



# Improving the Speaking Ability of the Fourth Semester Students of English Education Study Program, University of Potensi Utama Using OmeTV Application

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**Abstract.** This study deals with the improvement of students' speaking ability using OmeTV application as one of the online interactive media. The objective of this study is to find out whether students' speaking ability will be improved by applying OmeTV application. This study was conducted by using Classroom Action Research. The subject of the study was the fourth semester students of English Education study program at University of Potensi Utama Medan which consisted of 20 students. This study was conducted in two cycles. The first cycle consisted of three meetings and the second cycle consisted of two meetings. The instruments for collecting the data were speaking test (quantitative data), observation sheets and diary notes (qualitative data). Based on the analysis, students' speaking ability kept improving in each test. In the orientation test, the mean score of students' speaking ability was 56.13. In the first test of cycle I, the mean score was 70.10 and in the second test of cycle II, the mean score was 81.5. Based on the observation sheet and diary notes, it was found that the teaching learning process ran well. The students were more enthusiast and active in speaking session. Therefore, it can be concluded that the use of OmeTV can improve students' speaking ability.

**Keywords:** OmeTV · speaking ability · classroom action research

## 1 Introduction

As an international language, English is an important language to master. Students will gain valuable advantages by studying and mastering English, such as developing relationships overseas, receiving scholarships, and being able to work in another country. English is a language that is used to connect one country to other countries throughout the world. In other words, English is employed as the mean of communication in the world.

The ability to communicate in a second or foreign language has frequently been regarded as the most crucial of the four abilities. The primary skill is spoken communication. We strive to talk clearly and accurately because we want to interact with people, often in real-time and face-to-face situations.

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is used to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Speaking is one's ability to utter words when practicing a language. The ability to speak well is one of the language skills that students must develop in learning English. Students' ability to speak is also one of the indicators of the students' proficiency in English. Speaking or talking is a method of expressing thought. It means that when someone communicates with others, they undoubtedly wish to get their point through. They want to express their feelings or thoughts. It is utterly impossible for anyone to communicate with another person without a goal. Furthermore, in the process of exchanging information and ideas through communication, there must always be a speaker and an interlocutor. Therefore, both the sender and the receiver are involved in communication.

Speaking is one of the skills that students absolutely need to develop while studying English. One of the most important skills that students must learn is speaking. The aim of English language instruction is to improve students' speaking skills. Based on the writer's observations during the class, it was discovered that the students had some difficulties in speaking English. The first is due to an affective element, such as anxiety of having grammatical errors, which can have a unnecessary impact on their speaking abilities. The second aspect is that students' lack of speaking practice experience, which causes them to struggle to speak, such as low grammatical and vocabulary mastery, and occasionally, students are unwilling to talk and remain silent throughout the class.. When the students were invited to speak in front of the class by their teachers, they would frequently hesitate or even refuse. This is also supported by the result of the orientation test which showed that the average score of students' speaking ability is 56, 13 and can be categorized as low.

Nearly everyone has utilized the internet in this era of advancing modernity. People are surely familiar with the internet. Everyone regularly uses the internet, including kids and adults. It was made possible because mobile phones that are connected to the Internet easily. People can access the internet anywhere and whenever they want as long as there internet connection provided in the area.

There are different types of social media available nowadays. Twitter, Facebook, WhatsApp, Line, Instagram, Snap Chat, and OmeTV. Those are a few examples of social media networks. OmeTV has recently gained popularity. With the help of OmeTV, students can learn to speak or improve their speaking skills. OmeTV is very easy to use online, allowing students to access it from any location at any time while utilizing a smartphone or laptop and an internet connection. This application can help students learn more words because, by speaking frequently, they will become familiar with the language

without having to memorize them. It can also help students improve their grammar and pronunciation because they will learn these skills naturally as they converse in English with people from other countries.

## 2 Review of Related Literature

### 2.1 Speaking Ability

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose.

Speaking is the capacity to utter words in a language. The ability to speak well is one that students must develop. It's because speaking allows us to gauge a student's proficiency in either the target language or English. Speaking is utilizing one's voice or talking out loud to express one's thoughts. When someone communicates with others, they undoubtedly wish to get their point through. They could want to express their feelings or thoughts. It is utterly impossible for anyone to communicate with another person without a goal.

Speaking is also one of the most difficult aspects for students to master. The reason why speaking is such a difficult aspect for students to master is because they do not have sufficient exposure to English (environmental factors), a practice of speaking English that is rare in everyday life (they can use their mother tongue to communicate, rather than using English) feel embarrassed and lazy to learn English. Lots of students cannot speak clearly when they talk to foreigner because they don't know how to say what they want to say and how to say it. For that, they have missed communication.

