

**THE EFFECT OF USING THE OMETV APPLICATION ON THE SPEAKING
ACHIEVEMENT OF 11TH- GRADE STUDENTS AT SMK MARISI MEDAN**

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ABSTRACT

This research aims to investigate the effect of using the OmeTV application on the speaking achievement of 11th-grade students at SMK Marisi Medan. Speaking is one of the most essential skills in English learning; however, many students face difficulties such as limited vocabulary, lack of fluency, poor pronunciation, and low confidence. To address these issues, OmeTV a video chat platform that connects users worldwide in real-time conversations was used as a learning medium to provide authentic and interactive speaking practice. This study employed a quantitative experimental design using the pre-test and post-test control group method. The population consisted of eleventh-grade students of SMK Marisi Medan, with a total sample of 55 students divided into an experimental group and a control group.

Keywords: OmeTV Application; Speaking Achievement; English Learning; Experimental Study; Vocational High School Students

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki pengaruh penggunaan aplikasi OmeTV terhadap prestasi berbicara siswa kelas 11 di SMK Marisi Medan. Berbicara merupakan salah satu keterampilan paling penting dalam pembelajaran bahasa Inggris; namun, banyak siswa menghadapi kesulitan seperti kosakata yang terbatas, kurangnya kelancaran, pengucapan yang buruk, dan kepercayaan diri yang rendah. Untuk mengatasi masalah ini, OmeTV, sebuah platform obrolan video yang menghubungkan pengguna di seluruh dunia dalam percakapan waktu nyata, digunakan sebagai media pembelajaran untuk menyediakan latihan berbicara yang autentik dan interaktif. Penelitian ini menggunakan desain eksperimen kuantitatif dengan metode kelompok kontrol pra-tes dan pasca-tes. Populasi terdiri dari siswa kelas sebelas SMK Marisi Medan, dengan total sampel 55 siswa yang dibagi menjadi kelompok eksperimen dan kelompok kontrol.

Kata Kunci: *Aplikasi OmeTV; Prestasi Berbicara; Pembelajaran Bahasa Inggris; Studi Eksperimental; Siswa Sekolah Menengah Kejuruan*

A. Introduction

Proficiency in English has become an essential skill for anyone aiming to compete effectively in the workforce or pursue higher education. In today's globalized world, the ability to communicate in English is no longer optional but a critical necessity. Mastery of English requires students to develop four core language skills: listening, reading, writing, and speaking. These skills serve as a foundational component of effective communication and comprehensive language development.

Each of these language skills contributes uniquely to the overall process of language acquisition. Listening, as a receptive skill, enables learners to comprehend pronunciation, vocabulary, and sentence structure from an early stage. Reading expands vocabulary and enhances understanding of grammatical forms and idiomatic expressions. Writing demands the ability to organize ideas coherently and logically while adhering to proper grammatical structures. Meanwhile, speaking is often regarded as the most explicit and productive skill,

involving the direct expression of ideas in real-life contexts. It is also considered one of the most accurate indicators of language proficiency, as it requires fluency, correct pronunciation, and confidence in verbal expression.

However, in Indonesia, English language instruction in schools still faces significant challenges, particularly in developing students' speaking skills. Many students struggle to express their thoughts orally due to limited opportunities for authentic speaking practice. This issue is also observed at SMK Marisi Medan, where eleventh-grade students have not demonstrated optimal speaking performance, both in terms of fluency and confidence.

In response to technological advancements, various digital applications have emerged as engaging and interactive alternatives for language learning. One such application with strong potential to support speaking development is OmeTV. This platform provides random video and text chat connections with strangers from around the world. Through real-time

video interactions, users are encouraged to speak and listen spontaneously, creating more contextual and meaningful communication experiences. OmeTV promotes active speaking by encouraging users to think quickly, construct sentences, and articulate their opinions directly in English. This presents an opportunity to build confidence, expand vocabulary, and improve pronunciation naturally.

The urgency of this study lies in the need to introduce innovative and contextual learning solutions to address the limited speaking practice in the classroom. By using OmeTV, students can engage directly with native speakers, gain real-life exposure to English usage, and build their confidence in oral communication. This is especially relevant for vocational school students who are being prepared to enter the workforce, where intercultural communication skills are in high demand.

