




The Students' Perception of Using OME TV Application as Media to Practicing English Speaking

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ABSTRACT

The objective of this study was two fold: to examine the speaking abilities of seventh-grade students at SMP Ma'arif NU 4 Darurrohmah using Ome TV-based media, and to assess the improvement in these abilities resulting from this intervention. This research employed Classroom Action Research (CAR) methodology, conducted in two cycles, each encompassing planning, action, observation, and reflection. Both quantitative and qualitative data were collected, with tests serving as the primary assessment instrument. The study population consisted of all seventh-grade students at SMP Ma'arif NU 4 Darurrohmah, from which a purposive sample of 30 students from class 7.1 was selected. The findings indicated a significant enhancement in the students' speaking abilities in relation to conversation materials following the implementation of Ome TV-based media. Notably, students not only improved their vocabulary but also reported a more enjoyable learning experience. In the pre-test, 10 students (33%) achieved scores above 75. This number increased to 15 students (50%) in the post-test of Cycle 1, and further to 25 students (83%) in the post-test of Cycle 2. These results highlight a substantial improvement in the students' speaking capabilities. It indicated date, the integration of Ome TV-based media proved effective in enhancing the speaking abilities of students, particularly in the context of conversation materials, thereby affirming the success of the research.

Keywords: English Speaking, Students' Perspection, Ome tv

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INTRODUCTION

In the global era, we cannot avoid speaking English. It is not only used to engage in international business but also in technology in which the language used for the instruction is English. English is a skill that is important and needed by people. (Handoyo et al., 2023) Meanwhile, According to (Pratiwi et al., 2023) Speaking is when we utilize words or sound to express an idea, a feeling, or a thought. By conversing, we can get a sense of how they feel. Speaking is a highly important talent to have as a productive skill. One of those abilities that requires in-depth knowledge rather than just correct word pronunciation. Based on the above theories, it can be concluded that speaking ability is an interactive process in constructing meaning involving the production and reception or processing of information using words or articulated sounds. Speaking ability consists of competence in sending and receiving messages that require pronunciation, vocabulary, grammar, fluency, and comprehension.

Speaking as one of the four language skills is considered as the most demanding and important skill to be mastered. It is away to express ideas, feelings or emotions to people orally. Through speaking, people can produce as well as receive language containing information to create interaction (Fakhruddin, 2021).

Speaking is a useful language skill that enables speakers and listeners to engage in oral communication for the purpose of transferring and sharing information and developing long-term relationships. English is one of the languages that has a global demand to be learned by learners from different countries at all levels of communication (Aziz & Kashinathan, 2021). Pollard states that speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master because they do not having enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they could use the mother tongue to communicate, instead of using English), feeling shy and laziness to learn English (Yulianti, 2021).

Ome TV is a free video call-based application that allows one to make video calls with fellow users around the world randomly. In making video calls one is required to be able to communicate directly with various languages according to the interlocutor. This application is a very practical medium in training someone to master the language (Yonan, 2021). Meanwhile, According to (Suryanto & Fitrawan, 2023) Ome-TV is a digital platform that facilitates video communication between users and others they have yet to have a prior connection with, hailing from various geographical locations throughout the globe. Ome-TV functions like the online platform Omegle, which presumably derives its name from. 2 Based on this theory, it can be concluded that ome tv is a modern platform that is commonly used as a communication medium from various countries. ome tv will be a very fun media or platform if it is used to become a learning medium, especially to improve speaking skills or communicate directly with various countries that use English.

The english teacher at SMP Ma'arif NU 04 reported that the students have problems with their speaking ability, especially the problem of students' lack of interest in practicing speaking, not being confident, and always using the national language that is Indonesian, when a teacher asked a question in English, students respond in a national language that is Indonesian, students are sometimes afraid to express themselves because they are nervous in front of their peers, and some students cannot speak English because they did not know how to construct sentences and have a limited vocabulary.

METHOD

This study belongs to class action research (CAR), the researcher was conducted classroom action research to know and learn the phenomenon which occurred in the teaching-learning process and purposely tried to offer a solution for the problem that happened. Classroom Action Research is different from quantitative and qualitative research but has characteristics of both. Action research utilizes and appropriates intervention to collect and analyze data and implementations to address educational issues. In this research, the researcher explains some theories related to the definition of action research according to the expert.

According to (Arikunto, 2021) Classroom Action Research (CAR) is action research conducted to improve the quality of learning improvement in the classroom The researcher took the Classroom Action Research (CAR) method because there are problems at SMP Ma'arif NU 4, especially in class 9.2 in English lessons. The research

design used is in the form of a cycle or repetition according to (Arikunto, 2021) Which is Planning, Action, Observation, and Reflection. This classroom action research was conducted in two cycles, There are cycles consisting of two cycles meeting with four interconnected activities, That is action planning, action implementation, action observation, and 17 reflection on the actions that have been taken in each cycle. However, the decision to continue or stop research at the end of a particular cycle depends entirely on the results achieved in the last cycle. If the results achieved have met the predetermined success criteria, then the research is stopped, and if the results have not been achieved as expected, then the research continues to the next cycle.

