OME TV AND ITS POTENTIAL IN ENHANCING SPEAKING SKILLS FOR EFL LEARNERS : A CASE STUDY

SKRIPSI

Submitted in Partial Fulfillment of Requirements
For Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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2025

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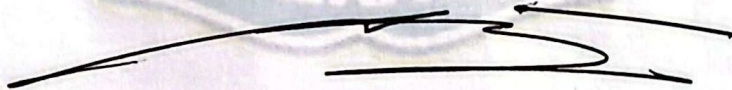
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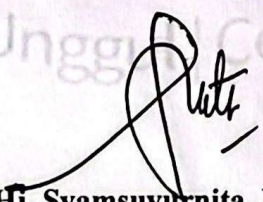
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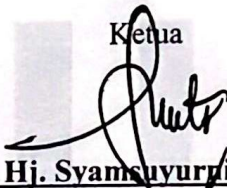
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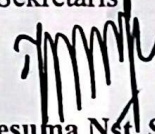( ) Tidak Lulus

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Novita Ramadani

ABSTRACT

Novita Ramadani. 2102050008. Ome TV And Its Potential In Enhancing Speaking Skills For EFL Learners : A Case Study. Skripsi. English Education Program Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera.

This qualitative case study examines how Ome TV, a video chat platform, can help improve English speaking skills for English as a Foreign Language (EFL) Students. The study involved twelve English major students from Universitas Muhammadiyah Sumatera Utara who had used Ome TV for at least two months. Data were collected through interviews and analyzed to understand how Ome TV affects students' speaking confidence, fluency, and overall speaking ability. The study used Miles and Huberman's data analysis method with three stages: data reduction, data display, and conclusion drawing.The results show that Ome TV helps students in three main ways. First, it increases speaking confidence because students can practice in a relaxed environment without formal evaluation. All participants reported feeling more confident, and this confidence carried over to classroom and real-life situations. Second, Ome TV improves speaking fluency. Students spoke faster with less hesitation, learned new vocabulary in context, and improved their pronunciation by talking with native speakers. The real-time conversations helped them respond more naturally. Third, Ome TV is effective because it provides authentic practice with people from different countries. Students are exposed to various accents and cultural expressions that they don't get in regular classrooms. The study also found some challenges, including technical problems and occasional inappropriate content. However, students learned to handle these issues effectively. The findings suggest that Ome TV can be a useful supplement to traditional English classes, especially for developing real-world communication skills. The platform helps bridge the gap between classroom learning and actual conversation practice.

Keywords: *Ome TV, EFL learners, Speaking skills, fluency enhancement*

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamu'alaikum Warahmatullahi Wabarakatuh

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The researcher realizes that in writing this research, there are still many things that could be improved in content and writing. Therefore, the researcher expects criticism and suggestions from various parties to improve this research for the better so that this research can be helpful for researchers and readers who will conduct research. Therefore, with all humility, the researcher would like to thank her beloved parents, Mr. Sukarmin, as a beloved father, and Mrs. Rukiyah, as a beloved mother, who always provided motivation, support, good advice, and blessings, as well as every. In addition, the researchers also express their deepest

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Medan,   Agustus 2025
The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of language skill that requires people to produce utterances in spontaneous conversation based on their knowledge about grammar, vocabulary and phonology. (Heller, 2005, p. 1, as cited in Emelia, T. W., et al., (2024). Speaking skills are essential for English as a Foreign Language (EFL) learners, enabling effective communication and the clear expression of ideas (Sirisrimangkorn, 2018). Proficiency in speaking allows students to articulate opinions, emotions, and thoughts without barriers, enhancing the overall language learning process (Aziz & Kamilah, 2020). Moreover, strong speaking abilities facilitate meaningful interactions with native speakers and individuals from diverse cultural backgrounds, fostering global communication (Akhter, 2021). Without these skills, learners may struggle to achieve their communicative goals, highlighting the critical need to develop speaking proficiency.

The challenges of globalization in the 21st century have made English language skills increasingly essential. However, many EFL learners even English majors struggle to achieve fluency and confidence due to limited vocabulary, poor pronunciation, and low self assurance (Islam et al., 2022; Riadil). Al Nakhalah (2022) further emphasizes that insufficient exposure to authentic English speaking environments hinders practical learning opportunities. To overcome these challenges, Indonesian learners increasingly rely on language learning applications

like Duolingo, Cake, and Grammarly (Khoiro, A et al., 2024). Among these, Ome TV has emerged as a popular platform, particularly among young users, offering an interactive space for realtime speaking practice.

This study examines how interaction on Ome TV impacts learners' English proficiency, particularly in confidence, fluency, and accuracy. Many students lack opportunities for real life communication, leading to anxiety and reluctance in speaking key obstacles to language development (Zainal & Md Yunus, 2021). Platforms like Ome TV address this gap by providing a dynamic environment for spontaneous conversations with peers and native speakers (Haris et al., 2025). According to Ulya, H. (2021) when communicating directly or virtually with otherscan encourage us to try to speak fluently and correctly.

The evolution of digital technology and online platforms, including video chat services like Ome TV, offers transformative potential for language acquisition (Hidayat et al., 2022). Ome TV is a popular text and video chat tool enabling random conversations worldwide, making it a valuable resource for learners seeking authentic language practice.The main characteristic of this platform is its emphasis on spontaneous communication, which helps users develop real-time conversational skills, cultural awareness, and confidence in using a foreign language (Swondo & Haya, 2022).

Unlike conventional classroom settings, which often rely on structured curricula and controlled environments, Ome TV offers a dynamic platform for immediate, authentic interaction with both native and non-native English speakers, exposing students to a rich tapestry of diverse accents, colloquial slang, and

informal expressions that enhance their linguistic adaptability (Khoiro, A et al., 2024). The platform's intuitive, user-friendly interface, coupled with advanced features such as language filters and customizable settings, significantly enhances accessibility while fostering a secure and supportive learning environment conducive to language practice. By enabling spontaneous, real-time conversations with global users, Ome TV bridges the critical gap between theoretical language knowledge acquired in traditional education and practical, real world communication skills essential for fluency and confidence.

Random video chat platforms, such as Ome TV, remain underutilized in English as a Foreign Language (EFL) learning contexts, despite their significant potential to revolutionize language acquisition and proficiency development. According to Fidyati et al. (2020), engaging with a conversation partner is one of the most effective and impactful strategies for improving English language skills, as it provides learners with authentic opportunities to practice and refine their abilities. This finding aligns seamlessly with the capabilities of the Ome TV application, which connects users with random conversation partners worldwide for dynamic, real time interactions. Notably, the platform's sophisticated server algorithms can effectively match learners with native English speakers, creating invaluable opportunities for immersive, meaningful language practice that can significantly enhance users' speaking proficiency, fluency, and confidence (Porter, S., & Castillo, M. S., 2023).

Ome TV fosters an engaging and supportive environment where learners can actively develop their linguistic competence, improve pronunciation, expand

their vocabulary, and refine their grammatical accuracy. Furthermore, these interactions promote cultural exchange, adaptability, and interpersonal communication skills, enriching the overall language-learning experience. By using Ome TV we can learn foreign languages or measure our language skills, which in this case is English language, because Ome TV can connect with users from various countries, also with local people from your country. Students can use Ome TV to increase their confidence because the students don't need to talk face to face in real life (Rahman F ., et al 2023). The platform's accessibility and versatility make it a powerful tool for overcoming traditional barriers in EFL education, such as limited access to native speakers or real world conversational practice, thereby empowering learners to achieve greater fluency and self assurance in their English communication abilities (Rezai, A. 2025).

1.2 The Identification of the problem

After describing the background of the problem above, the researcher can show the main points of this research problem follows :

1. EFL learners' limitations in speaking English.

2. Lack of exposure to authentic English speaking environments.

3. Anxiety and hesitation in speaking English faced by English language learners.

1.3 The Scope and Limitation

Scope

This study investigates the impact of Ome TV, a random video chat platform, on the English speaking skills of English major students at Universitas

Muhammadiyah Sumatera Utara (UMSU) the efficacy of Ome TV as a language learning tool in an EFL context.

