

The Using of OMETV Application to Improve Speaking Skill of the Eighth Grade Students at MTS Fajar Sidiq

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ABSTRACT

The purpose of the research is to know whether the use of Ome TV Application Technique gives a significant effect towards students' speaking skill at the Eighth-grade student' of MTs Fajar Siddiq. The research approach used is quantitative approach, while the method used is quasi experimental with pre-test and post-test design. The population of this research consists of 83 students and the sample of this research is 55 students. The instrument used is oral test, while the data are collected by giving the pre-test and post-test. The data is analyzed using statistical of program SPSS 22. Based on the result of data analysis, the finding shows that there is significant effect of using Ome TV application Technique towards students' speaking skill. It can be seen from the result of t-test obtained sig. value $0.000 \leq \alpha = 0.05$. It can be concluded that there is significant effect of using Ome TV application technique towards students speaking skill. All of the students are active to speak and they can speak English better.

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Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan Teknik Aplikasi Ome TV memberikan pengaruh signifikan terhadap kemampuan berbicara siswa kelas delapan di MTs Fajar Siddiq. Pendekatan penelitian yang digunakan adalah pendekatan kuantitatif, sedangkan metode yang digunakan adalah quasi eksperimental dengan desain pre-test dan post-test. Populasi penelitian ini terdiri dari 83 siswa dan sampel penelitian ini adalah 55 siswa. Instrumen yang digunakan adalah tes lisan, sedangkan data dikumpulkan dengan memberikan pre-test dan post-test. Data dianalisis menggunakan statistik program SPSS 22. Berdasarkan hasil analisis data, temuan menunjukkan bahwa terdapat pengaruh signifikan penggunaan Teknik Aplikasi Ome TV terhadap kemampuan berbicara siswa. Hal ini dapat dilihat dari hasil uji-t yang diperoleh nilai signifikansi $0,000 \leq \alpha = 0,05$. Dapat disimpulkan bahwa terdapat pengaruh signifikan penggunaan teknik aplikasi Ome TV terhadap kemampuan berbicara siswa. Semua siswa aktif berbicara dan mereka dapat berbicara bahasa Inggris dengan lebih baik.

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INTRODUCTION

English is one of the foreign languages that is more popular than any other languages in the world. Every day, millions people use English in the workplace and in social life. English is the most often language used to communicate with other people. In Indonesia, English is taught as foreign from elementary until university level and as one of compulsory subjects. Each level has different learning techniques, for example elementary and junior high schools have different learning techniques, especially in learning English at junior high school it must be fun and enjoyable.

Speaking skill is the most important skill to acquire foreign or second language learning. Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. According to Brown and Yule (1983) say, "Speaking is the skill that the students will be judged upon most in real life situations". Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life. And According to Bueno, Madrid, and McLaren (2006: 321), "Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real time situations when it is demanded. 4 Speaking skills are the most essential skills for all the

learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities etc, everything is linked with speaking skills and having good communication is the passport to get better employment opportunities.

In the context of teaching English, the students should master the four language skill because fourth skill is components of English and it is important for students. because it involves communicative performance, and other important elements, such as pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate. Speaking is the skill that the learners will be judged upon most in real-life situation.

Moreover, teachers should teach the lessons at MTs Fajar Siddiq with interesting ways which the students difficult states the language comprised four skills, namely, listening, speaking, writing, and reading, however, the emphases in the classrooms were on grammar, vocabulary and formal sentence structures in writing and reading as found in textbooks. Mastering English indicates mastering those skills. To master the language skills, vocabulary is one of the important aspects that should be mastered by students and the teacher has important roles to help students in mastering those skills.

In this era, technology grows rapidly in most aspect of life. People try inusing technology to find a lot of information through the existence of technology for instance by using internet. People can browse any information and news through internet. The development of English is said to the expansion of technology also. Technology can change the way people work, learn, communicate and spend the spare time. It also helps to lead the way in improving the teaching and learning process in school. Today, many schools have applied technology as a learning media in their teaching and learning process. The implementation of English curriculum considers the use of technology. It is an essential part to support the teaching and learning process in order to make it more enjoyable and interesting. So far, audio, video, movie, cassette, and power-point presentation are used in teaching and learning process.

In addition, it will be one of the teaching and learning instructional that was used either in the class or in outside class. According to National Research Council (1995, p. 51), technology offers new ways of teaching and learning, and provides new ways for all students in education to be openly accountable to parents, communities, and students. The use of technology can facilitate the learner's achievement since it provides interesting media to learn English to become more fun and effective. Technology has a crucial role in teaching and learning process. Bajcsy (2002, p. 81) says that technology in teaching and learning is more variety. He suggests that technology can effort to help organize and provide the material for students, help students, teachers, and parents interact, anytime and anywhere. In addition, technology can facilitate and assist in the authentication and prioritization of internet material and simulate, visualize, and interact with scientific structures, processes, and models. For instance, the students are able to find the additional materials from the Internet. Dudeney and Hockly (2007) states that the Internet access is becoming increasingly available to learners. Younger learners are growing in technology era, and English as an International language is being used in technological context. Therefore, it is substantial to employ the technology as the media to support the teaching and learning materials without the limitation of time.

