Speaking Proficiency in TEFL: Utilizing the Use of Omegle Application

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ABSTRACT

This research aimed to explore the extents in which Omegle application was effective to improve students' speaking proficiency levels. The study was held in the academic year of 2023/2024 at SMPT Darussalam, Reni Jaya, Bojong Sari, Depok by involving 36 students of 7th grade, occupied in one class. The method employed in this study was quantitative with descriptive statistics approach. The data were gathered by using speaking pre- and post-tests. These data were analysed quantitatively by finding out each student's speaking outcome in each test to be classified into speaking proficiency levels; 'excellent', 'good', 'moderate', 'poor'. Then, the results were used to determine students' speaking proficiency level and reported in percentages. The findings revealed that the utilization of Omegle application as learning media was effective to improve students' speaking achievement in which in the pre-test, majority of the students (16) fell into 'poor' level (44.4%), while in the post-test, most of them (14) were in 'moderate' level (38.8%). Additionally, in the pre-test, none of the student was 'excellent' (0%) whereas in the post-test, 8 students were 'excellent' (22.2%). Based on these findings, this study deduced that utilizing Omegle as learning media was effective to improve students' speaking proficiency levels.

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Introduction

The mastery of spoken language proficiency is often used by the learners to evaluate their success in language learning (Ahmed, 2020). Even though to become a well-rounded speaker one needs to be proficient in each of the four language skills, the ability to speak well provides this person with several distinct advantages (Kadamovna, 2021), thus, the speakers of a language need to be specifically and purposefully trained in speaking skill. According to Salija, Muhayyang, Rasyid (2018), people speak to build communication which involves at least two persons as a sender and a receiver to exchange information, opinions, ideas, views, and or feelings. This communication can be effective and running smoothly only if both parties involved in that speaking are skilled in speaking.

In the context of English learning in Indonesia, where this language is taught as a foreign language, mastering speaking skill is considered the most challenging effort for students due to significant gap between Indonesian language and English and also lack of supportive environment. Previous studies invented several barriers students counter in acquiring speaking skill including: First, Lack of vocabulary. Afzal (2019) said that vocabulary is the basic element for students to acquire a second language, hence, lack of vocabulary will make them difficult to attain any language proficiency. Second, Fear of making mistakes and shyness. Hughes & Reed (2017) said that the students who always have the fear of mistake and the feeling of shyness will get blank in the middle of their speech because they are always worried of the mistakes and being laughed by their friends. Third, Lack of confidence. Kansil, Tuna, Liando (2022) asserted that in speaking skills, self-confidence is a pivotal element since it can stimulate the learners to be brave and enthusiastic in learning. Less confidence will prevent students' learning. Fourth, Lack of motivation. Motivation is broadly defined as an influence which stimulates student's willingness to accomplish a task or reach learning goal (Schunk & Zimmerman, 2012). "Teachers who help their students to become authors of their lives, take ownership and develop personal interest in their own work stimulate students' motivation, and increase their drive to learn" (Johnson, 2017, p. 47). Fifth, Lack of grammar knowledge. It is undebatable that building

sentences require correct grammar, therefore, low mastery of adequate grammar knowledge becomes one of the issues the students faced in speaking (Watsons, 2020).

To respond to the challenges above, previous studies also reported several factors affecting students' speaking ability, namely: affective, cognitive, linguistic, grammar, discourse and interaction. As the first factor, affective appears as students get negative result from their English learning process in the classroom (Tuan & Mai, 2015). Cognitive factor deals with students' knowledge of English in which the results might improve students' nervousness and anxiety feelings (Saville-Troike, 2012). Linguistic is related to students' knowledge of the language that hampers them to speak (such as the challenges explained before). Grammar ability refers to English tenses as the tools to construct grammatical-based sentences when the students learn speaking. Discourse factor allows a student to effectively initiate, keep, expand, and complete the process of communication by using language appropriate to any given situation/context. Interaction is dynamic series of social actions hence, 'talking/speaking' is one example of building interaction.

Due to the importance of speaking skill in English learning and the challenges faced, assisting students to improve this oral proficiency becomes the responsibility of the teachers. According to Marhamah & Muslem (2022), teachers can help students to improve their learning achievement through learning media. Hikmah (2019) asserted that nowadays, where technology develops rapidly, the use of technology in teaching and learning media is appropriate for this era. There are a variety of technological-based media that can be used to teach speaking skill and one of them is Omegle application. It is one of popular video chat sites available online. It pairs random users identified as "You' and 'Stranger' to chat online via 'text', 'video', or both. By having this communication, the users will be encouraged to speak with other people and they will have the efforts to improve their pronunciation, enrich new vocabulary, and increase their confidence.

