STUDENTS' CHALLENGES AND STRATEGIES IN USING OMETV TO PRACTICE ENGLISH SPEAKING SKILLS

VINA ZIYADAH MAHBUBAH
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A THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department

By :

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ENGLISH EDUCATION DEPARTMENT
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2026

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama   : Vina Ziyadah Mahbubah
NIM   : 20522091
Program Studi : Tadris Bahasa Inggris

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Yang membuat pernyataan,

Vina Ziyadah Mahbubah
NIM. 20522091

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Kepada
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H. Abdurrahman Wahid Pekalongan
c.q. Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama   : Vina Ziyadah Mahbubah
NIM   : 20522091
Jurusan   : FTIK/Tadris Bahasa Inggris
Judul   : STUDENTS' CHALLENGES AND STRATEGIES IN USING OMETV TO PRACTICE ENGLISH SPEAKING SKILLS

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.
Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.
Wassalamu'alaikum Wr.Wb.

Pekalongan, 30 Desember 2025
Pembimbing

Dr. Dewi Puspitasari, M.Pd.
NIP. 19790221 200801 2 008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan KM 5 Rowolaku Kajen Kab. Pekalongan Kode Pos 51161
Website: ftik.uingusdur.ac.id | Email : ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

Name	:	**VINA ZIYADAH MAHBUBAH**
SN	:	**20522091**
Title	:	**STUDENTS' CHALLENGES AND STRATEGIES IN USING OMETV TO PRACTICE ENGLISH SPEAKING SKILLS**

Has been established through an examination held on Monday, 5th January 2026 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners

Examiner I

Fachri Ali, M.Pd
NIP. 19890101 202012 1 013

Examiner II

Eros Meilina Sofa M.Pd.
NIP. 19860509 202321 2 043

Pekalongan, 5th January 2026
Assigned by
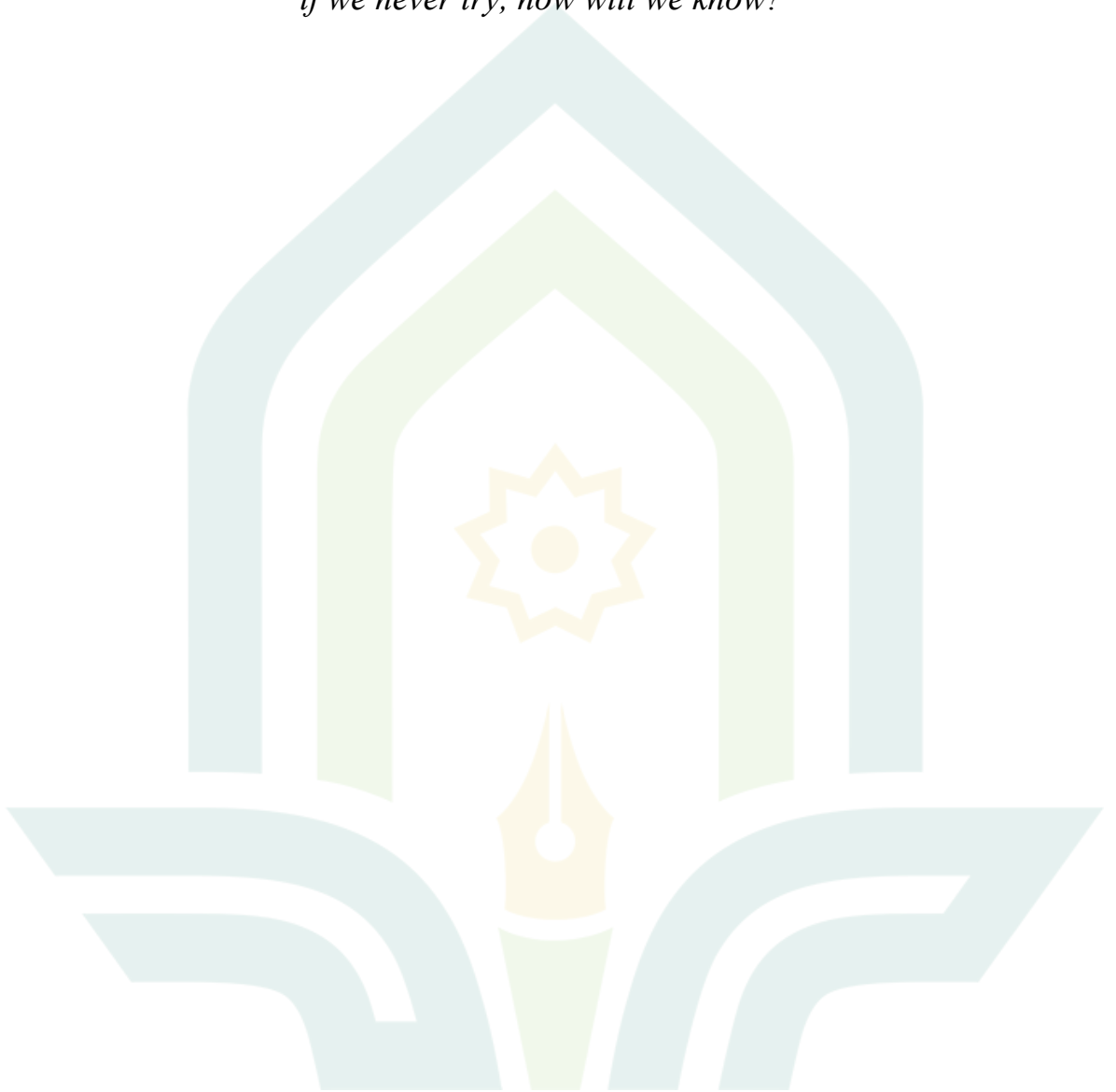The Dean of FTIK UIN K.H. Abdurrahaman Wahid Pekalongan