Based on field observations, students' English-speaking skills remain below average. Many students struggle to express ideas orally with fluency and confidence. This is caused by several factors, including

limited speaking practice, insufficient vocabulary, and low motivation to actively use English in daily communication. The results of a pre-test further support this finding, revealing that students' average speaking proficiency is still far below expectations. These results indicate an urgent need for more creative, engaging, and interactive teaching strategies to help students overcome these challenges and significantly improve their speaking abilities.

Table 1. The Student's Observation Score

N o	P	G	V	F	C	Score	Final Score
1	1	1	2	5	1	10	40
2	1	1	5	5	1	13	52
3	3	3	4	4	2	16	64
4	1	3	1	3	1	9	36
5	5	2	1	2	2	12	48
6	1	3	5	5	1	15	60
7	1	2	4	3	5	15	60
8	4	4	2	1	1	12	48
9	1	1	1	4	5	12	48
10	2	2	2	2	5	13	52
11	1	2	1	1	1	6	24
12	1	1	2	5	2	11	44
13	1	2	5	2	5	15	60
14	1	5	4	3	5	18	72
15	1	3	4	1	1	10	40
16	1	1	5	5	5	17	68
17	1	2	5	2	5	15	60

18	3	2	1	2	4	12	48
19	1	5	1	5	4	16	64
20	5	5	4	5	5	24	96
21	1	1	3	5	4	14	56
22	1	3	4	4	2	14	56
23	1	4	2	4	4	15	60
24	1	2	5	5	2	15	60
25	3	2	5	4	4	18	72
26	5	3	2	1	4	15	60
27	2	2	4	2	5	15	60
28	1	5	4	3	4	17	68
29	3	3	4	2	3	15	60
30	5	3	3	5	5	21	84
	Total	59	78	95	100	98	430
	Mean	1.96	2.6	3.16	3.33	3.26	14.33

Based on the final scores in the table, the speaking ability of the 30 students is still relatively low. The overall mean final score is 57.33 out of 100, which falls into the limited proficiency category. This result indicates that, on average, students have not yet reached the expected standard in speaking competence.

The distribution of scores also highlights the gap among students. The highest score was 96 (achieved by student LWS), showing excellent performance across all aspects of speaking, while the lowest score was 24 (by student SG), indicating serious

difficulties in all criteria. Most students, however, scored between 40 and 64, which reflects basic to limited speaking ability.

Although a few students demonstrated stronger performance, the majority remain below the desired level. These findings suggest that consistent practice, targeted support, and more exposure to speaking activities are needed to help students improve their overall speaking skills.

These findings align with previous field observations and pre-test results, which also indicated deficiencies in students' oral English proficiency. Therefore, there is a clear need for more interactive, engaging, and real-time speaking practice opportunities. One possible intervention is the use of the OmeTV application, which provides students with real-life conversation practice with random native speakers. This approach can help increase students' confidence, improve fluency, and expose them to authentic pronunciation and vocabulary usage in a meaningful context.

Through a more communicative and technology-based learning approach, it is expected that students can significantly improve their

speaking skills in terms of fluency, confidence, and language structure. One learning medium that is increasingly being used is online communication applications such as OmeTV, which enable students to interact directly with native speakers in an authentic and spontaneous context.

Several previous studies have examined the effect of technology-based applications in supporting English speaking skills. For instance, a study conducted by (Swondo & Haya, 2022) entitled "Improving the Speaking Ability of the Fourth Semester Students of English Education Study Program, University of Potensi Utama Using OmeTV Application," this research focuses on improving the speaking ability of fourth semester students of the English Language Education Study Program at Potensi Utama University through the use of the OmeTV application as a learning medium. showed that the use of the OmeTV application effectively enhanced students' speaking ability, both in terms of scores and active classroom participation. Similarly, a study by (Taufik et al., 2022), entitled "The Effect of Using OmeTV Application Technique Towards

Students' Speaking Skill at The Eighth Grade Student of MTs Fathul Adzmi Cikedal Pandeglang,". The focus of this study is to examine the effect of using the OmeTV application technique on the improvement of English speaking skills among eighth-grade students at MTs Fathul Adzmi Cikedal Pandeglang. Confirmed a significant effect of the OmeTV application on students' speaking skills. This was evidenced by a t-test result showing a significance value of $0.000 \leq \alpha = 0.05$.

