# A THESIS

# OME TV VIDEO CHAT APPLICATION IN IMPROVING
# STUDENT SPEAKING SKILL AT SMA NEGERI 2 PAREPARE

**BY**

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**ENGLISH EDUCATION PROGRAM**

**TARBIYAH FACULTY**

**STATE ISLAMIC INSTITUTE (IAIN)**

**PAREPARE**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial Fulfillmentof the Requirements for the Degree of Sarjana
Pendidikan (S.Pd)

## ENGLISH EDUCATION PROGRAM
## TARBIYAH FACULTY
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## PAREPARE

## 2022

# OME TV VIDEO CHAT APPLICATION IN IMPROVING STUDENT SPEAKING SKILL AT SMA NEGERI 2 PAREPARE

**Thesis**

**As a Part of Fulfillment of the Requirement for the Degree of Sarjan Pendidikan (S.Pd.)**

**English Education Program**

**BY:**

**SHARFINA SUKHEMI**

**Reg. Number : 18.1300.119**

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
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# DECLARATION OF THE RESEARCH AUTHENTICITY

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| | Student Speaking Skill at SMA Negeri 2 Parepare |

Stated that thesis was her own writing and if it can be proved that it is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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# ABSTRACT

**Sharfina Sukhemi**. Ome TV Video Chat Application in Improving Student Speaking Skill at SMA Negeri 2 Parepare (supervised by Abd Haris Sunubi and Munawir)

This research was carried out at SMA Negeri 2 Parepare. Based on the preliminary study, the students of class XI IPA at SMA Negeri 2 Parepare cannot fully practice in school when students learn English because limited learning time. So, the lack of practice makes it difficult for students to improve their speaking skills. To overcome this problem, the author uses media in the form of the Ome TV video chat application. This media was chosen because this media can connect us with foreigners so that we can communicate to improve students' speaking skills. The research problem of this study was "Is the use of the Ome TV Video Chat application able to improve the speaking skills of SMA NEGERI 2 Parepare students?"

This research is pre-experimental research with one group pre-test post-test research design. In this study, the authors compiled lesson plans as material for applying treatment to students during the learning process. The subjects of this study were students of class XI IPA 2 SMA Negeri 2 Parepare. This research was conducted by giving a pre-test to students before giving treatment, giving treatment for six days, and finally giving a post-test.

The results of this study indicate an increase in students' speaking skills. This is indicated by the students' post-test average score of 13.12 which is greater than the students' pre-test score of 9.15. For the significance level (p) 5% and (df) = N-1 = 33-1 = 32, and the t-table value is 2.037 while the t-test value is 22.80. That is, the t-test value is greater than the t-table value (22.80>2.037). Thus, this study concludes that students' speaking skills are better after receiving treatment than before being given treatment. So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Keyword: Ome TV, Speaking Skill, Media.

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# CHAPTER I

# INTRODUCTION

## A. Background

The era of human life now supports technology as communication media, including communication technology developing rapidly. Looking back, people could only communicate through letters or face-to-face in the past. They are developing the telephone to create mobile phones and the Internet, facilitating communication. The Internet can connect with cellphones to access the Internet anywhere and anytime. In other words, distance is not a problem to communicate. But now we have been given a technology called a smartphone.[1]

Smartphone technology is currently developing. The current communication features are no longer in text, images, and sound but have reached video or audiovisual effects. Communicating via video is very helpful for virtual communication because we can meet people face to face, even if only virtually. The feature has accompanied by touch via live video; some applications provide live video streaming, such as; Instagram Live, Facebook Live, Bigo Live, Ome TV, Periscope, and others. Some applications with video chat features can be used to find friends to practice English speaking.

English is considered the first foreign language in Indonesia and is taught formally from elementary school to university level. As technology progresses, the international education is getting more challenging and our generation must be ready to face it. Therefore English proficiency is essential so that our generation can keep up with the international competition.[2] So, speaking skills are needed in the world of education, especially during college and work.

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[1] Nuning Indah Pratiwi, "Penggunaan Media VideoCall Dalam Teknologi Komunikasi," *Jurnal Ilmiah Dinamika Sosial* 1, no. 2 (2017): 212.

[2] Himmatul Ulya, "The Influence of Ome Tv toward Students Speaking Skill," *Jurnal Pendidikan Edutama* 9, no. 1 (2021).

Speaking is a problematic aspect for students to master, namely; first, student do not have enough exposure to English from environmental factors. Second, the rare practice of speaking English in everyday life causes students only to use their mother tongue.[3] So, students feel shy and lazy to learn and use English to communicate. Many students cannot speak when they talk with a foreigner because students do not know how to express what they want to say and how to say that. For it, students get a miss communication. To minimize the mistakes and get good contact with native speakers, the learners must know and comprehend the use of expressions and the elements in speaking.

Many things can improve English language skills, such as studying in schools, courses, camps. However, in today's digital age, people do something by using the internet. The internet is a global communication system that connects networks worldwide, so the internet is very influential in applications. Applications for learning English are many found in the play store, one of which is the Ome TV application. Ome TV is an application for video calls randomly. We can only specify the country we choose to make video calls to. Ome TV is in great demand because it started with a well-known Youtuber named Fiki Naki, who can master five foreign languages: Indonesian, English, Russian, Spanish, and Romanian, just by using the Ome TV application.

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

Based on preliminary study, most students cannot practice speaking entirely in school when students learn English. Lack of practice makes it difficult for students to improve speaking skills which causes a feeling of laziness, boredom, and lack of

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[3] Andrew Pollard, *Reflective Teaching*, 3rd ed. (Continuum Internasional Publishing Group, 2008).

motivation to learn English. Most students also use video chat applications to improve their speaking skills by finding friends from abroad as interlocutors. So in this study, we will conduct research in SMA Negeri 2 Parepare. Students use the Ome TV application to determine the influence of students in using the Ome TV application to improve English language skills.

## B. Research Question

High school students in Parepare have not been able to speak English well because of the lack of practice, and the learning at school is not enough to train students speaking skills, so it takes the approach that Speaking can do flexibly in each student's environment. Thus, most students use video chat applications to practice Speaking and find friends to talk to. Based on the problem formulation above, the researcher formulates the following questions: Is the use of the Ome TV Video Chat application able to improve the speaking skill of the student of SMA NEGERI 2 Parepare?

## C. Objective of the Research

Based on the formulation of the problem above, the objective of this research is to examine of improving speaking students at SMA NEGERI 2 Parepare through the Ome TV video Chat application.

## D. Significances of the Research

1. Based on the results of this study, it can be used as an argument or response to various information about the effectiveness and impact of using the Ome Tv application in improving students speaking skills.
2. Become a reference for students or anyone who wants to conduct research related to the Ome Tv application video chat to improve speaking skills.

# CHAPTER II

# REVIEW OF RELATED RESEARCH FINDINGS

## A. Previous Related Research Findings

There are several previous studies that support this research, namely;

Fadila Haya in her research under the title *"The Effect of Using Ome TV as the Online Interactive Media to Improve Students' Speaking Ability"*. The purpose of this study was to prove whether by using OME TV interactive media whether or not there was an increase in students speaking ability. This research was conducted at SMA MAS PAB 2 Helvetia which consisted of 60 students. Data collected by applying several techniques including pre-test and post-test. To analyze data quantitatively, the researcher applies descriptive statistics, which consist of the highest score and average and lowest. The different pre-test and post-test scores were 65 and 84.83 in the experimental class, respectively. In this research could be concluded that the use of OME TV as an online interactive media improves students speaking achievement. [4]

Himmatul Ulya in her research under the title "*The Influence of Ome TV Toward Students Speaking Skills*". The type of research used in this study is a quantitative experimental research method, and the research design is a one-shot case study design. This research used class given treatment, namely learning with recitation and demonstration methods, operated by ten students from English class semester 1. The results of data analysis on student responses to the use of Ome Tv in improving English speaking skills give positive and negative reactions. Using Ome TV to improve speaking skills shows that the average score is 83.5 out of 10 students. In more detail, 20% of all students get a moderate score, 40% have a high score, and 40% are very high.[5]

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[4] Fadila Haya, "The Effect of Using Ome TV as the Online Interactive Media to Improve Students Speaking Ability" (Universitas Potensi Utama, 2021).

[5] Himmatul Ulya, "The Influence of Ome Tv toward Students Speaking Skill," *Jurnal Pendidikan Edutama* 9, no. 1 (2021).

Muhammad Fauzi in his research under the title *"Effectiveness of Using Ome TV Model and Microsoft Team to Improve Speaking Skills at Madrasah Aliyah Ulumul Qur'an Langkas"*. The purpose of this study was to determine the method of teaching Arabic using the Ome TV model and the Microsoft team to improve speaking skills at the Langas Al-Qur'an College of Sciences. To find out the effectiveness of the Ome tv model and the Microsoft Team to improve speaking skills at the Langsa Al-Qur'an College of Sciences. This research uses quantitative research with descriptive research type. The type of research used in this research is experimental research. The results of this study indicate that the success of the Microsoft team learning process is very effective in improving the ability to improve speaking skills. The success of students in improving these skills occupies a very good level where students are able to get very good grades, and use both OMETV media and Microsoft Team. will be more effective in increasing students skill in the learning process.[6]

From several previous studies above, there are similarities and differences. The similarity between previous research and current research is using quantitative research with experimental research methods and using test speaking as a research instrument. The difference between the previous research and the present study is that the previous study used an intac-group comparison research design, while the current study used one-group pretest-posttest. The difference is also in the object of research. Another difference is found in the one of previous research that using two x variables that are Ome TV and Microsoft team while the current study only had one that is Ome TV. And the theory used in previous research and current research is different. The current study uses H. Douglas Brown's theory of principles for successful speaking.

## B. Some Pertinent Ideas

### 1. Ome TV Video Chat Application

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[6] Muhammad Fauzi, "Efektivitas Penggunaan Model Ome TV Dan Microsof Team Untuk Meningkatkan Keterampilan Berbicara Di Madrasah Aliyah Ulumul Qur'an Langkas" (UIN Sunan Ample Surabaya, 2021).

**a.** Definition of Ome TV Application Video Chat

Video chat is also known as video call. Video Call is a telephone using a mobile phone with a video screen capable of capturing video (images) and transmitted sound. Video call functions as a communication tool between one person and another in real-time. Video calls make it easier for humans to communicate remotely via telephone face-to-face. This proves that today's communication innovations are sophisticated, and long-distance is no longer a problem.[7]

One application that has a video chat feature is the Ome TV application. Ome TV is an application that allows users to make video calls for free with other users around the world at random. So the students do not get to choose whom to talk to from abroad. So that when we make video calls with foreigners we can practice our English even though we only use English in everyday life.

Ome TV is a video call application that allows one to make video calls with random fellow users from all over the World. This application is already familiar. In 2010, a similar application with the same features went viral, namely Omegle. Because the Ome TV application developer is the same as the previous application in terms of use and appearance, the interface is almost the same. This application finds its opportunity with the presence of the internet, which many people in the World widely use. According to the Data Report report, Indonesia's number of internet users in 2022 will reach 204.7 million people. Indonesia's internet penetration rate reached 73.7 percent of the total population in 2022.[8] So with this vast number, awareness of using the internet positively must continue to be pursued.

Fro m the material above, it can be concluded that internet users in Indonesia are increasing every year, and internet users around the world will increase every year. This proves that if internet users continue to grow, then many applications are made by someone to communicate with other people with benefits; looking for

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[7] Nuning Indah Pratiwi, "Penggunaan Media VideoCall Dalam Teknologi Komunikasi," *Jurnal Ilmiah Dinamika Sosial* 1, no. 2 (2017): 212.

[8] Liberty Jemadu and Dick Prastya, "Jumlah Pengguna Internet Indonesia Capai 204,7 Juta Di Tahun 2022," suara.com, 2022, https://databoks.katadata.co.id/datapublish/2022/03/23/ada-2047-juta-pengguna-internet-di-indonesia-awal-2022.

information, adding relationships, communicating with distant family, looking for friends to talk to, and others. One application that we can use is the Ome TV application. Ome TV is a random video call application. Ome TV can connect us with foreign people to find friends in practicing our speaking.

a.  How to Use Ome TV.

Ome tv application can use on laptop or mobile phone. There are several steps for using ome tv application on laptop or mobile phone, namely;

    1)  Using a mobile phone
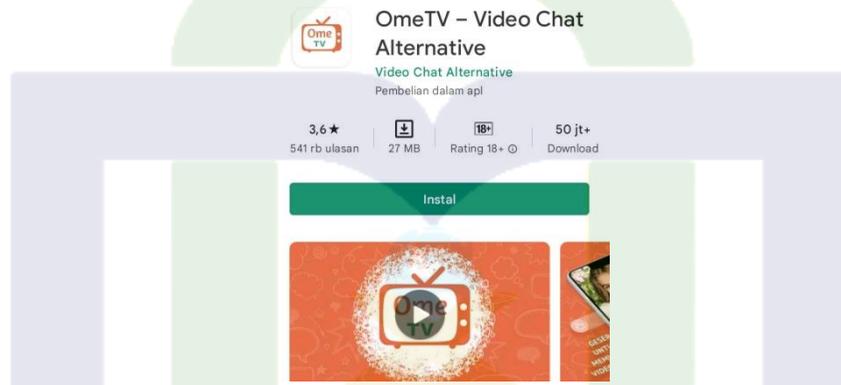


Figure 2. 1 Ome TV in Play Store

    a)  Download Ome TV Application in Play Store
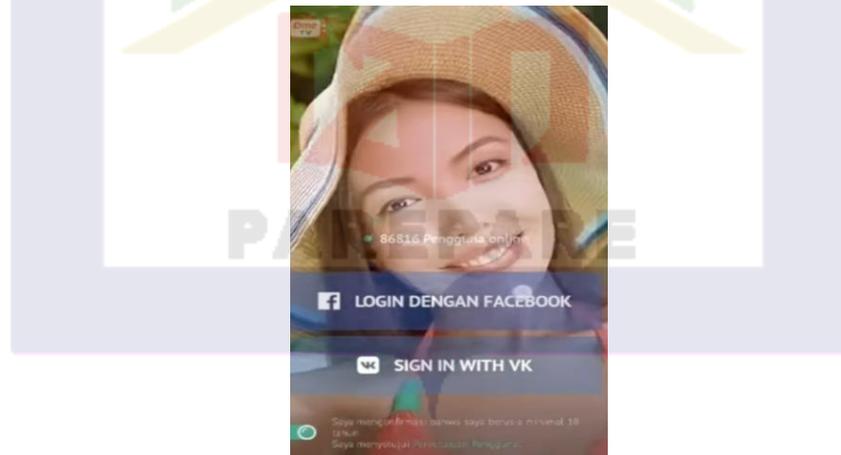


Figure 2. 2 Before Login Ome TV Application

    b)  If the Start button is unavailable or cannot click, sign in using a Facebook or VK account. When we first open the application, we are instructed to register. Registration can be done using a Facebook or VK account.