The writer found that speaking is one of the most difficult language skills to master by students. This condition is caused by certain factors which influence students' mastery of the speaking skills. The first factor which causes this situation is that students do not have enough exposure to English (environmental factors), rarely speak English in everyday situations (they can communicate in their mother tongue instead of using English), and feel ashamed and unmotivated to learn the language. Many students find it difficult to communicate adequately while speaking to foreigners because they are unsure of what to say or how to say it. They have neglected communication as a result.

Students must be aware of and comprehend the use of expressions and speaking elements in order to reduce errors and achieve effective communication, whether with native speakers or not. Speaking is important, thus English teachers emphasizes it or incorporates speaking activities into every topic to help students develop their speaking abilities. The lesson plan makes clear that teachers offers instruction in speaking exercises. However, many students are still unwilling to speak up and ask questions. They tend to be silent and many of them avoid answering questions in front of the class (Kurniati et al. 2015: 3).

Therefore, the purpose of learning English is so that students are able to communicate in English to support students' main skills. One might think that the main ability to communicate in English is speaking ability. The ability to communicate in English is the ability to understand and produce spoken or written language that is integrated into their four English skills, namely, listening, speaking, reading, writing.

## 2.2 Components of Speaking

There are five aspects of speaking skill that deal with comprehension, grammar, vocabulary, pronunciation, and fluency, according to Harris (1974) in Kurniati et al. (2015: 5–6).

### 1. Comprehension

It is undoubtedly necessary for a topic to respond to speech as well as to begin it in oral communication.

### 2. Grammar

Students must learn how to construct a proper sentence in discussion. It is consistent with Heaton's (1988: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. Grammar is useful for learning the right approach to become fluent in a language both orally and in writing.

### 3. Vocabulary

The proper diction that is employed in communication is referred to as vocabulary. One cannot communicate successfully or express their ideas in both writing and conversational form without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is not having adequate vocabulary. Without vocabulary, nothing can be communicated, and without grammar, very less can. As a result of this justification, the researcher came to the conclusion that English language learners will not be able to speak or write English properly if they do not thoroughly understand vocabulary.

### 4. Pronunciation

Students can talk more clearly by pronouncing their words correctly. It focuses on the phonological process, which is the part of grammar that consists of the components and rules that define how change and pattern in a language sounds. Both supra segmental properties and phonemes are characteristics of pronunciation. The researcher deduced from the aforementioned statement that pronunciation is the understanding of researching how the words in a certain language are generated clearly when individuals talk.

To make communication easier to understand when speaking, proper pronunciation is crucial.

## 5. Fluency

Fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression. In other words, the speaker is able to relate meaning and context while reading, understanding, and responding in a language. Speaking accurately and fluently is a quality that can be characterized as fluency. One of the goals of many language learners is to talk with fluency. The ability to speak at a moderate pace with few pauses or “ums” or “ers” is a sign of fluency. These indicators show that the speaker did not spend a lot of time looking up the linguistic components required to convey the idea. The researcher came to the conclusion that fluency is another key element based on the aforementioned concepts. The capacity to talk accurately and eloquently is known as fluency.

### 2.3 OmeTV

OmeTV is a random chat app that lets you chat with people from all over the world. Available for Android and iPhone (iOS), apart from the web version, the app offers a chat platform similar to Omegle chat, although there is no link between the two companies.

Leif K. Brooks, an 18-year-old from Brattleboro, Vermont, who also founded OmeTV, established this website, which went live on March 25, 2009. Omegle attracted around 150,000 users in less than a month after its March 2009 launch, and in March 2009 the website debuted a video conferencing capability. Users can now chat with strangers on the site using a mobile device thanks to a mobile application. Website: [Omegle.com](http://Omegle.com), slogan: Talk to Strangers!

OmeTV is a popular platform and Omegle alternative that allows students to live video chat with random foreigners from all over the world. OmeTV can pair students with strangers from all over the world and each student can instantly start a video chat with them via a web camera. Starting a chat via the website is very easy and simple to do, students only need to have a PC with an internet connection and a working webcam. When students visit the website, students can select the country where the user is chatting, by default it is set to all and students can also determine the gender whether the student is male or female, then students can click the Start button to start chatting.