Prof. Dr. H. Muhlisin, M.Ag
NIP. 19700706 199803 1 001

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MOTTO

" if we never try, how will we know?"

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ABSTRACT

This study aims to investigate the challenges and strategies of students in practicing English speaking skills using the OmeTV platform. The research applied a qualitative case study design and involved three participants who regularly used OmeTV to improve their speaking abilities. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that students faced several challenges, including limited vocabulary, low self-confidence, fear of making mistakes, and lack of speaking fluency. To overcome these challenges, students employed various strategies, which were categorized into direct strategies, such as using simple vocabulary and asking for clarification, and indirect strategies, such as preparing before conversations, controlling emotions, and self-evaluation after interaction. The study concludes that learning strategies play a significant role in helping students manage speaking difficulties and improve their fluency and confidence. This research implies that using online platforms like OmeTV can be an effective medium for students to practice English speaking outside the classroom when combined with proper learning strategies.

Keywords: OmeTV, English speaking, learning strategies, direct strategies, indirect strategies, speaking challenges.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui tantangan dan strategi mahasiswa dalam melatih kemampuan berbicara bahasa Inggris menggunakan platform OmeTV. Penelitian ini menggunakan desain studi kasus kualitatif dengan melibatkan tiga partisipan yang rutin menggunakan OmeTV untuk meningkatkan kemampuan berbicara mereka. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa mahasiswa menghadapi beberapa tantangan, termasuk keterbatasan kosakata, rendahnya rasa percaya diri, takut melakukan kesalahan, dan kurangnya kelancaran berbicara. Untuk mengatasi tantangan tersebut, mahasiswa menerapkan berbagai strategi, yang dikategorikan menjadi strategi langsung, seperti menggunakan kosakata sederhana dan meminta klarifikasi, serta strategi tidak langsung, seperti mempersiapkan diri sebelum percakapan, mengatur emosi, dan melakukan evaluasi diri setelah interaksi. Penelitian ini menyimpulkan bahwa strategi pembelajaran berperan penting dalam membantu mahasiswa menghadapi kesulitan berbicara dan meningkatkan kelancaran serta kepercayaan diri. Penelitian ini juga menunjukkan bahwa platform daring seperti OmeTV dapat menjadi media efektif untuk latihan berbicara bahasa Inggris di luar kelas jika dikombinasikan dengan strategi belajar yang tepat.