Figure 2. 3 Select Country Before Opening the Application

c) Fill in the Country column with the foreign country you want. Before opening the Ome TV application, it is recommended to replace the server with another country such as America, England, and countries that use English when communicating. The server can be replaced by using a VPN which can be downloaded from the Play Store. So that most of the interlocutors found were foreigners.
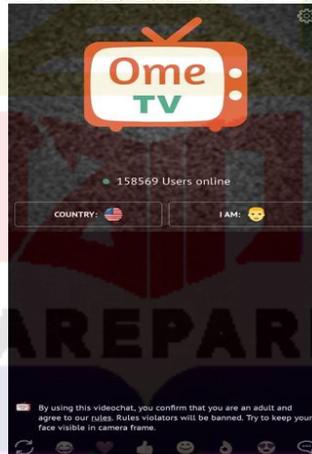


Figure 2. 4 Process Random Video Chat

d) Click the Start button or Start to start. Then, wait until the random video chat process takes place. Then the application will randomly search for users from other countries.

Figure 2. 5 Video Chat With Foreign in Ome TV Application

e) After the random video is finished. On the screen there will be two buttons namely; next and Stop (Stop to stop, and Next to find another interlocutor).

2) Using a Laptop

a) Student can open ome tv website in one browser application on a laptop.
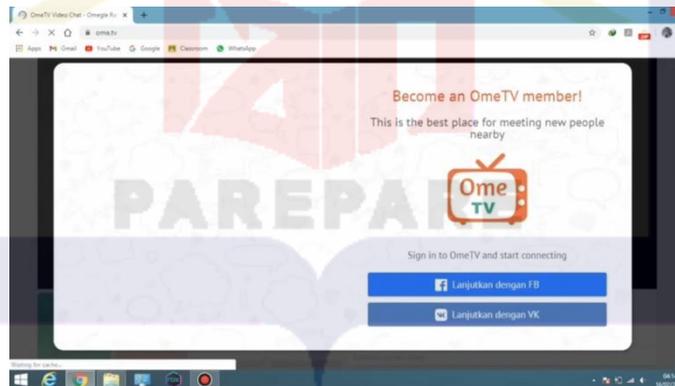

Figure 2. 6 Ome TV website on a laptop

b) After that, student must to registration use fb account or vk account.

c) After registration, student can fill country which available in ome tv application.

Figure 2. 7 Process Random Video Chat of the Ome TV Application on a laptop

    d) If the student has done. The student can click start for began find foreigner for talk with them.

    e) If the student want to stop interacting with interlocutor just click stop, and if the student want to find another people in ome tv application just click next.

b. How to Play Ome TV International with a VPN

The above shows how to download the Ome TV app and play Ome TV locally, while the steps in this section will discuss how to use the Ome TV application with the help of a VPN.

1) Students must install the VPN application from the mobile device first, or students can also download the VPN application on the Play Store.

2) Students can then choose the country they want after connecting or running.

3) After that, exit the VPN application running in the background.

4) Then, students can open the Ome TV app.

5) After students open the Ome TV application on their mobile phones. Students must again set the country selection in the Ome TV application according to the country set in the VPN application. After that, students will be able to find friends to chat with in the Ome TV application.

6) If students want to stop interacting with people, click the Stop button and the Next button to find other random chat friends.

7) If the student wants to change to another country. Students must change the country in the VPN application and then also change the Ome TV application.
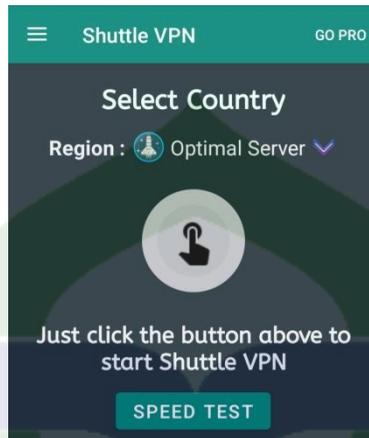


Figure 2. 8 VPN Application

c. The advantages and disadvantages of the Ome TV Application

There are four advantages to using the Ome TV application in practicing speaking skills, namely;

1) Can practice speaking skills with native English speakers in practicing speaking skills that come from connecting and creating a speaking environment using English.

2) This application is simple because Ome TV can do it through mobile phones.

3) Ome TV can be done anytime and anywhere as long as it is connected with internet access.

4) Can be played for free.

There are three disadvantages to using the Ome TV application in practicing speaking skills, namely;

1) The Ome TV application can only be used with a stable internet connection with a speed of 18Mbps.

2) Unable to meet previous friends, because the video chat in the Ome TV application is done randomly.

3) Must use a VPN application to make it easier for us to meet foreign people according to the country set on the VPN.

## 2. Speaking Skills

### a. The Nature of Speaking

Hybel states that speaking is a process of sharing information, feelings, and ideas that involve all behavior and body language styles-anything that adds meaning to a message.[9] When we talk to someone, we will exchange information with each other even though the information is in daily life that causes communication.

Speaking skills in English are a person's skill to convey his thoughts to anyone verbally. However, speaking skills are difficult to develop if students are not trained continuously and conducted with colleagues in the class, all English teacher, or other teacher who can speak English[10]. Speaking skills in English cannot be obtainable quickly, and speaking skills can be improved using continuous practice or interacting with people who can speak English.

According to Brown, speaking is a productive skill directly empirically observed. Those observations are colored by the accuracy and effectiveness of a test taker's listening skill, which compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students, which depends on how classroom activities are organized.[11] The interactions carried out to give rise to a productive skill in listening and speaking a sentence that will be spoken as learning to improve students speaking skills.

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[9] R. L. Hybel, *Communicating Effectively* (New York: Mc. Grow-Hill Higher Education, 2001).

[10] Meita Maharani Sukma and Laila Rochmawati, "Analisa Untuk Meningkatkan Speaking Skill Melalui Metode Guided Conversation Dalam Pembelajaran Bahasa Inggris Pada Taruna Politeknik Penerbangan Surabaya," *Jurnal Penelitian* 3, no. 1 (2018): 38–41.

[11] Kurniati Azlina, Eliwarti, and Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13

The purpose of improving speaking skills is to improve speaking skills, enrich vocabulary use, improve language order, improve vocabulary English sentences, and train listening so that it is easy to catch messages from the other person. Improving speaking skills in English is very useful to improve our skills in education and the world of work later.[12]

Thornbury states that there are two primary purposes of speaking. Talking serves one of the transactional functions. Its primary purpose is to convey information, facilitate the exchange of goods or services, or serve an interpersonal function. Its primary purpose is to build and maintain social relationships.[13] Speaking certainly has the aim of conveying information and exchanging thoughts or opinions. Speaking also serves to maintain social relations through speaking.

From the definition above, it can be concluded that speaking skills are skills possessed by a person to convey information orally that involves behavior and body language styles to clarify a message to be conveyed. Speaking skills are not easy to develop and improve because students require a regular process. If interaction and conversation are carried out with people who can speak English regularly every day, improving speaking skills will produce results.

b. Aspect of Speaking Skills

In teaching speaking, there are some aspects which considered by the teacher. Brown proposes four aspects of speaking skills: fluency, accuracy, pronunciation, and vocabulary.[14]

1) Fluency

Luoma states that fluency is the flow, fluency, speed of speech, length of speech, linkage of ideas, the absence of excessive pauses, and disturbing

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[12] Sukma and Rochmawati, "Analisa Untuk Meningkatkan Speaking Skill Melalui Metode Guided Conversation Dalam Pembelajaran Bahasa Inggris Pada Taruna Politeknik Penerbangan Surabaya."

[13] Scott Thornbury, *How To Teach Speaking* (Harlow: Person Education Limited, 2005).

[14] H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Addison Wesley Longman, 2001).

markers of hesitation.[15] The speaker can be fluent if the speaker does not stop for a moment in saying words and becomes a sentence (phrase or clause) when talking or talking to other people.

2) Accuracy

Brown states that accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction.[16] Accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of Accuracy in the speaking class is set by providing opportunities for the learners to be engaged in daily life.

3) Pronunciation

The Oxford dictionary explained that pronunciation is how a language, words, and sounds are spoken. "pronunciation is how language or a particular word or sounds is spoken." The scope of teaching pronunciation consists of three subjects, namely: sounds, rhythm, emphasis, and intonation.[17]

4) Vocabulary

Barnhart states that Vocabulary is a combination of various words used by people who contain the operation and communicate. Vocabulary is a core of language to sustain the participant's interaction in communication.[18] Vocabulary in the form of words combined to form a sentence containing a meaning that can be conveyed to the interlocutor with the delivery of information that can be understood clearly.

c.  Practice a Lot for Improving Speaking Skills

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[15] Sari Luoma, *Assessing Speaking* (Cambridge University Press, 2004).

[16] H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Addison Wesley Longman, 2001).

[17] Luluk Setyowati, Yulia Ambarsari, and Nurul Badriyatul Muthoharoh, "Pelatihan Pelafalan Kata-Kata Bahasa Inggris Dalam Rangka Meningkatkan Kualitas Pengajaran Guru-Guru Sakinah English Course," *E-Dimas: Jurnal Pengabdian Kepada Masyarakat* 8, no. 1 (2017): 1–8.

[18] Cynthia Barnhart, *The Facts on File Student's Dictionary of American English.* (Facts on File, Inc, 2008).

Practicing a lot for speaking should be done traditionally, and practicing a lot can be done by having conversations with English people. Using the video chat feature on the Ome TV application to find friends who can help practice speaking.

Cambridge Advance Learner's Dictionary in 2008 writes about a conversation between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and then answered, or news and information are exchanged. Conversations carried out every day can train us to respond to the answers of someone who asks us, and these little things can train us in practicing our speaking skills.

Zhang et.al. states that to speak in more effective ways requires particular attention and constant practice.[19] Speaking can be effective if given special attention. Special attention is given to maintaining student motivation to continue to do continuous exercises to improve students speaking skills.

The learning starts at the automation and autonomy stages in unstructured fluency practice. However, this is still practice and essential for successful learning.[20] Learning speaking begins at the stage of automation and autonomy or is carried out voluntarily without coercion, forming an unstructured fluency practice. Usually, this is done for people who are just starting to learn English, and this can be done when practicing English with foreigners through the video chat feature.

Students do not get any chance to speak English in the classroom or outside, and speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention.[21] Practice is carried out in and outside the classroom, known as daily conversation. Students need to practice honest communication: talk about their lives, talk about news, express their ideas, discuss problems, discuss some

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[19] Hong Zhang and Nola Kortner Alex, "Oral Language Development across the Curriculum, K-12. ERIC Digest.," 1995.

[20] Penny Ur, "A Course in Language Teaching: Practice and Theory, Seventeent. Ed" (Cambridge University Press, Cambridge, 2009).

[21] Marriam Bashir, Muhammad Azeem, and Ashiq Hussain Dogar, "Factor Effecting Students ' English Speaking Skills," *British Journal of Arts and Social Sciences* 2, no. January 2011 (2016): 35–50.

topics related to their material. In addition, the listener must express his ideas directly and spontaneously; otherwise, the communication becomes boring and ineffective.

Daily conversation is a language education method with the setting of foreign language practice outside the classroom, and it aims to accustom students to practicing foreign language speaking. Any abilities need a custom, and practice continues to be more skillful, including improving language skill adeptness. It is essential to construct the language practice, which promotes their language ability and their own belief and experiences in social ability and promotes the students aptitude, feeling ideas, and other learning factors.[22]

According to (Brown, 2001)

"Principles for success in speaking; one of them is that learning to speak needs acquiring the target language in context. In other words, students should learn to speak by doing based on particular situations. Thus, the teacher should encourage learners to use the authentic language, which makes the speaking activities exciting and meaningful for students because these would take students attention to learn English. If the motivation were low, the practice would be not effective. If the students did less for practice, the purpose of learning speaking which is for communication would not be achieved."[23]

In practicing speaking, we need willpower. Students can learn speaking according to the situation students want, such as learning through a video chat with foreigners outside the classroom. A teacher must encourage students to learn to speak when students are in class to help and encourage students motivation so that students can continue to practice speaking continuously.

According to Harmer, a teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking as the target language.

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[22] Jo Mynard, "Learning Environments That Facilitate Reflection on Language Learning," *The JALT CALL Journal* 7, no. 3 (2011): 293–306,

[23] H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Addison Wesley Longman, 2001).

Meanwhile, a teacher should be able to encourage students to pronounce some sounds, repeating and imitating him/her. Finally, the students must get used to practicing oral language.[24] Students often have conversations with their friends while learning English. Usually, the conversation is carried out if the teacher gives assignments to students. Conversations are usually carried out by following the learning books used in the classroom. This is very helpful if students practice it again outside of school. Students can practice it through the video chat feature that makes conversations with strangers.

Brown and Yule explain that Talk as Interaction refers to what we usually mean by "conversation" and describes an interaction that serves a primarily social function. When people meet, students exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and establish a comfortable zone of interaction with others. The focus is more on the speakers and how they want to present themselves than on the message. Such exchanges may be either casual or more formal. [25] Interaction done every time will lead to a conversation, and conversations made will lead to conversations that make people comfortable to talk. So this can be done when we have conversations in English with people who use English, even if only discussing simple things.

From the explanation above, it can be explained that improving students speaking skills is always done at school, but it is not perfect because it does not practice continuously. After learning is done at school, students can practice conversation at home by looking for virtual friends who can use English. Practicing continuously or regularly will help students in improving students speaking skills.

d. Difficulty in Practicing Speaking Skills

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[24] Jeremy Harmer, "Book Review : The Practice of English Language Teaching," *RELC Journal*, 2001.

[25] Jack Croft Richards, *Teaching Listening and Speaking*, vol. 35 (Cambridge university press Cambridge, 2008).

According to Pollard, speaking is one of the most difficult aspects for students to master.[26] Speaking is difficult for students to master because students do not have enough exposure to English and rarely practice speaking English in their daily lives. Feel shy and lazy to learn English. Many students cannot speak clearly when talking to strangers because students do not know how to express what they want to say and how to say it. For that, they get a miss communication. To minimize errors and get good communication with native speakers, learners must know and understand the use of expressions and elements in speaking.[27] The aspect that is difficult to master is language. Language exposure is easy to practice if we are in the desired environmental factor.

