

**STUDENTS' EXPERIENCES IN USING OME TV TO ENHANCE
FLUENCY AND CONFIDENCE IN SPEAKING ENGLISH**

A Thesis

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CHAPTER I

INTRODUCTION

A. Title of Confirmation

The title of this research is “Students’ Experiences in Using Ome TV to Enhance Fluency and Confidence in Speaking English.” The title was chosen because it explores students’ experiences in using Ome TV as a platform to enhance their speaking skills, particularly in terms of fluency and confidence. Students’ experiences in this research are understood as learners’ personal perceptions and reflections formed through their direct involvement in English speaking activities on Ome TV. In qualitative research, experience is defined as students’ experiences in practicing English through real-time interaction with a particular phenomenon (Creswell & Creswell, 2023). Therefore, students’ experiences in this research focus on how learners perceive, feel, and interpret their speaking activities while interacting with other users on Ome TV, including the benefits and challenges encountered during the process.

Ome TV is an online video chat platform that enables users to communicate synchronously with random interlocutors from various countries. As a real-time communication platform, Ome TV facilitates spontaneous interaction that closely resembles authentic face-to-face communication. According to (Warschauer, 1997), synchronous computer-mediated communication provides opportunities for meaningful interaction and negotiation of meaning, which are essential for language learning. In this research, Ome TV is positioned as an informal digital platform that supports authentic English speaking practice outside the classroom.

Through spontaneous interaction on Ome TV, learners require to produce language continuously and respond immediately, which relates to the gaining of speaking fluency. The ability of learners to create spoken language consistently and easily with minimal hesitation is referred to as speaking fluency. Fluency enables speakers to maintain conversation and convey meaning effectively by emphasizing speech flow rather than grammatical perfection. (Thornbury, 2005) explains that fluency is defined as some ability to continue speaking and respond naturally in situations that arise in real time. Speaking fluency in this research is understood as students’ perceived ability to carry on a conversation, minimize pauses, and react spontaneously when interacting on Ome TV.

In addition to fluency, frequent real-time communication has an impact on students’ speaking confidence. Speaking confidence is defined as learners’ belief in their ability to express ideas orally in English without excessive fear or anxiety. Students’ willingness to engage in speaking exercises and take chances when using the language is determined by their ability of confidence. According to (Brown, 2004), learners’ ability to speak is determined by affective elements like anxiety and self-esteem, which are closely linked to speaking confidence. In this study, speaking confidence refers to students’ perceived comfort, willingness, and self-belief when engaging in spontaneous English conversations on Ome TV.

Based on the explanations, this research views Ome TV as an informal digital platform that allows students to practice English speaking through real-time and spontaneous interaction. Therefore, this study explores language learners' perceptions of using Ome TV for English speaking practice. The findings are expected to provide insights into how informal digital platforms can support learners' speaking skills and self-confidence.

B. Background of the Problem

Speaking skill is one of the most essential skills in learning English as a foreign language because it functions as the primary means of communication. Through speaking, learners are able to express ideas, thoughts, and feelings in real time. (Brown, 2004) explain that speaking is an interactive process that requires learners to produce, receive, and process language simultaneously. This skill demands not only linguistic knowledge but also the ability to respond appropriately during interaction. In academic and social contexts, effective speaking enables learners to participate actively in discussions and collaborative activities. Therefore, speaking is not merely a linguistic skill but also a practical competence necessary for meaningful communication.

Despite its importance, speaking remains a major challenge for many EFL learners. According to (Harmer, 2007), speaking can be considered as the most difficult ability for language learners since it necessitates quick response and spontaneous language production. Many learners struggle due to limited vocabulary, fear of making mistakes, and insufficient opportunities for authentic speaking practice. These conditions often cause hesitation and disrupted speech during interaction. As a result, learners tend to avoid speaking activities. This situation negatively affects learners' communicative competence in real-life communication.