Kata kunci: OmeTV, berbicara bahasa Inggris, strategi belajar, strategi langsung, strategi tidak langsung, tantangan berbicara.

PREFACE

All praise and gratitude are due to Allah SWT for all His blessings and guidance, which allowed me to complete this undergraduate thesis entitled "Student's Perceptions on The Use of OME TV to Developing English Speaking Skills" This thesis was written as one of the requirements for a Bachelor of Education degree at UIN K.H. Abdurrahman Wahid Pekalongan.

I realize that this thesis is far from perfect. Therefore, constructive criticism and suggestions for improvement are warmly welcomed. I hope this research will be beneficial and serve as a reference for those interested in developing English- speaking skills.

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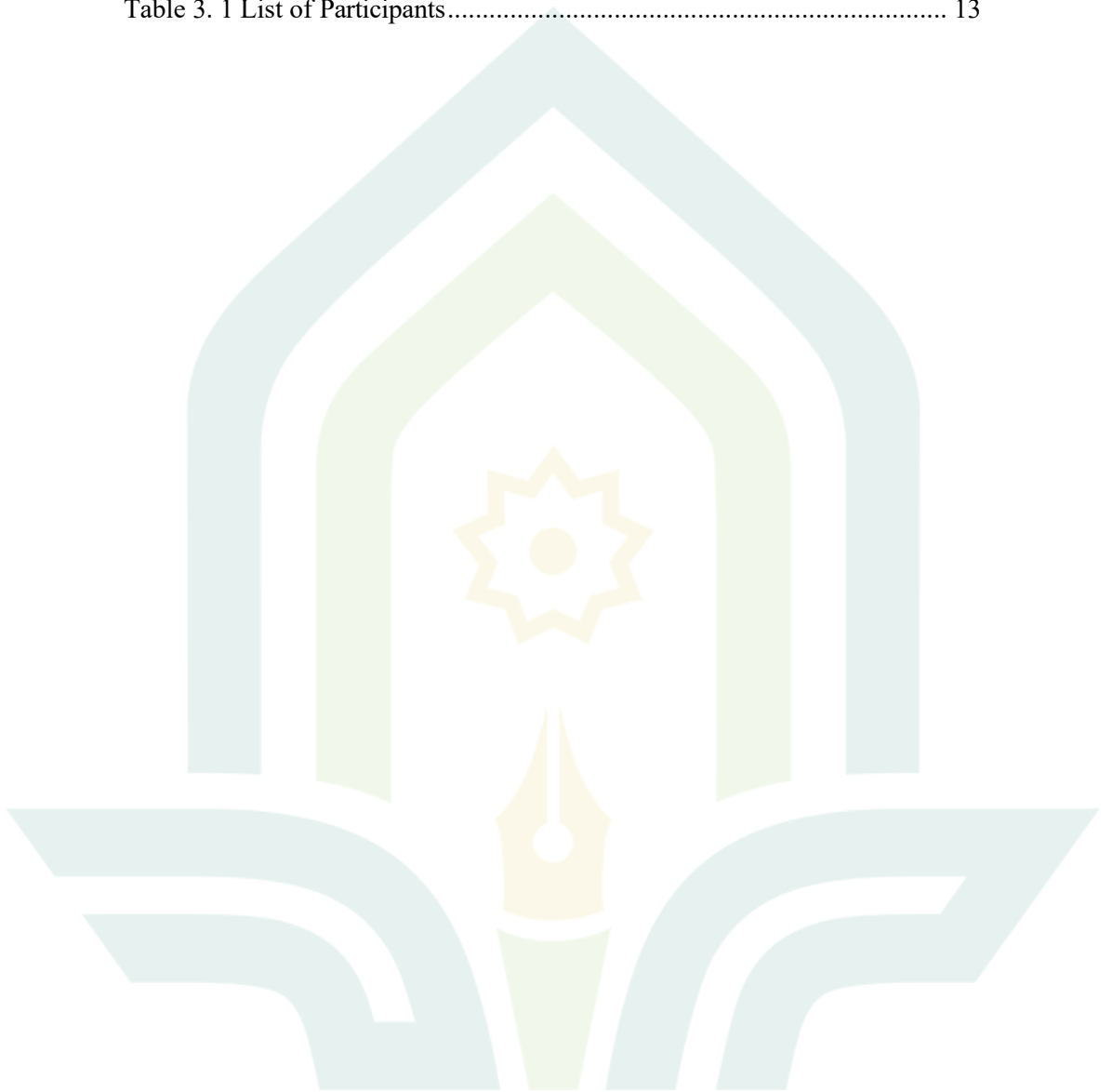
Pekalongan, October 28, 2025