Another study by (Putri & E, 2023) titled "Using OME TV Application to Improve the Student's Speaking Quality with the Face-to-Face on Foreign Virtual Method", this study focused on OmeTV helped students build their speaking confidence and allowed them to interact with foreigners from different countries. The researcher also mentioned that OmeTV gave students the chance to learn about other cultures. However, she also noted some negative impacts, such as students becoming too focused on their phones and skipping school or religious activities Astari's research supports the current study in terms of how OmeTV can give students more

real communication experiences. But, this study goes further by showing real improvements in speaking test scores after using the application.

Meanwhile, (Suryanto & Fitriawan, 2023) conducted a study titled "The Use of Ome-TV Application as a Technological Medium to Practice English Speaking Skills". This qualitative study focused on students from Universitas Muhammadiyah Yogyakarta and found that OmeTV was useful in improving students' speaking fluency, pronunciation, vocabulary, and grammar. The app gave students a chance to speak English directly with people from different countries. However, they also faced some problems such as inappropriate language from other users, strong accents, and the informal nature of the app that made it unsuitable for formal learning. These findings are in line with the current research, especially regarding the benefits of real-time speaking practice. The difference is that this study uses quantitative data to prove the effectiveness of the app through test results, while Suryanto focused more on students' experiences and opinions.

OmeTV helps students improve their speaking skills in foreign languages because they can have conversations with foreigners either through video or chat. Ome TV is very easy to access on smartphones and PC/laptop via the internet which can be used anywhere and anytime (Mawarni et al., 2024).

According to (Siringo-ringo et al., 2025), utilizing technology as a learning tool is essential for education to stay aligned with the demands of the modern era. As technology advances and the need for contextual learning increases, digital platforms such as OmeTV have become highly relevant especially in developing English speaking skills. Nevertheless, there is still a lack of research specifically examining the impact of using OmeTV on the speaking improvement of vocational high school (SMK) students. In fact, SMK students are expected to possess strong communication skills as a foundation for entering a competitive and multilingual workforce.

The OmeTV application, with its real-time communication features and opportunities to interact directly with native speakers, provides an authentic and challenging learning environment

that aligns well with these educational needs. Therefore, this study directly employs OmeTV as a learning medium to explore students' speaking improvement through spontaneous verbal interaction. In addition to measuring learning outcomes based on test scores, the study also investigates the extent to which this unconventional digital platform can enhance students' confidence, broaden their vocabulary, and improve pronunciation in a real communicative context.

Based on the above background, it is essential to conduct a study on "The Effect of using the OmeTV application on the speaking achievement of 11th-grade students at SMK Marisi Medan." The findings of this study are expected to contribute to the development of more contextual, communicative, and needs-oriented English learning models, especially in the context of today's digital era

B. Research Methods

An experimental quantitative research design will be implemented in this investigation.

This investigation adopted the Pretest-Posttest Control Group Design. The study began with the

evaluation of participants' dependent variables. After the treatment has been applied, the same variables were measured again using the same instrument to assess any changes resulting from the intervention.

C. Research Results and Discussion

The research was started on 4 until 15 August 2025. The treatment was done in four meeting during two weeks. forty minutes was given to the student to finish the test. Firstly, there are two groups of scores needed to compare in revealing students' speaking. The pre-test scores were collected before the treatment was given on the other hand the post-test score was collected after the treatment was given. The pre-test and post-test scores of experimental groups can be seen in Table 1.

Table 2. The Scores Of Pre-Test The Experimental Group

NO	P	G	V	F	C	Score	Final Score
1	1	1	2	5	1	10	40
2	1	1	5	5	1	13	52
3	3	3	4	4	2	16	64
4	1	3	1	3	1	9	36
5	5	2	1	2	2	12	48
6	1	3	5	5	1	15	60
7	1	2	4	3	5	15	60
8	4	4	2	1	1	12	48
9	1	1	1	4	5	12	48
10	2	2	2	2	5	13	52
11	1	2	1	1	1	6	24
12	1	1	2	5	2	11	44

13	1	2	5	2	5	15	60
14	1	5	4	3	5	18	72
15	1	3	4	1	1	10	40
16	1	1	5	5	5	17	68
17	1	2	5	2	5	15	60
18	3	2	1	2	4	12	48
19	1	5	1	5	4	16	64
20	5	5	4	5	5	24	96
21	1	1	3	5	4	14	56
22	1	3	4	4	2	14	56
23	1	4	2	4	4	15	60
24	1	2	5	5	2	15	60
25	3	2	5	4	4	18	72
26	5	3	2	1	4	15	60
27	2	2	4	2	5	15	60
28	1	5	4	3	4	17	68
29	3	3	4	2	3	15	60
30	5	3	3	5	5	21	84
Tot	5	7	9	1	9	430	tahun
al	9	8	5	0	8		1720
			0				
Be	1,	2.	3.	3.	3.	14.3	57.33
rar	9	6	1	3	2	3	
ti	6		6	3	6		

This table show the data of pre-test in experimental group which there are 30 students in the group with the lowest score is 24 and the highest score is 96 with the total mean of their score is 1720. This is means that the students low in English speaking because their total mean score did not reach the standard value.

