

## THE USE OF OME TV PLATFORM TO ENHANCE ENGLISH-SPEAKING SKILLS OF BEC STUDENTS

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### Articel Info

#### **Keywords:**

*English Speaking Skills, Ome TV, Pronunciation, Vocabulary*

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### Abstract

This research investigates the impact of using the Ome TV platform on university students' English-speaking skills through real-time online interactions. In the context of English language learning, Ome TV offers a practical, informal environment for students to practice speaking with native and fluent speakers outside the classroom. This study employs a qualitative descriptive method with thematic analysis to explore the benefits and challenges faced by students during their participation. Data were collected through interviews with active users of Ome TV and analyzed to reveal enhancements in speaking confidence, fluency, pronunciation clarity, and vocabulary expansion, especially of informal and idiomatic expressions. The study highlights how authentic, spontaneous conversations contribute to students' language development and natural communication skills. Despite these benefits, participants also encountered challenges such as difficulties finding appropriate conversation partners, experiencing inappropriate interactions, and technical problems like unstable internet connections. To overcome these issues, students used strategies such as skipping unproductive partners, reporting misconduct, and employing VPNs to improve access and connectivity. This research offers valuable insights into the effectiveness of Ome TV as a language learning tool and suggests practical strategies to enhance virtual speaking experiences for university students.

## 1. INTRODUCTION

English proficiency has become an essential skill in today's globalized world, particularly in non-native English-speaking countries like Indonesia. As language serves not only as a medium for communication but also for building relationships and exchanging knowledge, the ability to speak English fluently is increasingly important in academic, professional, and social contexts (Hussein, 2018; Rustamov & Mamaziyayev, 2022). Among the four language skills, speaking is considered one of the most vital yet challenging components for learners to master, especially due to limited exposure, anxiety, and lack of

practice opportunities within formal classroom settings (Leong & Ahmadi, 2017; Thao & Nguyet, 2019).

Technological advancement has significantly transformed language learning, offering flexible and personalized experiences through various digital platforms (Gilakjani, 2017; Warschauer, 2016; Kessler, 2018). One emerging tool is the Ome TV application, a video chat platform that enables real-time conversations with people from different countries. It offers EFL learners the chance to practice speaking in authentic, spontaneous interactions while fostering cultural awareness and boosting confidence. Influencers like Fiki Naki have demonstrated the educational value of Ome TV, which has gained popularity among Indonesian students for practicing English outside formal education (Suryanto & Fitrawan, 2023; Hadinata, 2024).

Despite its benefits, Ome TV also presents certain challenges, including unstructured interactions, potential cultural misunderstandings, and a lack of grammatical accuracy. However, several studies have shown that the platform significantly improves fluency, vocabulary, and pronunciation while encouraging learners to step outside their comfort zones (Jalil et al., 2024; Wahyuningsih & Nurona, 2024). For students in Business English Communication (BEC) programs, where speaking confidently is crucial for professional success, Ome TV provides a unique opportunity to engage in real-life conversations, improving their communicative competence in areas such as negotiation, presentation, and networking.

Thus, this study aims to explore how the use of the Ome TV platform influences the English-speaking skills of students in the Business English Communication (BEC) program. It also seeks to identify the challenges students face while using the platform and the strategies they apply to overcome these obstacles. Specifically, this research will answer two main questions: (1) How does the use of the Ome TV platform impact the students' English-speaking skills? and (2) What are some of the challenges faced by students when using the Ome TV platform, and how do they overcome them.?

This research seeks to explore how BEC students from the 2021 cohort use Ome TV to enhance their English-speaking skills. It also aims to identify the challenges they face and the strategies they employ to overcome them. While building on prior research, this study focuses on the specific experiences of BEC students and the role of Ome TV in developing speaking proficiency within a business communication context. Ultimately, the findings are expected to contribute to broader discussions on integrating technology into language learning and maximizing its potential for speaking skill development.

## **2. RESEARCH METHODS**

### **2.1. Research Design**

This study employed a qualitative descriptive design to explore how the use of the Ome-TV platform influenced students' English-speaking skills. The qualitative approach was chosen to capture rich, detailed insights into learners' personal experiences and perceptions. As described by Denzin and Lincoln (2005), qualitative research seeks to interpret phenomena within their natural context, making it suitable for investigating how students engage with digital platforms for language learning.