The students will find all kinds of people on the website of all ages who also want to chat and practice speaking English with random foreigners from different parts of the world. The website and app are both available in multiple languages and there are many different languages. If students want to practice speaking English students can choose a country and use OmeTV in the desired language. What makes OmeTV one of the most distinguishing platforms is that it can chat with other people from all over the world but the system is safe and secure with moderators available on the platform to provide assistance to users.

### 3 Research Methods

#### 3.1 Research Design

One of research design that can be used by the researchers to conduct their study is Classroom Action Research (CAR). Classroom Action Research is the research which conducts in classroom. Likes its name, the research is aimed to be carried out in the classroom to solve the problem that is faced by the students. The purpose of Classroom Action Research can be achieved by doing various alternative action in solving learning problem.

CAR is research in the classroom to solve problem and improve students' ability. Additionally, Classroom Action Research is created with the intention of enhancing and repairing the quality of the teaching and learning process and assisting teachers in resolving educational issues at the school (Mu'alimin, 2014, p. 8). Therefore, based on the explanations above, Classroom Action Research can be interpreted as a kind of research which conducts in a classroom to solve the problem who faces by the teachers and their students.

The special characteristic of Classroom Action Research is real action, where the real action is conducted as part of research activity in order to solve problem (Wijaya and Sharum, 2013, p. 27).

Based on the explanation above, the writer used CAR in two cycles. Those cycles are consisted four stages in each cycle. The stages are planning, acting, observing and reflecting. Before applying those cycles, the writer must prepare three steps to collect the data, as follows:

1. Students' test sheets

The researcher made pre-test, post-test 1 and post-test 2 as the students' test sheets to collect the data namely the students' score in each tests.

2. Observation sheets

Before making the observation sheets, the writer must know the information of the students such as the students' name, the number of students. After that, the writer prepared observation sheets in teaching and learning process to observe what happened in the classroom or observed students' responses during teaching and learning process in the classroom.

3. Tool of documentation

The researcher determined what tool to take documentation section to complete the data.

The aim of those steps is to find out the students' speaking ability. Besides that, the other aim of following those steps is to be comparison between before and after giving the treatment of using OmeTV as the online interactive media to improve students' speaking ability.

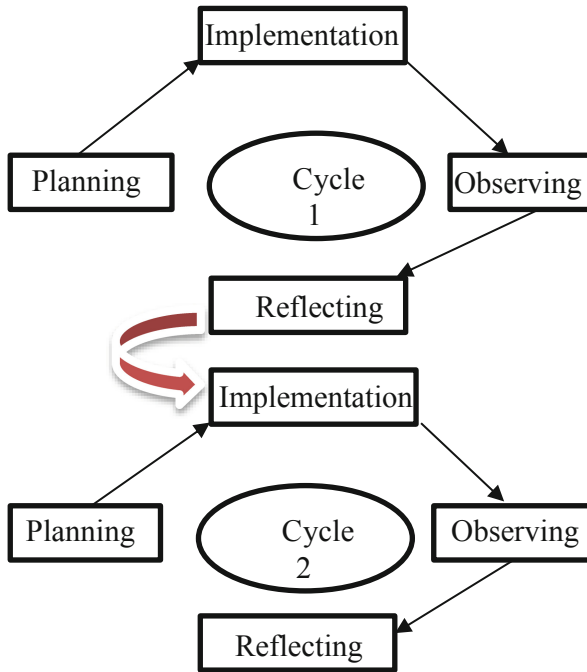


Fig. 1. Classroom Action Research Cycle

### 3.2 The Place and Time of Research

This study was conducted on 15 April 2022 until 20 May 2022. The place of the research was in English Education Study Program, University of Potensi Utama Medan. The writer chooses this institution as the writer is the lecturer in the institution. The writer also finds the problem during the during the class that the students had some difficulties in speaking English.

### 3.3 Subject of the Study

The subject of the study was the fourth semester students of English Education study program morning class or PBI A morning clas at University of Potensi Utama Medan which consisted of 20 students. The researcher chooses PBI A morning class as the sample of the study through purposive sampling. Sugiyono (2018, p. 124) explains that purposive sampling is a sampling technique with certain considerations.

The researcher adopted John Elliot’s design of Class Action Research (CAR). It consists two cycles which in each cycle consist four stages. Those stages are planning, implementation, observing and reflecting. According to Mahmud and Priatna (2008, p. 61) explain the implementation cycle of Class Action Research as follows (Fig. 1).