Moreover, in the local context of Indonesian EFL learners, these challenges are often intensified by specific linguistic and non-linguistic difficulties. (Nurdiana et al, 2024) explain that students frequently encounter significant obstacles in comprehending and processing language, which directly hinders their ability to perform orally. These difficulties are not only limited to basic understanding but also extend to the lack of vocabulary mastery and the inability to identify main ideas in a conversation. When students struggle with these fundamental components, they tend to lose their orientation during a dialogue, leading to a total breakdown approach to help students bridge the gap between their limited linguistic and the demand of real-time speaking.

One significant problem in speaking performance is speaking fluency. Fluency refers to a learner's ability to speak easily and continuously without pauses or hesitation (Thornbury, 2005). However, a lack of exposure to real-time speaking practice makes it difficult for many EFL learners to keep up discussion. Fluency requires learners to focus on meaning rather than grammatical accuracy during communication. Moreover, many EFL learners lack opportunities to practice spontaneous speaking in real-life situations. This condition often results in fragmented speech and frequent hesitation. Learners may stop speaking to

think about grammar or vocabulary, which interrupts communication flow. Therefore, limited fluency becomes a major barrier to effective oral communication.

Beyond surface-level smoothness, speaking fluency also involves underlying cognitive processes that influence how language is produced in real time. (Segalowitz, 2010) explain that fluency is not only related to how fast or smoothly learners speak, but also to how efficiently they access and process linguistic knowledge during communication. When cognitive processing becomes more automatic, learners are able to focus on meaning rather than consciously thinking about vocabulary or grammar. In EFL contexts, limited exposure to spontaneous speaking often prevents learners from developing this automaticity. As a result, learners may experience slow speech, frequent pauses, or difficulty maintaining interaction. Therefore, speaking fluency should be understood as a cognitive ability that develops through repeated and meaningful real-time communication. This perspective highlights the importance of providing learners with authentic speaking experiences to support fluency development.

In addition, speaking confidence has a significant impact on students' speaking performance. According to (Brown, 2004), when learning a language, confidence is related to affective components like anxiety and self-esteem. Low confidence learners often feel afraid of making mistakes or being judged by others. This fear causes them to speak less and avoid oral engagement. Their chances of enhancing their speaking ability are thus reduced by a lack of speaking practice. Fluency and overall communication abilities are negatively impacted by this cycle over time. Thus, speaking confidence is a key factor that must be addressed in EFL learning.

To overcome these speaking challenges, technology-based platforms can provide alternative opportunities for English speaking practice beyond the formal classroom. Warschauer (1997) explains that synchronous computer-mediated communication facilitates language acquisition through real-time interaction and meaning negotiation. While classroom learning remains essential under the guidance of teachers, opportunities for spontaneous speaking practice are often limited. Therefore, OmeTV can complement formal learning by providing students with a more flexible environment to engage in authentic conversations with people from different countries anytime and anywhere. Through these interactions, students may develop their speaking fluency and speaking confidence while gaining meaningful learning experiences. Therefore, OmeTV is considered a relevant platform for exploring students' experiences in English speaking practice in this research.

In practice, students use Ome TV by connecting with random users from different countries through real-time video communication. During the interaction, learners are required to introduce themselves, respond spontaneously, maintain conversations, and express their ideas directly in English speaking. This process encourages students to use English actively in authentic communication situations. Through repeated spontaneous interactions, learners gradually become more familiar with real-time speaking, which may contribute to the development of their speaking fluency and confidence.

In contrast to other popular asynchronous video-based platform where interaction is often one-way and

content can be pre recorded or edited, Ome TV provides a distinct environment through its spontaneous and synchronous nature. This unpredictability is essential for developing speaking fluency, as it requires learners to process language and provide immediate responses without the opportunity for rehearsal. Furthermore, the anonymity inherent in this real-time video chat creates a low-stakes setting that can significantly reduce performance anxiety, allowing students to practice more authentically than informal or non-interactive digital environments.