Several features make speaking difficult language skills that are; clustering, redundancy, reduction form, performance variables, colloquialism, delivery rate, stress, rhythm, English intonation, and interaction. Apart from the lack of the students vocabulary, their lack of confidence in speaking and assessing English as a difficult language subject makes speaking a difficult language skill.[28] Confidence in speaking is indeed difficult to form. Many students feel ashamed and not confident when appearing in front of the class talking to other students. This makes students lazy and less motivated in learning English so that when they have conversations with other students, the rhythm, intonation, and interactions that occur become less chaotic. Self-confidence can be overcome by practicing speaking. If the support of environmental factors continuously accompanies the practice, it can help students practice speaking.

Agung Dian describes some obstacles in learning English, namely, pronunciation and vocabulary. Pronunciation becomes an obstacle in learning English because of a lack of practice or familiarity in pronouncing words in English.

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[26] Adrew Pollard, *Reflective Teaching : Evidence Informd Professional Practice*, 3rd ed. (Continuum Internasional Publishing Group, 2008).

[27] Kurniati Azlina, Eliwarti, and Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13

[28] H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Addison Wesley Longman, 2001).

Then, vocabulary becomes an obstacle in learning English because of the lack of vocabulary mastered by students. It is also tricky for English learning to occur, and vice versa. If much vocabulary is mastered, learning English is also easy. Moreover, the next obstacle is grammar. Grammar is the rule of arrangement of language elements into a patterned language.[29] Pronunciation is the main obstacle that makes students feel that English is a complex language because it is written and pronounced differently. Not only that, but the vocabulary is also a problem for students because it is difficult for students to memorize and learn the language to increase student knowledge of English.

Some speaking problems the students face are lack of vocabulary, inability to communicate actively, lack of linguistic knowledge, lack of practice, insufficient of a good learning environment, and other external factors. Those problems learners face are unconfident in practicing foreign language and impede their speaking skill improvement, and students need habitual speaking practice to be familiar with a foreign language.[30] The problem that often occurs in speaking is the lack of practice which makes students less confident and causes obstacles to increasing students foreign language skills.

Students who study a second language find many difficulties in speaking, such as a lack of vocabulary and shyness to speak up. To be fluent in speaking, the students should master a lot of vocabulary grammar and know how to pronounce the words by concern the phonetic transcription of the word as a reliable guide on how a word is pronounced and continued repetition. The best way to learn and master the language is to practice it. According to Bashir. et al. Speaking is a productive skill in

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[29] I Gusti Ayu Agung Dian Susanthi, "Kendala Dalam Belajar Bahasa Inggris Dan Cara Mengatasinya," *Linguistic Comunity Service Journal* 1, no. 2 (2021): 64–70.

[30] Muhammad Mukhlas and Eva Fadhilah, "The Influence of DCM (Daily Conversation Method) towards Students Foreign Language Speaking Fluency in Modern Islamic Boarding School in Indonesia," *Proceeding of SOCIOINT*, 2016, 23–25.

the oral mode. Like the other skills, it is more complicated than it seems and involves more than just pronouncing the words.[31]

From the material above, it can be explained that learning English has many difficulties, so to overcome the difficulties in improving students speaking skills is to practice. Because by practicing speaking, the verbal communication that students do will become a habit. After getting used to having conversations and the information conveyed is clear, students will automatically be able to learn by themselves to fix the difficulties that exist in learning English.

## C. Conceptual Framework

According to Sugiyono, the framework of thought is a synthesis that reflects the relationship between the variables studied and is a guide for solving research problems and formulating research hypotheses in a flow chart equipped with explanations. [32]

The schematic framework can be seen as follows:
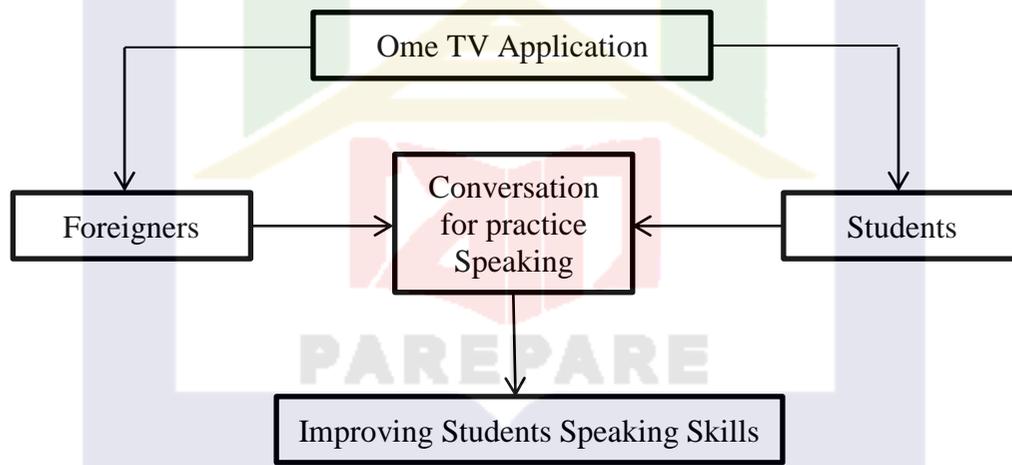


Figure 2.4 Conceptual Framework

From the scheme above, it can be explained that the use of the Ome TV application is used as we look for an interlocutor. When we find someone to talk to,

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[31] Marriam Bashir, Muhammad Azeem, and Ashiq Hussain Dogar, "Factor Effecting Students ' English Speaking Skills," *British Journal of Arts and Social Sciences* 2, no. January 2011 (2016): 35–50.

[32] P D Sugiyono, *Metode Penelitian Bisnis: Pendekatan Kuantitatif, Kualitatif, Kombinasi, Dan R&D*, *Penerbit CV. Alfabeta: Bandung*, vol. 225, 2017.

we will have a conversation by discussing simple things in English. If the conversation is made repeatedly, it can help improve students skills.

## D. Hypothesis

The research formulates the hypothesis as follow:

Ho (Null hypothesis)           : Using the ome tv video chat application not able to improve the students speaking skill.

Ha (Alternative hypothesis)  : Using the ome tv video chat application able to improve the students speaking skill.
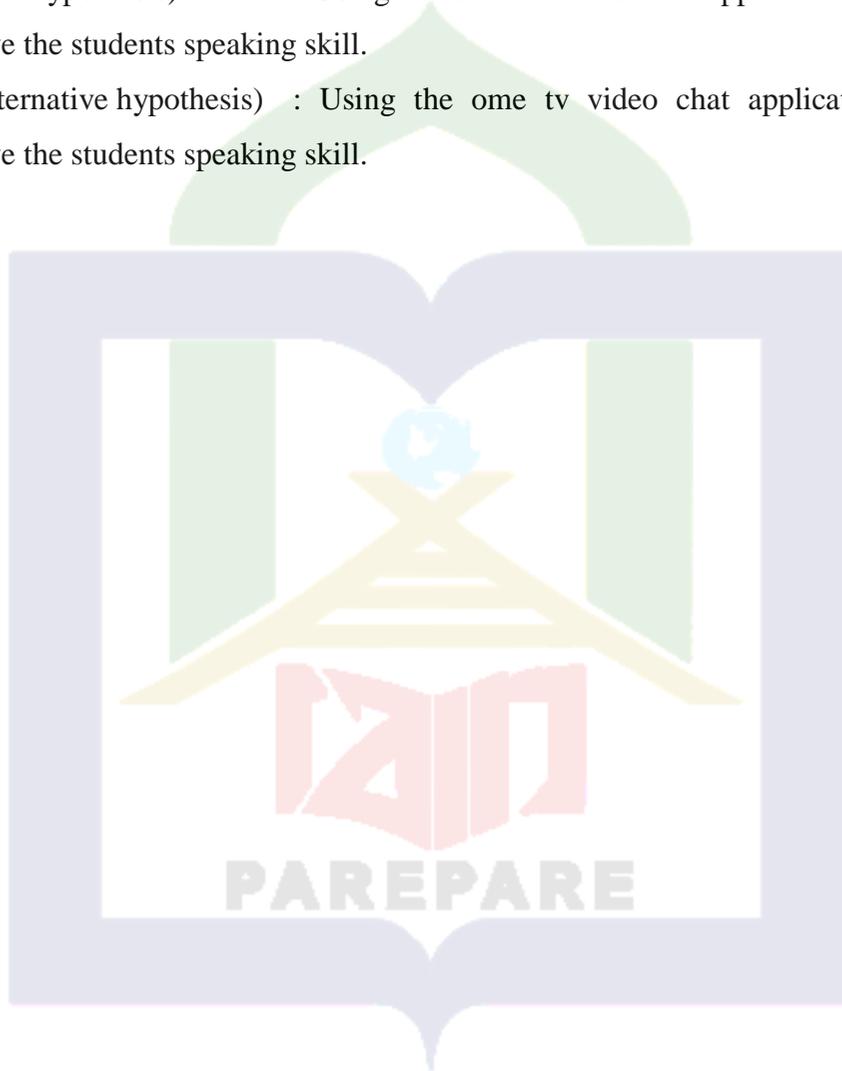
# CHAPTER III

# METHODOLOGY OF THE RESEARCH

### A. Research Design

The type of research used in this research was quantitative research, using data obtained from the test, analyzing them, and then comparing them with hypotheses. The data from this study were in the form of numbers that are analyzed using statistics calculations in the following process. The researcher was used a pre-experimental design that applies One Group Pretest-Posttest Design. The design is also presented as follow:

$$E = O_1 \rightarrow X \rightarrow O_2$$

Where:

| | |
|---|---|
| E | = Experimental Group |
| $O_1$ | = Pre-Test |
| X | = Treatment |
| $O_2$ | = Post-Test |

### B. Location and Time of the Research

This research was conducted in SMA Negeri 2 Parepare.

### C. Population and Sample

#### 1. Population

This research was conducted on a population consisting of class XI IPA at SMA Negeri 2 Parepare.

Table 3.1 The total of students class XI IPA SMA Negeri 2 Parepare

| NO. | Class | Sex | | Total of Students |
|---|---|---|---|---|
| | | Male | Female | |
| 1 | XI IPA 1 | 12 | 18 | 30 |
| 2 | XI IPA 2 | 12 | 21 | 33 |
| 3 | XI. IPA 3 | 12 | 22 | 34 |
| 4 | XI IPA 4 | 13 | 19 | 32 |

| 5 | XI IPA 5 | 14 | 20 | 34 |
|---|----------|----|----|----|
| 6 | XI IPA 6 | 15 | 18 | 33 |
| 7 | XI IPA 7 | 16 | 19 | 35 |
| Total | | | | 231 |

Based on the table above, the population in this study were students of class XI IPA at SMA Negeri 2 Parepare of 231 students. The researcher chose XI IPA at SMA Negeri 2 Parepare as the research population because the researcher was a graduate of SMA Negeri 2 Parepare, so the researcher know some problems in the school.

2. Sample

The sample in this study was class XI IPA 2 at SMA Negeri 2 Parepare.

Table 3.2 The sample of the study

| Class | Sex | | Total of Students |
|-------|-----|-----|-------------------|
| | Male | Female | |
| XI IPA 2 | 12 | 21 | 33 |

The sample were taken using the purposive sampling technique. The researcher took class XI IPA 2 of 33 students as the sample in the study because this research prioritized for students that still not fluent in English speaking. So, teacher in school suggested to take XI IPA 2 SMA Negeri 2 Parepare for this research because most of them students the class not fluent in English speaking.

**D. The Instruments of Research**

The researcher was used a speaking test as a research instrument in this study. The speaking test is used to measure students speaking fluency in class XI IPA 2 at SMA Negeri 2 Parepare. The speaking test in this study is in the form of a conversation that students practice in front of the class measured based on the assessment rubric. The researcher was used two kinds of tests, namely; pre-test and post-test. The pre-test was given to students before treatment, and the post-test was given to students after treatment.

**E. Procedure of Collecting Data**

For Collect data, there are several steps used by researcher such as:

1. Pre-test

The pre-test aims to determine the students speaking ability before being given treatment using the Ome tv application. This pre-test is in the form of a speaking test given to students, and the speaking test at the pre-test is in the form of conversational practice. The pre-test begins with the researcher explaining what the students will do. The researcher distributed the pre-test instrument to the students which consisted of two conversations with different topics. Researchers give time for students to memorize the conversations they get. After that, the researcher instructed the students to practice conversation with a partner based on the conversation given by the researcher.

2. Treatment

    a. The first meeting

At the first meeting, the researcher gave an explanation of what the Ome TV application was and the discussions that were usually carried out in the Ome TV application. Researchers provide greetings and expressions when people ask and respond related to self-introduction that are often used when talking to someone on the Ome TV application. This is given as an introduction to the use of the Ome TV application. As the beginning of learning about opinions and thoughts, the teacher gives a video and students explain the discussion in the video. The researcher also motivates students not to be afraid to have conversations with strangers on the application to overcome fear and build students' enthusiasm in speaking.

    b. The second meeting

At the second meeting, the researcher continued to discuss the material regarding the opinions and thoughts the material. The researcher explains the definitions of opinions and thoughts as well as the expressions used in describing opinions and thoughts. The researcher asked students to identify the expressions that contain opinions and thoughts in the conversation on pages 19 and 20 and understand the content of the conversation. After that, students were given 7 minutes to memorize some of the phrases they learned. Researchers will listen to the

expressions they memorized. The researcher also asked students to provide feedback or questions about today's material at the end of the lesson.

c. The third meeting

At the third meeting the students were given exercises. Researchers discussed the previous material briefly to hone students' memory. The researcher instructs students to have conversations with topics according to the material, namely opinions and thoughts. The researcher gave 15 minutes to have a dialogue with their partner. The researcher instructs the students to go upstairs to have a conversation with their partner based on the conversational dialogue that the students have made. The researcher asked students to provide feedback or questions about today's material as the end of the lesson.

d. The fourth meeting

At the fourth meeting, the researchers will discuss the ome tv application and practice speaking on the ome tv application. In the main activity, the researcher explains what features are contained in the Ome TV application. Researchers also help students download the ome tv application for students who are still having trouble downloading the ome tv application. The researcher asked students to practice using the Ome TV application for 20 minutes to practice speaking and using the features found in the Ome TV application. The researcher asked students to provide feedback or questions about today's material at the end of the lesson.

e. The fifth meeting

At the fifth meeting, students will practice speaking using the Ome TV application. The researcher explained today's learning activities. The researcher asked students to practice speaking using the ome tv application. Then the researcher gave the students about 40 minutes to practice speaking on the Ome TV application. After the exercise was finished, the teacher asked the students to explain what the students discussed when using the ome tv application. This is done as a task for students to use the ome tv application. Researchers do not forget to motivate students to always practice speaking.

f. The sixth meeting

At the sixth meeting, the students returned to practice speaking using Ome TV. The researcher asked students to practice speaking using the ome tv application. Then the researcher gave the students about 40 minutes to practice speaking on the Ome TV application. After the exercise was finished, the teacher asked the students to explain what the students discussed when using the ome tv application. This is done as a task for students to use the ome tv application. Researchers do not forget to motivate students to always practice speaking.