Table 3. The Score of the Post-Test the Experimental Group

No	P	G	V	F	C	Score	Final Score
1	1	2	2	2	4	19	76
2	4	3	5	5	3	20	80
3	3	4	4	4	5	20	80
4	4	4	5	3	3	19	76
5	5	3	4	4	3	19	76
6	2	5	5	5	3	20	80
7	2	4	5	3	5	19	76
8	5	4	5	2	2	19	76
9	3	3	5	4	5	20	80
10	4	5	5	5	5	24	96
11	4	4	5	4	5	22	88
12	4	3	4	5	5	21	84
13	3	2	5	4	5	19	76

14	4	5	4	3	5	21	84
15	3	3	4	4	5	19	76
16	2	3	5	5	5	20	80
17	4	3	5	5	5	22	88
18	5	4	4	2	4	19	76
19	3	5	4	5	4	21	84
20	5	5	5	5	5	25	100
21	5	2	3	5	4	19	76
22	4	4	4	4	4	20	80
23	5	4	4	5	5	23	92
24	3	4	5	5	3	20	80
25	5	4	5	4	3	22	88
26	5	3	2	4	5	19	76
27	5	4	4	2	5	20	80
28	3	5	3	4	4	19	76
29	4	5	5	5	5	24	96
30	5	4	5	4	5	23	92
Total	1	1	1	1	1	617	2468
	1	1	3	2	2		
	6	4	2	5	9		
Mean	3	3.	4.	4.	4.	20.56	82.26
	.	8	4	1	3		
	8			6			
	6						

The data in table 2. and 3. above showed that the lowest score of pre-test in experimental group was 24 while the highest score of pre-test was 96, while the data in post-test above showed that the lowest score of post test of experimental group was 76 while the highest score was 100.

Table 4. The scores of pre-test the control group

No	P	G	V	F	C	Score	Final Score
1	1	1	3	3	1	9	40
2	2	2	3	4	2	13	20
3	2	2	2	2	2	10	40
4	3	3	2	4	3	15	52
5	3	1	1	3	2	10	32
6	2	2	1	1	1	7	20
7	1	1	1	1	1	5	20
8	2	2	2	1	1	8	36

9	1	1	2	3	2	9	36
10	3	2	2	2	1	10	40
11	4	4	4	4	3	19	60
12	3	2	2	2	2	11	32
13	2	3	1	3	3	11	44
14	2	2	1	2	1	8	32
15	1	2	1	3	1	8	32
16	1	1	3	1	2	8	32
17	2	1	2	2	2	9	36
18	3	2	1	2	3	11	40
19	2	3	2	2	3	12	44
20	2	1	3	1	2	9	44
21	2	2	2	1	3	10	40
22	1	3	3	3	2	12	40
23	1	1	2	2	2	10	32
24	1	2	2	2	2	9	32
25	3	1	1	3	2	10	28
Tot	5	47	49	57	49	253	904
al	0						
Me	2	1.	1.	2.	1.	10.	36.
an		88	96	28	96	12	16

This table show the data of pre-test in control group which there are 25 students in the group with the lowest score is 20 and the highest score is 76 with the total mean of their score is 1.028. This is means that the students low in English speaking because their total mean score did not reach the standard value.