Limitation

The study is limited to English major students at UMSU, which may restrict the generalizability of findings to other learner populations, such as non English majors or students in different educational or cultural contexts.

1.4 The Formulation of the Problem

1. How does the use of the Ome TV platform influence the confidence of EFL learners in speaking English?

2. To what extent do interactions on Ome TV enhance the fluency of EFL learners in speaking English?

3. Is the use of Ome TV effective in improving the speaking skills of EFL learners?

1.5 The Objective of The Study

1. To examine the influence of the Ome TV platform on the confidence of EFL learners in speaking English.

2. To investigate the extent to which interactions on Ome TV enhance the fluency of EFL learners in speaking English.

3. To evaluate the effectiveness of Ome TV in improving the speaking skills of EFL learners.

1.6 The Significance of the Study.

By conducting this research, the authors hope that this research can provide benefits to various parties. The following are some of the benefits of this research:

1. Theoretical

   This study contributes to the growing body of literature on the integration of technology in language education, with a specific focus on the use of video chat platforms like Ome TV.

2. Practical

   The practical benefits of this research are multifaceted, offering actionable insights for EFL teachers, students, and researchers, as well as paving the way for innovative language learning methodologies:

   a. For EFL Teachers: This study provides educators with evidence-based strategies for incorporating Ome TV into their teaching practices to enhance students' speaking skills. Teachers can leverage the platform's ability to connect learners with native and non-native speakers to create immersive, interactive activities that improve pronunciation, vocabulary, and fluency.

   b. For EFL Students: Ome TV serves as an accessible and engaging tool for students to practice English in authentic conversational contexts, helping them overcome common barriers such as anxiety and limited access to native speakers. The platform's spontaneous interactions allow students to refine their speaking skills, build confidence, and develop cultural competence through exchanges with diverse global users.

   c. This research opens new avenues for academic inquiry by highlighting the potential of video chat platforms in language education. It provides a foundation for future studies to explore the long term impacts of Ome

TV on language proficiency, learner motivation, and intercultural communication skills.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The rapid advancement of technology has transformed language learning, particularly for English as a Foreign Language (EFL) learners. Online platforms, such as video chat applications, have emerged as innovative tools to enhance speaking skills by providing authentic conversational opportunities. This chapter reviews the theoretical frameworks underpinning speaking skill development, the role of technology in language learning, and the specific potential of Ome TV as a medium for improving EFL learners' oral proficiency. It also examines previous studies to identify gaps that this research aims to address.

2.1.1 Speaking Skills in EFL Context

Speaking is a cornerstone of language proficiency, enabling EFL learners to convey ideas, negotiate meaning, and participate in social and academic interactions (Rao, 2019). For EFL learners, mastering speaking skills is challenging due to psychological barriers anxiety, fear of making mistakes, linguistic limitations limited vocabulary, poor pronunciation, and environmental constraints lack of authentic practice opportunities (Juhana, 2012). These challenges are particularly pronounced in non English speaking countries like Indonesia, where English is rarely used outside the classroom, limiting learners' exposure to real world communication (Phung et al., 2021). Effective speaking instruction, as outlined by Richards and Rodgers (2001), should prioritize fluency (the ability to produce speech effortlessly), accuracy (correct use of grammar and vocabulary), and

communicative competence (the ability to use language appropriately in varied contexts).

According to Long (1996), the Interaction Hypothesis provides a theoretical basis for understanding how conversational interaction fosters language acquisition. In English as a Foreign Language (EFL) contexts, however, traditional classroom activities like role plays or teacher-led discussions often fail to replicate the spontaneity and authenticity of real-world conversations, leaving learners unprepared for dynamic communication scenarios (Lopez et al., 2021). This gap underscores the need for innovative tools that facilitate authentic, interactive practice, such as video chat platforms. Research has shown that these platforms can enhance learners' speaking skills and increase their confidence in using the target language (Smith & Doe, 2020). Furthermore, integrating technology in language learning not only promotes engagement but also allows for exposure to diverse linguistic inputs, which is crucial for effective language acquisition (Johnson, 2019)

Recent studies highlight the multifaceted nature of speaking challenges in EFL settings. For instance, Phung et al. (2021) found that Vietnamese EFL learners struggled with fluency due to limited opportunities for peer interaction, while Namaziandost et al. (2019) reported that Iranian learners' speaking anxiety stemmed from fear of negative evaluation. These findings suggest that EFL speaking instruction must incorporate strategies that reduce anxiety, increase exposure to diverse linguistic input, and promote confidence. Technology-mediated platforms, which allow learners to engage with native and non-native speakers in low-stakes environments, offer a promising avenue for addressing these issues,

aligning with the principles of communicative language teaching (Haris et al., 2025).

2.1.2 Technology in Languange Learning

The integration of technology into language learning has reshaped EFL pedagogy, offering flexible, learner centered platforms that enhance skill development (Zhang & Zou, 2022). Mobile Assisted Language Learning (MALL) and Computer-Assisted Language Learning (CALL) have gained traction for their ability to provide interactive, accessible, and personalized learning experiences. MALL, in particular, leverages the ubiquity of smartphones to deliver language practice opportunities anytime, anywhere, making it especially valuable for EFL learners in resource-constrained environments (Asratie et al., 2023). Video conferencing tools, such as Zoom and Skype, have further expanded these opportunities by connecting learners with native or proficient speakers, fostering authentic communication that aligns with Vygotsky's (1978) social constructivist theory, which emphasizes learning through social interaction.

Empirical studies highlight the transformative impact of technology on EFL speaking skills. For example, Rahimi and Fathi (2022) found that etandem learning via video platforms significantly increased Iranian EFL learners' willingness to communicate (WTC) by providing low-stakes, peer-to-peer interactions. Similarly, Rajendran and Yunus (2021) reported that mobile applications like HelloTalk improved Malaysian EFL learners' fluency, pronunciation, and vocabulary by exposing them to diverse linguistic inputs and encouraging autonomous practice. These findings underscore the motivational benefits of technology, as digital tools

create engaging, interactive environments that reduce anxiety and foster confidence (Alzieni, 2024). Moreover, technology mediated platforms allow learners to receive real-time feedback, which is critical for refining speaking skills and achieving communicative competence (Tran et al., 2023).

Despite these advantages, the adoption of technology in EFL contexts faces challenges, including digital literacy gaps, technical issues, and the need for pedagogical guidance to ensure effective use (Zhang & Zou, 2022). For instance, while video conferencing tools offer authentic practice, they often require structured pairings or institutional support, which may not be feasible in all settings. In contrast, platforms like Ome TV, with their random pairing feature, provide a more accessible alternative, enabling spontaneous interactions without the need for pre-arranged partnerships (Putri & Erlina, 2023). However, the unstructured nature of such platforms necessitates careful integration into formal curricula to maximize their educational value, highlighting the need for research on their specific applications in EFL speaking instruction.

2.1.3 Ome TV Application

A social media site called Ome TV allows users to have online video chats with random people from all around the world. with strangers from all over the world. The first Ome TV was introduced in 2009 by Leif K-Brooks, a native of the American community of Brattleboro in Vermont. Ome TV's video chat is one of the primary aspects that contribute to its widespread popularity (Sulistiyo, 2015). By connecting individuals in real-time, Ome TV offers a unique opportunity for cross-

cultural exchanges, casual conversations, and the chance to meet new people, making it a vibrant hub for global social interaction.

Ome TV is a popular platform that allows students to live video chat with random foreigners from all over the world (Jalil et al. 2024). Ome TV web https://ome.tv/ 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 (Swondo & Haya, 2022).

Ome TV provides an opportunity for users to connect and interact with people from all over the world, fulfilling their needs. for users to connect and interact with people from all over the world, fulfilling the social need to communicate and make new relationships. social needs to communicate and establish new relationships. Then Ome TV can reduce boredom, users can users can relieve boredom by talking to new people and gaining new perspectives, which provides entertainment from variety in the daily routine. Secondly Stimulation Motives, Ome TV provides opportunities to meet people from different cultures, backgrounds, and languages, allowing exploration and discovery of new things. Then Ome TV as a means of meeting strangers through video chat can provide its own sensation and excitement. provide its own sensation and excitement. Thirdly Self Expression Motives, this platform allows users to express themselves freely to

people they don't know, which is sometimes easier than people they know in life. compared to people they know in real life (Putri, F. M., & Febriana, P. 2024).