To further understand the complexity of EFL speaking challenge and the role of digital platforms in addressing them, additional perspectives from previous research need to be considered. In many EFL contexts, learners experience limited exposure to English speaking opportunities beyond controlled classroom activities. According to (Richards, 2008), speaking instruction in EFL settings often emphasizes form-focused tasks rather than extended communicative practice, which restricts learners' ability to develop natural interactional skills. As a result, students may become familiar with grammatical rules but lack experience in sustaining real conversations. This limited exposure affects learners' ability to respond spontaneously and manage interaction in authentic situations. Consequently, learners require additional speaking environments that allow more frequent and meaningful oral interaction.

The potential of digital interaction in addressing these classroom limitations is further supported by recent research. A study conducted by (Hasibul Jalil et al., 2024) entitled 'Undergraduate Students' Perception on Using Ome TV as a Tool in enhancing English Speaking Skill' revealed that Ome TV offers a significant opportunity for learners to practice speaking English spontaneously in a real-time, interactive environment. Their findings indicated that the platform effectively forced students to use the language actively, leading to perceived enhancement in their communication skills. This suggests that the unpredictable nature of Ome TV serves as a practical bridge for students to apply their linguistic knowledge in authentic situations. By engaging with diverse interlocutors, students can overcome the formality of traditional settings and develop a more natural flow in their speech.

The preliminary research by the researcher involving students from students English Education Study Program at Raden Intan State Islamic University Lampung, the Faculty of Tarbiyah and Teacher Training (FTK) at Raden Intan Islamic University Lampung. Based on the survey responses, it was found that a significant majority of students have actively used Ome TV as an alternative medium to practice their English speaking skills outside the classroom. Generally, students utilize the platform to find native or non-native speakers to engage in spontaneous conversations. Regarding their speaking performance, the survey data revealed that 88.9% of respondents agreed that interacting with foreigners on Ome TV helped them enhance their fluency by forcing them to think and respond quickly. Furthermore, 88.9% of students reported that the anonymous nature of the platform reduced their anxiety and fear of being judged, allowing them to speak more freely compared to formal classroom settings. These initial findings justify the need for exploration of the students' experiences in this research.

In the current digital era, online communication platforms remain highly relevant among university students, especially for informal interaction and language practice. Many students are familiar with digital communication through social media, video calls, and online chat applications, making platforms such as Ome TV easily accessible and attractive for speaking practice. (Hidayat et al., 2022) found that Indonesian university students actively utilize digital technology to support English learning activities and online communication. In addition, the increasing use of technology in language learning has encouraged learners to seek more flexible and authentic environments outside the classroom. Therefore, Ome TV is considered relevant as an alternative platform that facilitates spontaneous and real-time English communication in today's learning context.

The researcher is interested in choosing Ome TV as the focus of this study because the platform provides opportunities for students to engage in authentic and spontaneous English communication with people from different countries. One of the features that makes Ome TV interesting is the live interaction feature, which allows users to communicate spontaneously. This condition encourages students to practice speaking more naturally. In addition, Ome TV offers several advantages for speaking practice, such as flexible access, authentic communication experiences, exposure to different accents and cultures, and opportunities to enhance speaking confidence.

C. Focus and Sub-Focus of the Research

The primary aim of this study is to explore how students have used Ome TV to enhance their fluency and confidence when speaking English. This focus is chosen because, despite the fact that both are crucial for effective oral communication, many EFL students still find it difficult to develop these aspects even through structured classroom learning. In the context of language learning, technology offers new opportunities for students to practice communication in more authentic and interactive ways.

The sub-focuses of this research include identifying students' experiences in using Ome TV as an online platform for English-speaking practice, exploring how its use contributes to the enhancing of their speaking fluency, and examining how it helps students build confidence in speaking English. Moreover, this research also seeks to investigate students' perceptions of the advantages and challenges they encounter while using Ome TV for English learning.

D. Research Questions

Based on the focus and sub-focus of this research, the research questions are formulated as follows:

1. How do students perceive their experiences in using Ome TV to enhance speaking fluency and confidence?

E. Research Objectives

The objectives of this research are formulated as follows:

1. To explore students' experiences in using Ome TV to enhance their speaking fluency and confidence.

F. Significance of the Research

This research is expected to provide both theoretical and practical contributions to the field of English learning.

