THE EFFFECTIVENESS OF OMETV APPLICATION ON SPEAKING SKILL FOR EIGHT GRADE STUDENTS OF MTS FAJAR SIDDIQ PALEMBANG

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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 per-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.

Keywords: Ome TV Application; Speaking Skill; The Effect;

INTRODUCTION

English is one of the foreign languages that is more popular than any other languages in the world. Every day, millions of 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 language 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.

In the context of teaching English, there are four language skills that the students should master: listening, speaking, reading and writing. students should master four language skill because fourth skill is components of English and it is importance for students, and speaking is one of the four basic competences that should be mastered by students, the learning of speaking cannot be separated from language so that speaking should make the students master this aspect. Speaking is one of important skill of English learning. 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. It is an important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensible. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

According Aydoğan, H., & Akbarov, A. A. (2014; 674) sate:

> speaking is one of basic English skill that have to mastered by students, beside one of basic English skill, speaking also can used to communicate with the native speaker or nonnative speaker, and student have to practice speaking performance in the class with the teacher and the other students.

As a teacher needs professionalism because the process in learning and teaching are more interesting, if the teacher can make all of the student more active and the class would be more alive. Appropriate teaching technique helps student to mastery of this skill. In this modern era lot of application that make student easier improving of speaking skill. the example in this research, it used Ome Tv application technique. The advantages of Ome TV application technique are conversation with the native or nonnative speaker directly by video call and the application is used easier. Leif k-Books of Brattleboro states Ome TV is a video call application that allows anyone make video calls with other users from all of the word randomly.

Based on the problems, the research question for this research can be formulated as follow: 1. The students have difficulties in speaking English. 2. The students have less score in speaking English. 3. The students have less motivation in speaking English. 4. The students are not confident to speak English in front of the class. 5. The teaching learning that used by the teacher is boring in the teaching.

Ome TV Application

In this modern era, communication is more develop, which is the communication development is appropriate with the technological development. One of technology that can be used to improve student speaking skill it is Ome TV application,

> According Yonan, Y. (2021). Ome TV 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. 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.
>
> 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, Ome Tv and Omegle have same feature and same created, these both of application in social media to 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.

a. The Implementation of Ome TV Application Technique

According Ulya, H. (2021) state to implement the Ome TV application there are several ways, as way to use Ome TV application as follows:

1) How to operate on smartphone
   a. Download VPN and Ome TV application in play store or App store.
   b. Activate VPN and open Ome TV to find interlocutors.
   c. Log in with Facebook or sign in by VK.
   d. Fill in the country and gander.
   e. Tap stare and
   f. Find the interlocutors.
2) How to uses Ome TV on PC
   a. Open the application with website https://ome.tv/.

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b. Log in with facebook or sign in by VK
c. Tap star and
d. Fill in the country column for the countru of origin and gender.
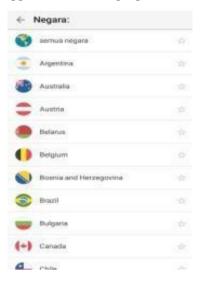e. Find the interlocutors.

Based on the steps of implementation above can be conclude that Ome TV application can be implementation on smartphone and PC easily.

b. The Feature of Ome TV

Ulya, H. (2021) state that on of feature in Ome TV is selecting county, changing status male to female, the advantages and disadvantages, the feature of them as follow:

1) Selecting a Country

Users can change the country, in Ometv not only Indonesia is using it but there are many other countries that use this application for the purpose of finding friends randomly.

Picture 1. Selecting a Country

Based on the selecting a country, it means user of Ome TV application there are lot of country and the user can choose a country based on her or his origin.

2) Changing Status to Male or Female

Here users can also change their original status from female to male, because in Ome TV many people are often deceived by their status, for example, men are women. But the reason is that the user is just for fun or entertaining, so it must be excessively careful when using it.

Picture 2. Changing Status to Male or Female

Based on the changing status male or female of Ome TV application technique above can be concluded before uses the application the user has to know about the feature of Ome TV application, for the interlocutors knows his or her identity.

c. The Advantages and Disadvantages of Ome TV Application.

1) The Advantages

a. The users can practice skills with native speakers of a language, especially in practice English speaking skill. with this application support the users will find the other people in all of country in the word according the country that chosen.
b. Simple operational at this application.
c. The user can implement whenever and wherever they are

Furthermore, there is no research who research about Ome TV application, this research is the first the researcher who research about Ome TV application technique that gives the effect towards students' speaking skill. Even though, the researcher would be proving that Ome TV application gives the effect towards students' speaking skill because to improving speaking skill, a teacher should use the new technique and new way for the students is not bored and enjoying the learning. one of the new techniques is Ome Tv application. By the feature of Ome TV application, It can increasing the student speaking skill as well.

Speaking skill

According Nunan (in Rizqiningsih, S., and Hadi, M. S. 2019: 129) state:
Speaking is the productive oral skill and it consists of producing systematic verbal utterance to convey meaning. It is the process of sharing knowledge, emotions, needs, opinion or ideas that take place between the speaker and the listener.