2.1.4 Ome TV as a Language Learning Tool

Ome TV is a video chat platform that randomly pairs users for one on one conversations, creating a dynamic environment for language practice. In EFL contexts, where access to native speakers is often limited, Ome TV's global connectivity makes it a valuable tool for authentic practice, particularly for improving fluency and cultural awareness (Putri & Erlina, 2023). This unique platform not only facilitates spontaneous communication but also promotes cross-cultural understanding, making it an exceptional resource for language learners seeking to refine their skills in a globalized, interactive setting.

Empirical research on Ome TV's role in language learning is emerging but promising. Taufik et al. (2021) conducted a quasi experimental study with Indonesian eighth grade students, finding that Ome TV significantly improved speaking skills compared to traditional methods, with notable gains in fluency and vocabulary. Similarly, Landa, J. (2022) employed a qualitative case study approach, revealing that Ome TV enhanced pronunciation and confidence among university students through exposure to diverse linguistic inputs. These studies highlight Ome TV's ability to create an engaging, low stakes environment that encourages learners to experiment with language without fear of formal evaluation.

Despite its potential, Ome TV's unstructured format poses challenges that require pedagogical consideration. For instance, the lack of curated interlocutors means learners may encounter varying levels of proficiency or inappropriate

language, which can hinder learning outcomes (Sinaga et al., 2022). Additionally, the platform's reliance on stable internet connectivity can be a barrier in regions with limited infrastructure, as noted by Putri and Erlina (2023). These findings underscore the need for further research to optimize Ome TV's use in EFL speaking instruction.

2.1.5 Benefits and Challenges of Ome TV for EFL Learners

1. Benefit

Ome TV offers significant advantages for EFL learners seeking to enhance their speaking skills, primarily through its ability to facilitate authentic, real-time interactions (Wahyuningsih, S., & Nurona, A. L. 2024). By connecting learners with native and non native speakers worldwide, the platform exposes them to diverse accents, colloquial expressions, and cultural nuances, which are critical for developing communicative competence (Ulya, 2021). These interactions mirror real world communication, encouraging learners to adapt their speech spontaneously, which enhances fluency and reduces hesitation (Jalil et al., 2024). For instance, conversations on varied topics, such as hobbies or travel, introduce learners to new lexical items and idiomatic expressions, contributing to vocabulary expansion and pragmatic knowledge (Khoiro, 2023).

The informal, supportive environment of Ome TV also plays a crucial role in boosting learners' confidence and motivation. Unlike classroom settings, where fear of making mistakes can inhibit participation, Ome TV's low stakes interactions allow learners to experiment with language freely, increasing their willingness to communicate (Wu et al., 2011). Furthermore, the platform's gamified, entertaining

nature where users can switch partners easily makes language practice enjoyable, sustaining learner engagement over time (Putri & Erlina, 2023).

Beyond linguistic benefits, Ome TV fosters cultural understanding, preparing learners for global communication. Interacting with users from different cultural backgrounds exposes learners to diverse perspectives, enhancing their intercultural competence and ability to navigate cross-cultural conversations (Paradime Productions, 2023). This exposure is particularly valuable in EFL contexts, where learners rarely encounter such diversity in traditional classrooms. For example, (Jalil et al. 2024) found that Indonesian EFL learners who used Ome TV reported improved cultural awareness, which enriched their language use and conversational strategies. These benefits collectively position Ome TV as a powerful tool for holistic speaking skill development.

2. Challenges

Despite its benefits, Ome TV presents several challenges that may affect its efficacy as a language learning tool for EFL learners. The platform's random pairing feature creates an uncontrolled environment, potentially exposing learners to inappropriate or offensive language, which can be demotivating or harmful, especially for younger users (Ramadhani, 2020). Unlike structured platforms like iTalki, Ome TV lacks mechanisms to filter interlocutors based on language proficiency or behavior, leading to inconsistent interaction quality (Suryanto & Fitrawan, 2023).

Technical challenges significantly complicate the effective use of Ome TV in English as a Foreign Language (EFL) contexts. Poor internet connectivity, a

prevalent issue in many developing countries, frequently disrupts video conversations, leading to frustration and impeding consistent language practice (Anggraini et al., 2022). This challenge is particularly critical in EFL settings, where achieving both accuracy and fluency is often a key curricular priority. Unstable connections can hinder the seamless flow of communication, diminish the quality of interactions, and undermine the platform's potential as a reliable tool for authentic language development. These technical barriers not only affect user experience but also pose obstacles to fostering the confidence and cultural awareness necessary for effective language learning in a globalized digital environment.

Cultural and psychological barriers also pose challenges. Some EFL learners experience anxiety when speaking with strangers, particularly those from unfamiliar cultural backgrounds, which can impede fluency and engagement (Kashmiri, 2021). Cross cultural misunderstandings, such as differing conversational norms or humor, may further complicate interactions, requiring learners to develop intercultural competence alongside language skills (Paradime Productions, 2023). These challenges highlight the need for pedagogical strategies, such as pre-use training and guided reflection, to ensure Ome TV's effective integration into EFL instruction. Addressing these issues is critical to maximizing the platform's potential while minimizing its drawbacks.

2.2 Relevant Research

1. Revolutionizing English Speaking Skills: Unleashing the Power of OmeTV Application for Student By Haris A. (2025).This qualitative case study

examines university students' experiences using Ome TV to enhance their English speaking skills. Data were collected through semi-structured interviews and non participatory observations, analyzed using content analysis. The findings highlight Ome TV's ability to facilitate direct communication with native speakers, improving fluency, pronunciation, and vocabulary. The study provides insights into factors affecting effective language acquisition in digital contexts, such as motivation and interaction quality.

2. EFL Learners'learning English Using Ome TV (Doctoral dissertation, Doctoral dissertation, Sriwijaya University) By Putri (2023). This qualitative case study investigates the role of Ome TV in helping four EFL learners improve their English skills, particularly speaking. Data were collected through in person interviews, and findings show that Ome TV is effective for enhancing speaking ability by providing opportunities to interact with foreigners. Users reported improvements in fluency and confidence, though challenges like network issues and inappropriate interactions were noted. The study underscores Ome TV's potential as an accessible tool for autonomous learning.

3. The Use of Ome TV Application as a Technological Medium to Practice English Speaking Skills By Suryanto, S (2023). This qualitative study explores the benefits and limitations of using Ome TV for English speaking practice among six English Language Education Department (ELED) students. Data were collected through interviews, revealing that Ome TV

supports speaking practice, provides a supportive environment, and enhances pronunciation and vocabulary. Limitations include inappropriate language use, diverse accents, and lack of formal feedback. The study recommends structured pedagogical interventions to maximize Ome TV's potential.

4. Indonesian University Learners' Views on Optimizing English Speaking Skills through the Use of Ome TV Media By Wahyuningsih, S., & Nurona. A.L (2024). This study qualitative study explore Ome TV's potential as a tool for enhancing English speaking skills among Indonesian university EFL learners. It highlights the platform's ability to improve fluency, vocabulary, and confidence while fostering intercultural communication and motivation through engaging, real-time interactions. This study serves as a robust case study for understanding Ome TV's role in EFL learning, offering valuable insights for educators and researchers interested in technology-enhanced language instruction

2.3 Conceptual Framework

According to Vygotsky's (1978) social constructivist theory. It posits that Ome TV facilitates speaking skill development by providing authentic, interactive opportunities for EFL learners to engage in meaningful conversations.The platform's capabilities for live video chat, global connectivity, and spontaneous interactionsare hypothesized to enhance fluency, vocabulary, pronunciation, and confidence, though challenges such as lack of feedback and technical issues may moderate its effectiveness (Elbagiz, A. A. S. 2023)

Based on the description above, the researcher's concept to examine Ome

TV and its Potential in Enhancing Speaking Skills can be drawn as follows :