The research was conducted at Universitas Negeri Makassar, focusing on undergraduate students from the BEC batch of 2021 who used Ome-TV as part of their English-speaking practice. This site was selected due to its supportive digital learning environment and student engagement with language technologies. Facilities such as internet access, language labs, and a curriculum encouraging the use of digital platforms contributed to an ideal setting

for this study. Selecting this institution provided a naturalistic context in which students could share authentic experiences, free from artificial research constraints.

Participants were chosen through purposive sampling, focusing on students who met two criteria: regular use of Ome-TV for speaking practice and willingness to participate in the research. From a total of 312 students in the BEC 2021 cohort, four participants were selected based on their experience in using the platform to communicate with native speakers. These participants provided varied and relevant insights into the benefits and challenges of using Ome-TV for language acquisition.

Data collection was conducted through semi-structured, face-to-face interviews and direct observation of participants using Ome-TV. Interviews followed a flexible guide with open-ended questions, allowing participants to elaborate on their experiences and enabling the researcher to pursue emerging themes during the conversation. This method allowed for the collection of detailed narratives, reflecting the complexities of language learning in a digital environment. Observations were carried out to examine participants' real-time engagement on the platform, including their interaction patterns, conversation topics, and language use. This dual-method approach ensured a comprehensive understanding of how Ome-TV was utilized in the learning process.

Research instruments included a semi-structured interview guide, an audio recorder, and an observation checklist. The interview guide ensured consistency across participant responses, while the audio recorder captured detailed accounts for accurate transcription and analysis. The observation checklist was used to systematically record participants' behaviors, such as session frequency, conversation duration, and language focus. Together, these tools supported the collection of valid, triangulated data for understanding the effectiveness of Ome-TV in enhancing English-speaking skills.

## **2.2. Data Analysis**

The data in this study were analyzed using Thematic Analysis, a qualitative method used to identify and interpret patterns of meaning within the data (Braun & Clarke, 2006). This approach was effective for exploring participants' experiences and perceptions, allowing for a deeper understanding of how using Ome TV influenced their English-speaking abilities. The analysis focused specifically on two components of speaking performance: pronunciation and vocabulary. To ensure rigor and clarity, the analysis followed the six-phase process proposed by Braun and Clarke (2006).

### **2.2.1. Familiarisation with the Data**

The first step involved thoroughly reading and rereading the interview transcripts to gain a deep understanding of the data. This process helped the researcher identify initial ideas related to participants' vocabulary use and pronunciation development through Ome TV.

### **2.2.2. Generating Initial Codes**

The researcher systematically coded significant features of the data relevant to vocabulary acquisition and pronunciation improvement. These codes captured repeated patterns in participants' experiences and responses.

### **2.2.3. Searching for Themes**

The identified codes were then grouped into broader themes that reflected the participants' learning progress and challenges with vocabulary and pronunciation while using Ome TV.

#### 2.2.4. Reviewing Themes

Themes were reviewed and refined to ensure they accurately represented the data and remained aligned with the study's focus on pronunciation and vocabulary.

#### 2.2.5. Defining and Naming Themes

Each theme was clearly defined and named to reflect its core meaning, illustrating participants' strategies, difficulties, and improvements in vocabulary and pronunciation.

#### 2.2.6. Writing the Report

The final phase involved compiling the findings into a structured report. The report presented the identified themes and demonstrated how the use of Ome TV impacted students' vocabulary development and pronunciation practice..

### 3. RESULTS AND DISCUSSION

#### 3.1 Result

The findings of this study examine how the use of the Ome TV platform influences university students' English-speaking skills, particularly in the areas of pronunciation and vocabulary, and identify the challenges students face when using the platform, as well as the strategies they use to overcome these difficulties. Using a qualitative descriptive approach and Braun and Clarke's (2006) six-phase thematic analysis, interviews with participants revealed key themes that reflect both language development and problem-solving efforts.

This section is divided into two parts:

1. The Impact of Ome TV on Students' English-Speaking Skills
2. Challenges in Using Ome TV and Strategies to Overcome Them

##### a. The Impact of Ome TV on Students' English-Speaking Skills

The first part of the findings explores how using the Ome TV platform supported the improvement of university students' English-speaking abilities. Two major themes were identified: Pronunciation Development and Vocabulary Expansion. These themes emerged through the participants' experiences with real-time communication on Ome TV, where they interacted with international users in spontaneous conversation settings.