Additionally, based on opinion of Tarigan (in Fitriani, D. A., and Apriliaswati, R. 2015:3) state:
Speaking is a communication tool used in daily life, during the child's life speaking skills will develop through listening and become a language, "Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. It is clear that language is a way of communication which cannot be separated from daily life.

Fisher and Frey (2011: 16) explain that speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. The goal of speaking is to achieve an interactive communication between the speaker and the listener. Teaching speaking is the activity where the teachers lead their students to improve their ability in expressing emotions, ideas or feeling orally.

Based on the statements above, there is a relating between speaking and language, both of them is a thing that could not be separated, speaking is productive oral skill which develop appropriate the age. speaking is a sound that come out as oral that contain a meaning, for sharing the knowledge, for getting or sharing the information, and for business too.

Richard & Renandya (in Gumelar, R. E. 2018:14) Here are the components of speaking skills:

1) Pronunciation
"Pronunciation also known as phonology includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as supra segmental features such as stress, rhythm, and intonation"

2) Grammar
"Grammar is the part of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus grammar is a description of the rules that govern how a language's sentences are formed"

3) Vocabulary/Diction
"Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write"

4) Fluency
"Pausing is equally important; to draw breath speakers need to pause their utterance, even proficient speakers need to stop from time to time to allow an utterance formulation, they need to catch up with its conceptualization. In contrary, frequent pausing is a sign of struggling speaker. If the speakers produce words with many pauses no matter how accurate the words areso the speakers will not be judged as fluent speaker"

Based on the explanation above the component of speaking there are grammar, vocabulary, pronunciation, fluency, and comprehension. grammar study about written and oral, vocabulary study about mastery many vocabularies to easer speaking well. pronunciation study about how to spell the

words, fluency study about fast speed of speaking, comprehension study about understands the topic of speaking. The researcher used all types of speaking above for testing of students' speaking skill by instrument test.

Brown" (in Gumelar, R. E. 2018:14) categorized basic type of speaking into five types. They are imitative, intensive, responsive, interactive and extensive,

1) Imitative

This is a basic type of speaking that imitates a word or phrase or possibly a sentence. Imitative is a phonetic level of oral production. Here, the lexical and grammatical of language might be included in the criterion performance. In imitative speaking, the learners will copy or reproduce the features of an original. In simple repetition task, the learners repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question to test for intonation production.

2) Intensive

Intensive speaking is the next step after imitative. To practice some phonological or grammatical aspects of language, so it should be designed by including any speaking performance. Intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners

are "going over" certain forms of language. The learners are prompted to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. The assessment tasks of intensive speaking are direct response task, reading aloud, sentence and dialogue completion; limited picture-cued task including simple sequences; and translation up to the simple sentence level.

3) Responsive

A good deal of student speech in the classroom is responsive, short replies to teacher or students initiate question or comment. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic. For the assessment tasks, the teacher will give the learner such as interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments.

4) Interactive

Interactive speaking is more complex than responsive. Both of them have interaction, but for interactive speaking the interaction itself is long. The interaction could be taken into two forms exactly transactional and interpersonal. The transactional language has the purpose of exchanging specific information, and the interpersonal has the purpose of maintaining social relationships. The examples of interactive speaking are interview, role play, discussion and conversation, and games.

5) Extensive

This is the last of basic type of speaking that involve complex, relatively lengthy stretches of discourse. In extensive speaking the learner is prompted how to be a good speaker. The learners could do the monologue in extensive speaking such as speeches, oral presentation, retelling a story, and picture-cued storytelling.

Based on the basic types above communicative activities support the students in learning by used imitative, Intensive, Responsive, Interactive and Extensive. In this research the researcher used interactive basic type of speaking to test students' speaking skill because this basic type suitable with the treatment that will be used by researcher.

Methodology

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-grouppretest-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 thein giving a final test (posttest) (Arikunto, 2010). In this study, researcher was only used the experimental group without used the control group.

Population of study

Fraenkel and Wallen (1991) state that "the population is the group of interest of the researcher,the group to which the researcher would like to generalize the result of the study". 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. The distribution of the population of this study is shown in the table 3.1

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Table 3.3

Population of   the study

NO	Class	Number of student
1	8.1	27
2	8.2	28
3	8.3	28
	Total	**83**

Result and discussion

4.1.1 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 4.1

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 classifiation, 1 (3,6%) were in fairy good classification, and none of the fair and poor classification.

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 diffrence 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.

Conclusion

From the result of the data analysis, it can be concluded that there is significant effect of using Ome TV application technique towards students' speaking skill. Based on the result above, it can be concluded that teaching speaking by using Ome TV application technique gives significances effect towards students' speaking skill. It means, it has answered the hypothesis that the null hypothesis is rejected and the alternative hypothesis is accepted.

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Biodata

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