Technology in Language Learning

Ome TV Application

Benefit

Challenges

Enhancing Speaking Skills
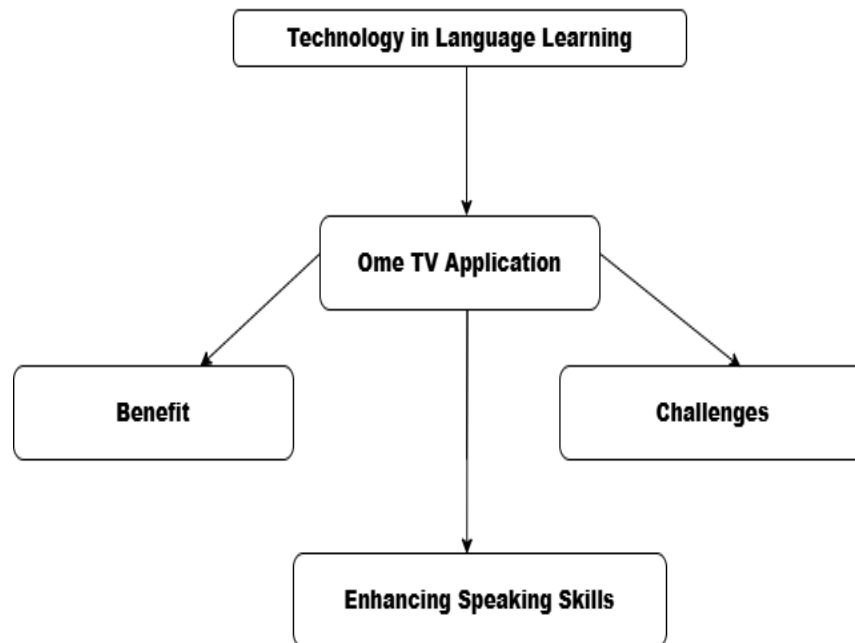
Diagram 2.3 : Conceptual Framework
(Source : Personal)

CHAPTER III

METHOD AND RESEARCH

3.1 Research Design

A qualitative research design in the form of a case study was employed to investigate the potential of Ome TV in enhancing the English speaking skills of EFL learners. A qualitative approach was deemed suitable as it allowed for an in-depth exploration of the experiences, perceptions, and interactions of English major students at Universitas Muhammadiyah Sumatera Utara (UMSU) while using Ome TV for speaking practice.

The case study design was selected because it enabled a detailed analysis of a specific, real-world context where Ome TV was utilized as a language learning tool. As Yin (2018) explains, a case study approach is particularly effective for exploring a bounded system such as a group of EFL learners using Ome TV through in-depth data collection and analysis.

3.2 Research Location and Time

The study was conducted at Universitas Muhammadiyah Sumatera Utara (UMSU). UMSU was selected due to its large population of English major students, who were the primary focus of this research. The university's English Department provided a relevant context for studying EFL learners' speaking challenges and technology use. Participants engaged with Ome TV remotely, using their personal devices, to reflect real-world usage patterns.

Tabel 3.1 : Research schedule

No	Activity	Month Year 2025				
		Feb	March	April	May	Jun
1	Research Preparation Stage					
	a. Designing and submitting the researcher proposal tittle	■				
	b. Writing the background, literature review, and research methodology		■			
	c. Submitting and presenting the research proposal			■		
2	Research Conduction Stage					
	a. Conducting research and data collection				■	
	b. Analyzing the data					■
3	Thesis Defense					

3.3 Research Subjects and Objects

The subjects of this study were 12 4th semester English major students at UMSU. The sample size of 12 participants was determined based on the principle of data saturation, a cornerstone concept in qualitative research (Guest et al., 2006). Guest, Bunce, and Johnson found that saturation of themes was reached by the twelfth interview when the sample was relatively homogeneous and research aims focused, conditions that this study meets through its focus on English major students from UMSU with similar educational backgrounds. As a qualitative case study, this research prioritizes analytical generalization over statistical generalization (Yin, 2018), focusing on theoretical insights rather than numerical representation.

The object of the study was the use of Ome TV as a tool for enhancing English speaking skills. The study examined how Ome TV's random video chat features facilitated authentic interactions and the challenges learners faced in this context.

3.4 Sources of Data

The data sources utilized in this research were categorized into two types: primary sources and secondary sources.

1. Primary Data : Collected directly from students through semi-structured interviews, observation, and document analysis. Participants of this research were users of the Ome TV application who fulfilled the following criteria:

   a. Actively used the Ome TV application as an English learning application

   b. Had been using the Ome TV application for a minimum duration of at least 2 months

   c. Were willing to be interviewed regarding how the use of Ome TV contributed to enhancing EFL learners' English speaking skills.

2. Secondary data: Consisted of existing studies, scholarly articles, and literature that were associated with Ome TV as a language learning tool

3.5 Research Instrument

Interviews were used as the primary data collection technique for this study. The interview was a survey with questions to assess how students felt about the potential of Ome TV in improving students' speaking skills. Interviews allowed students to express their thoughts about the benefits they received and how it helped

to improve their speaking skills. The interviews gave students the opportunity to share detailed responses, providing valuable insights into their personal experiences with Ome TV. This qualitative data revealed specific aspects of the app that contributed to their speaking development, as well as areas where they experienced difficulties.

3.6 Technique of Collecting Data

    a. Observation

    Observation was conducted where researchers went directly to the research location to find out, observe and collect data on matters related to the research

    b. Interview

    This research activity was conducted with teachers and several users of the Ome TV application to obtain information related to participants' experiences in using this application to improve their speaking skills. The semi-structured interviews were included in the in-depth interview category. The purpose of these interviews was to discover problems more openly and allow participants to express their opinions more freely.

    c. Documentation

    Documentation was the collection of data related to the research, completed to gather necessary data. These documents were considered supportive and relevant to the problem being studied. The documents included both written materials and images. The data was collected through interviews

administered to students. The results of the data were analyzed using the data analysis procedure of Miles and Huberman (2014: 33)

3.7 Technique of Analyzing Data

The study utilized qualitative data that was collected through interview, with a convenience sample of English language students who had used Ome TV. The instrument used by researchers to collect data was in the form of an interview. Data analysis was carried out with a qualitative analysis approach using Miles & Huberman's (2014:13) method.

Miles & Huberman (2014: 33) stated that in the qualitative method, there are three stages in analyzing the data:

a. Data Reduction was the first stage in the data analysis process. According to Miles & Huberman (1994: 10), data reduction is a step to organize data in a simple form by classifying it and removing unnecessary data. Data reduction involved summarizing, selecting and choosing the main points, focusing on important aspects, and identifying themes and patterns. After completing this step, the data became more manageable and easier to conclude.

b. Data display was the second phase in Miles and Huberman's model of qualitative data analysis. This phase provided an organized and compressed assembly of information that permitted conclusion drawing. The researcher displayed the data that had been reduced in order to facilitate data interpretation.

c.   Conclusion were the final stages used to identify the main points of the data by looking for relationships within the data, similarities, or differences to draw clear conclusions addressing the research problem.

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result

This chapter presents the comprehensive findings from the qualitative case study investigating the impact of Ome TV on enhancing English speaking skills among EFL learners at Universitas Muhammadiyah Sumatera Utara (UMSU). The data were collected through semi-structured interviews with 12 participant English major students who have actively used Ome TV for English language practice for a minimum of two months.

These results contribute valuable insights to the growing body of research on technology-enhanced language learning and provide practical guidance for educators, curriculum designers, and learners seeking to leverage digital platforms for language acquisition. The study demonstrates that when used appropriately and with adequate support, platforms like Ome TV can serve as powerful tools for enhancing EFL learners' speaking abilities and overall communicative competence in English.

The findings are organized according to the three main research questions:

1. The influence of Ome TV on learners' confidence in speaking English

2. The extent to which Ome TV interactions enhance speaking fluency

3. The overall effectiveness of Ome TV in improving EFL learners' speaking skills. Each section provides detailed analysis supported by participant responses and theoretical frameworks.