Participants reported increased awareness and improvement in pronunciation through frequent exposure to fluent and native speakers on Ome TV. The interaction created opportunities to hear and imitate natural speech, identify pronunciation errors, and adjust articulation for clearer communication.

##### 1. Increased Awareness of Pronunciation

Exposure to fluent speakers helped participants recognize the differences between their own pronunciation and the correct or native-like pronunciation.

##### **Extract:**

*"Saya juga masih kebingungan sih antara pengucapan itu... Tapi dari situ juga saya tahu bilang, oh kalau kayak begini pengucapannya sama dengan but you."* (Participant 1)

Translation: "There was still confusion with pronunciation... But through the interaction, it became clear that this is how 'but you' is pronounced."

**Extract:**

*“Ya, saya lebih sadar karena saya sering mendengar cara pengucapan dari penutur asli dan mencoba menirunya.” (Participant 4)*

*Translation:* “Yes, there was increased awareness after listening to how native speakers pronounce words and trying to copy them.”

**2. More Natural and Fluent Speaking**

Real-time conversation pushed students to speak more clearly so their partners could understand them, leading to more deliberate and articulate pronunciation.

**Extract 3:**

*“Iya, saya belajar berbicara lebih jelas karena kalau terlalu cepat atau tidak jelas, lawan bicara saya tidak akan mengerti.” (Participant 4)*

*Translation:* “Yes, clearer speech was developed because if speaking too fast or unclearly, the listener would not understand.

**Extract 4:**

*“Mungkin, sedikit lebih jelas.” (Participant 3)*

*Translation:* “Possibly, slightly clearer.”

These excerpts illustrate how the need for mutual understanding in real conversations naturally pushed learners to improve their pronunciation and clarity, making their spoken English more effective and listener-friendly.

**3. Enhancements in Spontaneous Speaking**

Participants reported a notable improvement in their ability to speak English spontaneously, both on the Ome TV platform and in daily life. This spontaneous speaking ability developed as a result of frequent real-time interactions that required quick thinking and natural responses.

**Extract 5:**

*“Kadang-kadang saya spontan untuk berbicara dalam bahasa Inggris. Walaupun teman saya mengajak saya dalam bahasa Indonesia, tapi kadang-kadang saya spontan untuk berbicara dalam bahasa Inggris.” (Participant 1)*

*Translation:* “Sometimes English was spoken spontaneously. Even when others spoke in Indonesian, the responses sometimes came out in English.”

**Extract 6:**

*“Saya lebih suka berbicara spontan... seharusnya ucapan bahasa Inggris keluar spontan.” (Participant 2)*

*Translation:* “Spontaneous speaking was preferred... ideally, English should come out naturally.

**Extract 7:**

*“Ya, percakapan spontan jadi lebih mudah.” (Participant 3)*

*Translation:* “Spontaneous conversation became easier.”

These reflections indicate that learners were no longer dependent on structured or rehearsed speaking situations. Instead, Ome TV encouraged natural language production where responses emerged automatically. This growth in spontaneous speech signifies an advanced stage of

speaking proficiency, where language is accessed fluidly, without deliberate translation or hesitation.

### **Enhancement of Pronunciation Skills through Ome TV**

Ome TV provided learners with immersive exposure to English pronunciation through real-time conversations with native and fluent speakers. This interaction enhanced three key aspects of pronunciation skills: increased awareness of correct pronunciation, improved clarity in speech, and subtle influence on accent and intonation.

#### **1. Increased Awareness of Proper Pronunciation**

Participants reported that exposure to native or fluent English speakers on Ome TV helped them realize differences between their own pronunciation and the correct or native-like versions. This awareness led them to be more conscious of how words should sound and to make efforts to imitate accurate pronunciation.

#### **Extract 8:**

*"Saya juga masih kebingungan sih antara pengucapan itu... Tapi dari situ juga saya tahu bilang, oh kalau kayak begini pengucapannya sama dengan but you."* (Participant 1)

Translation: "There was still confusion with pronunciation... But through the interaction, it became clear that this is how 'but you' is pronounced."