There are many applications used in learning English. One of the applications of technologies that popular is OmeTv. OmeTv is a live chat platform that offers secure data privacy so that anyone can have random conversations with people from all over the world. Generally, the use of OmeTv is used as a fulfilment of entertainment preferences for digital application users; various characters of people are found on OmeTv ranging from conversations about information in other countries, humor, prank content, to finding a mate can also be done through OmeTv as long as there is mutual trust between the two users and interconnected OmeTv.

According to Yonan, Y. (2021). OmeTv is a Video call application that allows someone to make video calls with fellow users from all over the world at random. This application is already familiar for students. In 2010, a similar application with relatively the same features went viral, namely Omegle. Because

the developer of the Ome TV application is the same as the previous application, so the way of use and appearance of the interface is almost the same. In addition According Ulya, H. (2021) that Ome TV is an android-based social networking application on smartphones that is used to communicate with foreigners without registering. The service randomly pairs users in a single chat session where they chat anonymously using “you” and “unknown” handles.

According the other opinion that Ometv or Omegle is an android-based social networking application on smartphones that is used to communicate with foreigners without registering. The service randomly pairs users in a single chat session where they chat anonymously using “you” and “unknown” handles. This application was created by Leif K-Brooks from the state of Vermont, a state of the United States.

Based on the opinion above, OmeTv and Omegle have same feature and same created, these both of application in social media are used communicate with the other people by using smartphone or computer, previously this application could only communicate message but it has been through an update this application adds video feature and the user can communicate randomly, and the user will get new many friends.

The ome tv This was chosen by the researcher because the OmeTv application is an application that teenagers widely known. The OmeTv application is widely used as content by YouTubers, so this application is quite viral nowadays. Teenagers who try to use the application will download a viral application because of their curiosity Some teenagers use it to learn to speak at home and look for friends to talk to practice speaking English using the application.

Many things can improve English language skills, such as studying in schools, courses, camps. However, in today's digital age, people do something by using the internet. The internet is a global communication system that connects networks worldwide, so the internet is very influential in applications Applications for learning English are many found in the play store, one of which is the Ome TV application. Ome TV is an application for video calls randomly.

Based on preliminary study, most of the students cannot practice speaking

entirely in school when students learn English. Lack of practice makes it difficult for students to improve speaking skills which causes a feeling of laziness, boredom, and lack of motivation to learn English. Most students also use video chat applications to improve their speaking skills by finding friends from abroad as interlocutors. So in this study, we will conduct research in MTs Fajar Siddiq. Students use the Ome Tv application to determine the influence of students in using the OmeTv application to improve English language skills.

METHOD

This research used quantitative research method. The data was collected, calculated, and constructed in the form of numbers, which has been examined statistically in this study. Quantitative research is a sort of research that yields results that can be produced or obtained via the use of statistical techniques or other methods of quantification or measurement (Sujarweni) in (DJ, 2019). By understanding the experts above, the researcher draws the conclusion that quantitative research is research that the results are obtain from statistical data figures and will be use as a calculation tool.

This research used pre-experimental research, which the research design was One-group pretest-posttest. This research design provides tests on subjects before being given treatment and after being given treatment. One-group pretest- posttest is research activities that provide an initial test (pretest) before being given treatment, after being given treatment then giving a final test (posttest) (Arikunto, 2010). In this study, researcher was only used the experimental group without used the control group. The population of this study was the eighth grade students of MTs Fajar Siddiq. At this school, there were 3 classes of the eighth grade students. There were 83 students as population. In this study, the writer used a pretest and posttest which consisted of two classes, each using an experimental group and control group. Based on observation of interviews purposive sampling has been used. 1 class with poor English scores and 1 class with good English scores were obtained. Based on description above class 1 is experimental and class 2 as control group.

The use of the experimental group was taken in grade 8.1 students who were judged according to the subject teacher to have low ability and the control group to class 8.2 which had higher ability in English lessons. There were 55 students as sample.

Data Collection

Pre-test

In this step, the researcher gave a test to student to know and measure the student's speaking ability before giving the treatment. The researcher called the students one by one and gave the speaking test about explanation text, how or why phenomenon, social, culture, etc can be happen.