The writer

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CHAPTER I
INTRODUCTION

1.1. Background of Research

Speaking English was an important skill for students in education and daily communication. However, many students did not have enough chances to practice speaking English in real situations. In the classroom, speaking activities were often limited and not always used in daily conversation. Because of this situation, students looked for other ways to practice speaking outside the classroom. Many students used online platforms to communicate in English with other people. One of the platforms that was often used was OmeTV (Swondo & Haya, 2022).

OmeTV was a video chat application that allowed users to communicate with strangers from different countries. Through OmeTV, students were able to practice speaking English in real-time conversations. The interaction happened spontaneously without preparation (Mawarni et al., 2024). This platform provided a different speaking experience compared to classroom learning. Students could meet people with various accents and speaking styles. Therefore, OmeTV was seen as a potential tool for speaking practice.

Although OmeTV offered speaking opportunities, students faced many challenges when using the platform. Many students felt nervous and lacked confidence when starting conversations. They also had difficulty understanding different accents and fast speech. Technical problems such as unstable internet connections often interrupted conversations (Wilang, 2022). In addition, some users skipped the chat suddenly or behaved inappropriately. These challenges caused different learning experiences among students.

To deal with these challenges, students used several speaking strategies during OmeTV interactions. They asked the other users to repeat or speak more slowly. Students also used simple words and short sentences to express their ideas clearly. When communication did not work well, they skipped the chat and found a new partner.

After the conversation, some students reflected on their experience and noted new vocabulary. These strategies helped students continue practicing speaking despite the difficulties (Suryanto, 2023).

Most previous studies focused on the benefits or effectiveness of OmeTV in developing speaking skills. However, fewer studies explored students' challenges and strategies in detail. Limited research explained how students handled real communication problems on OmeTV. Many studies did not describe students' personal experiences during interactions. This showed that there was a gap in research about students' real speaking experiences. Therefore, this study addressed that research gap.

This study aimed to explore students' challenges and strategies in using OmeTV to practice English speaking skills. The study focused on students' real experiences during online speaking interactions. It examined the difficulties students faced while speaking English on OmeTV. It also investigated the strategies students used to overcome those difficulties. The results were expected to give a deeper understanding of students' speaking practice through OmeTV. This study also provided insights for future English speaking learning.

1.2. Identification of the Problem

Based on the description of the background of the study above, several research problems can be identified as follows:

1. Students faced several challenges when using OmeTV to practice speaking English, such as feeling nervous, lacking confidence, difficulty understanding accents, and unstable internet connections.

2. Students needed to use certain strategies to overcome these difficulties and to keep the conversation going while speaking English on OmeTV.

1.3. Scope of the Study

This study focused on exploring the challenges students faced and the strategies they used when practicing English speaking through OmeTV in higher education. The research was limited to identifying the difficulties students experienced during online speaking interactions and how they dealt with those difficulties while using OmeTV. This study did not aim to measure students' speaking ability statistically, but to understand students' experiences and strategies in using OmeTV as a tool for practicing English speaking.

1.4. Formulation of the Problem

In relation to the research background that has been mentioned, thisstudy provides a research question. The researcher explores:

1. What challenges do students face when using OmeTV to practice their English speaking skills?
2. What are students' strategies to overcome challenges in using Ome TV to practice their English speaking skills?