Research Results Tables: Using Ome TV for English Language Learning

Table 4.1: Motivations for Using Ome TV

NO	Motivational Factor	Number of Participants	Main Description
1	Access to Diverse Speakers	10 out of 12	Opportunity to interact with speakers from various linguistic backgrounds
2	Authentic Conversational Practice	8 out of 12	Spontaneous and natural conversations, different from structured classroom dialogues
3	Low Pressure Learning Environment	7 out of 12	Anonymity and temporary interactions reduce performance anxiety

The primary motivation for using Ome TV was the access to diverse speakers, with most participants highlighting the opportunity to interact with native speakers from the US, UK, and Australia, as well as other non native speakers. This aligns with Krashen's Input Hypothesis, which emphasizes the importance of varied linguistic input for language acquisition. The authentic nature of conversations and the reduced pressure environment were also significant motivating factors that distinguished the platform from traditional classroom settings.

Table 4.2: Impact on Speaking Confidence

NO	Aspect	Number of Participants	Details
1	Overall Confidence Improvement	All participants	Every participant reported improvement
2	Very Significant Improvement	9 out of 12	Most participants experienced substantial enhancement
3	Confidence Transfer to Other Contexts	10 out of 12	Benefits extended to class presentations, job interviews, etc

The research data showed that all participants experienced improved confidence in speaking English. This confidence improvement happened gradually, with initial nervousness decreasing as they interacted more frequently on the platform. Most importantly, the confidence they gained from using Ome TV also helped them when speaking in other situations. This proves that Ome TV works effectively as a tool for building confidence and benefits participants' overall English communication skills, not just when using the app itself.

Table 4.3: Speaking Fluency Improvements

NO	Type of Fluency	Number of Participants	Improvement Characteristics
1	Temporal Fluency (Speed & Flow)	11 out of 12	Increased speaking speed, reduced hesitation
2	Lexical Fluency (Word Choice)	10 out of 12	Ability to choose appropriate words and expressions
3	Pragmatic Fluency (Contextually Appropriate Language Use)	9 out of 12	Language adjustment based on conversation partners and situations

The data demonstrates comprehensive fluency improvements across all three dimensions. Temporal fluency showed the highest improvement rate, with nearly all participants developing faster response times and smoother conversational flow. The spontaneous nature of Ome TV interactions forced participants to think and respond quickly, naturally developing their automatic speech production skills. Pragmatic fluency development was particularly noteworthy, as participants learned to adjust their language register based on their conversation partners' age, formality level, and cultural background**.**

Table 4.4: Learning Challenges and Difficulties

NO	Type of Challenge	Number of Participants	Initial Impact	Long term Outcome
1	Accent and Pronunciation Difficulties	9 out of 12	Comprehension difficulties	Enhanced listening skills
2	Cultural and Contextual Misunderstandings	6 out of 12	Communication breakdowns	Improved cultural competence
3	Connectivity and Platform Issues	8 out of 12	Conversation disruptions	Developed patience and adaptability
4	Inappropriate Content or Users	7 out of 12	Discouragement	Effective filtering strategies

While participants faced various challenges, these difficulties ultimately contributed to their language learning development. Accent-related challenges, experienced by the majority, initially caused comprehension problems but eventually enhanced participants' ability to understand diverse English varieties. Cultural misunderstandings, though frustrating initially, led to increased cultural awareness and communication skills. Technical issues taught participants patience and adaptability, while encounters with inappropriate users helped them develop boundary-setting skills and user discrimination abilities.

Table 4.5: Additional Skill Improvements

NO	Skills	Number of Participants	Development Process
1	Pronunciation Enhancement	10 out of 12	Real-time correction and modeling
2	Self-Correction and Awareness	8 out of 12	Gradual phonological awareness development
3	Contextual Vocabulary Learning	9 out of 12	Meaningful context acquisition

4	Conversational Management Skills	10 out of 12	Practice in topic control and flow

Beyond fluency and confidence, participants developed crucial complementary skills. Pronunciation improvements occurred through immediate feedback from conversation partners, with real-time correction being particularly effective. Self-correction abilities developed gradually as participants became more aware of their pronunciation patterns. Vocabulary learning was enhanced through contextual acquisition, making new words more memorable and practically applicable than traditional memorization methods. Conversational management skills, including topic initiation, maintenance, and smooth transitions, developed through repeated practice in unstructured conversations.

Table 4.6: Confidence Building Factors

NO	Confidence Factor	Number of Participants	Description
1	Successful Communication Experiences	All participants	Effective idea communication and understanding
2	Positive Feedback from Native Speakers	Most participant	Validation of English proficiency from native speakers
3	Gradual Exposure to Challenging Situations	10 out of 12	Development of coping strategies and resilience
4	Anonymous Interaction Benefits	7 out of 12	Reduced fear of judgment and mistakes

Confidence building occurred through multiple interconnected factors. Successful communication experiences, where participants effectively conveyed their ideas and understood their partners, provided the foundation for confidence

development. Positive feedback from native speakers served as powerful validation, significantly boosting participants' self-perception of their English abilities. The gradual exposure to challenging communication scenarios helped participants develop resilience and coping strategies, while the anonymous nature of interactions reduced performance anxiety for many participants.

Table 4.7: Factors Contributing to Fluency Development

NO	Contributing Factor	Impact Level	Description	Learning Mechanism
1	Real-time Communication Pressure	High	Elimination of extensive planning time	Automatic speech production development
2	Topic Diversity	High	Unpredictable conversation subjects	Varied vocabulary and discourse exposure
3	Immediate Feedback	High	Partners' reactions and responses	Real-time language adjustment
4	Community of Learners	High	Supportive peer environment	Mutual motivation and assistance

Several environmental factors within Ome TV specifically contributed to fluency development. Real-time communication pressure had the highest impact by forcing participants to develop automatic speech production without the luxury of extensive planning. Topic diversity exposed participants to various vocabulary sets and discourse patterns, enhancing overall communicative competence. Immediate feedback from conversation partners enabled real-time adjustments, while the community of fellow learners provided ongoing support and motivation.

Table 4.8: Pronunciation Development Patterns

NO	Pronunciation Aspect	Number of Participants	Development Method	Outcome
1	Immediate Error Correction	10 out 12	Partner correction during conversation	Quick pronunciation fixes
2	Native Speaker Modeling	10 out 12	Exposure to authentic pronunciation	Improved accent approximation
3	Self-Monitoring Development	8 out 12	Gradual awareness building	Independent error recognition
4	Phonological Pattern Recognition	6 out 12	Gradual awareness building	Better sound discrimination

Pronunciation development occurred through multiple mechanisms. Immediate error correction from conversation partners proved highly effective, with participants reporting that real-time feedback was more memorable than delayed classroom correction. Native speaker modeling provided authentic pronunciation targets that participants could immediately attempt to emulate. Self-monitoring abilities developed gradually, with participants becoming increasingly aware of their pronunciation errors and able to self-correct mid-conversation. Phonological pattern recognition improved through repeated exposure to various English sound patterns from different speakers.

Table 4.9: Vocabulary Acquisition Contexts

NO	Learning Context	Number of Participants	Retention Quality
1	Conversational Context Learning	9 out of 12	High retention due to meaningful context

2	Cultural Reference Learning	8 out of 12	Enhanced through cultural explanation
3	Informal Expression Acquisition	10 out of 12	Practical application in natural settings
4	Technical/Specialized Vocabulary	5 out of 12	Topic-dependent acquisition

Vocabulary acquisition through Ome TV occurred primarily through conversational contexts, which provided meaningful learning situations that enhanced retention. Cultural reference learning happened when participants encountered unfamiliar cultural concepts, leading to deeper understanding through explanation and discussion. Informal expressions and colloquialisms, rarely taught in formal settings, were naturally acquired through authentic interactions. Technical vocabulary acquisition was less common and typically occurred when conversations focused on specific topics of mutual interest.

Table 4.10: Long-term Learning Outcomes

NO	Outcome Category	Number of Participants	Sustainability
1	Continued Platform Usage	11 out of 12	Long-term engagement maintained
2	Application in Academic Settings	10 out of 12	Successful transfer to formal contexts
3	Improved Language Learning Motivation	All participants	Sustained motivation for English learning
4	Development of Autonomous Learning Skills	8 out of 12	Independent learning strategy development

The long-term outcomes demonstrate the lasting impact of Ome TV usage on participants' language learning journey. Nearly all participants continued using the platform beyond the study period, indicating sustained engagement and perceived value. The successful transfer of skills to academic settings validates the practical

applicability of the learning outcomes. Most significantly, all participants reported improved motivation for English learning, suggesting that the platform experience positively influenced their overall language learning attitude. The development of autonomous learning skills in the majority of participants indicates that the experience fostered independent learning capabilities that extend beyond the platform itself.