Treatment

In this research, after the researcher gave a pretest to student to measure their speaking ability, the next step was giving the experimental class the treatment by using OmeTv app to see the effect for student's speaking skill. The treatment given were as follows:

1. The researcher started the lesson and introduced the topic will be taught; the topic was explanation text and gave some questions about explanation text.
 - a. The researcher asked the students to made explanation text.
 - b. The researcher explained what Ome TV is, such as how to operate the application, the features in that application or web.
 - c. Each student used Ome TV to practice their speaking skill about explanation text what they have done.
 - d. The researcher asked some students to explained again what they have learned.

Post-test

The researcher gave a post-test for students after the students received treatment for four meetings. This post-test used to measure the student's speaking ability after they got the treatment.

RESULT AND DISCUSSION

In findings section, the researcher has calculated the result of research in MTs Fajar Siddiq. They were pre-test and post- test. Each section is presented in detail as follows.

The Findings of the Study

In findings section, the researcher has calculated the result of research in MTs Fajar Siddiq. They were pre-test and post- test. Each section is presented in detail as follows.

The students ability in speaking skill use ometv of experimental group This section describes the result of speaking test on pre test and post test. Students speaking was score based on scoring classification on all components. The frequency score and the percentage of students speaking on all components can be seen in the table.

Table 1

The frequency and percentage of the students speaking score in pretest and posttest of experimental group

Classification	Score	F (Frequency)		Percentage (%)	
		Pretest	Posttest	Pretest	Posttest
Excelent	90-100	-	2	-	7,1
Very Good	80-89	2	11	7,1	39,3
Good	70-79	14	13	50,0	46,4
Fairy Good	60-69	10	1	35,7	3,6
Fair	50-59	1	-	3,6	-
Poor	<50	-	-	-	-
Total		27	27	100	100

In the term of organization, the score and rate percentage illustrated in the table above that out 27 students, 2 (7,1%) students gained very good classification, 14 (50%) students were in good classification, 10 (35,7%) were in fairy good classification, 1 student in fair classification, and none of the excellent and poor classification. And then, the result of posttest showed that 2 (7,1%) students gained

excellent, students that gained very good classification are 11 (39,3%), 13 (46,4%) students gained good classification, 1 (3,6%) were in fairy good classification, and none of the fair and poor classification.

The students ability in speaking skill use ometv of control group

This section describes the Students speaking of speaking test on pre test and post test. core based on scoring classification on all components. The frequency score and the percentage of the students speaking on all component can be seen in the table,

Table 2
The frequency and percentage of the students speaking score in pretest and posttest of control group

Classification	Score	F (Frequency)		Percentage (%)	
		Pretest	Posttest	Pretest	Posttest
Excelent	90-100	-	-	-	-
Very Good	80-89	1	7	3,6	25,0
Good	70-79	13	16	46,4	57,1
Fairy Good	60-69	11	5	39,3	17,9
Fair	50-59	3	-	10,7	-
Poor	<50	-	-	-	-
Total		28	28	100	100

In the term of organization, the score and rate percentage illustrated in the table above that out 28 students, 1 (7,1%) student gained very good classification, 13 (46,4%) students were in good classification, 11 (39,3%) were in fairy good classification, 3 (10,7) students were in fair classificatoin and none of the excellent and poor classification. And then, the result of posttest showed that the student gained very good classification are 7 (25%), 16 (57,1%) students gained good classification, 5 (17,9%) were in fairy good classification, and none of the excellent, fair and poor classification.

The Statistical Analysis

In this section, the writer presents the mean score and standard deviation of the students' pre-test and post-test of experimental and control group, test of normality and test of significance (T-test).

The mean score and standard deviation of the students' pretest and post-test of experimental group can be seen in the table 4.3 and the mean and standard deviation of the students' pretest and post-test of control group can be seen in the table 4.4

Table 3

The mean score and standard deviation of the student's pretest and posttest in speaking of control group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Kontrol	28	55	85	68,21	7,355
Post Test Kontrol	28	60	85	73,04	6,286
Valid N (listwise)	28	-	-	-	-

The table above explains that the mean score of the student's pre-test was 68,21 and standard deviation was 7,355 and in post-test was 73,04 for the mean score and standard deviation was 6,286. The mean score of pretest and posttest were different in control group. It means that the mean score of post test is higher than pretest ($73,04 > 68,21$).

The mean score and standard deviation of the student's pretest and posttest in speaking of experimental group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	27	50	80	67,96	7,106
Post Test Experimental	27	60	90	76,85	7,226
Valid N (listwise)	27				

The table above explains that the mean score of the student's pre-test was 67,96 and standard deviation was 7,106 and in post-test was 76,85 for the mean score and standard deviation was 7,226. The mean score of pretest and posttest were

different after the treatment executed. It means that the mean score of post test is higher than pretest ($76,85 > 67,96$).