Table 5. The Score of Post-Test the control Group

No.	P	G	V	F	C	Score	Final Score
1	2	2	3	3	3	13	60
2	3	2	3	4	3	15	56
3	2	2	3	2	2	11	84
4	2	3	3	3	3	14	68
5	3	1	2	3	2	11	56
6	2	2	2	2	2	10	40
7	2	2	3	2	3	12	40

8	1	3	3	4	3	14	56
9	2	3	2	3	2	13	52
10	3	2	2	2	3	12	48
11	4	4	4	4	4	20	80
12	3	2	3	2	3	13	52
13	2	3	2	3	3	13	52
14	3	3	3	3	3	15	60
15	3	2	3	3	2	13	52
16	3	3	3	3	3	15	60
17	3	2	4	2	4	15	60
18	3	2	1	2	3	11	44
19	2	2	4	3	3	16	64
20	2	2	4	2	3	14	56
21	2	2	2	3	3	12	48
22	3	3	3	3	3	15	60
23	3	2	3	2	2	12	48
24	3	2	4	3	4	17	68
25	3	2	3	3	2	13	52
Tot	6	61	69	69	72	335	1.2
al	5						82
Me	2.	2.	2.	2.	2.	13.	51.
an	6	24	76	76	88	4	28

The data in table 4. and 5. above showed that the lowest score of pre-test in control group was 20 while the highest score of pre-test was 76, where the data in post-test above showed that the data lowest score of post test of control group was 40 while the highest score was 80

This table show the data of pre-test in control group which there are 25 students in the group with the lowest score is 20 and the highest score is 76 with the total mean of their score is 1.028. This is means that the students low in English speaking because their total mean score did not reach the standard value.

To analyze of data through pre-test and post-test in both groups. Experimental group and control group

are computed by applying standard deviation in this research.

Data Analysis

Table 6. The Calculation of Experimental Group

N	Pre-test (Xi)	Xi-Mean	(Xi-Mean) ²	Post-test (Xi)	Xi-Mean	(Xi-Mean) ²
1	44	-13	177.	80	-7.	51.
		.33	69		20	84
2	56	-1.	1.77	88	0.8	0.6
		33			0	4
3	48	-9.	87.0	80	-7.	51.
		33	7		20	84
4	52	-5.	28.3	84	-3.	10.
		33	9		20	24
5	64	+6.	44.4	92	+4.	23.
		67	9		80	04
6	68	+10	113.	92	+4.	23.
		.67	79		80	04
7	48	-9.	87.0	80	-7.	51.
		33	7		20	84
8	40	-17	300.	76	-11	125
		.33	19		.20	.44
9	52	-5.	28.3	80	-7.	51.
		33	9		20	84
1	72	+14	215.	96	+8.	77.
		.67	19		80	44
1	60	+2.	7.13	88	+0.	0.6
		67			80	4
1	52	-5.	28.3	84	-3.	10.
		33	9		20	24
1	56	-1.	1.77	88	+0.	0.6
		33			80	4
1	60	+2.	7.13	88	+0.	0.6
		67			80	4
1	52	-5.	28.3	84	-3.	10.
		33	9		20	24
1	48	-9.	87.0	80	-7.	51.
		33	7		20	84
1	56	-1.	1.77	88	+0.	0.6
		33			80	4
1	52	-5.	28.3	84	-3.	10.
		33	9		20	24
1	52	-5.	28.3	84	-3.	10.
		33	9		20	24
2	76	+18	348.	100	+12	163
		.67	69		.80	.84
2	64	+6.	44.4	92	+4.	23.
		67	9		80	04
1	48	-9.	87.0	80	-7.	51.
		33	7		20	84
2	68	+10	113.	92	+4.	23.
		.67	79		80	04
3						

2	72	+14	215.	96	+8.	77.
		.67	19		80	44
2	60	+2.	7.13	88	+0.	0.6
		67			80	4
2	68	+10	113.	92	+4.	23.
		.67	79		80	04
2	48	-9.	87.0	80	-7.	51.
		33	7		20	84
2	68	+10	113.	92	+4.	23.
		.67	79		80	04
2	72	+14	215.	96	+8.	77.
		.67	19		80	44
3	68	+10	113.	92	+4.	23.
		.67	79		80	04
0						
		.67	79		80	04
Σ			577		110	
(Xi-Mean)²			2.9		0.8	
Varianc e (Σ/N)			0		0	
Standar Deviasi (√Varianc e)			192		36.	
			.43		69	
			13.		6.0	
			87		6	

From the calculation above, we can find the mean score increased from 57.33 (Pre-test) to 87.20 (Post-test), indicating a significant improvement in students' performance. The standard deviation decreased from 13.87 to 6.06, showing that students' scores became more consistent after the intervention. The range of scores narrowed (from 24–96 to 76–100), indicating that the overall performance level improved and the differences among students decreased.