1. Theoretical Significance

Theoretically, this study has the potential to enrich existing research on the integration of technology in English language instruction, particularly in the development of speaking skills. This study aims to offer insights into how informal digital platforms can serve as authentic tools for language practice, contributing to the enhancement of fluency and confidence among EFL learners.

2. Practical Significance

Practically, the results of this research are expected to be beneficial for several parties:

- a) For students, the findings may encourage them to use online communication platforms as alternative environments for more engaging and natural English-speaking practice.
- b) For teachers, this study can provide new perspectives on how to use digital tools to support students' speaking practice and self-confidence outside the classroom.
- c) For future researchers, this study may serve as a reference for further research on the use of social or video chat platforms to enhance language proficiency and learner autonomy.

G. Relevant Previous Research

Previous studies have widely discuss the use of digital platforms in supporting English speaking practice among EFL learners. Many researchers have focused on how online communication tools facilitate speaking activities and provide opportunities for learners to practice English in real communication contexts. Nevertheless, only a limited number of studies have specifically examined the use of random video chat platforms such as Ome TV, particularly in relation to students' speaking fluency and confidence. This indicates a need for further research to explore students' experiences in using Ome TV as a medium for enhancing speaking skills.

1. The first research was conducted by (Wahyuningsih & Nurona, 2024) under the title "Indonesian University Learners' Views on Optimizing English Speaking Skills through the Use of Ome TV Media." This study aimed to explore students' voices in using Ome TV and their reasons for using it. This study used a qualitative case study method with semi-structured interviews. The findings revealed that students viewed Ome TV as beneficial for shaping speaking skills, enriching insights through conversations with foreigners, and building global networks. It provided them with opportunities to enrich their insights through direct English conversations with foreigners, demonstrate their self-existence in using the kanguage, and build global networks. Additionally, the study found that students used the platform not only for learning but also for entertainment and socual purposes.

2. The second research was conducted by (Hasibul Jalil et al., 2024) under the title "Undergraduate Students' Perception on Using Ome TV as a Tool in Improving English Speaking Skill." The objective was to find students' perceptions of Ome TV as a tool for improving speaking skills. The method was qualitative descriptive, utilizing interviews as the main instrument to gather data from six English education department students. The results of the study indicated that Ome TV offers a significant opportunity for learners to practice speaking English spontaneously with people from various countries via video chat. The participants reported that using Ome TV was effective in improving their communication skills, as it forced them to use the language in a real-time, interactive environment.
3. The third research was conducted by (Didik Santoso, 2025) entitled "Improving the Students' English Speaking through Omegle Platform." The primary objective of this study was to explore and analyze the improvement of English speaking skills among Indonesian higher education EFL students through the use of Omegle, a real-time interactive video chat platform. This research employed a mixed-method approach, involving twenty students in a one-month intervention where the platform was integrated into their structured learning activities. The data were gathered through a combination of classroom observations, pre-test, post-test, and semi-structured interviews. The quantitative results showed a significant increase in students' speaking scores, with the mean score rising from 48.2 to 72.5. Furthermore, the qualitative findings indicated that the students experienced a notable boost in self-confidence and expanded their vocabulary. They also reported being able to speak more fluently and naturally during spontaneous online conversations with foreigners, suggesting that such interactive technology provides an authentic and low-pressure environment for language development.
4. The fourth research was conducted by (Adisty & Nasihah, 2024) under the title "The Use of the Online Language Exchange Platform 'OmeTV' on Indonesian EFL Students' Ability to Communicate in English." The objective of this study was to determine and analyze the feelings and attitudes of Indonesian EFL students toward the use of Ome TV as a tool for improving their English communication skills. This research applied a quantitative descriptive method to provide a systematic description of the phenomenon. The data for this study were collected by distributing structured questionnaires to the participants, which measured their frequency of use, perceived benefits, and the difficulties they encountered. The results of the study demonstrated that Ome TV effectively helps language learners practice their speaking skills by engaging in real-time video chats with foreign speakers from various countries. The participants reported that the virtual language exchange on Ome TV enhanced their ability to communicate more naturally. However, the study also revealed a significant challenge: many students struggled to distinguish between

various accents from different native and foreign speakers, which occasionally hindered their understanding during the interaction.