#### **Extract 9:**

*"Ya, saya lebih sadar karena saya sering mendengar cara pengucapan dari penutur asli dan mencoba menirunya."* (Participant 4)

Translation: "Yes, there was increased awareness after listening to how native speakers pronounce words and trying to copy them."

#### **Extract 10:**

*"Ya, jadi lebih sadar pengucapan yang benar."* (Participant 3)

Translation: "Yes, there was increased awareness of correct pronunciation."

These reflections suggest that Ome TV served as a practical environment where learners could identify and internalize accurate pronunciation patterns through real-world input.

#### **2. Improved Clarity and Comprehensibility**

To maintain effective communication on Ome TV, learners had to adjust their speech to be more understandable. This necessity encouraged clearer articulation and better speech pacing, especially when unclear pronunciation caused misunderstandings.

#### **Extract 11:**

*"Iya, saya belajar berbicara lebih jelas karena kalau terlalu cepat atau tidak jelas, lawan bicara saya tidak akan mengerti."* (Participant 4)

Translation: "Yes, clearer speech was developed because if speaking too fast or unclearly, the listener would not understand."

#### **Extract 12:**

*"Mungkin, sedikit lebih jelas."* (Participant 3)

Translation: "Possibly, slightly clearer."

These statements indicate that real-time interaction naturally trained learners to adjust their pronunciation for better comprehensibility, enhancing their spoken English effectiveness.

### 3. Influence on Accent and Intonation

Some participants noticed slight changes in their accent and intonation patterns, influenced by frequent exposure to specific English accents—particularly American English. Though complete accent acquisition is a complex process, learners showed early signs of adapting to native-like rhythms and stress.

#### **Extract 13:**

*“Saya kadang mengikuti cara pengucapannya. Aksennya.”* (Participant 1)

Translation: “Sometimes the pronunciation and accent were imitated.”

#### **Extract 14:**

*“Ya, aksen saya sedikit berubah karena saya sering meniru cara berbicara orang lain, terutama dalam intonasi dan ritme bicara.”* (Participant 4)

Translation: "Yes, the accent changed slightly due to frequent imitation of others, especially in tone and speech rhythm."

#### **Extract 15:**

*“Paling banyak yang kakak dapat itu pakai aksen Amerika.”* (Participant 1)

Translation: "Most of the input received used an American accent."

These findings demonstrate that learners were not only adjusting individual sounds but also developing sensitivity to the broader prosodic features of English, contributing to a more natural and confident speaking style.

### **Enhancement of Vocabulary through Ome TV**

Through direct exposure to authentic conversations with a wide range of speakers, including native English users, learners encountered new vocabulary items, idiomatic expressions, and informal speech patterns not typically found in classroom settings. These interactions encouraged learners to expand their vocabulary and transition toward using more natural, fluent language. The enhancement of vocabulary can be categorized into three subthemes:

#### 1. Acquisition of New Words and Phrases

Participants reported that they encountered unfamiliar vocabulary items during conversations on Ome TV. These new words were often learned through contextual exposure, with learners either deducing the meaning from the conversation or asking their conversation partners for clarification.

#### **Extract 16:**

*“Karena suasana tegang, makanya dia bilang saya kayak, break the ice. Jadi saya kayak pelan-pelan, break the ice? Apa itu break the ice?... Ternyata break the ice itu maksudnya adalah supaya suasananya jadi lebih santai.”* (Participant 1)

Translation: "Because the situation was tense, the person said 'break the ice'. I was confused at first... It turns out 'break the ice' means to make the situation more relaxed."

#### **Extract 17:**

*“Contohnya seperti kata-kata gaul itu kayak circle. Seperti itu.”* (Participant 2)

Translation: "For example, slang words like 'circle'. Things like that."

**Extract 18:**

*“Iya, saya sering mendengar kata-kata baru dari berbagai orang dan mulai menggunakannya dalam percakapan saya sendiri.”* (Participant 4)

Translation: "Yes, I often heard new words from different people and started using them in my own conversations."

These insights demonstrate that vocabulary acquisition through Ome TV is often spontaneous and organically embedded within real-time communication. Learners expanded their word banks with colloquial and functional expressions that enriched their daily English use.

**2. Exposure to Informal Language and Idiomatic Expressions**

A notable advantage of Ome TV was the learners' frequent exposure to informal language, slang, and idioms—elements often absent from textbook-based instruction. Participants noted that such expressions, while initially unfamiliar, became easier to understand and eventually to use.