Table 7. The calculation of control group

N	Pre-test (Xi)	Xi-Mean	(Xi-Mean) ²	Post-test (Xi)	Xi-Mean	(Xi-Mean) ²
1	40	+3.8	14.7	68	+9.4	89.0
		4	5		4	9

2	20	-16.	261.	56	-2.5	6.55
		16	15		6	
3	40	+3.8	14.7	80	+21.	459.
		4	5		44	54
4	52	+15.	250.	68	+9.4	89.0
		84	91		4	9
5	32	-4.1	17.3	56	-2.5	6.55
		6	1		6	
6	20	-16.	261.	40	-18.	344.
		16	15		56	41
7	20	-16.	261.	40	-18.	344.
		16	15		56	41
8	36	-0.1	0.03	60	+1.4	2.07
		6			4	
9	36	-0.1	0.03	60	+1.4	2.07
		6			4	
10	12	-24.	583.	48	-10.	111.
		16	71		56	55
11	40	+3.8	14.7	80	+21.	459.
		4	5		44	54
12	52	+15.	250.	88	+29.	866.
		84	91		44	74
13	40	+3.8	14.7	76	+17.	304.
		4	5		44	17
14	32	-4.1	17.3	64	+5.4	29.6
		6	1		4	0
15	32	-4.1	17.3	52	-6.5	43.0
		6	1		6	3
16	32	-4.1	17.3	60	+1.4	2.07
		6	1		4	
17	40	+3.8	14.7	60	+1.4	2.07
		4	5		4	
18	40	+3.8	14.7	80	+21.	459.
		4	5		44	54
19	44	+7.8	61.4	76	+17.	304.
		4	7		44	17
20	40	+3.8	14.7	76	+17.	304.
		4	5		44	17
21	40	+3.8	14.7	48	-10.	111.
		4	5		56	55
22	40	+3.8	14.7	60	+1.4	2.07
		4	5		4	
23	40	+3.8	14.7	76	+17.	304.
		4	5		44	17
24	32	-4.1	17.3	68	+9.4	89.0
		6	1		4	9
25	28	-8.1	66.5	52	-6.5	43.0
		6	8		6	3
Σ	2,15				4,61	
(Xi-Mean)²	1.63				1.63	
Varian	104.				184.	
ce	04				46	
(Σ/N)						Statis
Stand	10.2				13.5	tic
ard	0				8	
Deviat						(W)
ion						

(√Variance)

From the data above both groups improved in their mean scores, but the experimental group showed greater improvement and higher post-test mean (87.20). The experimental group's SD decreased (13.87 → 6.06), meaning their performance became more consistent. The control group's SD increased (10.20 → 13.58), meaning their results became more varied. These findings indicate that the learning by OmeTv in the experimental group was more effective in both improving scores and achieving consistency.

Normality

Substitution (Post-Test Control Group):

$$W = \frac{(1201.35)^2}{1357.78 \times 46.82} = 0.962$$

Decision Rule:

If $W > W_{critical}$ (0.927 for $n = 30$, $\alpha = 0.05$), then data are normally distributed.

$0.962 > 0.927 \Rightarrow$ Data are normally distributed.

Homogeneity

Group	N	Mean (Zi.)	Varianse	Levene
				Statis
				tic
				(W)

C				
ontrol	0	.025	0.25	.628
Group				
(Post-Test)				
E				
xperime	0	.042	9.83	.628
ntal				
Group				
(Post-Test)				

Based on Levene's Test, the obtained value of $W = 0.628$ with $p = 0.534$ ($p > 0.05$), indicating that the variances between the control and experimental groups are homogeneous. To find out whether that applying OMETv affect the student significantly, t-test can be used as formula. The t-test is calculated as the following:

$$t = \frac{X_a - X_b}{S_p \sqrt{\left(\frac{1}{na}\right) + \left(\frac{1}{nb}\right)}}$$

$$X_a = 82.26$$

$$X_b = 51.56$$

$$S_p = 29.36$$

$$N_a = 30$$

$$N_b = 25$$

The result of the t-test is calculated as follows:

$$t = \frac{X_a - X_b}{S_p \sqrt{\left(\frac{1}{na}\right) + \left(\frac{1}{nb}\right)}}$$

$$t = \frac{82.26 - 51.56}{29.36 \sqrt{\left(\frac{1}{30}\right) + \left(\frac{1}{25}\right)}}$$