3. Post-test

The Researcher distributed post-test to measure speaking skills after following the treatment. The test is the same as the pre-test with a different topic of conversation.

**F. Technique of Data Analysis**

The data was collected through the speaking test is then analyzed using quantitative analysis. The following are the quantitative steps of data analysis:

1. Scoring Classification

To find out the students speaking skills, it will be viewed from the four components, and that are; Vocabulary, Fluency, Pronunciation, and accuracy.[33]

Table 3.3 Oral Proficiency scoring categories

| | | |
|---|---|---|
| Vocabulary | 1 | The student has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand. |
| | 2 | The student uses limited vocabulary variations and very inappropriate word choices in performing the expected competency. |
| | 3 | The student uses few vocabulary variations and |

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[33] H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Addison Wesley Longman, 2001).

| | | |
|---|---|---|
| | | uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency. |
| | 4 | The student uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency. |
| | 5 | The student uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency |
| Fluency | 1 | The student communicates very difficultly to perform the expected competency, he/she speaks very slowly and always discontinuously (like speaking per word with simple patterns) and even then stops. |
| | 2 | The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she is impeded by language problems like repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long, those problems strongly disrupt the performance. |
| | 3 | The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she is impeded by language problems so that he/she speaks rather slowly and hesitantly, sometimes those problems disrupt the performance. |

| | | |
|---|---|---|
| | 4 | The student speaks quite fluently in communication to perform the expected competency, although there are hesitations which are not quite natural. |
| | 5 | The student speaks very fluently in communication to perform the expected competency. |
| Pronunciation | 1 | The student cannot pronounce well at all in performing the expected competency. |
| | 2 | The student almost always makes pronunciation mistakes in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood. |
| | 3 | The student often makes pronunciation mistakes in performing the expected competency, intonation and stress are inappropriate, some sounds are ambiguous and rather difficult to be understood. |
| | 4 | The student rarely makes pronunciation mistakes in performing the expected competency, intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood. |
| | 5 | The student never makes pronunciation mistakes in performing the expected competency, intonation and stress are appropriate, all sounds are unambiguous and can be understood. |
| Accuracy | 1 | The student has no mastery of grammar to |

| | | perform the expected competency so that the grammatical structures are entirely incorrect. |
|---|---|---|
| | 2 | The student makes grammatical mistakes very often in basic grammatical structures (like phrases, simple, and compound sentences) and makes so many mistakes in complex structures (like complex sentences). The mistakes strongly impede communication in performing the expected competency. |
| | 3 | The student sometimes makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structures (like complex sentences) in performing the expected competency so that student rather impede meaning. |
| | 4 | The student makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes very few mistakes in complex structures (like complex sentences) in performing the expected competency so that student rather impede meaning. |
| | 5 | The student never makes any grammatical mistakes in performing the expected competency, both in basic grammatical structures (like phrases, simple, and compound sentences) and in complex structures (like complex sentences). |

2. The Classification of the Students Score

Table 3.4 The Classification Score

| No. | Classification | Score |
|-----|----------------|-------|
| 1. | Very Good | 16-20 |
| 2. | Good | 10-15 |
| 3. | Fair | 6-10 |
| 4. | Poor | 3-5 |
| 5. | Very Poor | 0-2 |

3. Scoring the Students Speaking of Pre-test and Post-test.

a. Finding out the mean score by using the following formula:

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

Where:

$X$ = mean score

$\sum$ = total score

N = the total number of students.[34]

b. Calculating the rate percentage of the students score by using the following formula:

$$p = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total of number of sample.[35]

c. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

[34] Suharsimi Arikunto, "Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)," 2009.

[35] Sudijono Anas, "Pengantar Statistik Pendidikan," *Jakarta: Raja Grafindo Persada* 50 (2008).

$$t=\frac{D}{\sqrt{\frac{\sum D^2-\frac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

Where:

T        = test of significance

D        = the mean score of difference (XI-X2)

$\sum D$     = the sum of the total score

$\sum D2$   = the square of the sum score of difference

$N$        = the total sample.[36]

## G. Variable and Operational Definition

1. Variable

There are two variables involved in this research, namely; the dependent and independent variables. The independent variable is ome tv video chat application, and the dependent variable is student speaking skill.

2. Operation Definition of Variable

a. Ome TV Video Chat Application

Ome TV is a video chat application randomly with foreigners that use English language. When using the Ome TV application, we can choose the country we want to find friends to talk to, but before we have to change our country server to connect with foreign people more easily. The Ome TV application can help improve speaking skills by practicing speaking with foreigners as the interlocutors.

b. Improving

Improving is a process carried pot to improve or develop an activity to advance an activity that is better than before. Improving is done by practicing continuously in order to get maximum result.

c. Speaking Skill

Speaking skill is interacting with other people to convey expressions, information, ideas, and feeling. Speaking skill have four aspects: fluency, accuracy,

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[36] Geoffrey E Mills and Lorraine R Gay, *Educational Research: Competencies for Analysis and Applications* (ERIC, 2019).

pronunciation, and vocabulary

# CHAPTER IV

## FINDINGS AND DISCUSSION

This chapter contains the findings of this research and its discussion. It provides information about the results of data collected through a test that can be discussed in this section below:

**H. Finding**

The findings of this research consisted of the classification of students' pre-test and post-test. It aims to find out the answers to the research question in this research. The researcher gave two tests, namely pre-test and post-test. Pre-test was given to students before being given treatment to determine students' speaking skills and then given a post-test to determine students' speaking skills after treatment. From the results of the post-test, it was aimed to find out that the use of Ome TV video chat application in improving student speaking skills for class XI IPA 2 at SMA Negeri 2 Parepare.

1. Students Speaking Skill by Using the Ome TV Video Chat Application

This section describes the results of data analysis in the use of Ome TV video chat application in improving student speaking skills at SMA Negeri 2 Parepare.

a. The Student Score in Pre-test

The researcher provided two conversations with different topics as a pre-test to determine students' speaking skills. Each student and their partner have one conversation then the students are instructed to memorize the dialogue and are given a duration of time to memorize and understand the contents of the dialogue. Then the students were instructed to do dialogue in front of the class with their partners and the researcher matched the students' dialogue with the dialogue provided. After giving the pre-test to the students, the researcher found the results of the students' speaking skills based on the students' speaking skill criteria based on speaking skill criteria, namely fluency, vocabulary, accuracy, and pronunciation before being given treatment. The results are shown in the following table:

Table 4.1 The student score in pre-test based on speaking skill

| No. | Nama | Fluency | Vocabulary | Acurancy | Pronunciation | Total Score (X1) |
|-----|------|---------|------------|----------|---------------|------------------|
| 1 | AD | 3 | 4 | 3 | 3 | 13 |
| 2 | AE | 3 | 4 | 3 | 2 | 12 |
| 3 | ANG | 2 | 3 | 2 | 2 | 9 |
| 4 | ANH | 3 | 3 | 3 | 2 | 11 |
| 5 | AP | 3 | 3 | 2 | 3 | 11 |
| 6 | BJ | 1 | 2 | 1 | 1 | 5 |
| 7 | CC | 2 | 3 | 3 | 2 | 10 |
| 8 | DQ | 3 | 3 | 3 | 3 | 12 |
| 9 | DA | 2 | 3 | 3 | 2 | 10 |
| 10 | HA | 3 | 2 | 3 | 3 | 11 |
| 11 | I | 2 | 3 | 3 | 2 | 10 |
| 12 | MR | 2 | 2 | 2 | 2 | 8 |
| 13 | MAW | 1 | 2 | 2 | 1 | 6 |
| 14 | MAA | 2 | 3 | 2 | 2 | 9 |
| 15 | MC | 2 | 3 | 3 | 2 | 10 |
| 16 | MF | 3 | 4 | 3 | 2 | 12 |
| 17 | MZ | 2 | 3 | 2 | 2 | 9 |
| 18 | NK | 2 | 2 | 2 | 2 | 8 |
| 19 | NH | 2 | 3 | 2 | 2 | 9 |
| 20 | NY | 3 | 3 | 2 | 2 | 10 |
| 21 | NF | 2 | 3 | 2 | 1 | 8 |
| 22 | QR | 3 | 4 | 3 | 2 | 12 |
| 23 | SN | 2 | 3 | 3 | 2 | 10 |
| 24 | TF | 3 | 2 | 2 | 2 | 9 |
| 25 | TP | 1 | 2 | 1 | 1 | 5 |
| 26 | TC | 2 | 3 | 2 | 2 | 9 |

| 27 | WU | 1 | 2 | 2 | 1 | 6 |
|----|----|---|---|---|---|---|
| 28 | YA | 1 | 1 | 1 | 1 | 4 |
| 29 | ZP | 2 | 2 | 2 | 1 | 7 |
| 30 | MH | 3 | 4 | 3 | 2 | 12 |
| 31 | MF | 2 | 3 | 3 | 2 | 10 |
| 32 | SS | 3 | 2 | 2 | 2 | 9 |
| 33 | FS | 1 | 1 | 1 | 1 | 4 |
| Total | | 84 | 88 | 78 | 79 | 300 |

*(Data source: the students score in pre-test)*

After knowing the students' scores based on the criteria for speaking skills, namely fluency, vocabulary, accuracy, and pronunciation. The following table below is to find out the score and classification of students' speaking in the pre-test:

Table 4.2 The students speaking score in pre-test

| No. | Nama | Pre-Test of Students (X1) | | |
|-----|------|------------|------|----------------|
| | | Total Score X1 | $X1^2$ | Classification |
| 1 | AD | 13 | 169 | GOOD |
| 2 | AE | 12 | 144 | GOOD |
| 3 | ANG | 9 | 81 | FAIR |
| 4 | ANH | 11 | 121 | GOOD |
| 5 | AP | 11 | 121 | GOOD |
| 6 | BJ | 5 | 25 | POOR |
| 7 | CC | 10 | 100 | FAIR |
| 8 | DQ | 12 | 144 | GOOD |
| 9 | DA | 10 | 100 | FAIR |
| 10 | HA | 11 | 121 | GOOD |
| 11 | I | 10 | 100 | FAIR |
| 12 | MR | 8 | 64 | FAIR |
| 13 | MAW | 6 | 36 | FAIR |

| 14 | MAA | 9 | 81 | GOOD |
|----|-----|---|-----|------|
| 15 | MC | 10 | 100 | FAIR |
| 16 | MF | 12 | 144 | GOOD |
| 17 | MZ | 9 | 81 | FAIR |
| 18 | NK | 8 | 64 | FAIR |
| 19 | NH | 9 | 81 | FAIR |
| 20 | NY | 10 | 100 | FAIR |
| 21 | NF | 8 | 64 | FAIR |
| 22 | QR | 12 | 144 | GOOD |
| 23 | SN | 10 | 100 | FAIR |
| 24 | TF | 9 | 81 | FAIR |
| 25 | TP | 5 | 25 | POOR |
| 26 | TC | 9 | 81 | FAIR |
| 27 | WU | 6 | 36 | FAIR |
| 28 | YA | 4 | 16 | POOR |
| 29 | ZP | 7 | 49 | FAIR |
| 30 | MH | 12 | 144 | GOOD |
| 31 | MF | 10 | 100 | FAIR |
| 32 | SS | 9 | 81 | FAIR |
| 33 | FS | 4 | 16 | POOR |
| Total | | 300 | 2914 | |

*(Data source: the students score in pre-test)*

Based on the table above about the score of student speaking skills in the pre-test, we can find out the frequency in the classification of scores by looking at the following table:

Table 4.3 The rate percentage of the frequency of the pre-test

| No. | Classification | Score | Frequency of Pre-test | Percentage of Pre-test |
|-----|----------------|-------|-----------------------|------------------------|
| 1 | Very Good | 16-20 | 0 | 0% |

| | | | | |
|---|---|---|---|---|
| 2 | Good | 11 15 | 9 | 27% |
| 3 | Fair | 6 10 | 20 | 61% |
| 4 | Poor | 3 5 | 4 | 12% |
| | Very Poor | 0-2 | 0 | 0% |
| Total | | | 33 | 100% |

*(Data source: the students score in pre-test)*

As illustrated in the table above, students' speaking skills before using the Ome TV video chat application were 4 students got poor scores, 20 students got fair scores and 9 studentS got good scores. The total score in the pre-test was 300. It showed that the students' speaking skill scores in the pre-test were good because 61% of students got fair scores. But there are still 12% of students who get a poor score. The following is the calculation process to determine the mean and standard deviation of the pre-test from table 4.2.