Which are described in detail in CAR Stages of (Arikunto, 2021) 1. Planning Planning should be based on the problem identified. Below are the things that should be prepared: a. The lesson plan b. The materials for teaching speaking c. The instrument for collecting data such as an interview sheet Reflection Planning Action Reflection CYCLE I Observation Planning CYCLE II Action Observation d. Preparing the facilities and media that would be used while teaching. e. Preparing the assignment needed for students 2. Action The researcher applies the lesson plan in the teaching process. The steps of teaching speaking were done by the teacher in the process based on the lesson plan. 3. Observation And Evaluation Observation is the process to get the information of action during the teaching and learning process, such as the students' attitudes, behavior, and even obstacles that happen. It did by interview and observation. The observation did carefully by the researcher because collected as the data which is used as basic reflection. In this phase, the researcher observed the students while they speak well. 4. Reflection Reflection is the evaluation of the action that was done. In this step, the data about process, problem, and difficulties that were founded in the previous step was continued by reflection on the effect of action.

RESULTS AND DISCUSSION

The Implementation of the Action

a. Cycle I

1) Planning The post-test assessed students' speaking abilities in conversation. Designed as a speaking ability test, it utilized various media, including a projector, laptop, LKS, Erlangga Grade VII English book, and an assessment interview sheet. For the post-test, the Ome TV app was used, focusing on the topic of "Ome Tv in learning speaking," where students answered questions orally. The post-test results were then compared to the pre-test results to evaluate any improvements. After all the research instruments were ready, the action plan was implemented.

2) Action The researcher conducted this research in Two meetings in which each meeting around 120 minutes. The students were improving their speaking ability in conversation by using ome tv app as media. Each meeting consists of 2x60 minutes. In this cycle, while the researcher implemented the action, the teacher took part in the class as the observer who observed the teaching and learning process by taking notes or fulfilling the observation sheets. With introduction material using Ome Tv apps as learning media. The learning steps are as follows:

- Preliminary activities In this activity begins with preparing the class, and opening the lesson by saying greetings followed by praying before the lesson is carried out. Then introduce yourself as a researcher who will examine during the learning process. Then the researcher took attendance to check the presence of students. Furthermore, researchers ask students to prepare stationery and books that was used in learning activities. Giving perception about the

importance of context such as how vocabulary really needs to be used in various daily activities. In addition, the researcher also provides motivation such as explaining how to communicate fluently when knowing a lot of vocabulary that they use daily can make students more interested in aiming to open learners' thoughts about daily activities that are themed according to the material to be learned.

- **Main Activities** In the main activity before providing material about introduction using Ome Tv apps as learning media, the researcher explained the introduction material using the Ome TV app as a teaching tool. Step by step, the researcher demonstrated how to construct sentences in conversation, encouraging students to grasp each part thoroughly and inviting them to ask questions.
- **Closing Activities** Researchers together with students discuss what has been learned. The teacher asks about things unknown to students and then together make conclusions about the lessons that have taken place and then end the learning.

Second Meeting This meeting on introduction material using Ome Tv apps as learning media. The learning steps are as follows: ∞ **Preliminary activities** In this activity begins with preparing the class, and opening the lesson by saying greetings followed by praying before the lesson is carried out. Then introduce yourself as a researcher who will examine during the learning process. Then the researcher took attendance to check the presence of students.

Furthermore, researchers ask students to prepare stationery and books that was used in learning activities. Giving perception about the importance of context such as how vocabulary really needs to be used in various daily activities. In addition, the researcher also provides motivation such as explaining how to communicate fluently when knowing a lot of vocabulary that they use daily can make students more interested in aiming to open learners' thoughts about daily activities that are themed according to the material to be learned.

- **Main Activities** In the main activity before providing material about introduction using Ome Tv apps as learning media, the researcher explained the introduction material using the Ome TV app as a teaching tool. Step by step, the researcher demonstrated how to construct sentences in conversation, encouraging students to grasp each part thoroughly and inviting them to ask questions.
- **Closing Activities** Researchers together with students discuss what has been learned. The teacher asks about things unknown to students and then together make conclusions about the lessons that have taken place and then end the learning. .

b) **Post-Test** In the last meeting, the researcher administered a posttest to the students. The steps of the post-test were as follows: First, the researcher entered the classroom, greeted the students, and checked attendance. Next, the researcher explained the tasks the students needed to complete. The students were given some TV app to test their speaking ability in conversation on the topic of "Introduction" They responded to the questions orally and briefly. The post-test results will be compared with the pre-test results to determine whether there has been any improvement resulting from the actions taken.

3) Observation In Cycle I, observations were conducted simultaneously with the implementation of teaching and learning activities. First, the observation sheet was used to see the level of students' activities and teachers' activities during the teaching-learning process. The observation focused on the situation of teaching-learning process where active learning strategies were applied, students' activities and behaviors, students' speaking ability in English lesson, and interaction between teachers and students which can be seen in the appendix. Second, the speaking test was used to find out the data on the students' speaking ability after the application of Ome Tv application as the student learning media.