5. The fifth research was conducted by (Abrar et al., 2024) entitled "EFL Learners' Challenges to Speak English in Online Speaking Classes." The purpose of this qualitative inquiry was to explore the various challenges faced by EFL learners when required to speak English in an online environment and to identify the strategies they used to overcome these obstacles. The researchers employed a qualitative method, collecting data through semi-structured interviews and audio diaries from twelve EFL learners who participated voluntarily. The results of the data analysis identified four interrelated themes of challenges: internet and technology-related issues (such as poor connection and lack of technological knowledge), linguistic issues (including limited vocabulary, lack of grammatical knowledge, and pronunciation problems), psychological issues (such as anxiety, low motivation, and feeling insecure), and learning proponents (such as lack of topical knowledge). To overcome these self-management through self-practice, seeking help from peers or lecturers, and utilizing technological supports like entertainment platforms and language applications.

Based on the five previous studies mentioned above, this research shares a similar focus on the use of digital or social media platforms to support students' English speaking skills. However, this research differs by specifically exploring students' experiences of authentic interactions on OmeTV and examining how these experiences are perceived to contribute to the development of speaking fluency and speaking confidence. Rather than focusing primarily on students' perceptions, the effectiveness of the platform, or speaking improvement in general, this study provides a more focused understanding of how authentic real-time interactions shape learners' fluency and confidence in English speaking.

H. Research Methodology

1. Research Design

This study uses a qualitative descriptive design to explore college students' experiences in using Ome TV to enhance their fluency and confidence in speaking English. A qualitative approach is considered appropriate because it allows the researcher to capture student experiences, perceptions, and interaction in their natural setting. According to Sugiyono (2013), qualitative research aims to understand phenomena such as behaviors, perceptions, motivations, and social interactions within natural settings. This approach aligns with the purpose of the current study, which is to explore how learner spontaneous participation on Ome TV enhance their speaking confidence and fluency in English.

2. Research Subject

a. Setting of the Research

The research will be conducted at Raden Intan State Islamic University Lampung. The university is selected because many of its students actively use online communication platforms, including Ome TV, as part of their informal English learning activities. Additionally, the environment offers diverse levels of English proficiency, which makes it appropriate for investigating how learners have enhanced their fluency and confidence through impromptu online conversations.

b. Population of the Research

The population of this research consist of students English Education Study Program at Raden Intan State Islamic University Lampung (UIN RIL), particularly those enrolled in the Faculty of Tarbiyah and Teacher Training. This Faculty was chosen because they are closely related to English learning activities, particularly speaking practice and communication skills development. In addition, many students in this study program actively use digital platforms and online communication media, including Ome TV, as alternative tools for practicing English outside the classroom. Therefore, the population is considered relevant to the focus of this research, which explores students' experiences in enhancing speaking fluency and confidence through Ome TV. This broader population is considered relevant to provide comprehensive data regarding students' experiences in practicing English through real-time interaction with a speaking practice context (Creswell & Creswell, 2023).

c. Sample of the Research

A sample refers to a smaller group taken from the larger population, selected because it meets certain characteristics relevant to the research goals. As stated by (Sugiyono, 2013), a sample is a portion of the population that possesses specific characteristic and is considered to represent the population in line with the objectives of the research. In qualitative research, sampling is not intended for stastictical generalization but rather than to gain a deep understanding of the phenomenon being studied. Therefore, this study employs purposove sampling, a technique used to selected participants based on particular purposes and criteria established by the researcher.

In this study, the researcher will select 3 to 5 students from English Education Study Program, Faculty of Tarbiyah and Teacher Training. This smaller number is considered sufficient to achieve data saturation, as (Sugiyono, 2013) explains that in qualitative research, the sample size is not strictly defined but rather depends on the adequacy of the data in addressing the research questions. This approach allows the researcher to explore the participants' experiences regarding their fluency and confidence more thoroughly.