Note: This research involved 12 participants who are English language learners using the Ome TV platform for speaking practice over an extended period.

4.2 Discussion

In this section, the discussion relates to the potential of Ome TV in improving speaking skills for English language learners from the findings obtained by from the results of interview interactions on Ome TV that have an impact on the learners' English proficiency, especially in terms of confidence, fluency and accuracy.

4.2.1 The Influence of Ome TV Platform on EFL Learners' Confidence in Speaking English

The findings of this study reveal that Ome TV significantly enhances EFL learners' confidence in speaking English through multiple mechanisms. All twelve participants reported increased confidence levels, with nine describing the improvement as very significant. This finding aligns with the theoretical framework proposed by Krashen's Affective Filter Hypothesis (1982), which suggests that lower anxiety and increased confidence facilitate language acquisition.

The enhancement of speaking confidence through Ome TV can be attributed to several key factors identified in this study. First, the platform provides a low-pressure learning environment where learners can practice without the fear of formal evaluation or judgment from classmates and teachers. This finding is consistent with Wu et al. (2011), who emphasized that informal learning environments reduce performance anxiety and increase learners' willingness to communicate. Similarly, Rahman et al. (2023) found that students felt more comfortable using Ome TV because they did not need to engage in face-to-face conversations in real life, which reduced their speaking anxiety.

The anonymity and temporary nature of interactions on Ome TV emerged as crucial confidence-building factors. Participants noted that if conversations did not proceed well, they could simply move to the next person without lasting consequences. This flexibility contrasts sharply with classroom settings where mistakes might be remembered by peers and instructors. This finding supports the research by Haris et al. (2025), who highlighted that Ome TV's dynamic environment allows learners to experiment with language freely, contributing to increased self-assurance.

Furthermore, the positive feedback received from native speakers during conversations significantly boosted participants' self-perception and confidence. When conversation partners complimented their English skills, participants experienced validation of their language abilities, which translated into increased motivation and confidence. This observation aligns with Vygotsky's (1978) social

constructivist theory, which emphasizes the importance of social interaction and feedback in learning processes.

The transfer of confidence from Ome TV interactions to other speaking contexts represents a particularly significant finding. Ten participants reported that the confidence gained through the platform extended to classroom presentations, conversations with international students, and even job interviews. This transfer effect demonstrates that Ome TV serves not merely as an isolated practice tool but as a confidence-building mechanism that benefits learners' overall English communication abilities across various contexts.

4.2.2 The Extent to Which Interactions on Ome TV Enhance EFL Learners' Fluency

The empirical findings from this investigation demonstrate that Ome TV interactions produce substantial and measurable enhancements across multiple dimensions of speaking fluency among English as a Foreign Language (EFL) learners. The comprehensive analysis revealed significant improvements in three critical areas: temporal fluency (characterized by enhanced speed and conversational flow), lexical fluency (demonstrated through more sophisticated and contextually appropriate word selection), and pragmatic fluency (evidenced by culturally and situationally appropriate language deployment). These findings provide compelling support for the multidimensional conceptualization of fluency originally proposed by Segalowitz (2010), while simultaneously extending our understanding of how digital communication platforms can serve as catalysts for comprehensive language development

Regarding temporal fluency, eleven participants reported improvements in their speaking speed and reduced hesitation during conversations. The spontaneous nature of Ome TV interactions forced participants to think and respond quickly, gradually improving their automaticity in speech production. This finding supports Long's (1996) Interaction Hypothesis, which posits that meaningful interaction under real-time communicative pressure promotes language development. The platform's requirement for immediate responses eliminates the luxury of extensive planning, thereby developing learners' automatic speech production skills.

The enhancement of lexical fluency was evidenced by participants' improved ability to choose appropriate words and expressions during conversations. Exposure to diverse vocabulary through interactions with speakers from various linguistic backgrounds contributed significantly to this development. This finding corroborates the research by Khoiro (2023), who found that vocabulary acquired through Ome TV interactions was more memorable and practically applicable because it was learned in meaningful, contextual situations rather than through rote memorization.

The development of pragmatic fluency emerged as a particularly noteworthy and sophisticated outcome, with nine participants demonstrating substantially enhanced metalinguistic awareness regarding the appropriate deployment of various language features across diverse communicative contexts. Participants progressively developed the ability to calibrate their linguistic choices according to multiple contextual variables, including their interlocutor's

approximate age, perceived cultural background, educational level, and the relative formality or informality of the conversational context.

The improvement in pronunciation accuracy and naturalness represents another fundamentally significant dimension of the observed fluency enhancement phenomenon. Ten participants reported considerable and measurable improvements in their phonological production capabilities through sustained exposure to diverse native speaker models encountered through the Ome TV platform. The real-time, interactive nature of these encounters provided unprecedented opportunities for immediate pronunciation practice, self-correction, and implicit feedback reception, all of which are recognized as crucial components for developing accurate and natural speech production patterns.

This finding provides strong empirical support for the research conducted by Landa (2022), who demonstrated that Ome TV engagement significantly enhanced both pronunciation accuracy and overall speaking confidence among university-level language learners through systematic exposure to diverse and authentic linguistic input varieties. The improvement mechanism appears to operate through what can be characterized as implicit phonological learning, where learners unconsciously adjust their production patterns to approximate the models they encounter during sustained interaction.

However, the study also identified challenges that initially hindered fluency development. Accent and pronunciation difficulties were reported by nine participants, who initially struggled with understanding various accents and pronunciation patterns. Nevertheless, this challenge ultimately contributed to their

listening skills development and overall communicative competence, as participants gradually adapted to different varieties of English.

4.2.3 The Effectiveness of Ome TV in Improving EFL Learners' Speaking Skills

The overall effectiveness of Ome TV in improving EFL learners' speaking skills is demonstrated through multiple dimensions of language development. The platform's effectiveness stems from its ability to provide authentic, interactive opportunities for meaningful communication, which aligns with the principles of Communicative Language Teaching (CLT) and task-based language learning approaches. This comprehensive analysis examines both the strengths and limitations of using Ome TV as a supplementary tool for developing oral proficiency in English as a Foreign Language contexts.

The authenticity of communicational practice on Ome TV emerged as a crucial factor in its effectiveness. Unlike structured classroom dialogues that often follow predictable patterns and scripted scenarios, Ome TV conversations are spontaneous and cover diverse topics, mimicking real-world communication scenarios with remarkable fidelity. This authenticity exposes learners to natural language use, colloquial expressions, idiomatic phrases, and cultural nuances that are often absent in traditional textbook-based instruction.

The spontaneous nature of these interactions compels learners to think quickly, adapt their communication strategies in real-time, and develop linguistic flexibility that is essential for authentic communication. Participants frequently encounter unexpected conversational turns, requiring them to employy

circumlocution strategies, clarification requests, and negotiation of meaning all critical components of communicative competence. The finding supports the research by Ulya (2021), who emphasized that direct or virtual communication with others encourages learners to speak fluently and correctly, while also developing pragmatic awareness and sociolinguistic competence.

The platform's global connectivity provides learners with access to a diverse range of speakers, including native speakers from various English-speaking countries and other EFL learners. This diversity exposes participants to different accents, vocabulary, and cultural perspectives, enhancing their overall communicative competence. The finding aligns with the research by Jalil et al. (2024), who found that Ome TV improved cultural awareness among Indonesian EFL learners, enriching their language use and conversational strategies.

The development of conversational management skills represents another indicator of Ome TV's effectiveness. Ten participants developed better abilities in topic initiation, maintenance, and transition, which are crucial for successful real-world communication. These skills are difficult to develop through traditional classroom exercises but emerge naturally through authentic interactions on platforms like Ome TV.

However, the study also identified limitations that affect the platform's effectiveness. Technical issues, including poor video quality, audio delays, and unexpected disconnections, sometimes disrupted conversations and caused frustration. Additionally, the uncontrolled environment of Ome TV means learners may encounter inappropriate content or users not interested in meaningful language

exchange. These findings are consistent with the research by Suryanto and Fitrawan (2023), who noted similar challenges while emphasizing the platform's overall potential for language learning.