After determining the mean value $(X1)$ of the pre-test is 9.15 and the standard deviation of the pre-test is 2.41. This shows that the students' speaking skills are in a decent category and should be further improved.

b. The students in post-test

Table 4.4 The students score in post-test based on speaking skill

| No. | Nama | Fluency | Vocab | Accuracy | Pronoun | Total Score X2 |
|---|---|---|---|---|---|---|
| 1 | AD | 4 | 5 | 4 | 3 | 16 |
| 2 | AE | 5 | 4 | 4 | 4 | 17 |
| 3 | ANG | 3 | 2 | 3 | 3 | 11 |
| 4 | ANH | 4 | 4 | 4 | 3 | 15 |
| 5 | AP | 4 | 5 | 4 | 3 | 16 |
| 6 | BJ | 2 | 3 | 2 | 2 | 9 |
| 7 | CC | 3 | 4 | 4 | 3 | 14 |
| 8 | DQ | 4 | 5 | 4 | 3 | 16 |
| 9 | DA | 3 | 4 | 4 | 3 | 14 |
| 10 | HA | 3 | 5 | 4 | 3 | 15 |

| 11 | I | 4 | 4 | 3 | 4 | 15 |
|---|---|---|---|---|---|---|
| 12 | MR | 3 | 3 | 3 | 3 | 12 |
| 13 | MAW | 2 | 3 | 3 | 2 | 10 |
| 14 | MAA | 3 | 3 | 3 | 2 | 11 |
| 15 | MC | 4 | 5 | 3 | 3 | 15 |
| 16 | MF | 4 | 5 | 4 | 3 | 16 |
| 17 | MZ | 3 | 3 | 3 | 3 | 12 |
| 18 | NK | 3 | 4 | 3 | 2 | 12 |
| 19 | NH | 4 | 5 | 3 | 3 | 15 |
| 20 | NY | 3 | 4 | 4 | 3 | 14 |
| 21 | NF | 4 | 4 | 3 | 2 | 13 |
| 22 | QR | 4 | 5 | 5 | 3 | 17 |
| 23 | SN | 4 | 5 | 2 | 3 | 14 |
| 24 | TF | 3 | 4 | 4 | 2 | 13 |
| 25 | TP | 3 | 3 | 2 | 2 | 10 |
| 26 | TC | 2 | 3 | 3 | 2 | 10 |
| 27 | WU | 2 | 3 | 3 | 2 | 10 |
| 28 | YA | 2 | 3 | 2 | 2 | 9 |
| 29 | ZP | 2 | 3 | 3 | 2 | 10 |
| 30 | MH | 4 | 5 | 4 | 3 | 16 |
| 31 | MF | 4 | 5 | 3 | 2 | 14 |
| 32 | SS | 3 | 5 | 3 | 2 | 13 |
| 33 | FS | 2 | 3 | 2 | 2 | 9 |
| Total | | 107 | 131 | 108 | 87 | 433 |

*(Data source: the students score in post-test)*

After knowing the students' scores post-test based on the criteria for speaking skills, namely fluency, vocabulary, accuracy, and pronunciation. The following table below is to find out the score and classification of students' speaking in the post-test:

Table 4.5 The students speaking score in post-test

| No. | Nama | Post-Test of Students (X2) | | |
|-----|------|---------------|--------|----------------|
| | | Total Score X1 | $X1^2$ | Classification |
| 1 | AD | 16 | 256 | VERY GOOD |
| 2 | AE | 17 | 289 | VERY GOOD |
| 3 | ANG | 11 | 121 | GOOD |
| 4 | ANH | 15 | 225 | GOOD |
| 5 | AP | 16 | 256 | VERY GOOD |
| 6 | BJ | 9 | 81 | FAIR |
| 7 | CC | 14 | 196 | GOOD |
| 8 | DQ | 16 | 256 | VERY GOOD |
| 9 | DA | 14 | 196 | GOOD |
| 10 | HA | 15 | 225 | GOOD |
| 11 | I | 15 | 225 | GOOD |
| 12 | MR | 12 | 144 | GOOD |
| 13 | MAW | 10 | 100 | FAIR |
| 14 | MAA | 11 | 121 | GOOD |
| 15 | MC | 15 | 225 | GOOD |
| 16 | MF | 16 | 256 | VERY GOOD |
| 17 | MZ | 12 | 144 | GOOD |
| 18 | NK | 12 | 144 | GOOD |
| 19 | NH | 15 | 225 | GOOD |
| 20 | NY | 14 | 196 | GOOD |
| 21 | NF | 13 | 169 | GOOD |
| 22 | QR | 17 | 289 | VERY GOOD |
| 23 | SN | 14 | 196 | GOOD |
| 24 | TF | 13 | 169 | GOOD |
| 25 | TP | 10 | 100 | FAIR |

| 26 | TC | 10 | 100 | FAIR |
|----|----|----|-----|------|
| 27 | WU | 10 | 100 | FAIR |
| 28 | YA | 9 | 81 | FAIR |
| 29 | ZP | 10 | 100 | FAIR |
| 30 | MH | 16 | 256 | VERY GOOD |
| 31 | MF | 14 | 196 | GOOD |
| 32 | SS | 13 | 169 | GOOD |
| 33 | FS | 9 | 81 | FAIR |
| Total | | 433 | 5887 | |

*(Data source: the students score in post-test)*

Based on the table above about the score of student speaking skills in the post-test, we can find out the frequency in the classification of scores by looking at the following table:

Table 4.6 The rate percentage of the frequency of the post-test

| No. | Classification | | Frequency of Post-test | Percentage of Post-test |
|-----|----------------|--------|------------------------|-------------------------|
| 1 | Very Good | 16-20 | 7 | 21% |
| 2 | Good | 11 15 | 18 | 55% |
| 3 | Fair | 6 10 | 8 | 24% |
| 4 | Poor | 3 5 | 0 | 0% |
| | Very Poor | 0-2 | 0 | 0% |
| Total | | | 33 | 100% |

The table above shows the results of improving students' speaking skills after applying treatment through the Ome TV video chat application. there are 7 students who get very good marks and 8 students who get fair scores. This means that students' speaking skills have improved through the Ome TV video chat application. the total score in the post-test was 433. It was proven that there was an increase in the students' scores on the post-test. The post-test results showed that there were no students who had failed classifications.

In this case, the authors analyzed the data on student scores in the post-test to determine whether there were differences in student achievement before and after the learning process using the Ome TV application in speaking skills.

d.  The result of pre-test and post-test were presented in the following

Table 4.7 The mean score and standard deviation of pre-test and post-test.

| Test | Mean Score | Standard Deviation (SD) |
|---|---|---|
| Pre-test | 9.15 | 2.41 |
| Post-test | 13.12 | 2.53 |

*(Data source: The mean score and standard deviation of pre-test and post-test)*

The data in table 4.7 shows that the average value of the pre-test and post-test. The data showed that the pre-test score was 9.15 and standard deviastion was 2.43. Students have low scores in their accuracy and pronunciation. Because students don't speak grammatically even though their vocabulary is good but their wording is not appropriate and students still have difficulty in correct pronunciation and have pauses. For the post-test results. The data shows that the mean score of the post-test for mean score was 13.12 and standard deviation was 2.53. From the analysis, it could be seen that most of the students speaking scores are good. So it has increased compared to the score in the pre-test.

The results on this item, the average post-test score is greater than the average score on the pre-test. This means that students' speaking skills have increased after carrying out the learning process using the OME TV application.

c.  The rate percentage of the Frequency of the Pre-test and Post-test

The following table showed the percentage of the pre-test and post-test.

Table 4.8 The rate percentage of the frequency of the pre-test and post-test

| No. | Classification | Score | Frequency | | Percentage | |
|---|---|---|---|---|---|---|
| | | | Pre-test | Post-test | Pre-test | Post-test |
| 1 | Very Good | 16-20 | 0 | 7 | 0% | 21% |
| 2 | Good | 11 15 | 10 | 18 | 30% | 55% |
| 3 | Fair | 6 10 | 19 | 8 | 58% | 24% |

| 4 | Poor | 3 5 | 4 | 0 | 12% | 0% |
|---|---|---|---|---|---|---|
| 5 | Very Poor | 16-20 | 0 | 0 | 0% | 0% |
| Total | | | 33 | 33 | 100% | 100% |

The data table above shows that the percentage of the pre-test level 4 students got a bad score (12%), 19 students got a fair score (58%) and 10 students got a good score (30%). While the percentage of post-test scores 8 students got fair scores (24%), 18 students got good scores (55%) and 7 students got good scores (21%). The post-test percentage that students get a very good, good, and fair score from the percentage in the pre-test that gets a poor, fair, and good score. This shows that students are able to improve students speaking skills after treatment using the Ome TV application.

2. Normality Test

Normality test was performed on the data obtained from the pre-test and post-test. The data becomes normal if the value obtained from the calculation is greater than 0.05 the result of the normality test on a significant score.

Table 4.9 Normality Test

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| Pretest | .182 | 33 | .007 | .931 | 33 | .037 |
| Posttest | .151 | 33 | .055 | .924 | 33 | .024 |

*(Data source: SPSS 21)*

Based on the results of the calculation of normality in the pre-test is 0.037>0.05 and in the post-test is 0.024 >0.05. Based on the table above shows that, it is significant and is declared normal. The calculation results above using SPSS 21.

d. Hypotheses Testing

The following is the table to find out the difference of the mean score between pre-test and post-test. The following is T-test was statistically in tabel 4.9:

Table 4.10 The table hypotheses testing

| t-test | t-table | df | Sig. (2-tailed) |
|--------|---------|-----|----------------|
| 22.809 | 2037 | 32 | .000 |

*(Data source:SPSS 21)*

This research used a pre-experimental design with pre-test and post-test designs. The data above shows a significance value (2-tailed) of 0.000 < 0.05. it can be conluded that there is a difference between the results of using the Ome TV application to improve students speaking skill in pre-test and post-test data.

The overall comparison between students' scores on the pre-test and post-test in the previous sub-chapter shows an increase in the quality of student learning outcomes. Speaking skills from poor to fair and fair to good classification. Then the pre-test and post-test data were used to test the hypothesis by using a paired sample t-test. The paired sample t-test is used to determine whether there is a different in the average of two paired samples.

For the significant level (α) 5% and df=32, the table value is 2.037 and the t-test value is 21.80 . This means that the value of the t-test is greater than the t-table. Thus, it can be concluded that students speaking skills through the ome tv video chat application are better after receiving treatment. So, hypothesis no (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

**I. Discussion**

1. The ways of using the Ome TV video chat application in improving student speaking skill.

The Ome TV video chat application can improve students' speaking skills. Based on the findings, most students get fair scores in the pre-test while most students get good scores in the post-test. That is, the treatment succeeded in improving students speaking skills.

There was one meeting before giving the research treatment to the students, which was the pre-test. In the pre-test meeting, the researcher introduced himself to the students and the students as well and the researcher explained the purpose of the

research, and made the students understand what they were going to do. After that, the researcher provided two conversations on different topics. Students choose a partner and one conversation from two topics and are given time to memorize and understand the conversation. Then the students were instructed to have a conversation in front of the class with their partners. The researcher matched what the students said with the conversation provided and the n judged it based on the speaking rubric, that are fluency, vocabulary, accuracy, and pronunciation.

At the second meeting, The researcher will say salam to the students, and the researcher introduces himself. After that, the researcher ordered one student to lead a prayer before the lesson started. Then the researcher provides an explanation of what the Ome TV application is and the discussion that is usually carried out in the Ome TV application. The researcher gave greeting expressions and expressions when people asked and responded related to self-introductions that were often used when talking to someone on the Ome TV application. This is given as a prelude to learning and repetition of material as well as assistance for students as a prelude to the use of the Ome TV application. As a prelude to learning on opinions and thoughts, the teacher gives a video and students explain the discussion in the video.

Before the class ended, the researcher asked the students to provide feedback or questions about today's material. And the researcher motivated the students not to be afraid to have conversations with strangers in the application. After that, the researchers called the students names to attend class, and the researchers closed the class by giving thanks and closing the class by say salam.

At the third meeting, the researchers continued to discuss the topic of discussion in the Ome TV application. Before the class started, the researcher will say salam to the students and instructed one student to lead a prayer before the lesson began. There are lots of discussion topics used in the Ome TV application, but the topics that are focused on are opinions and thoughts. The teacher discusses the material opinions and thoughts. The researcher explains the definitions of opinions and thoughts as well as the expressions used in describing opinions and thoughts.

The researcher asked students to identify expressions that included opinions and thoughts in the conversations on pages 19 and 20. After that, students were given 7 minutes to memorize some of the expressions they learned. Researchers will listen to the expressions they memorized.

Before the class ended, the researcher asked the students to provide feedback or questions about today's material. After that, the researcher called the student's name to take attendance in class, and the researcher closed the class by giving thanks and closing the class by say salam.

At the fourth meeting, the students were given exercises. Before the class started, the researcher will say salam to the students and instructed one student to lead a prayer before the lesson began. After that the teacher discusses the previous material briefly to hone students' memory. The researcher instructs students to make conversations with topics according to the material, namely opinions and thoughts. Researchers gave 15 minutes to make dialogue conversations with their partners. The researcher instructed the students to go up to have a conversation with their partner based on the conversational dialogue that the students had made.

Before the class ended, the researcher asked the students to provide feedback or questions about today's material. After that, the researcher called the student's name to take attendance in class, and the researcher closed the class by giving thanks and closing the class by say salam.

At the fifth meeting, researchers will discuss the ome tv application and practice speaking on the ome tv application. Before the class started, the researcher will say salam to the students and instructed one student to lead a prayer before the lesson began. After that, the researcher explains how to use the Ome TV application. Then the researcher explains what features are contained in the Ome TV application. Researchers also help students download the Ome TV application for students who are still difficult to download ome tv application. The researcher asked students to practice using the Ome TV application for 20 minutes to practice using the features contained in the Ome TV application.

Before the class ended, the researcher asked the students to provide feedback or questions about today's material. Researchers do not forget to give motivation to students always to practice speaking. After that, the researcher called the student's name to take attendance in class, and the researcher closed the class by giving thanks and closing the class by say salam.

At the sixth meeting, students will practice speaking using the Ome TV application. Before the class started, the researcher will say salam to the students and instructed one student to lead a prayer before the lesson began. After that the researcher asked the students to practice speaking using the ome tv application. Then the researcher gave the students about 40 minutes to practice speaking in the Ome TV application. After the practice is over, the teacher asks the students to explain what the students discussed when using the ome tv application. This is done as a task so that students use the ome tv application.

Before the class ended, the researcher do not forget to give motivation to students always to practice speaking. After that, the researcher called the student's name to take attendance in class, and the researcher closed the class by giving thanks and closing the class by say salam.

At the seventh meeting, students returned to practice speaking using Ome TV. Before the class started, the researcher will say salam to the students and instructed one student to lead a prayer before the lesson began. After that The researcher asked the students to practice speaking using the ome tv application. Then the researcher gave the students about 40 minutes to practice speaking in the Ome TV application. After the practice is over, the teacher asks the students to explain what the students discussed when using the ome tv application. This is done as a task so that students use the ome tv application.

Before the class ended, the researcher do not forget to give motivation to students always to practice speaking. After that, the researcher called the student's name to take attendance in class, and the researcher closed the class by giving thanks and closing the class by say salam.

At the last meeting, the researcher will give a post-test to the students to find out the results of the treatment for students' speaking skills after being given treatment using ome tv. The researcher gave the same test as the post-test. Researchers conducted to examine the results of the treatment and it was useful to find out whether using the ome tv video chat application could improve students' speaking skills. Researchers The researchers matched what the students said with the conversation provided and then judged it based on the speaking assessment rubric, namely fluency, vocabulary, accuracy, and pronunciation.

From the first meeting to the last meeting, students were accustomed to memorizing and speaking even though they only memorized some expressions. This was aimed at getting students used to memorizing and improving memory. Students also express their ideas when they make conversations with their partners and talk to foreigners abroad even though they can only pronounce simple words. So using the Ome TV application in teaching English can help students improve students speaking skills slowly and well.