**Extract 19:**

*“Ya, beberapa bahasa gaul dan idiom.”* (Participant 3)

Translation: "Yes, some slang and idioms."

**Extract 20:**

*“Ya, saya banyak belajar bahasa gaul dan idiom yang sering digunakan oleh penutur asli, yang tidak selalu diajarkan di kelas.”* (Participant 4)

Translation: "Yes, I learned a lot of slang and idioms used by native speakers that are not always taught in class."

**Extract 21:**

*“Pernah.”* (In response to whether informal phrases or slang were learned) (Participant 2)

Translation: "Yes."

These responses confirm that learners benefited from authentic exposure to idiomatic English. Understanding and eventually using such expressions enhanced their listening comprehension and helped them respond more naturally in conversation.

**3. Use of More Natural and Advanced Expressions**

With continued use of Ome TV, several participants reported a shift from basic, textbook vocabulary toward more natural and advanced language use. This evolution reflected a growing comfort with real-life English and a desire to sound more fluent.

**Extract 22:**

*“Saya lebih anunya sih natural. Mengekspresikannya secara biasa dan secara natural untuk mengganti kata-kata tersebut.”* (Participant 1)

Translation: "The expression became more natural. The words were replaced in a more ordinary and natural way."

**Extract 23:**

*“Iya, sekarang saya lebih sering menggunakan frasa yang lebih alami daripada hanya memakai kata-kata dasar.”* (Participant 4)

Translation: "Yes, now I use more natural phrases instead of only using basic words."

**Extract 24:**

*“Kadang-kadang, mencoba ekspresi yang lebih alami.”* (Participant 3)

Translation: "Sometimes, more natural expressions are tried."

These reflections indicate that vocabulary growth extended beyond simple word acquisition. Learners developed the ability to choose contextually appropriate and idiomatic expressions, resulting in more fluid and native-like communication patterns.

**b. Challenges in Using Ome TV and Strategies to Overcome Them**

While Ome TV provided a valuable platform for English-speaking practice, the interview data revealed several challenges that potentially hindered learners' progress. These challenges included difficulties in finding suitable conversation partners, experiencing inappropriate or uncomfortable interactions, and facing technical issues that disrupted communication. Nevertheless, participants demonstrated resilience and developed practical strategies to navigate these obstacles, ensuring continued language development. The challenges and the strategies used to overcome them are discussed below.

**Difficulty in Finding Suitable Conversation Partners**

A common issue reported by participants was the difficulty in finding conversation partners who were genuinely committed to practicing English. Many users on the platform were not interested in language exchange and instead engaged in unrelated or unserious conversations. This lack of alignment in communication goals made it difficult to maintain productive and focused interactions. In addition, some learners struggled with understanding regional English accents, particularly British accents, which added to the complexity of communication.

**Extract 25:**

*“Sering, apalagi kalau yang British, yang aksen British. Oh my God, itu susah sekali rasanya.”* (Participant 1)

Translation: "Often, especially with British accents. It's very difficult to understand."

**Extract 26:**

*“Kadang aksennya itu kita bingung... Kita nggak ngerti dia bicaranya begitu.”* (Participant 4)

Translation: "Sometimes the accent is confusing... It's hard to understand how they talk."

**Extract 27:**

*“Terkadang sulit menemukan orang yang benar-benar ingin berlatih bahasa Inggris karena beberapa hanya ingin bercanda atau tidak serius.”* (Participant 2)

Translation: "Sometimes it's hard to find people who truly want to practice English because some just want to joke around or aren't serious."

To address this issue, participants frequently utilized the platform's "skip" feature to move past unproductive interactions and search for more appropriate partners. Some learners also made a conscious effort to engage with speakers from various regions to gradually familiarize themselves with different accents, thereby improving their listening comprehension and adaptability.

### **Inappropriate or Uncomfortable Interactions**

Participants also reported encountering inappropriate behavior during their use of Ome TV. These uncomfortable experiences included offensive language, disrespectful attitudes, and even indecent exposure. Such interactions were demotivating, particularly for learners in the early stages of developing speaking confidence.

#### **Extract 28:**

*“Ada memang yang rasis... dan melakukan hal yang tidak senonoh.”* (Participant 1)

Translation: "Some were racist... and did indecent things."