The lack of structured feedback mechanisms on Ome TV also represents a significant limitation for systematic language learning. Unlike formal language learning contexts where teachers provide systematic feedback on learners' performance, error correction, and targeted improvement suggestions, Ome TV relies primarily on implicit feedback through conversational success or failure and occasional explicit correction from conversation partners.

Despite these challenges, the study demonstrates that when used appropriately and with adequate learner preparation, structured guidance, and integration with formal instruction, Ome TV can serve as an effective supplementary tool for enhancing EFL learners' speaking skills. The platform's strengths in providing authentic interaction opportunities, exposure to diverse speakers, confidence-building experiences, and motivation enhancement significantly outweigh its limitations, making it a valuable addition to traditional language learning approaches

4.2.3 Implications for EFL Pedagogy

The findings of this study have several important implications for EFL pedagogy and the integration of technology in language education. First, the study suggests that platforms like Ome TV can serve as valuable supplements to traditional classroom instruction, particularly for developing speaking skills that require authentic communicative practice. These digital platforms provide

access to native speakers and diverse linguistic communities that may not be readily available in traditional classroom settings, especially in EFL contexts where exposure to target language speakers is limited.

The success of Ome TV in building learner confidence suggests that EFL educators should consider incorporating low-pressure, informal speaking practice opportunities into their curricula. The platform's anonymous, temporary interaction format reduces performance anxiety and encourages risk-taking in language use, which are crucial for language development. This approach aligns with current theories of second language acquisition that emphasize the importance of reducing affective barriers to learning and creating a supportive environment for language practice.

Furthermore, the study highlights the importance of preparing learners for effective use of such platforms. While Ome TV offers valuable opportunities for language practice, learners need guidance on how to maximize these opportunities, handle technical difficulties, and navigate inappropriate content or users. EFL instructors should therefore develop digital literacy components within their curricula, teaching students not only linguistic skills but also technological competencies and online safety protocols. This preparation should include strategies for maintaining conversations, dealing with communication breakdowns, and recognizing learning opportunities within informal interactions.

The finding that confidence and skills developed through Ome TV transfer to other speaking contexts suggests that such platforms can have broader

educational benefits beyond their immediate use. This transfer effect indicates that informal digital language learning can complement and enhance formal instruction in meaningful ways. The confidence gained through successful interactions with strangers in low-stakes environments appears to translate into improved performance in more formal speaking situations, such as presentations, interviews, and classroom discussions.

Additionally, the study reveals the potential of video chat platforms to address individual learning differences and preferences. Students who may be reluctant to participate in traditional classroom discussions due to personality factors, cultural background, or previous negative experiences can find alternative pathways to develop their speaking abilities. This democratization of speaking practice opportunities supports inclusive pedagogical approaches that recognize diverse learning styles and comfort levels.

The research also suggests that EFL programs should consider implementing blended learning models that systematically integrate digital platforms with traditional instruction. Such models could include structured assignments that require students to engage with native speakers online, followed by reflection activities and classroom discussions about their experiences. This integration would allow educators to monitor student progress, provide targeted feedback, and ensure that informal learning experiences align with formal learning objectives.

Moreover, the study underscores the importance of teacher professional development in the digital age. EFL educators need training not only in using

technology effectively but also in understanding how informal digital interactions contribute to language acquisition. Teachers should be equipped to guide students in leveraging these platforms while maintaining pedagogical coherence between formal and informal learning experiences.

Finally, the findings have implications for curriculum design and assessment practices. Traditional assessment methods may not fully capture the communicative competencies developed through platforms like Ome TV. EFL programs should consider developing more holistic assessment approaches that recognize and evaluate the authentic communicative skills gained through informal digital interactions, thereby validating diverse pathways to language proficiency.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This qualitative case study examining Ome TV usage among EFL learners at Universitas Muhammadiyah Sumatera Utara (UMSU) has demonstrated that the platform can be regarded as a remarkably valuable and effective tool for enhancing English speaking proficiency. It has been illuminated through the findings how substantial positive impacts on learners' confidence, fluency, and overall communicative competence are created by Ome TV's unique strengths, particularly its capacity to provide an authentic, low-pressure learning environment.

The influence of Ome TV platform on EFL learners' speaking confidence has been conclusively established through this study. Significant confidence improvements were reported by all twelve participants, with very substantial enhancements being experienced by nine participants. This confidence building was attributed to the platform's low-pressure environment, where anonymous interactions reduced performance anxiety and fear of judgment. Positive validation was provided through successful communication exchanges with native speakers, which boosted learners' self-perception. Most importantly, confidence transfer to other contexts was demonstrated by ten participants, where skills gained through Ome TV were successfully applied to classroom presentations and job interviews.

The extent of fluency enhancement through Ome TV interactions has been comprehensively demonstrated across multiple dimensions. Temporal fluency improvements were achieved by eleven participants through increased speaking

speed and reduced hesitation patterns. Lexical fluency was enhanced in ten participants through exposure to diverse vocabulary from various linguistic backgrounds. Pragmatic fluency advancement was shown by nine participants, who developed abilities to adjust language register based on conversational contexts. Additionally, pronunciation improvements were reported by ten participants through real-time feedback and native speaker modeling.

The effectiveness of Ome TV in improving speaking skills has been established through multiple mechanisms. Authentic communication practice was provided through spontaneous conversations that exposed learners to natural language use and cultural nuances. Global connectivity was accessed through interactions with diverse speakers, enhancing overall communicative competence. Comprehensive skill development was achieved beyond basic fluency, including conversational management abilities and cultural competence. Sustained engagement was demonstrated by eleven participants who continued platform usage beyond the study period, with improved motivation being reported by all participants.

Various challenges encountered during platform usage were transformed into valuable learning opportunities. Initial difficulties with accents and pronunciation, experienced by nine participants, eventually enhanced their ability to understand diverse English varieties. Cultural misunderstandings faced by six participants ultimately resulted in improved cross-cultural communication skills. Technical issues encountered by eight participants developed patience and

adaptability, while inappropriate content experiences taught seven participants effective filtering strategies and boundary-setting skills.

Pedagogical implications suggest that low-pressure speaking practice should be incorporated into curricula to complement traditional instruction. Learner preparation including digital literacy and safety protocols should be provided before platform engagement. Assessment approaches need to be reconsidered to evaluate authentic communicative competencies gained through digital interactions. In conclusion, Ome TV has been demonstrated as an effective pedagogical instrument that develops speaking skills, builds confidence, and bridges the gap between classroom learning and real-world communication demands.

5.2 Suggestion

Based on the findings, several suggestions are offered to maximize the benefits of using Ome TV for EFL speaking practice.

1. For learners, it is recommended to be more proactive and strategic. Instead of passively waiting for a good conversation partner, take the initiative to set clear boundaries and find partners who are serious about language exchange. Learners should also embrace mistakes as a natural part of the learning process and actively listen to various accents to improve their listening and intercultural skills. They can also connect with fellow learners to build a supportive community.

2. The focus in the classroom can shift from strict accuracy to fluency to better prepare students for the spontaneous nature of real-world conversations.

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APPENDICES

APPENDIX 1 INTERVIEW QUESTIONS

1. How often do you use Ome TV your English speaking skills, and how long is each session typically?

2. What motivated you to use Ome TV as a platform for improving your English speaking abilities?

3. Can you describe a specific experience on Ome TV that significantly helped improve your confidence in speaking English?

4. How do you think interacting with native or non-native speakers on Ome TV impacts your English fluency?

5. What challenges do you face when using Ome TV to practice speaking English, and how do you overcome them?

6. In what ways do you feel Ome TV has helped you improve your pronunciation or vocabulary in English?

7. How does the spontaneous nature of conversations on Ome TV affect your ability to practice and learn English?

8. Do you feel that Ome TV provides a safe and supportive environment for practicing English speaking? Why or why not?

9. How do you compare the effectiveness of Ome TV with other methods (e.g., classroom learning, language apps) for improving your speaking skills?