The first stage of class action research is planning. Planning is what action plan will be done to repair, improve or change behavior and attitudes towards as a solution (Mahmud and Priatna, 2008, p. 60). In this stage, the researcher will describe about what,

why, when, where, how it will be going. In planning stage, there are some activities will be conducted such as:

### **Acting/Implementation**

The second stage of class action research is acting. Acting is known as implementation. In this step, the selected learning method will be carried out. According to (Mahmud and Priatna, 2008, p. 60) acting is what the teacher or researcher does as an effort to improve, increase, or the desired changed. In this step, the teacher or the researcher must do the activities that have been made in the planning stage so that the activities will be carried out as planned.

### **Observing**

Observing is the third stage of class action research. Observing is an activity to observe the results or impacts of actions that are performed or imposed towards students (Mahmud and Priatna, 2008, p. 60). In this stage, the students unconsciously show the various responses that they show during the action stage. The researcher also begins to observe them such as their responds to the explanation or how they do the exercise.

### **Reflecting**

The fourth and the last stage of class action research is reflecting. In this stage, the researcher must know The Standard Criteria of Mastery or the *Kriteria Ketuntasan Minimal (KKM)* of the English lesson that has been determined by the school. Besides that, the researcher will collect the data from observe and test. Mahmud and Priatna (2008, p. 60) explain researchers assess, see, and consider the results or impact of measures of various criteria. If a problem is found, the researcher will repair the previous lesson plan.

## **3.4 Data Collecting Technique**

In this research, the researcher combined two techniques of collecting data. Those are qualitative and quantitative techniques. The qualitative data consists of observation and documentation, while the quantitative data consists of test (pre-test and post-test). Here are the explanations about those types:

### 1. Observation.

Observation is an activity which the researcher has to observe students' responses during learning process in the classroom. Mahmud and Priatna (2008, p. 60) states observing is an activity to observe the results or impacts of actions that are performed or imposed towards student.

### 2. Documentation.

Documentation is the important information for the researcher. It is because the purpose of documentation activity is to give real proof and reveal the situation in the middle of learning process. Besides that, it can be used as a tool to compare the students' response



during cycle 1 and cycle 2. In this study, the researcher used a phone camera to take pictures and video during learning process.

### 3. Test.

There are two kinds of test that were given to the students. The function of test is to know and measure the students' knowledge about a lesson or a material. This statement is supported by Brown (2003, p. 3) who states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test was a topic conversation to be performed by the students. The test includes pre-test and post-test. Pre-test and post-test were used to measure students' speaking ability about certain topics. The explanation is as follows:

- Pre-test.

Pre-test was given before giving the treatment so that the researcher measures the students' speaking ability.

- Post-test.

Post-test was given after giving the treatment so that the researcher can see the improvement of students' speaking ability. It also becomes the comparison before and after applying the treatment.

### 3.5 Technique of Data Analysis

According to Heaton (1988: 98), there are three points in speaking assessment namely accuracy, fluency and comprehensibility.

#### Scoring Students' Speaking Test

1. Accuracy (Table 1)
2. Fluency (Table 2)
3. Comprehensibility (Table 3)

Beside using the scales above, the writer also uses the classification of students' speaking ability proposed by Daryanto (2011) below:

Classification	Scale	Rating
Excellent	86–100	6
Very Good	71–85	5
Good	56–70	4
Fairly Good	41–55	3
Poor	26–40	2
Very Poor	≤ 25	1

**Table 1.** Scoring for Accuracy

Classifications	Score	Criteria
Excellent	6	The mother tongue only very marginally affects pronunciation. 1–2 little grammatical and lexical errors
Very good	5	The mother tongue has a very minor influence on pronunciation. The majority of the statements are correct, with a few minor grammatical and lexical problems.
Good	4	Mother language has a moderate impact on pronunciation, but phonological faults are not as severe. Several grammatical and lexical mistakes, but these merely add to the bewilderment.
Average	3	Pronunciation is seriously influence by mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Mother language has a significant impact on pronunciation, and mistakes can hinder communication. Several lexical and basic grammar mistakes.
Very poor	1	serious grammatical and lexical problems, as well as numerous simple ones. No proof that any of the linguistic abilities have been mastered.

**Table 2.** Fluency

Classifications	Score	Criteria
Excellent	6	Speak naturally and with a variety of expressions. Occasionally looks for words, but only one or two odd pauses.
Very good	5	Must occasionally put up effort to search. Nevertheless, there were just a few awkward pauses during the delivery.
Good	4	Despite having to stutter and look for words, there aren't many unnatural pauses. Generally a smooth delivery. Somewhat sloppy, yet succeeds in getting the point across. Fairly wide expressiveness range.
Average	3	Has to make an effort for much of time. One frequently needs to look for the desired meaning. Delivery that is sometimes halting and incomplete. Restricted in terms of expression.
Poor	2	Long pauses while she searches for the desired meaning. Frequently incomplete and halting delivery.
Very poor	1	Full of unusually extended pauses. Very sluggish and jumbled delivery. Occasionally gives up making an effort. Very little expressive variety.