To initially select the participants, the researcher distributed a preliminary questionnaire to English Education students at UIN RIL through student groups. The questionnaire aimed to identify students who actively use Ome TV for English speaking practice. After collecting the responses, the researcher selected participants who meet the research criteria, such as having experience in using Ome TV for speaking practice, willingness to participate in interview, and ability to share their experiences.

d. The Object of the Research

The object of this research is the main focus that the researcher aims to explore and understand. Based on (Sugiyono, 2013), the object of the research refers to something that becomes the focus of a study. In qualitative research, the object is not a variable to be measured, but rather than a phenomenon to be understood in depth, usually involving human experiences, behaviors, or interactions with a specific context.

Based on this understanding, the object of this research is the experiences of students in terms of their fluency and confidence while practicing English speaking through Ome TV. These experiences are examined within the context of the students English Education Study Program of Tarbiyah and Teacher Training at Raden Intan State Islamic University Lampung (UIN RIL). The study focuses on exploring how interacting with foreigners on a global platform shapes the learners' speaking performance and psychological state, aiming to gain a holistic understanding of the subjective meanings formed by the students through this particular digital interaction.

3. Data Collection Technique

Data collection methods refer to a systematic process of gathering and measuring information on targeted variables in a research study. (Creswell, 2018) states that data collection involves identifying and selecting participants, obtaining permission, and collecting information through asking questions or behavior. In qualitative research, the interview is one of the most powerful tools for understanding the complex and deep experiences of individuals. Understanding this technique is crucial so that researchers can obtain valid and relevant data in accordance with the research objectives.

a. Questionnaire

The researcher used a questionnaire as a preliminary instrument to obtain initial information and identify participants who met the research criteria. The questionnaire was distributed online through Google Form to English Education students at UIN RIL via student group chats. It consisted of close-ended and open-ended questions to gather information regarding students' experiences in using Ome TV for English speaking practice, particularly related to fluency and confidence. According to (Creswell, 2018), questionnaire can be used as an instrument for collecting participants' information

efficiently in qualitative research. After collecting the responses, the researcher selected participants purposively based on the predetermined criteria and their willingness to participate in further observation and interviews.

b. Observation

Observation was used to support and strengthen the interview data. According to (Creswell, 2012), observation is a process of gathering open-ended and firsthand information by observing people and places during a research study. In this study, the researcher employed non-participant observed participants while they were using Ome TV for English speaking practice. The observation focused on student's speaking behavior during the interaction, such as their confidence, spontaneity, participation, responses, and communication process while interacting with other users on Ome TV. During the observation process, the researcher took observation notes to record important information related to the participants' speaking experiences. Through observation, the researcher expected to obtain more comprehensive data regarding students' experiences in using Ome TV to enhance their fluency and confidence in speaking English.

In conducting the observation, the researcher will apply strict ethical consideration throughout the process. The researcher will not record or document any inappropriate, sensitive, or privacy-violating content that may appear during Ome TV interactions. The observation session will be stopped immediately if participants feel uncomfortable or unwilling to continue. In addition, the identities and faces of interlocutors appearing during the interaction will not be displayed or included in the final research report or documentation in order to maintain privacy and confidentiality.

c. Interview

An interview is one of the primary techniques for collecting data in qualitative research. According to (Creswell, 2018), interviews involve asking open-ended questions to participants and recording their responses in order to understand their experiences and viewpoints in depth. This method allows researchers to gather detailed and personal insights directly from participants.

In this study, the researcher uses a semi-structured interview technique to explore the experiences students face in practicing English speaking through Ome TV. The interviews are conducted with selected participants to gain their perspectives. Semi-structured interviews provide flexibility for the researcher to follow the guiding questions while allowing the respondents to freely express their thoughts and personal experiences. Each interview is conducted individually and last approximately 15-30 minutes, depending on the depth of the participants' responses. The interviews are audio-recorded with the participants' consent to ensure the accuracy of the data.