#### **Extract 29:**

*“Pernah mengalami situasi seperti itu. Seharusnya mengatasi ya gampang, langsung skip.”* (Participant 4)

Translation: "Yes, such situations have occurred. It's easy to deal with, just skip."

#### **Extract 30:**

*“Saya langsung melewati orang tersebut dan jika perlu, saya melaporkannya.”* (Participant 2)

Translation: "I skipped the person immediately and, if necessary, reported them."

To maintain a positive and safe learning experience, learners relied on the skip function to avoid prolonged exposure to negative interactions. Some also utilized the reporting feature to alert the platform about inappropriate users. These strategies enabled participants to protect their emotional well-being and stay motivated in their language learning journey.

### **Technical Issues Affecting Communication**

Technical difficulties, especially those related to unstable internet connections, were another challenge that interrupted effective communication on Ome TV. Poor audio quality, delays, and disconnections disrupted the natural flow of conversation and hindered meaningful language practice.

#### **Extract 31:**

*“Masalah teknis, lebih sering ke jaringan sih.”* (Participant 1)

Translation: "The technical problem is mostly with the network."

#### **Extract 32:**

*“Biasanya koneksi yang kurang stabil.”* (Participant 4)

Translation: "Usually, the connection is unstable."

#### **Extract 33:**

*“Saya sering mengalami koneksi buruk atau suara yang tidak jelas.”* (Participant 1)

Translation: "I often experience poor connection or unclear audio."

To manage these disruptions, participants adopted practical solutions such as seeking out quiet spaces, checking for a more stable internet connection, or switching to alternative devices when necessary. One participant also mentioned using a VPN server to improve both connectivity and exposure to a broader range of English speakers.

### **Extract 34:**

*“Saya biasanya menggunakan server VPN... Itu dapat membantu skill bahasa Inggris kita.”*  
(Participant 1)

Translation: "I usually use a VPN server... It helps improve our English skills."

This approach not only reduced connectivity issues but also provided access to speakers from diverse regions, thereby enhancing learners' exposure to varied English accents and styles.

## **3.2. Discussion**

This study explored the effects of using Ome TV on university students' English-speaking skills and the challenges they encountered in the process. Three main areas of development were identified: increased confidence, improvements in speaking components, and vocabulary acquisition. In addition, several difficulties were noted during Ome TV use. These findings are discussed below in relation to previous studies and relevant language learning theories.

### **The Impact of Ome TV on Students' English-Speaking Skills**

#### ***a. Enhancement of Speaking Skills via Ome TV***

1. **Confidence Boost:** Participants reported significant increases in confidence after repeated speaking sessions with strangers on Ome TV. At first, many felt nervous or hesitant when starting conversations with foreigners, but over time, they adapted and became more comfortable. This echoes findings by Brown (2021) and Suryanto (2022), who emphasize the role of frequent exposure and real-time communication in reducing language anxiety and building self-assurance.
2. **Fluency and Spontaneity:** Spontaneous conversations on Ome TV allowed students to practice real-time speaking without relying on scripts or rehearsed answers. Several participants mentioned that they became faster and more natural in forming responses. These results are consistent with Derakhshan et al. (2016) and Harmer (2001), who argue that authentic, unstructured dialogue is essential for developing speaking fluency.
3. **Vocabulary Development:** Engaging with diverse topics on Ome TV helped students acquire new vocabulary and idiomatic expressions, especially those common in informal, spoken English. Participants learned to apply these expressions in context rather than just memorize word lists. These findings align with Alqahtani (2015) and Harmer (2001), who support the notion of vocabulary acquisition through meaningful interaction.

#### ***b. Enhancement of Pronunciation Skills through Ome TV***

1. **Pronunciation:** Students improved their pronunciation by listening to native speakers and imitating their intonation and stress patterns. Some participants mentioned that they became more aware of their mispronunciations and worked to correct them. This is in line with Harmer (2001) and Brown (2007), who note that real-time listening and mimicry can strengthen pronunciation accuracy and speech rhythm.
2. **Clarity and Intonation:** To be understood by a global audience, participants made efforts to speak more clearly and emphasize key words. They learned to manage their speaking pace and adjust their tone depending on the listener's response. These behaviors reflect Suryanto's (2019) findings that intercultural communication fosters adaptability in delivery and message clarity.
3. **Use of Natural Expressions:** Several students began incorporating authentic English expressions—such as idioms, phrasal verbs, and discourse markers—into their speech. These expressions were often acquired directly from Ome TV interactions. This supports

Derakhshan et al. (2016), who argue that meaningful language use in conversation promotes natural and contextually appropriate expression.