Omegle is one-on-one video call sessions that randomly connects the users with the people around the world. It has a video conferencing feature in which the program offers fast and easy to use camera where the user can see people meet in person no matter how far they are. Since this application connects someone to anyone else from various background and different countries, then English is used as medium of communication. Therefore, this online application has been proven by several studies as an effective media to improve students' speaking skill such as Rahman et.al., (2023) and Taufik et.al., (2022).

Among those prior researches, the ones which examined the effectiveness of Omegle application in terms of students' speaking proficiency levels were still remain silent. Thus, the researchers were interested to fill this scarcity by proposing a research question as follows: "To what extent does the utilization of Omegle application effective in improving students' speaking proficiency levels?" In relation to this, the objective of this research was to examine the extents in which Omegle application used as learning media in speaking class was effective to improve students' speaking proficiency levels. The researchers believe that the findings of this study will give valuable contribution to TEFL scope, particularly in terms of utilizing media in speaking class.

Method

This research was carried out at SMPT Darussalam Reni Jaya, Bojong Sari, Depok, in the academic year of 2023/2024. The researchers selected one class of 8 grade students out of 10 classes through cluster random sampling. This class was occupied by 36 students who voluntarily involved as the participants of this experiment research. The method employed in this study was quantitative with descriptive statistics research design. According to Bhandari (2023), descriptive statistics applied if the researcher is willing to organize and summarize a set of data characteristics taken from the selected sample. The data are characterized by frequency distribution that made up of values or scores and summarized into percentages or numbers.

In data collection, test of speaking was administered in two stages; before (pre-test) and after (post-test) the treatment. The results of these two tests were analysed quantitatively to find out students' speaking achievement based on the speaking rubric (https://www.scribd.com/rubric-for-speaking), and then classified this outcome into speaking proficiency levels, i.e., 'excellent', 'good', 'moderate', and 'poor'. The results reported how many students fell into each speaking proficiency level in the form of percentages.

Results and Discussions

The results of each student's speaking performance in pre-test and post-test were resulted from the calculation by referring to speaking rubric. The rubric consists of 5 items assessed, namely: pronunciation, grammar, vocabulary, comprehension, and fluency. Every item contains 4 scoring range, i.e., excellent (20 points), good (15 points), moderate (10 points), and poor (5 points). After getting the results of the

computation, each score of the student in each test was listed and classified into speaking proficiency levels. The following Table 1 is speaking proficiency levels used by the researchers:

Table 1. Speaking Proficiency Level

Score Interval	Remarks
91-100	Excellent
81-90	Good
70-80	Moderate
<69	Poor

By referring to speaking proficiency level on Table 1 above, students' speaking achievement in both pre-test and post-test can be seen in below Table 1 (it was anonymous):

Table 2. Students' Speaking Proficiency Achievement

No.	Students	The Score (Pre-Test)	Qualification (Pre-Test)	The Score (Post-Test)	Qualification (Post-test)
1.	CH	50	Poor	70	Moderate
2.	TR	85	Good	95	Excellent
3.	WRA	80	Moderate	75	Moderate
4.	CHY	55	Poor	70	Moderate
5.	IY	85	Good	95	Excellent
6.	DA	70	Moderate	85	Good
7.	MD	85	Good	85	Good
8.	LTP	85	Good	95	Excellent
9.	VTY	70	Moderate	85	Good
10.	POY	70	Moderate	85	Good
11.	TRE	60	Poor	85	Good
12.	DRA	70	Moderate	85	Good
13.	CTI	50	Poor	65	Bad
14.	SRT	70	Moderate	85	Good
15.	WYI	70	Moderate	70	Moderate
16.	KLI	60	Poor	70	Moderate
17.	BYI	90	Good	95	Excellent
18.	CRI	65	Poor	70	Moderate
19.	PLU	50	Poor	65	Bad
20.	MDA	85	Good	95	Excellent
21.	GK	55	Poor	65	Bad
22.	DSA	50	Poor	70	Moderate
23.	IPO	70	Moderate	85	Good
24.	LK	65	Poor	70	Good
25.	AS	90	Good	95	Excellent
26.	PO	85	Good	95	Excellent
27.	LJH	75	Moderate	85	Good
28.	WE	85	Good	95	Excellent
29.	KLJ	60	Poor	70	Moderate
30.	TYU	60	Poor	70	Moderate
31.	MNB	60	Poor	70	Moderate
32.	POY	55	Poor	55	Poor
33.	WER	70	Moderate	70	Moderate
34.	PIW	75	Moderate	75	Moderate
35.	SAE	60	Poor	70	Moderate
36.	RYT	60	Poor	70	Moderate

From this table, it can be seen that in the pre-test, there was no student who reached 'excellent' level, 9 students performed 'good', 11 students were in 'moderate' level, and majority of them, i.e., 16 students were in 'poor' level of speaking proficiency. Meanwhile, in the post-test, 8 students were 'excellent', 10 students were 'good', 14 students were 'moderate' and the other 4 students were still 'poor'. These results can be clearly seen in below Table 3:

