terms of data dispersion, the standard deviation decreased from 3.037 on the pre-test to 2.705 on the post-test.

This shows that the learning outcomes of students after being given treatment tend to be more homogeneous or more even than before treatment. Overall, these results show that the use of the Teleprompter application has a positive impact on students' speaking (speech) skills. The increase that occurred in the average, median, mode, minimum value, and maximum value shows that students' abilities after participating in learning with the help of the Teleprompter application are better than before being given treatment. Thus, the use of the Teleprompter application can help improve students' speaking (speech) skills, especially in aspects of fluency, confidence, intonation, and the ability to deliver speeches in a more structured and effective manner.



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Figure 1. Comparison of Pre-test and Post-test Scores

Based on Figure 1, there appears to be a fairly significant increase between the pretest and posttest scores. These results indicate that the use of a teleprompter app has a positive impact on improving students' speaking skills

22 2. Effect Size

The effect size calculated using Cohen's d formula yielded a value of 2.14, which falls into the "very large effect" category. This indicates that the use of the teleprompter app has a very strong impact on improving students' speaking skills.

6 3. Normality Test

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The normality test was conducted using the Shapiro-Wilk test. The results showed that the significance value for the pretest was 0.055 and for the posttest was 0.379, both of

which were greater than 0.05. Thus, the research data are normally distributed and therefore meet the requirements for parametric statistical analysis.

10 Hypothesis Testing

The results of the hypothesis test using the Paired Sample t-Test showed a significance value (Sig.) of 0.000, which is less than 0.05. Thus, H_0 is rejected and H_1 is accepted, leading to the conclusion that the use of a teleprompter app has a significant effect on the speaking skills of fifth-grade students at SDN Pondok Cabe Ilir 03.

Discussion

This theory explains that human working memory capacity is limited, so if learners receive too much information at once, the learning process can become less effective. Therefore, learning materials that reduce cognitive load will help learners focus better on understanding the material. Sweller (2019). According to Jauza & Albina, (2025), “media” is a term derived from the Latin word medium, which means “intermediary.” In the context of communication, media is understood as a means of conveying or transmitting a message from the sender to the receiver

Based on the results of this study, the use of the Teleprompter application had a significant effect on improving the speaking skills of fifth-grade students at SDN Pondok Cabe Ilir 03. This is indicated by the increase in the students' average score from 8.88 on the pretest to 15.04 on the posttest. In addition, the results of the Paired Samples t-Test showed a significance value of 0.000 ($p < 0.05$), indicating a significant difference in students' speaking abilities before and after using the Teleprompter application. These findings indicate that the Teleprompter application can be used as an effective learning medium to improve students' speaking skills.

This app serves as a tool that displays speech text or scripts in the form of a visual transcript so that users can read them sequentially, word by word. By using Elegant Teleprompter, a person can read the text while keeping their eyes on the camera, making it appear as though they have mastered and memorized the material In'am, (2023).

According to this Rahmadilla & Utari, (2025), the integration of technology can help students develop their speaking skills in a more effective and structured way. According to the media Suparni, (2020), a teleprompter is a series of words displayed in motion to convey information, with the speed of the text adjustable as needed. This medium falls under the category of projection media—that is, a teaching aid that presents messages through visual displays. Teleprompters can be used in lessons on reading speeches, as the text's movement can be adjusted to help students follow along more easily. Additionally, their engaging display helps improve students' focus, making them more effective in helping students master the skill of reading news articles.

The improvement in students' speaking skills occurred because the Teleprompter application helped students deliver their speeches in a more structured and systematic manner. Through the automatically scrolling text displayed on the screen, students did not need to memorize the entire speech, allowing them to focus more on pronunciation, intonation, facial expression, and speaking fluency. These findings are consistent with the study by In'am, (2023), which reported that the Elegant Teleprompter application helped students maintain their focus while reading and presenting news texts, making the process of delivering information more effective.



The use of the Teleprompter app as a digital learning tool makes it easier for students to read, understand, and convey information orally. In addition, the use of digital media in learning can also create a learning environment that is more engaging, interactive, and in line with the rapid pace of technological advancement (Azhar Arsyad, n.d.).

These findings are also in line with the study by Rahmadilla & Utari (2025) which found that the use of a Teleprompter application had a positive effect on the public speaking skills of office administration students. Their study showed that the Teleprompter helped users reduce nervousness, increase self-confidence, and improve the quality of presentations delivered to an audience. Similar results were found in the present study, where students appeared more confident when delivering speeches after using the Teleprompter application.

The results are also consistent with the findings of Sulastri (2021) who stated that students' speech delivery skills can improve when they are given repeated opportunities to practice with the support of appropriate instructional media. The use of engaging learning media can help students understand the material while simultaneously improving their public speaking skills. In this study, the Teleprompter application functioned as a learning medium that enabled students to practice speaking in a more structured and systematic way.

These findings are further supported by Kamza & Lestari (2021), who explained that the development of speaking skills among elementary school students requires continuous practice and a supportive learning environment. Students who are given opportunities to actively practice speaking tend to show improvements in fluency, pronunciation, and self-confidence when expressing their ideas. In the present study, the Teleprompter application provided visual support that enabled students to deliver their speeches more fluently and confidently.

Furthermore, the study by Nurawaliyah Putri Andini (2025) explained that the integration of digital technology into language learning can enhance students' motivation and engagement throughout the learning process. The use of technology-based learning media makes the learning experience more engaging and interactive while encouraging students to take a more active role in developing their language skills. This was also evident in the present study, where students demonstrated greater enthusiasm during speech practice activities using the Teleprompter application compared with conventional teaching methods.

Based on the findings of previous studies, together with the results of the present research, it can be concluded that the use of the Teleprompter application not only helps students remember the content of their speeches but also improves their self-confidence, speaking fluency, intonation accuracy, and ability to communicate ideas effectively. Therefore, the Teleprompter application can be considered an innovative instructional medium that supports the development of elementary school students' speaking skills in the digital era.

CONCLUSION

Fundamental Fiding: Based on the research results, it can be concluded that the use of Teleprompter application media has a positive and significant effect on improving the speaking skill (giving speeches) of fifth grade students of SDN Pondok Cabe Ilir 03, as evidenced by an increase in the average score from 8.88 in the pre-test to 15.04 in the post-test and the results of the hypothesis test which showed a significance value of 0.000.



Practically, the implementation of this innovative digital media brings important meaning in providing a professional learning experience, increasing motivation, honing structured speaking skills, and reducing students' psychological anxiety because they do not need to memorize the script in full. However, this study still has limitations because it only focuses on speaking activities, the sample coverage is limited to one experimental class of 26 students, and has not used a comparison control group. Therefore, for future research it is recommended to carry out similar replication developments involving a much larger sample size, applying a pure experimental design with a control group, and expanding testing on a variety of different language skills materials.

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