4) Reflection of Cycle I The researcher and the teacher evaluated the outcomes of their intervention. Based on the pre-test results, only 10 students, or 33%, passed the KKTP. Conversely, 20 students, or 67%, failed to achieve a passing score. After the researcher implemented the action plan, the students' speaking abilities in descriptive text improved, as evidenced by the results of posttest 1. In this test, 15 students, or 50%, passed the KKTP, while the other 15 students failed. Despite not meeting all of their goals, the researcher and the teacher felt satisfied with the improvements in the students' speaking abilities. The students also appeared to find the material more accessible through the use of the Ome TV app as a learning tool. Based on the reflections from this phase, further actions were planned to enhance the students' writing skills using the Ome TV app in the next lesson plan of cycle two.

Plans for Cycle II

Based on the reflection from the first cycle, it was categorized as unsuccessful, prompting the researcher to conduct actions for Cycle II. The aim was to assess students' achievements in their speaking abilities during conversations. This cycle consisted of two meetings: in the first meeting, the researcher presented the instructional activities, and in the second meeting, a post-test was administered.

1) Plan on Cycle II,

The researcher incorporated media into the teaching and learning process. The tools used included a laptop, projector, Erlangga Grade VII English Learning Book, and an assessment sheet. The use of media in both meetings was similar. The post-test was conducted through an oral assessment, where students answered questions briefly. For the post-test, the researcher utilized the Ome TV app to evaluate the students' speaking abilities in conversation. Once all the research instruments were prepared, the action plan was implemented.

2) Action Cycle II

Conducted in two meetings in which each meeting around 120 minutes. The students were improving their reading comprehension by using skimming technique. Each meeting consists of 2x60 minutes. The first meeting of cycle II was conducted on 15 October 2024. Meanwhile, the second meeting was conducted in October 10th, 2024. In this cycle, while the researcher implemented the action, the teacher took part in the class as the observer who observed the teaching and learning process by taking notes or fulfilling the observation sheets. a) 1 st Meeting This meeting with introduction material using 39 Ome Tv apps as learning media.

The learning steps are as follows:

- Preliminary activities In this activity begins with preparing the class, and opening the lesson by saying greetings followed by praying before the lesson is carried out. Then introduce yourself as a researcher who will examine during

the learning process. Then the researcher took attendance to check the presence of students. Furthermore, researchers ask students to prepare stationery and books that was used in learning activities. Giving perception about the importance of context such as how vocabulary really needs to be used in various daily activities. In addition, the researcher also provides motivation such as explaining how to communicate fluently when knowing a lot of vocabulary that they use daily can make students more interested in aiming to open learners' thoughts about daily activities that are themed according to the material to be learned.

- **Main Activities** In the main activity before providing material about introduction using Ome Tv apps as learning media, the researcher explained the introduction material using the Ome TV app as a teaching tool. Step by step, the researcher demonstrated how to construct sentences in conversation, encouraging students to grasp each part thoroughly and inviting them to ask questions.

3) Observation of cycle 2

Observations were conducted simultaneously with the implementation of teaching and learning activities. The observation was held on Wednesday, 16 October 2024. was conducted 2 times a meeting, students have shown a lot of progress in learning to speaking ability in conversation . First, the observation sheet was used to see the level of students' activities and teachers' activities during the teaching-learning process. The observation focused on the situation of teaching-learning process where active learning strategies were applied, students' activities and behaviors, students' speaking ability in English lesson, and interaction between teachers and students which can be seen in the appendix. Second, the speaking test was used to find out the data on the students' speaking ability after the application of Ome Tv application as the student learning media.

4) Reflection of cycle 2

The researcher and the teacher evaluated the conclusion of implementing the action. Based on the result of post-test 2, they was 27 students or 77% of students who passed the KKTP. And the other side 8 students' got failed to score or it was 23%. Based on these results, it can be concluded that students' speaking ability in conversation has improved from cycle 1 to cycle 2.

CONCLUSION

Based on the findings and discussions presented in the previous chapter, this research aimed to assess the improvement of seventh-grade students at SMP Ma'arif NU 04 Darurrohmah in their speaking skills through the use of Ome TV as a teaching medium. The results indicate that students were able to practice their speaking abilities, enhance their pronunciation and vocabulary, and develop a greater enthusiasm for speaking English. Additionally, the use of Ome TV contributed to a more engaging and enjoyable learning experience. The data collected demonstrates a notable improvement in students' speaking abilities following the implementation of Ome TV in instruction. There are several advantages to using Ome TV, including the fact that it is still widely used today, easy to use, and an engaging educational resource. However, Ome TV is unsuitable in rural areas because to its high data quota and internet usage. In the pre-test, only 10 students (33%) achieved scores above 75. In Cycle 1, the post-test results showed that 15 students (50%) scored above 75. By Cycle 2, the post-test results revealed a significant increase, with 25 students (83%) attaining

scores above 75. These results suggest that the integration of Ome TV into the speaking curriculum has been successful in enhancing students' speaking competencies. However, there are some disadvantages to using the ome tv application as a learning medium, including the lack of constructive feedback, unstable internet connections, and interference from other users.

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