2. The results of research using the Ome TV application in improving students' speaking.

The discussion of the results of data analysis shows that using the Ome TV application can improve students' speaking skills. It proves that there is an increase in students' speaking skills using the Ome TV application because the average pre-test score is 9. And the post-test score is 13. The researcher concludes that the students' average score before being given treatment is lower than the average score students after being given treatment.

Researchers use the Ome TV application in teaching speaking to make it easier for students to learn to express directly what students want to say. Researchers measure students' speaking based on apeaking aspects, namely fluency, acurancy, vocabulary, pronunciation. These aspects are also a guideline for researchers in assessing students' speaking ability. There was an increase in skills after being given treatment because the pre-test score was a score of 9.15 and the score for the post-

test was 13.12 This indicates that there is a difference in scores between the pre-test and post-test results, although not too high.

From the results of the examiners, the data presented in the classification table is based on the speaking aspect, 4 people got a poor score (12%), 19 people got a fair score (58%), 10 people got a good score (30%) in the pre-test, while in the post-test, 8 people got a fair score (24%), 18 people got a good score (55%), and 7 people got a very good score (21%).

In addition, to find out what hypothesis is accepted between the null hypothesis (Ho) and the alternative hypothesis (Ha), the author uses a t-test to calculate. The results show that the t-test value of 22.80 is greater than the t-table value of 2.037 (22.80>2.037) with degrees of freedom (df) 32. This means that the alternative hypothesis (Ha) is concluded that using Ome TV as a learning medium can improve students' speaking skills. class XI IPA 2 SMA Negeri 2 Parepare. This hypothesis is accepted while the null hypothesis (Ho) is rejected.

Based on the findings above, the researcher concludes that the use of the Ome TV application as a learning medium at SMA Negeri 2 Parepare changes the way students learn by being more active in speaking with foreigners to make students more active in communicating with foreigners even though they only use language in everyday life. This can be proven during the learning process, students are active to communicate directly with strangers and always do simple memorization to help improve and train students' memory.

As a medium in this learning, it is stated that when students talk to strangers they will definitely issue sentences even though they are only simple. This is proven when students practice the Ome TV application in class with the specified time duration. In fact, most of the students were initially shy and not confident when talking to strangers, but the teacher gave encouragement and guidance to students so that students had some expressions that they used as reference when using the application.

The use of the Ome TV application in teaching English has an impact on improving students' speaking skills. In fact, based on the findings some students scored better in the post-test than in the pre-test. This means that using the Ome TV application is effective for use in improving students' speaking skills. This media also helps students to express their ideas. So, they will not be confused to communicate because they learn to express simple sentences. This media also helps students to practice repeatedly to practice speaking at their home, not only at school. Students must use this media during learning because the teacher gives students assignments after using this media so students inevitably have to use it to practice speaking English skills.

Based on the above research, the researcher concluded that students feel happy trying new things through their curiosity in using the Ome TV application which causes students to be able to express their expressions when talking to foreigners in English. As well as repeated exercises to build their confidence in improving their English speaking skills. This is evidenced in previous studies, such as the research conducted on Himmatul *Ulya "The Influence of Ome TV Toward Students Speaking Skills"*. This study states that Ome TV is a social media platform with video chat features that connect with foreigners as native speakers to practice speaking skills, speaking practice using the Ome TV application has an impact on improving students' speaking skills.

In the next study by Muhammad Fauzi *"Effectiveness of Using Ome TV Application and Microsoft team to improve speaking skills at Madrasah Aliyah Ulumul Qur'an Langkas"*. The study stated that learning media is an educational medium that also affects the climate, conditions and learning environment that is regulated and created by the teacher. The use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and motivation for learning and even creative activities. In the latest research on previous research by Fadila Haya with the title *"The Effect of Using Ome TV as The Interactive Media to Improve Students Speaking Ability"*. The research stated that

Ome TV interactive media can motivate students to improve the way of learning about conversational learning when students talk to strangers.

From the three studies above can be compared with the results of this study. In the learning process requires learning media that can attract students' attention to be happy and interested in doing learning that can improve students' speaking skills. Interesting learning media will build students' motivation because of their desire to do the learning they like. Before using Ome TV media students must be given an introduction to the material first as a mandatory activity for students to talk to strangers in the application and the use of Ome TV media will not work if it is not done routinely as speaking practice and the right strategy. So the comparison of this research is that learning media that attracts students' attention is very important to use to increase student motivation but learning media cannot run well if it is not done repeatedly as an exercise process.
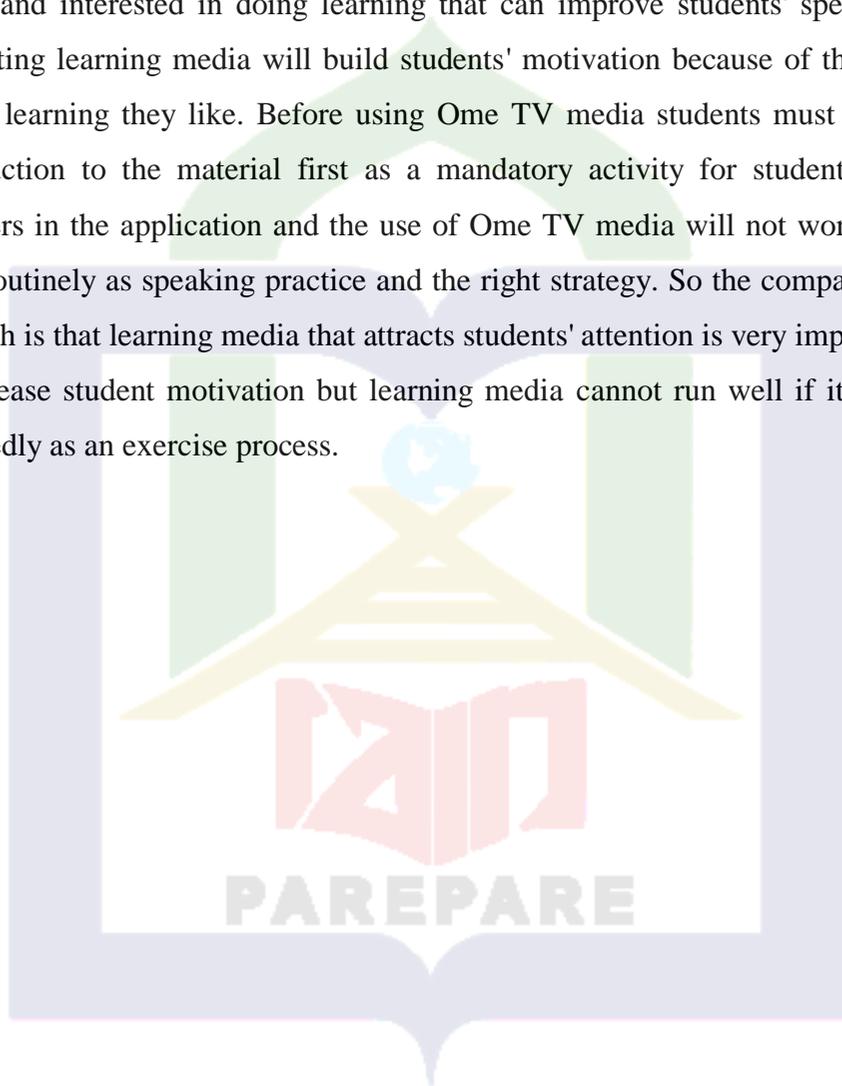
# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the results of data analysis discussing the results in the previous chapter, the researchers concluded that there were differences in speaking skills before and after treatment, this can be seen from the results of the assessors before being given treatment using the Ome TV application. the writer gave the students a pre-test and the score on the pre-test was 9.15 standard deviation 5.43. Meanwhile, after being given treatment, the researcher gave a post-test and the average score was 13.12 with a standard deviation of 5.54. this is proven by looking at the average score of the students' speaking test in the pre-test and post-test. The mean score on the pre-test was lower than the score on the post-test. Then the results of the t-test where the t-count is 22.80 greater than the t-table 2.037 at the 0.05 degree level and the degree of freedom (df) is 32.

This research is included in the category of pre-experimental research design. The purpose of this study is to test whether the use of the ome tv video chat application can improve students' speaking skills or not. The findings of the results showed a positive impact on students' speaking skills. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Finally, the Ome TV application can help students learn English, students will get used to expressing what they want to say and their confidence will be helped when they have conversations with their classmates and other people. That means this technique can be used as a medium in learning.

## B. Sugesstion

Based on the conclusions of this study, the authors provide some suggestions as follows:

1. For teachers, it is recommended that in learning English conversation, in order to have interesting teaching techniques for students using online media, for

example Ome TV is processed practically, in improving speaking skills in the teaching learning process.

2. For students who are learning conversation, hopefully this can be used as a reference for them to improve their speaking skills. Students can use this application repeatedly or in their spare time to improve their speaking skills anywhere. And also motivate students to be better in speaking English.

3. For other researchers, the results of this study are expected to help to find some information and can be used as a reference to enrich their research on the same research topic.

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# APPENDICES

# APPENDIX 1

**PEMERINTAH PROVINSI SULAWESI SELATAN**

## DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

| Nomor | : **5217/S.01/PTSP/2022** | **Kepada Yth.** |
|---|---|---|
| Lampiran | : - | Kepala Dinas Pendidikan Prov. Sulsel |
| Perihal | : **Izin penelitian** | |

di-
**Tempat**

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor :
B.2220/IN.39.5.1/PP.00.9/07/2022 tanggal 12 Juli 2022 perihal tersebut diatas, mahasiswa/peneliti
dibawah ini:

| N a m a | : **SHARFINA SUKHEMI** |
|---|---|
| Nomor Pokok | : 18.1300.119 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Pekerjaan/Lembaga | : Mahasiswa (S1) |
| Alamat | : Jl. Amal Bakti No. 8 Soreang, Kota Parepare |

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI,
dengan judul :

**" OME TV VIDEO CHAT APPLICATION IN IMPROVING STUDENT SPEAKING SKILL AT SMA
NEGERI 2 PAREPARE "**

Yang akan dilaksanakan dari : Tgl. **12 Juli s/d 12 Agustus 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud
dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 12 Juli 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

**Ir. H. SULKAF S LATIEF, M.M.**
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*

# APPENDIX 2

**PEMERINTAH PROVINSI SULAWESI SELATAN**
**DINAS PENDIDIKAN**
**UPT SMA NEGERI 2 PAREPARE**
Jalan.Jend.Sudirman No.31 Telp.21982 – 21674 Kotak Pos 18 Parepare 91122
*Website :* http://www.sman2parepare.sch.id *Email : smada_parepare@yahoo.co.id*

**SURAT KETERANGAN PENELITIAN**
**Nomor : 262 / 421.3 / SMA.02 / VIII / 2022**

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Parepare menerangkan bahwa :

| | |
|---|---|
| N a m a | : SHARFINA SUKHEMI |
| Nomor Pokok | : 18.1300.119 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Pekerjaan/Lembaga | : Mahasiswa (S1) |

Benar yang tersebut namanya di atas telah mengadakan Penelitian di UPT SMA Negeri 2 Parepare pada tgl 12 Juli s.d 12 Agustus 2022 berdasarkan surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor : 5217/S.01/PTSP/2022 tanggal 12 Juli 2022 dengan judul penelitian :

*"OME TV VIDEO CHAT APPLICATION IN IMPROVING STUDENT SPEAKING SKILL AT SMA NEGERI 2 PAREPARE"*

Demikian surat keterangan ini dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 11 Agustus 2022
Plt Kepala UPT SMA Negeri 2 Parepare

Drs. H. MUHAMMAD ANSHAR
NIP. 19640614 198903 1 014
SK No : 800/2099-Sekret.2/Disdik
Tanggal : 03 Maret 2021

# APPENDIX 3
## NSTRUMENT OF PRE-TEST

Activity: Speaking test

Instruction:

1. Each students choose one person to be a partner during the conversation

2. Students can choose a dialogue based on the dialogue that has been provided.

3. Students will have conversations in front of the class with their partner.

**Dialog 1**

Santi    : Hi. Where are you from?

Machel: I'm from America, and you?

Santi    : Can you guess!

Machel: I see on the screen, you are from America.

Santi    : No, You're wrong. I'm using an America VPN. I'm from Indonesia.

Machel: Hahahaha, I think so. Sorry.

Santi    : No problem. I like the light behind you. It's Purple.

Machel: Ah. I bought the lamp in an online shop.

Santi    : I think the lamp is unique because it is purple and twinkling.

Machel: Thank you. But, do you like purple?

Santi    : No. I like red and blue

Santi    : Ohh Nice

Machel: Thank you

Santi    : You're welcome

**Dialog 2**

Indah              :Hi. Where are you from?

Sebastian        :Canada, and you?

Indah              :I'm from Indonesia.

Sebastian   :What are you doing now?

Indah   :I'm just playing with my cat. How about you?

Sebastian   :I'm trying to work and it's boring.

Indah   :You working right now?

Sebastian   :Yeah I'm working from home.

Indah   :You have a surfboard in your room? Is this is your room or is it like working space?

Sebastian   :It's my working space.

Indah   :Is it your job related to that board?

Sebastian   :Ah no I'm project manager in construction.

Indah   :That looks cool though.

Sebastian   :Thank you.