Table 3. Students' Speaking Proficiency Differences in Pre-test and Post-test

Score Interval	Total of the Students (Pre-Test)	Level (Pre-Test)	Total of the Students (Post-Test)	Level (Post-Test)
91-100	0	Excellent	8	Excellent
81-90	9	Good	10	Good
70-80	11	Moderate	14	Moderate
<69	16	Poor	4	Poor

The results above showed that the students made progress in their speaking achievement in the post-test or after they studied speaking by using Omegle application. There were 8 students who successfully reached 'excellent' level. In 'good' level, the improvement was not really significant in which 9 students were 'good' in the pre-test and became 10 students in the post-test. In 'moderate' level, there were 3 students escalated their speaking in which 11 students in the pre-test became 14 students in the post-test. Most of the students made progress in 'poor' level, the number decreased significantly from 16 in the pre-test to 4 in the post-test. To be put into figure, students' speaking levels in both pre-test and pos-test are pictured as follows:
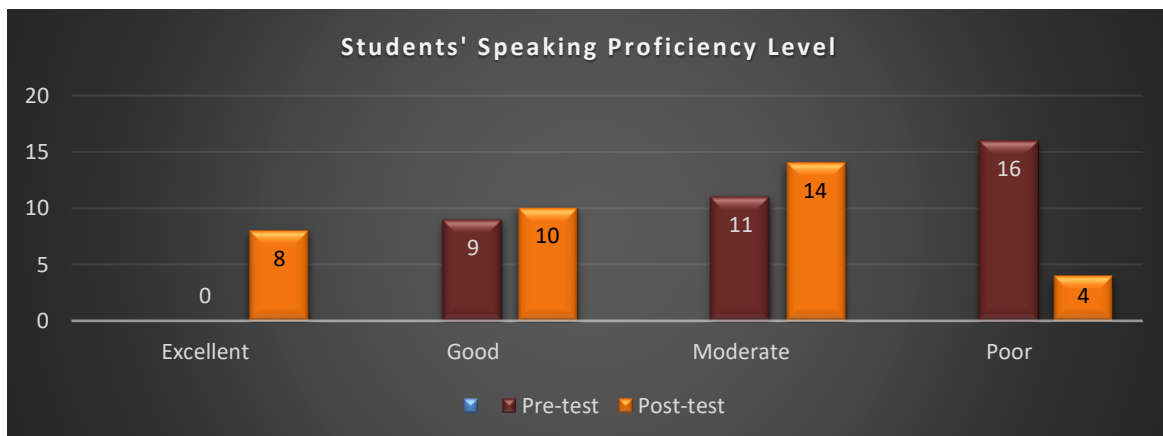

Figure 1. Students' Speaking Proficiency Differences in Pre-test and Post-test

In order to make the results of students' speaking proficiency improvement became much clearer, total number of the students in every level in each of the test was computed to get the percentage, and the results are provided on Table 4 below:

Table 4. Students' Speaking Proficiency Percentages in Pre-test and Post-test

Test	Speaking Qualification Levels			
	Excellent (A)	Good (B)	Moderate (C)	Poor (D)
Pre-test	0%	25%	30.6%	44.4%
Post-test	22.2%	27.7%	38.8%	11.2%

As it can be seen that the highest percentage of students speaking outcomes in the pre-test was in 'poor' category with 44.4% whereas in the post-test, the highest percentage of their speaking outcome was in 'moderate' level. However, good improvement made by the students was in 'excellent' level in which in the pre-test was 0% while in the post-test was 22.2%.

Based on the findings, this research explained that Omegle was said to be an effective learning media in students' speaking proficiency in which it affected students' speaking outcome before and after they studied speaking by utilizing this media. The result of this study is in line with the previous studies by Rahman et.al. (2023), and Taufik et. al. (2022), who mentioned that Omegle implementation is able to improve students' speaking skill.

Conclusions

The objective of this research work was to explore the extents in which Omegle application improved students' speaking proficiency levels. Based on the quantitative analysis, this study deduced that Omegle application, utilized as learning media was effective to improve students' speaking proficiency levels in which in the pre-test, majority of the students (16) was in 'poor' level (44.4%), while in the post-test, most of the students (14) was in 'moderate' level (38.8%). Besides, there was no student (0%) 'excellent' in the pre-test, while there were 8 students 'excellent' in the post-test.

Due to the limitations of this study, the researchers recommend further research to add more variables to investigate such as students' learning styles or strategies to get broader data to support the result of this research. By having more variables, the result of the study will be broader. It is also suggested to involve more students as the sample so that the results might be more valid.

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