Test of Normality

Test normality is needed to determine whether the data obtained in this Study were normally distributed or no, so that the t-test analysis can be carried out. If the data was normally distributed then this data can be processed using t-test statistic. The formulas used are Kolmogorov-Smirnov and Shapiro-Wilk as follows :

1. If the significance value (Sig) $> 0,05$ then the researcher data is normally distributed.
2. If the significance value (Sig) $< 0,05$ then the researcher data is not normally distributed.

This test is to test whether the observations are normally distributed or not, this test uses Shapiro-Wilk. Normality test results can be seen in the table below.

Normality test table

Variabel	Sig.	Limit	Information
Pre control	0,142	> 0.05	Normal
Post control	0,071	> 0.05	Normal
Pre experiment	0,072	> 0.05	Normal
Post experiment	0,083	> 0.05	Normal

Source: Primary Data

Based on the table, it can be seen that the sig value is greater than 0.05, which means that the data is normally distributed.

Hypothesis Testing

The hypothesis were tested by using inferential statistics. In this case, the researcher used t-test for paired sample test. It was intended to know the significance difference between the result of the students mean score in the pretest and post test in the experimental class.

T test results table

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Control - Posttest Control	,643	,621	,117	,402	,884	5,473	27	,000
Pair 2	Pretest Eksperimen - Posttest Eksperimen	,889	,320	,062	,762	1,016	14,422	26	,000

Source: Attached SPSS output

From the table it is clear that the significance value for control and experiment is 0.000. because a sig value of $0.000 < 0.05$ can be interpreted as the difference between the pretest and posttest.

It can be seen that the Sig value $(0,00) < (0,05)$ it can be concluded that there is a significant different between the students taught after using Ometv application.

The Interpretation of the Study

In this section report the interpretation of the finding about students speaking ability from using Ometv application. The students speaking improvement for experimental group and control group with the result of data that is explained previously in findings and the description of the students between pretest and post test.

Students speaking skill in experimental group is supported by the mean score of students in post test higher than pre test. Before applied treatment the students Previously they did not understand conversation in greeting other people in English. However, after they use the Ometv application they can understand greeting people and having dialogue.

The improvement in students' speaking skills in the experimental group can be seen between the pre-test and post-test. The students' average pre-test score was 67.96 (good classification) to 76.85 (very good classification) in the post-test. Student learning outcomes differ significantly between pre-test and post-test. Student answers in all components in the pre-test do not reflect the correct dialogue response answers. However, after the treatment was carried out, their answers to greetings in the resulting conversation became appropriate and could be understood by themselves and the person they were talking to.

The speaking skills of students in the control group were supported by the average score of students on the post test which was higher than the pre test. The improvement in students' speaking skills in terms of organization can be seen in the pre-test and post-test. The students' average pre-test score was 68.21 (good classification) to 73.04 (very good classification) in the post-test. In this case, the pre-test and post-test increased after being given treatment. Therefore, it can be concluded that using the Ometv application can improve students' speaking skills.

Based on the results of the research data analysis above the researcher interprets that students speaking skills can be improved through learning activities using Ometv application. This is proven by using the formula t-test. The result of data analysis obtained the value of t-count of 14.422 and the value of t table is 0,083. then the application of media ometv can improve the speaking skills of eighth grade students at MTs Fajar Siddiq [alembang. Thus H_A is accepted H_0 is rejected.

CONCLUSION

The researcher got some knowledge from this research. This research used the pretest and post test to get significance of speaking ability of students. Based on the finding and discussion in th previous chapter in this study, the researcher concludes that:

1. The use of Ometv application can improve the speaking skills of eighth grade students of MTs Fajar Siddiq.
2. The research data showed that the research was carried out correctly resulting in a significant increase.

3. The used of Ometv application to improve students ability in speaking skill was significant.
4. Using the Ometv application also doesn't require talking to foreigners, but can also be used by fellow Indonesians to practice their foreign language speaking skills.

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Declarations

Author Contribution

Fahmi Fadli: Methodology, Data Curation, Original draft preparation.

Hartini and Melisa Novianty: Conceptualization and Investigation, Reviewing and Editing

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Conflict of Interest

The Authors, Fahmi Fadli, Hartini Agustawati and Melisa Novianty, immediately below certify that they have no affiliations with or involvement in any organization or entity with any financial interest (such as: honoraria:educational Grants: stock ownerships or other equity interest and expert testimony or patent licensing arrangement), or nonfinancial interest (such as personal or profesional relationship, affiliation, knowledge or belief) in the subject matter or material discussed in this manuscript

Additional Information

No additional information is available for this paper

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