### ***c. Enhancement of Vocabulary Skills through Ome TV***

1. Acquisition of New Vocabulary and Expressions: Participants frequently reported learning new vocabulary during interactions. Alqahtani (2015) asserts that vocabulary is fundamental to language proficiency. Because Ome TV facilitates spontaneous and unscripted communication, students are exposed to new words in context, which promotes retention. Harmer (2001) supports this, emphasizing the value of contextual learning in vocabulary acquisition. This is further supported by Derakhshan et al. (2016), who link speaking development with vocabulary growth.
2. Exposure to Informal and Idiomatic Language: Students encountered colloquial expressions, slang, and idioms that were rarely discussed in classrooms but are critical to fluent conversation. Brown (2007) underscores the importance of exposure to such language to achieve social competence. This also reflects Suryanto's (2022) emphasis on cultural relevance in real-life communication, showing how Ome TV helps bridge the gap between formal learning and actual usage.
3. Use of More Natural and Advanced Expressions: Participants reported progressing from basic vocabulary to more sophisticated and natural phrasing. Harmer (2001) explains that speaking fluency improves through the transition from controlled practice to freer expression. Ome TV provides a platform for this transition. Derakhshan et al. (2016) reinforce that spontaneous interaction pushes learners to process and use vocabulary more flexibly, contributing to fluency.

## **Challenges in Using Ome TV and Strategies to Overcome Them**

### ***a. Difficulty in Finding Suitable Conversation Partners***

Ome TV's random matching often led to interactions with users uninterested in meaningful dialogue. Gilakjani (2017) notes that unstructured digital tools can result in inconsistent interaction quality. Torkey (2006) adds that unfamiliarity with diverse English accents, particularly British English, can also hinder comprehension.

To address this, learners used the skip feature to avoid ineffective conversations and focused on users who shared their learning goals. Some intentionally engaged with various accents to build listening resilience, as suggested by Harmer (2001).

### ***b. Inappropriate or Uncomfortable Interactions***

Participants occasionally experienced offensive behavior, including racism or inappropriate visuals. Rao (2019) and Brown (2007) highlight the risks of anonymous online platforms, which may damage learners' motivation and emotional well-being.

Students employed strategies such as reporting and skipping users to protect their learning environment. Smith (2020) advocates for learner agency and digital boundary-setting, which aligns with how participants navigated these risks.

### ***c. Technical Issues Affecting Communication***

Connectivity problems, poor video/audio quality, and platform glitches were common issues. These technological constraints mirror the findings of Hadinata (2024), who points out the reliance of online platforms on stable infrastructure.

Participants adopted practical solutions, changing devices, relocating to better internet areas, or using VPNs to broaden interaction opportunities. These efforts increased access to diverse speakers and enhanced learning, consistent with Suryanto (2022) and Celce-Murcia (2001), who advocate for real-world, authentic communication in language acquisition.

#### 4. CONCLUSION

Based on the research conducted on the use of Ome TV as a language learning platform, it can be concluded that participation in conversations through Ome TV significantly improves university students' English-speaking skills. The platform provides a spontaneous and authentic environment that encourages real-time communication, exposure to diverse accents, and immediate conversational feedback. Improvements were observed in several key components of speaking, including pronunciation, vocabulary, fluency, listening comprehension, and speaking confidence. Participants also reported enhanced adaptability and reduced anxiety when engaging in English conversations, both online and in real-life contexts. Despite the study's limitation of involving a small number of participants, the findings highlight Ome TV as a valuable supplementary tool for immersive language practice beyond the traditional classroom.

Future research should consider involving a larger and more varied group of participants to capture a broader spectrum of user experiences and outcomes. Additionally, applying different methodologies such as experimental or mixed-method approaches is recommended to provide more comprehensive insights and measurable evidence of the platform's impact on specific aspects of speaking skills. These improvements would strengthen the overall understanding of how digital conversation platforms like Ome TV can effectively support the development of English proficiency in informal, engaging, and learner-centered settings.

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