Indah   :You're welcome.
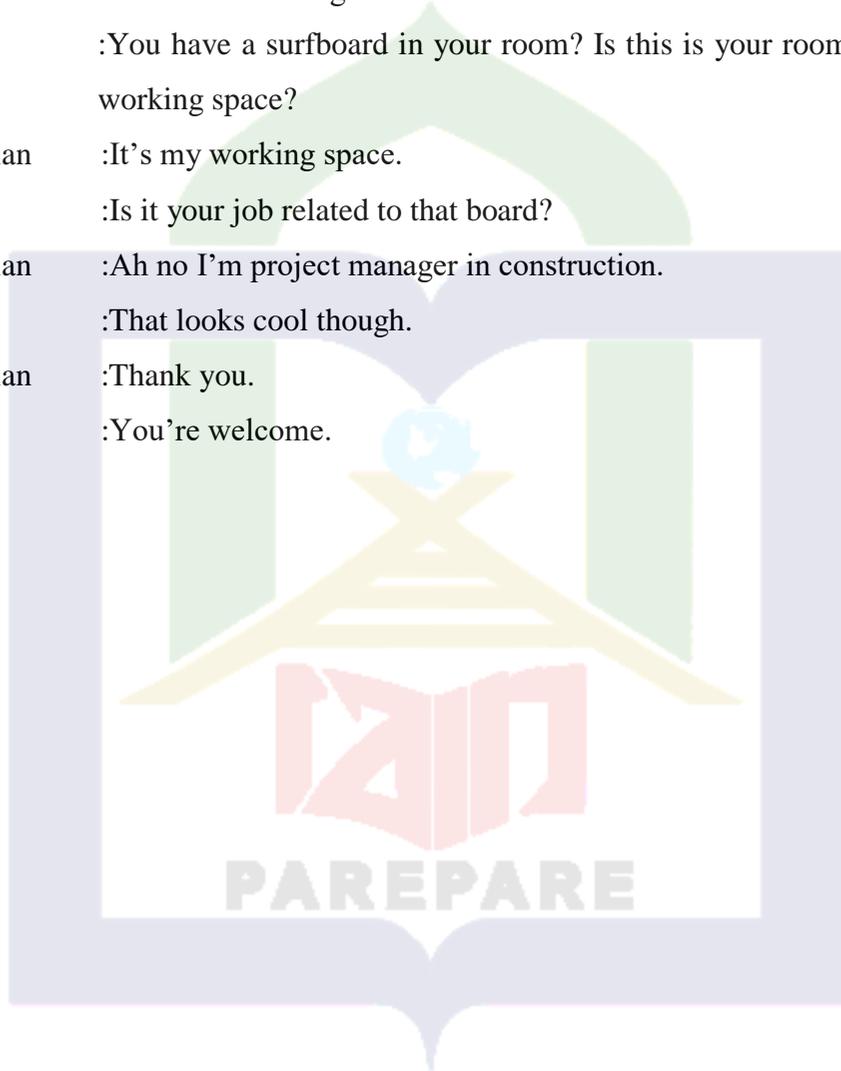
APPENDIX 4

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Nama Sekolah        : SMA Negeri 2 Parepare

Mata Pelajaran      : Bahasa Inggris

Materi Pokok        : Opinions and Thoughts

Kelas / Semester    : XI/ Ganjil

Alokasi Waktu       : 12 JP x 45  menit

**A.  Kompetemsi Inti**

| Kompetensi Inti 3 (Pengetahuan) | Kompetensi Inti 4 (Keterampilan) |
|---|---|
| 3.  Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. | 4.  Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan |

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

| Kompetensi Dasar (KD) | Indikator |
|---|---|
| 3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion* | 3.1.1. Mengidentifikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya<br><br>3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.<br><br>3.1.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. |

| Kompetensi Dasar (KD) | Indikator |
|---|---|

| | |
|---|---|
| 4.1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | 4.1.1 Mengidentifikasi teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |
| | 4.1.2. Membedakan teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. |
| | 4.1.3 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |

## C. Tujuan Penelitian

Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.

Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**D. Materi Pembelajaran**

| **Asking for Opinion** | **Giving opinion** |
|---|---|
| What do you thing about of . . . ? | In my opinion . . . . . |
| What is your opinion about . . .? | I suppose . . . |
| What is your point of view about . . .? | I think . . . |
| How do you feel about . . . . .? | From my point of view . . . . |
| What's your throught? | To my mind . . . . |
| **Agreeing with an opinion** | **Disagreeing with an opinion** |
| I think so too | I disagree with you. |
| I agree with what you are saying. | I don't agree with you |
| I agree  with your opinion. | I am not sure |
| | I think you are wrong . . . . |

**E. Metode Pembelajaran**

Pendekatan: Scientific Approach

Model Pembelajaran : Discovery Learning

**F. Media, Alat dan Sumber Belajar**

**1. Media**

- Short Conversation (Video)
- Aplikasi Ome TV

**2. Alat / Bahan**

- Laptop
- Whiteboard
- Marker
- Worksheet

## G. Sumber Belajar

- Buku Siswa Bahasa Inggris Kelas XI SMA/MA/SMK/MAK edisi 2017
- Searching in Internet

## H. Langkah Pembelajaran

| PERTEMUAN PERTAMA |
|---|
| **• Pembukaan (15 menit)**<br>- Guru memberikan salam kepada siswa.<br>- Sebelum pembelajaran dimulai guru memerintahkan kepada satu siswa untuk memimpin doa.<br>- Guru menanyakan kabar siswa dan menjelaskan tujuan pembelajaran hari ini. |
| **• Kegiatan Inti (60 menit)**<br>- Guru memberikan penjelasan mengenai apa itu aplikasi Ome TV dan pembahasan yang biasa dilakukan di aplikasi Ome tv.<br>- Guru memberikan expression sapaan dan expression saat orang menanyakan dan merespon yang berhubungan dengan perkenalan diri yang sering digunakan saat berbicara dengan seseorang di aplikasi Ome TV. Hal ini diberikan sebagai awalan pembelajaran dan pengulangan materi serta bantuan untuk siswa sebagai awalan dalam penggunaan aplikasi Ome TV.<br>- Sebagai awalan pembelajaran pada materi opinions and thoughts guru memberikan beberapa video dan siswa akan menjelaskan apa yang dibahas dalam video tersebut. |
| **• Penutup (15 menit)**<br>- Guru memeberikan motivasi kepada siswa untuk tidak takut dalam melakukan speaking saat berkomunikasi denga orang lain<br>- Guru mengabsen siswa yang hadir dikelas.<br>- Guru memberikan salam untuk mengakhiri pelajaran pada pertemuan kedua |

| PERTEMUAN KEDUA |
|---|

| |
|---|
| • **Pembukaan (15 menit)** |
| - Guru memberikan salam kepada siswa. |
| - Sebelum pembelajaran dimulai guru memerintahkan kepada satu siswa untuk memimpin doa. |
| - Guru menjelaskan menganai tujuan dan materi pembelajaran hari ini |
| • **Kegiatan Inti (60 menit)** |
| - Guru membahas tentang materi opinions and thoughts |
| - Guru menjelaskan defenisi opinions and thoughts serta ekspresi-ekspresi yang digunakan dalam mendeskripsikan opinions and thoughts. |
| - Guru meminta siswa untuk mengidentifikasi expression yang termasuk opinions and thoughts pada percakapan pada halaman 19 dan 20. |
| - Setelah itu siswa diberikan waktu 7 menit untuk menghapal beberapa expression yang mereka pelajari. |
| - Guru akan mendengarkan expression yang mereka hapal tersebut. |
| • **Penutup (15 menit)** |
| - Guru meminta siswa untuk bertanya mengenai pembelajaran yang mereka tidak pahami tentang pembelajara hari ini. |
| - Guru mengabsen siswa yang hadir dikelas. |
| - Guru memberikan salam untuk mengakhiri pelajaran pada pertemuan kedua |

| |
|---|
| **PERTEMUAN KETIGA** |
| • **Pembukaan (15 menit)** |
| - Guru memberikan salam kepada siswa. |
| - Sebelum pembelajaran dimulai guru memerintahkan kepada satu siswa untuk memimpin doa. |
| - Guru menjelaskan menganai tujuan pembelajaran hari ini dan guru mengingatkan kembali pembelajaran pada pertemuan sebelumnya. |
| • **Kegiatan Inti (60 menit)** |

- Guru membahas kembali materi sebelumnya secara ringkas untuk mengasah ingatan siswa.
- Guru memerintahkan siswa membuat percakapan dengan topic sesuai dengan materi yaitu opinion and thoughts.
- Guru memberikan waktu 15 menit membuat dialog percakapannya bersama dengan pasangan mereka.
- Guru memerintahkan siswa untuk naik melakukan percakapan bersama pasangan mereka berdasarkan dialog percakapan yang telah siswa buat.

- **Penutup (15 menit)**
- Guru meminta siswa untuk bertanya mengenai pembelajaran yang mereka tidak pahami tentang pembelajara hari ini.
- Guru mengabsen siswa yang hadir dikelas.
- Guru memberikan salam untuk mengakhiri pelajaran pada pertemuan kedua

| PERTEMUAN KEEMPAT |
|---|

- **Pembukaan (15 menit)**
- Guru memberikan salam kepada siswa.
- Sebelum pembelajaran dimulai guru memerintahkan kepada satu siswa untuk memimpin doa.
- Guru menjelaskan menganai tujuan dan kegiatan pembelajaran hari ini.

- **Kegiatan Inti (60 menit)**
- Guru menjelaskan cara menggunakan aplikasi Ome TV
- Guru menjelaskan fitur apa saja yang terdapat diaplikasi Ome TV
- Guru juga membantu siswa mendownload aplikasi Ome TV bagi siswa yang masih sulit melakukannya.
- Guru meminta siswa untuk berlatih menggunakan aplikasi Ome TV selama 20 menit untuk praktik percakapan serta praktik penggunaan fitur-fitur yang

| terdapt di aplikasi Ome tv. |
| --- |

- **Penutup (15 menit)**
- Guru meminta siswa untuk bertanya mengenai pembelajaran yang mereka tidak pahami tentang pembelajara hari ini.
- Guru mengabsen siswa yang hadir dikelas.
- Guru memberikan salam untuk mengakhiri pelajaran pada pertemuan kedua

| **PERTEMUAN KELIMA** |
| --- |

- **Pembukaan (15 menit)**
- Guru memberikan salam kepada siswa.
- Sebelum pembelajaran dimulai guru memerintahkan kepada satu siswa untuk memimpin doa.
- Guru menjelaskan menganai tujuan dan kegiatan pembelajaran hari ini.

- **Kegiatan Inti (60 menit)**
- Guru meminta siswa untuk berlatih speaking menggunakan aplikasi Ome tv
- Guru memberikan waktu kepada siswa sekitar 40 menit untukk praktik speaking di aplikasi Ome TV.
- Setelah praktik selesai guru meminta siswa untuk menjelaskan apa yang mereka bahas dengan orang asing saat menggunakan aplikasi Ome TV.

- **Penutup (15 menit)**
- Guru memberikan motivasi kepada siswa untuk tidak takut dalam melakukan speaking diaplikasi yang digunakan.
- Guru mengabsen siswa yang hadir dikelas.
- Guru memberikan salam untuk mengakhiri pelajaran pada pertemuan kedua

| **PERTEMUAN KEENAM** |
| --- |

- **Pembukaan (15 menit)**
- Guru memberikan salam kepada siswa.

| |
|---|
| - Sebelum pembelajaran dimulai guru memerintahkan kepada satu siswa untuk memimpin doa. |
| - Guru menjelaskan menganai tujuan dan kegiatan pembelajaran hari ini. |
| • **Kegiatan Inti (60 menit)** |
| - Guru meminta siswa untuk berlatih speaking menggunakan aplikasi Ome TV |
| - Guru memberikan waktu kepada siswa sekitar 40 menit untukk praktik speaking di aplikasi Ome TV. |
| - Setelah praktik selesai guru meminta siswa untuk menjelaskan apa yang mereka bahas dengan orang asing saat menggunakan aplikasi Ome TV. |
| • **Penutup (15 menit)** |
| - Guru memberikan motivasi kepada siswa untuk tidak takut dalam melakukan speaking diaplikasi yang digunakan. |
| - Guru mengabsen siswa yang hadir dikelas. |
| - Guru memberikan salam untuk mengakhiri pelajaran pada pertemuan kedua |

## I. Rubrik Penilaian Speaking

| Kriteria | Skor 1 | Skor 2 | Skor 3 | Skor 4 | Skor 5 |
|---|---|---|---|---|---|
| **Fluency** | Sulit berkomunikasi sehingga sulit dipahami | Banyak mengulang dan mencari kata serta ragu berbicara dan berhenti terlalu lama sehingga | Berbicara agak lambat dan ragu sehingga menganggu penampilan | Berkomunikasi secara lancar walaupun memiliki sedikit keraguan saat berbicara. | Sangat lancar. |

| | | mengangg u kinerja | | | |
|---|---|---|---|---|---|
| **Vocabulary** | Banyak kesalahan sehingga sulit dipahami | Banyak kesalahan dan mengangg u makna | Ada beberapa kesalahan dan mengangg u makna | Ada sedikit kesalahan tapi tidak menganggu makna | Kosakata yang digunakan sempurna |
| **Accuracy** | Kesalahan seluruhnya pada tata bahasa sehingga sulit dipahami | Banyak kesalahan serts tidak sesuai dengan tata bahasa dan mengangg u makna | Ada beberapa kesalahan tata bahasa yang mengangu makna | Ada sedikit kesalahan tata bahasa tapi tidak menganggu makna | Tata bahasa yang digunakan sempurna. |
| **Pronunciatio n** | Sulit dipahami | Banyak kesalahan dan mengangg u makna | Ada beberapa kesalahan dan mengangg u makna | Ada sedikit kesalahan tapi tidak menganggu makna | Pengucapa n yang sempurna |

Parepare,    Juli 2022

Guru Mata Pelajaran                                    Peneliti

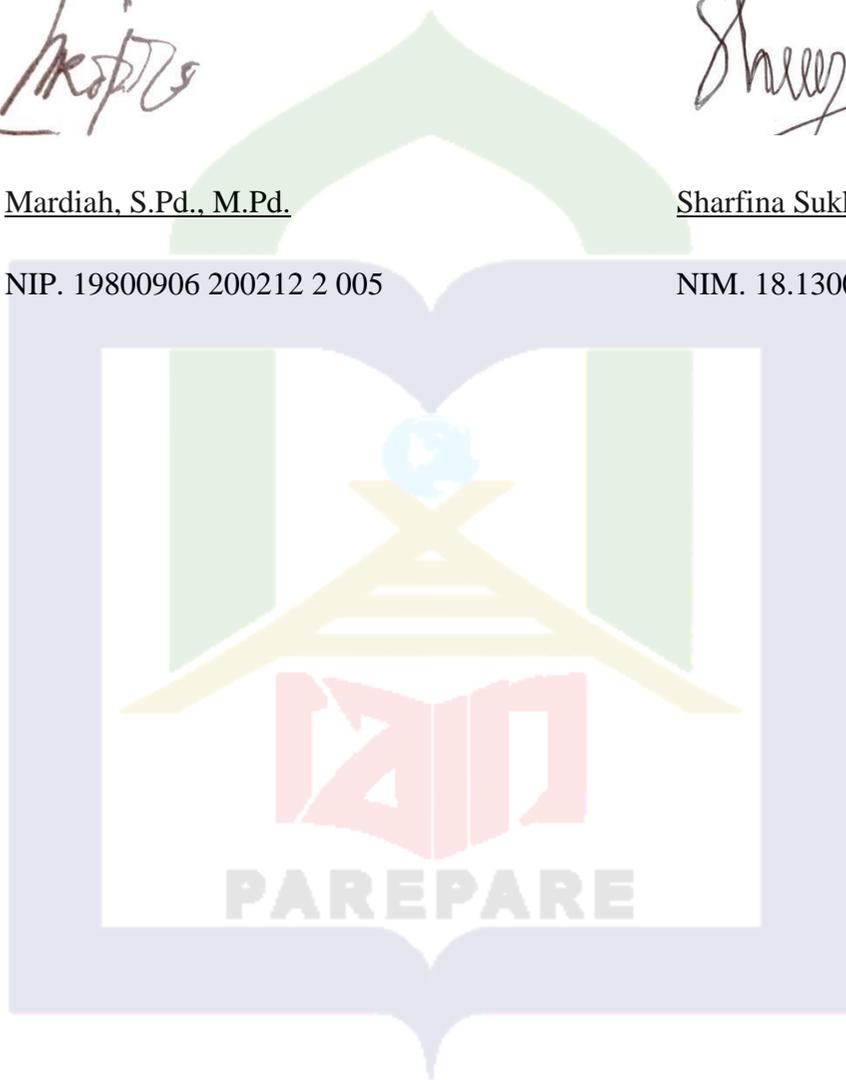Mardiah, S.Pd., M.Pd.                                  Sharfina Sukhemi

NIP. 19800906 200212 2 005                             NIM. 18.1300.119

**APPENDIX 5**

**INSTRUMENT OF POST-TEST**

Activity: Speaking test

Instruction:

1.  Each students choose one person to be a partner during the conversation

2.  Students can choose a dialogue based on the dialogue that has been provided.

3.  Students will have conversations in front of the class with their partner.

**Dialog 1**

Brayn  :Hi. Are you from Australia

Indah   :No. I'm from Indonesia. Have you watched like batman?