$$t = \frac{82.26 - 51.56}{26.17 \sqrt{\left(\frac{1}{30}\right) + \left(\frac{1}{25}\right)}}$$

$$t = \frac{30.7}{6.92}$$

$$t = 4.43$$

To prove this hypothesis, the researcher uses critical values of students' distribution (t) at the level of significance 0,05 with N table = 53

$$(df) = N_x + N_y - 2$$

$$(df) = 30 + 25 - 2$$

$$(df) = 53$$

Based on the calculation, the mean score of the experimental group was higher than the control group and the result of t-test (t-calculated) was higher than t-table at the level of significance $p = 0,05$ ($13.40 > 8.09$). It means that there is a significant difference between experimental and control groups. The treatment conducted in experimental group was better than control group.

Testing the Hypothesis

In testing hypothesis, H_a (alternative hypothesis) is accepted if the calculated is higher than the t-

calculated > t-table. Based on the calculation of the t-test, is found that t-calculated is 13.04 higher than t-table 8.04, for the degree freedom (df) = N1 + N2-2 = 30 + 25 -2 = 53 at the level of significance it can be seen as follows:

t-calculated > t-table (p = 0.05)
with df = 53

3.180 > 2.056 (p= 0,05) with df = 53

Thus, it can be said that Ha is accepted and Ho is rejected. In the other words, that is say OMETv is significantly effects the student achievement in speaking English.

Research Findings

Table 8. Research Findings (the significant score)

Experim ental group	Total mean score	Control group	Total mean score
P re-test	5 7.33	P re-test	3 6.16
P ost-test	8 7.26	P ost-test	5 1.56

**The significance of the study
(2.464 > 1.676)**

It was found that the treatment of the experimental group by using OMETv significantly affects the student achievement in speaking English. It can be seen from the

difference of mean score from the experimental group and control group based on the calculation, the mean score of the experimental group was higher than control group and the result t-test (t-calculated), was higher than the table at the level of significance p = 0,05 (2.464 > 2.056). It means that there is a significant difference between the experimental group and the control group. The treatment conducted in the experimental group was better than control group.

Research Discussion

Based on the data finding from the test, it shows that OMETv gives a positive effect toward students critical thinking in speaking. There are some reason that leads students' confidence improved when they were tough through OMETv as follows; OMETv application leads the students to speak when researcher ask relate the topic of discussion with their own word. It is line with (Putri & E, 2023), explores the experiences of English as a Foreign Language (EFL) learners in using the OmeTV platform as a learning medium. OmeTV is a random video chat platform that allows users to interact with people from various countries. The findings show that

students experienced an increase in confidence when using English after interacting through OmeTV. Then the second previous study by by (Ulya et al., 2021), investigates the influence of the OmeTV platform on students' English speaking skills. The results showed that OmeTV significantly enhanced EFL students' speaking fluency. The author stated that interacting with various international speakers helped students improve their fluency, broaden their vocabulary, and refine their sentence structure in everyday conversation. The third previous study by (Landa, 2022), aimed to determine the extent to which the OmeTV application could improve the English pronunciation skills of sixth-semester students. The findings showed a significant improvement in the pronunciation skills of students in the experimental group compared to the control group. This study shares a common purpose with the current research, as both explore the influence of OmeTV on English language learning. The novelty of this research is by using OmeTV is using an application which is teach the student to be brave talk in English without hesitation and engaged the student to always talk in

English. Furthermore, students also have opportunity to force their brain to deliver some question toward the problem they have because through asking question activity the student find the information about the material and develop their awareness.

E. Conclusion

This study's objectives and results indicate that the speaking ability of 11th-grade students at SMK Marisi Medan was relatively low at the outset, as evidenced by pre-test results in which most students struggled with fluency, pronunciation, vocabulary, grammar, and confidence when speaking their ideas. With the introduction of the OmeTV app in the experimental class, students were afforded greater chances to engage in real-time communication with a variety of speakers from around the world. This genuine and interactive experience motivated students to think on their feet, build sentences correctly, and engage in spontaneous communication in English. The results of the post-test indicated that the experimental group showed superior improvement in all facets of speaking compared to the control group, which was taught using traditional methods.

These finding that the OmeTV application significantly improved students' speaking achievement and offered a more meaningful learning experience. OmeTV is thus an effective and engaging digital tool for enhancing speaking skills, particularly in vocational high school contexts. Incorporating it into classroom practice can promote a more communicative, interactive, and student-centered learning environment.

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