10. What improvements or features would you suggest for Ome TV to make a more effective tool for EFL learners practicing speaking?
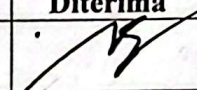
APPENDIX 2 RESEARCH DOCUMENTATION
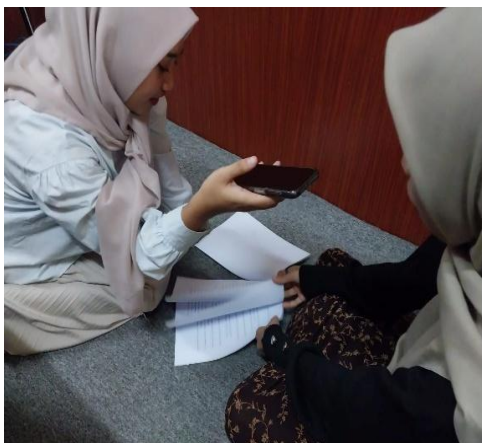
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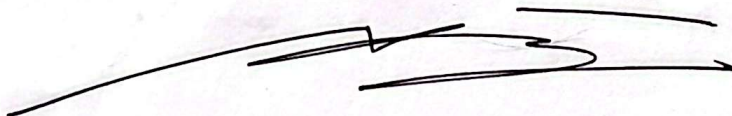
Dengan ini saya:

Nama Mahasiswa	:	Novita Ramadani
NPM	:	2102050008
Prog. Studi	:	Pendidikan Bahasa Inggris

Judul	Diterima
Ome TV and Its Potential in Enhancing Speaking Skills for EFL Learners : A Case Study	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 22 Februari 2025
Hormat Pemohon,

Dr. Tengku Winona Emelia, M.Hum.

Novita Ramadani

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:
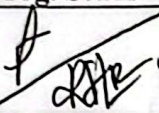
Nama Mahasiswa : Novita Ramadani
NPM : 2102050008
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 139 SKS   IPK= 3,77

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Ome TV and Its Potential in Enhancing Speaking Skills for EFL Learners : A Case Study	
	Enhancing Speaking Fluency and Confidence of EFL Learners through Interactive Story telling Session	
	The Use of Borrowed Words in Indonesia Slang : A Study of Morphological and Sociolinguistics Trends Among EFL Learner's	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 22 Februari 2025
Hormat Pemohon,

Novita Ramadani

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Nomor   : 1126/II.3-AU//UMSU-02/ F/2025
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
                 Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Novita Ramadani**
N P M   : 2102050008
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : **Ome TV and Its Potential in Enhancing Speaking Skills for EFL Learners; A Case Study.**

Pembimbing   : **Dr. Tengku Winona Emelia, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **25 Mei 2026**

Medan, 26 Dzulqaidah   1446 H
         25   Mei   2025 M
Wassalam
Dekan

Dra, Hj Syamsuyurnita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Novita Ramadani
NPM : 2102050008
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Ome TV and Its Potential in Enhancing Speaking Skills for EFL
Learners : A Case Study.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
14 Mei 2025	➤ Chapter I Background of the study	
20 Mei 2025	➤ Identification of the problem	
21 Mei 2025	➤ Chapter II + Table, reference	
22 Mei 2025	➤ Research schedule - Interview Question	
	➤ Chapter III Data sources	
23 Mei 2025	➤ Data Analysis	
24 Mei 2025	➤ References disetujui utk seminar proposal	

Medan, Mei 2025

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Dr. Tengku Winona Emelia, M.Hum)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 02 Bulan Juni Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap   : Novita Ramadani
N.P.M   : 2102050008
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Ome TV and Its Potential in Enhancing Speaking Skills for EFL Learners : A Case Study.

No	Masukan dan Saran
Judul	✓
Bab I	- Check the identification of problem. It should contain problems not questions - Improve the explanation of Ome TV more to be more consise
Bab II	- Add more details about the characteristics or elements of good English proficiency.
Bab III	- Please provide the reasons and the steps of doing each steps in chapter III
Lainnya	Make sure that the references are included in all chapters, or vice versa.
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Tengku Winona Emelia M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Novita Ramadani
N.P.M	:	2102050008
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Ome TV and Its Potential in Enhancing Speaking Skills for EFL Learners : A Case Study.

Pada hari Senin, tanggal 02 bulan Juni, tahun 2025 sudah layak menjadi proposal skripsi.

Medan, Juni 2025

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)   **(Dr. Tengku Winona Emelia M.Hum)**

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi A Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 89/SK/BAN-PT/Akred/PT/III/2019
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
https://fkip.umsu.ac.id   fkip@umsu.ac.id   umsumedan   umsumedan   umsumedan   umsumedan

Nomor   : 1201/II.3.AU/UMSU-02/F/2025   Medan 07 Dzulhijjah   1446 H
Lamp   : ---   3 Juni   2025 M
H a l   : Permohonan Izin Riset

Kepada Yth, Ibu
Dekan FKIP UMSU
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Novita Ramadani
NPM   : 2102050008
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Ome TV and Its Potential in Enhancing Speaking Skills for EFL Learners A
                    Case Study.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Dekan

Dra. Hj. Syamsuyurnita.,M.Pd
NIDN 0004066701

Pertinggal

BAN-PT   UNGGUL   MQA   QS STARS
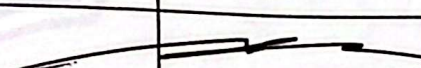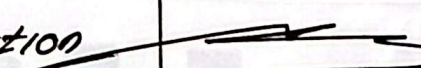
BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Novita Ramadani
NPM : 2102050008
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Ome TV and Its Potential in Enhancing Speaking Skills for EFL Learners : A Case Study.
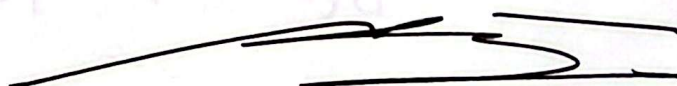
Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
4 Agustus 2025	Acknowledgement Abstract	
5 Agustus 2025	Table of contents List of tables	
8 Agustus 2025	Chapter I	
11 Agustus 2025	Chapter II , Chapter III	
12 Agustus 2025	Chapter IV - Discussion	
13 Agustus 2025	Chapter V Conclusion & Suggestion	
15 Agustus 2025	Refferences	

Diketahui oleh:
Ketua Prodi

Medan,   Agustus 2025
Dosen Pembimbing

Dr. Pirman Ginting, S.Pd., M.Hum.

Dr. Tengku Winona Emelia, M.Hum .

CS Dipindai dengan CamScanner

NOVITA RAMADANI

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SUMMARY

Fresh graduate majoring in English studies, Universita Muhammadiyah Sumatera Utara. Experienced as an organizational leader, this role has enhanced my leadership abilities, problem solving skills, coordination, and organizational management capabilities. I possess skills in administration, document archiving, data entry and compilation, as well as report preparation. Proficient in using Microsoft Word, Excel, and PowerPoint. I have a progressive mindset, quick responsiveness, and creativity that help me face challenges and innovate in task execution. Ready to learn more and utilize the skills I possess.

EDUCATION

Universitas Muhammadiyah Sumatera Utara   2021 – Present
Bachelor of Education
- **IPK** : 3,77 / 4.00

EXPERIENCE

Intern Teacher SMK N1 Percut Sei Tuan   Ags – Sep 2023

- Preparation of educational administration
- Preparation of learning tools
- Making learning media
- Carrying out the teaching and learning process

ORGANIZATION /ACTIVITIES

Chairman, English Education Student Association (EDSA)   March 2024 – March 2025
Chairman, English National Competition (ENC)   March , 2024
Chairman, General Conference EDSA 2023/2024   Jan, 2024
Member , Administration Training EDSA   July, 2023
Member , English National Competition (ENC)   March, 2023

SKILLS AND LANGUAGE

- **Hard Skills :** Microsoft Office (Microsoft Office, Microsoft Excel, Microsoft Power Point), Google Workspace (Gform, Jamboard, Calender, Docs), Canva.
- **Soft Skills :** Time Management, Communicative, Organized, Teamwork, Negotiation, Disciplined, Multitasking, Critical Thinking, Responsible, Public Speaking.
- **General Administration:** Reports, correspondence, email, scheduling, Google Forms.
- **Language** : Indonesian (Active), Inggris (Fluent)