Brayn  : Hahahaha, I only watched it once on television. But I don't know what edition it is.

Indah   : I want to ask your opinion about what character you like in batman movies?

Brayn  : I think batman is a helpful, humble, and kind person.

Indah   : I don't agree, From my point of view batman is a revenge person.

Brayn  : He takes revenge to evil.

Indah   :Really?

Brayn  : Yes, batman helps with crime and he also cooperates with the police.

Indah   : Wow. I just watched but did not understand the content of the story.

Brayn  : No problem. I'm just asking your opinion.

Indah   : You are so good like batman

Brayn  : Hahaha. Thank you.

Indah   : You're welcome

**Dialog 2**

Indah   : Hello. What's your name?

Ryan    : Hello. I'm Ryan, and you?

Indah  : Indah

Ryan  :Do you have any medical question?

Indah  :No. But do you know abaout spiritual treatment?

Ryan  :Yes I know because many countries do that.

Indah  : Yah. Every tribe and culture in Indonesia has spiritual medicine according to their beliefs. What's your thoughts?

Ryan  : To my mind healing depends on the mind of each person because disease comes from the mind. we also have to respect other people's beliefs.
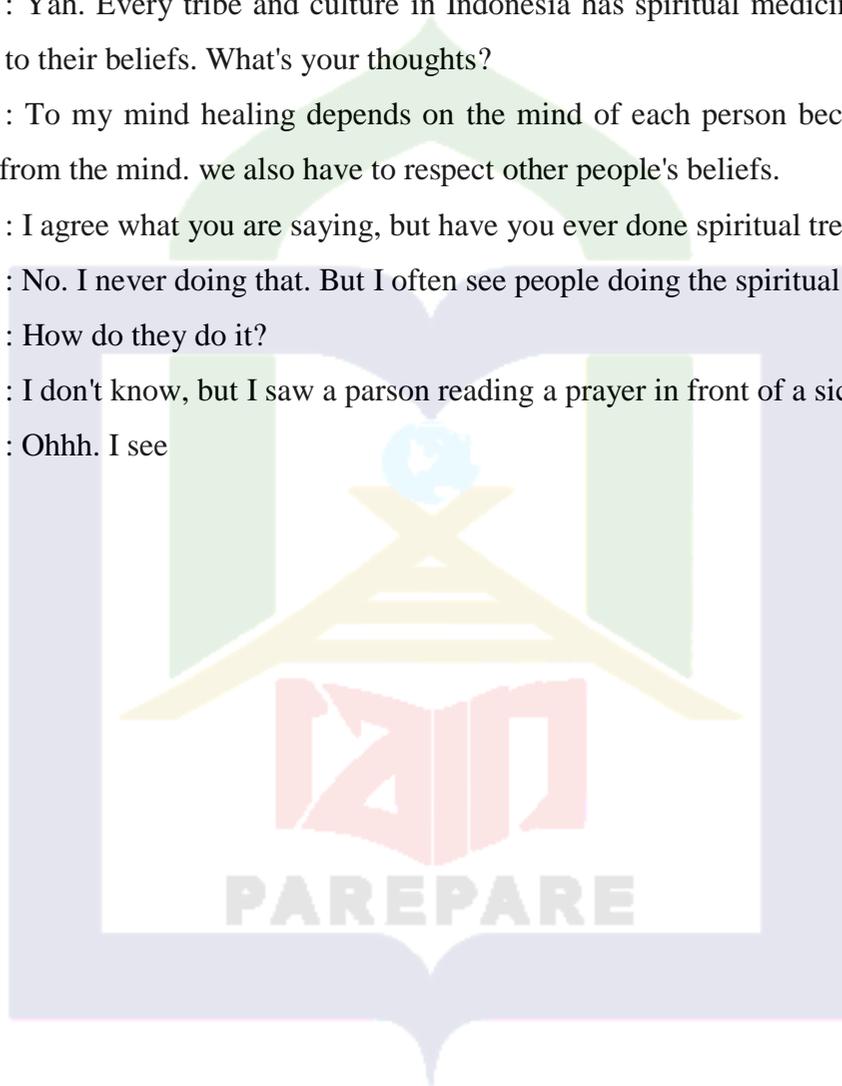
Indah  : I agree what you are saying, but have you ever done spiritual treatment?

Ryan  : No. I never doing that. But I often see people doing the spiritual medicine

Indah  : How do they do it?

Ryan  : I don't know, but I saw a parson reading a prayer in front of a sick person.

Indah  : Ohhh. I see

**APPENDIX 6**

**The process of the formula for the mean and standard deviation of pre-test and post-test**

Mean score of the pre-test:

X = Mean score of the pre-test

$$X = \sum \frac{X1}{N}$$

$$X = \sum \frac{302}{33}$$

$$X = 9.15$$

Standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{2914 - \frac{(300)^2}{33}}{33-1}}$$

$$SD = \sqrt{\frac{2914 - \frac{90000}{33}}{32}}$$

$$SD = \sqrt{\frac{2914 - 2727.27}{32}}$$

$$SD = \sqrt{\frac{186.72}{32}}$$

$$SD = \sqrt{5.93}$$

$$SD = 2.41$$

Mean score of the post-test

$$X = \sum \frac{X2}{N}$$

$$X = \sum \frac{433}{33}$$

$$X = 13.12$$

Standard deviation of the post-test

$$SD = \sqrt{\frac{\sum X2^2 - \frac{(\sum X2)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{5887 - \frac{(433)^2}{33}}{33-1}}$$

$$SD = \sqrt{\frac{5887 - \frac{187489}{33}}{32}}$$

$$SD = \sqrt{\frac{5887 - 5681.48}{32}}$$

$$SD = \sqrt{\frac{205.5}{32}}$$

$$SD = \sqrt{6.42}$$

$$SD = 2.53$$

## APPENDIX 7

**The worksheet of the calculation the score in pre-test and post-test of the students speaking skill**

| No. | X1 | X2 | X1^2 | X2^2 | D(X2-X1) | D^2(X2-X1)^2 |
|-----|----|----|------|------|----------|--------------|
| 1 | 13 | 16 | 169 | 256 | 3 | 9 |
| 2 | 12 | 17 | 144 | 289 | 5 | 25 |
| 3 | 9 | 11 | 81 | 121 | 2 | 4 |
| 4 | 11 | 15 | 121 | 225 | 4 | 16 |
| 5 | 11 | 16 | 121 | 256 | 5 | 25 |
| 6 | 5 | 9 | 25 | 81 | 4 | 16 |
| 7 | 10 | 14 | 100 | 196 | 4 | 16 |
| 8 | 12 | 16 | 144 | 256 | 4 | 16 |
| 9 | 10 | 14 | 100 | 196 | 4 | 16 |
| 10 | 11 | 15 | 121 | 225 | 4 | 16 |
| 11 | 10 | 15 | 100 | 225 | 5 | 25 |
| 12 | 8 | 12 | 64 | 144 | 4 | 16 |
| 13 | 6 | 10 | 36 | 100 | 4 | 16 |
| 14 | 9 | 11 | 81 | 121 | 2 | 4 |
| 15 | 10 | 15 | 100 | 225 | 5 | 25 |
| 16 | 12 | 16 | 144 | 256 | 4 | 16 |
| 17 | 9 | 12 | 81 | 144 | 3 | 9 |
| 18 | 8 | 12 | 64 | 144 | 4 | 16 |
| 19 | 9 | 15 | 81 | 225 | 6 | 36 |
| 20 | 10 | 14 | 100 | 196 | 4 | 16 |
| 21 | 8 | 13 | 64 | 169 | 5 | 25 |
| 22 | 12 | 17 | 144 | 289 | 5 | 25 |
| 23 | 10 | 14 | 100 | 196 | 4 | 16 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 24 | 9 | 13 | 81 | 169 | 4 | 16 |
| 25 | 5 | 10 | 25 | 100 | 5 | 25 |
| 26 | 9 | 10 | 81 | 100 | 1 | 1 |
| 27 | 6 | 10 | 36 | 100 | 4 | 16 |
| 28 | 4 | 9 | 16 | 81 | 5 | 25 |
| 29 | 7 | 10 | 49 | 100 | 3 | 9 |
| 30 | 12 | 16 | 144 | 256 | 4 | 16 |
| 31 | 10 | 14 | 100 | 196 | 4 | 16 |
| 32 | 9 | 13 | 81 | 169 | 4 | 16 |
| 33 | 4 | 9 | 16 | 81 | 5 | 25 |
| **Total** | $\sum X_1 = 300$ | $\sum X_2 = 433$ | $\sum X1_1{}^2 = 2914$ | $\sum X1_2{}^2 5887$ | $\sum D = 133$ | $\sum D^2 569$ |

To find out D used formula as follow:

$$D = \frac{\sum D}{N}$$

$$D = \frac{133}{33} = 4.03$$

The calculation the t-test value

$$T = \frac{D}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$T = \frac{4.03}{\sqrt{\frac{569 - \frac{(133)^2}{33}}{33(33-1)}}}$$

$$T = \frac{4.03}{\sqrt{\frac{569 - \frac{17689}{33}}{1056}}}$$

$$T = \frac{4.03}{\sqrt{\frac{569 - 536.03}{1056}}}$$

$$T = \frac{4.03}{\sqrt{\frac{32.96}{1056}}}$$

$$T = \frac{4.03}{\sqrt{0.03}}$$

$$T = \frac{4.03}{0.17} = 22.80$$

# APPENDUX 8

## *t* Distribution: Critical Values of *t*

| Degrees of freedom | Two-tailed test: | Significance level | | | | | |
|---|---|---|---|---|---|---|---|
| | | 10% | 5% | 2% | 1% | 0.2% | 0.1% |
| 1 | | 6.314 | 12.706 | 31.821 | 63.657 | 318.309 | 636.619 |
| 2 | | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 | 31.599 |
| 3 | | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 | 12.924 |
| 4 | | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 | 8.610 |
| 5 | | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 | 6.869 |
| 6 | | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 | 5.959 |
| 7 | | 1.894 | 2.365 | 2.998 | 3.499 | 4.785 | 5.408 |
| 8 | | 1.860 | 2.306 | 2.896 | 3.355 | 4.501 | 5.041 |
| 9 | | 1.833 | 2.262 | 2.821 | 3.250 | 4.297 | 4.781 |
| 10 | | 1.812 | 2.228 | 2.764 | 3.169 | 4.144 | 4.587 |
| 11 | | 1.796 | 2.201 | 2.718 | 3.106 | 4.025 | 4.437 |
| 12 | | 1.782 | 2.179 | 2.681 | 3.055 | 3.930 | 4.318 |
| 13 | | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 | 4.221 |
| 14 | | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 | 4.140 |
| 15 | | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 | 4.073 |
| 16 | | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 | 4.015 |
| 17 | | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 | 3.965 |
| 18 | | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 | 3.922 |
| 19 | | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 | 3.883 |
| 20 | | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 | 3.850 |
| 21 | | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 | 3.819 |
| 22 | | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 | 3.792 |
| 23 | | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 | 3.768 |
| 24 | | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 | 3.745 |
| 25 | | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 | 3.725 |
| 26 | | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 | 3.707 |
| 27 | | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 | 3.690 |
| 28 | | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 | 3.674 |
| 29 | | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 | 3.659 |
| 30 | | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 | 3.646 |
| 32 | | 1.694 | 2.037 | 2.449 | 2.738 | 3.365 | 3.622 |
| 34 | | 1.691 | 2.032 | 2.441 | 2.728 | 3.348 | 3.601 |
| 36 | | 1.688 | 2.028 | 2.434 | 2.719 | 3.333 | 3.582 |
| 38 | | 1.686 | 2.024 | 2.429 | 2.712 | 3.319 | 3.566 |
| 40 | | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 | 3.551 |
| 42 | | 1.682 | 2.018 | 2.418 | 2.698 | 3.296 | 3.538 |
| 44 | | 1.680 | 2.015 | 2.414 | 2.692 | 3.286 | 3.526 |
| 46 | | 1.679 | 2.013 | 2.410 | 2.687 | 3.277 | 3.515 |
| 48 | | 1.677 | 2.011 | 2.407 | 2.682 | 3.269 | 3.505 |
| 50 | | 1.676 | 2.009 | 2.403 | 2.678 | 3.261 | 3.496 |
| 60 | | 1.671 | 2.000 | 2.390 | 2.660 | 3.232 | 3.460 |
| 70 | | 1.667 | 1.994 | 2.381 | 2.648 | 3.211 | 3.435 |

**APPENDIX 9**

**DOCUMENTATIONS**

# CURRICULUM VITAE

Sharfina Sukhemi, the writer was born on March 10<sup>th</sup> 2001 in Parepare. She is the first child in her family. She is onl daughter in her family. She has three brothers. Her father's name is Mukhammad Sukhemi and her mother's name is Fitria. She began study on 2005 at TK Umdi Taqwa Lakessi and continued her study on 2006 at SDN 34 Parepare, and graduated on 2012. In the same year, she continued her study at SMP Negeri 10 Parepare and graduated on 2015.

In the same year she continued her study at SMA Negeri 2 Parepare and graduated on 2018. After graduated, she decided to continued her study at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her skripsi on 2022 with the title "Ome TV Video Chat Application in Improving Speaking Skill at SMA Negeri 2 Parepare".