1.5. Aims of the Research

According to the formulation of the problem above, this study aimed to explore the challenges students faced when using OmeTV to practice English speaking skills. This study also aimed to identify the strategies students used to overcome those challenges during real-time online speaking interactions. By examining students' experiences and the ways they handled communication difficulties, this study intended to provide insights into how OmeTV could be used as a supplementary platform to support English speaking practice.

1.6. Significance of the Research

1. Theoretical Use

This study contributed to the field of English speaking learning through technology by focusing on the challenges

students faced and the strategies they used when practicing speaking through Ome TV. This study helped explain how linguistic, psychological, and technical problems appeared in online speaking activities. It also showed how students used communication strategies to deal with those challenges. Therefore, this study supported theories related to speaking strategies and digital communication in unstructured online contexts.

2. **Empirical Use**

   This study provided real data about the challenges students faced when using Ome TV, such as nervousness, difficulty understanding accents, limited vocabulary, and technical problems. In addition, this study described the strategies students used to overcome those challenges, including asking for repetition, using simple sentences, avoiding difficult topics, and using the skip feature. These findings showed clear patterns of challenges and strategies in online English speaking practice through Ome TV.

3. **Practical Use**

   Practically, this study provided useful information about strategies that students could use to handle challenges when practicing English speaking through Ome TV. The findings could help lecturers guide students more effective in using video chat platforms for speaking practice. By understanding common challenges and suitable strategies, the use of Ome TV could be managed in a more focused and supportive way for speaking learning.

CHAPTER V
CONCLUSION

5.1. Summary of the Findings

The findings of this study show that students experienced several challenges when using OmeTV to practice their English speaking skills. The main challenges identified were limited vocabulary, low self-confidence, fear of making mistakes, and lack of speaking fluency. These challenges appeared during real-time conversations with strangers, where students had to respond quickly without prior preparation. The findings indicate that these difficulties affected students' ability to deliver messages clearly and maintain smooth communication. This result answers the first research problem related to the challenges faced by students in using OmeTV for speaking practice.

In response to these challenges, students applied various learning strategies as part of their speaking practice on OmeTV. Based on the findings, the strategies used by students were categorized into direct strategies and indirect strategies, following Oxford's (1990) theory. Direct strategies were used when students continued speaking using simple vocabulary, asked for repetition, or requested clarification to maintain the conversation. Meanwhile, indirect strategies were applied when students managed their emotions, prepared themselves before speaking, and reflected on their performance after the conversation. These strategies helped students cope with their difficulties and gradually improve their speaking performance, addressing the second research problem regarding students' strategies.

The findings also show that consistent use of OmeTV had positive implications for students' speaking development. Over time, students became more confident, more willing to speak, and better able to handle communication challenges. This suggests that OmeTV can serve as an effective alternative medium for practicing English speaking skills, especially for improving confidence and real-life communication experience. The use of appropriate learning strategies played an important role in helping students overcome challenges, as explained in both the findings and supporting

theories. Therefore, this study implies that integrating online speaking platforms with strategy awareness can support students' speaking development more effectively..

5.2. Recommendations

Based on the results of this study, several recommendations can be proposed for students as English learners. Students are advised to use OmeTV consistently as a medium for speaking practice, especially to improve their confidence and speaking fluency. Students should also realize that nervousness and limited vocabulary are common challenges in the language learning process. Therefore, using learning strategies, both direct and indirect, is very important to help overcome these difficulties. By applying the right strategies, students can gain maximum benefits from practicing speaking through an online platform.

The next recommendation is for English teachers or educators. Teachers are suggested to introduce and teach speaking learning strategies explicitly to students, especially strategies suitable for real communication contexts. Teachers can also encourage students to use digital platforms like OmeTV as a practice medium outside the classroom. In addition, teachers need to help students understand that making mistakes in speaking is part of the learning process. In this way, students will be more motivated and less afraid to practice speaking English.

This study also provides recommendations for future researchers. Further research can involve a larger number of participants or use a different research design, such as mixed methods or experimental methods. Moreover, future studies can focus on other aspects, such as improving speaking accuracy, the influence of accents, or comparing OmeTV with other online speaking platforms. In this way, research on the use of digital platforms in learning English speaking can be developed more broadly and deeply.

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