### 3.6 Data Analysis

To calculate an absolute standard's value, the following formula is used:

$$\text{Value} = \frac{\text{raw score}}{\text{Maximum score}} \times 100$$

**Table 3.** Comprehensibility

Classifications	Score	Criteria
Excellent	6	The speaker's goal and overall meaning are clear to the listener. Very little clarification or interruption is necessary.
Very good	5	The speaker's goal is fairly obvious, as is her overall meaning. The listener may need to interrupt a few times for clarity.
Good	4	Most of the speaker's words are simple to understand. Although he always has a clear objective, it takes multiple interruptions for him to get his point across and get further information.
Average	3	Much of what is stated can be understood by the listener, but he must constantly ask for clarification. Many of the speaker's longer or more complicated sentences are difficult to grasp.
Poor	2	Someone who is accustomed to listening to the speaker can only make certain understandings (often brief sentences and phrases) after putting in a lot of effort.
Very poor	1	Not much of what is said is understandable. The speaker is unable to elaborate on what he stated, despite the speaker's listeners' best efforts.

The mean score of students' speaking ability is calculated using Gay L. R. & Airasian Peter formula

$$X = \frac{\sum x}{N}$$

where:

$X$  = Mean Score

$\sum x$  = Total raw score

$N$  = Total sample.

## 4 Finding and Discussion

### 4.1 Findings

Based on the analysis, it was found that OmeTV was able to help students enhance their speaking ability. It was supported by results of the data analysis which shows that students' speaking scores improved dramatically, as evidenced by the 56.13 on the orientation test, 70.10 on cycle 1, and 81.5 on cycle 2. The improvements of students' speaking scores were earned as a result of the teaching and learning activities which were supported by using OmeTV as the learning media. Moreover, the use of OmeTV also made conducive classroom environment which resulting the teaching process more exciting, active, and enthusiastic.

## 4.2 Discussions

OmeTV application has recently gained popularity. Using this media, students can learn to speak or improve their speaking skills. OmeTV is very easy to use online, allowing students to access it from any location at any time while utilizing a smartphone or laptop and an internet connection. With consistent speaking, students will learn many words without having to memorize them. This media can also help students improve their grammar and pronunciation because they will naturally learn how to structure their vocabulary and pronounce sentences correctly through their conversations in English with people in other countries.

According to the data analysis, students' speaking ability in cycle 1 averaged 70.10 points. It was found that the majority of students struggled with accuracy, fluency, and comprehensibility—the three components of speaking skills. Many students were still unsure of themselves and their abilities, which caused them to mispronounce words, misuse of vocabulary, and they tended to construct sentences or phrases that were not grammatically correct. Based on what was found in the observation stage, the writer reflects the strengths and weaknesses of the teaching and learning process to have a better result in the next cycle.

More prepared lesson plans implemented in cycle II resulting a better results, the mean scores of students' speaking scores improved to 81.5. Students' motivation in learning English especially speaking is also improved after students taught by using OmeTV. It can be seen through students' good responses in the observation sheets. The students are more confident and enthusiast to use English inside and outside the class. Therefore, it can be concluded that the use of OmeTV could improve students' speaking ability.

## 5 Conclusion and Suggestion

OmeTV is a social networking platform that offers voice calls across a global network, making it simpler for users to hone their speaking abilities. Based on the findings, it was determined that student responses of using OmeTV to improve their English-speaking abilities were positive. Based on the analysis, students' speaking ability kept improving in each test. In the orientation test, the mean score of students' speaking ability was 56.13. In the first test of cycle I, the mean score was 70.10 and in the second test of cycle II, the mean score was 81.5. Based on the observation sheet and diary notes, it was found that the teaching learning process ran well. The students were more enthusiast and active in speaking session.

Based on the conclusions above, the researcher can suggest several things, as follows: (1) English teachers can take advantage of using OmeTV as one of media to improve students' speaking ability, (2) Students are encouraged to use the media to practice their speaking skills and be more active in participating in the speaking practice in the classroom, (3) Other researchers are expected to carry out related researches regarding the use of online interactive media to improve students' English skills.

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