The interview questions address various factors that enhance students' speaking fluency and confidence, such as their emotional responses when interacting with foreigners, psychological

barriers, and the role of digital interaction in their speaking practice. Through this method, the researcher is able to gain insights into the subjective meanings and real-life challenges encountered by the students as they navigate language learning in a digital context (Creswell & Creswell, 2023).

I. Data Analysis Technique

The data in this research are analyzed using the interactive model of qualitative data analysis proposed by (Miles, Huberman, & Saldaña, 2014). This model is appropriate for qualitative studies because it enables the researcher to analyze data systematically and continuously throughout the research process. The interactive model consists of three interconnected stages: data condensation, data display, and conclusion drawing or verification.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus of written-up field notes or interview transcripts. In this study, the researcher will condense the raw data obtained from interviews with students regarding their experiences on Ome TV. The researcher will identify and code the key information related to speaking fluency and confidence while discarding irrelevant data that do not contribute to the research focus. The coding system will categorize the findings, such as:

- a. **SF (Speaking Fluency)**, for data related to the students' ability to speak without frequent pauses, their use of fillers, and their speed in responding to interlocutors.
- b. **SC (Speaking Confidence)**, for data describing the students; bravery to initiate conversations, their self-esteem, and their reduced anxiety or fear of making mistakes.
- c. **SE (Students' Experiences)**, for data regarding general encounters, cultural interactions, the frequency of platform usage, and students' habits while using Ome TV.

The researcher will select only the key information that contributes to the research focus while discarding irrelevant data to ensure the findings remain clear and focused on the research objectives.

2. Data Display

After the data condensed, the next analysis activity is data display. Generally, a display is an organized, compressed assembly of information that allows conclusion drawing and action. In this study, the researcher will display the condensed data in the form of thematic tables, matrices, and narrative descriptions. By organizing the information based on the previously defined codes (SF, SC, and SE), the researcher can easily identify patterns, relationship, and the progress of students' speaking performance through Ome TV.

3. Conclusion Drawing and Verification

After displaying the data, the researcher begins to decide what things mean-noting regularities, patterns, explanations, and propositions. In this research, the researcher will draw initial conclusions

about how Ome TV enhances students' fluency and confidence based on the displayed data. These conclusions will then be verified by re-checking the interview transcripts and through triangulation to ensure that the findings are valid, grounded, and representative of the participants' actual experiences.

J. Trustworthiness of the Data

In qualitative research, ensuring the trustworthiness of the data is essential to obtain valid and credible findings. To ensure the validity and quality of the findings in this study, the researcher applies trustworthiness criteria based on the standards of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Specifically, the researcher seeks to achieve credibility through Member Checking and Theory Triangulation. According to Creswell (2023), member checking is conducted by returning interview transcripts and preliminary interpretations to the participants for verification. This process is crucial to ensure that the findings are realistic and accurately reflect the students' authentic experiences using Ome TV, thereby minimizing researcher bias or misinterpretation.

Furthermore, the researcher employs Theory Triangulation during the data analysis phase. The rationale for selecting this technique is to broaden the analytical scope and mitigate individual subjectivity. By utilizing multiple theoretical lenses, such as Krashen's Affective Filter Hypothesis to analyze confidence and Computer-Mediated Communication (CMC) theory to examine digital interaction, the researcher can interpret the enhancement of fluency and confidence from diverse scientific perspectives. To ensure the trustworthiness of the data, the researcher applied Methodological triangulation by comparing the data obtained from questionnaires, observations, and interviews. Methodological triangulation is used to examine the consistency of findings through multiple data collection techniques (Dźwigoł & Dźwigoł-Barosz, 2020).

In addition, the researcher will also apply prolonged engagement during the data collection process by maintaining sufficient interaction with the participants to obtain more accurate information regarding their experiences. The researcher also used interview transcripts and observation notes to support the consistency and credibility of the findings. These strategies are expected to help ensure that the data accurately represent the participants' actual experiences in using Ome TV for English speaking practice.

K. Systematic Discussion

The systematic discussion presents the organization and flow of this thesis, starting from the introductory chapter to the concluding chapter. The explanation of each chapter is described as follows:

1. Chapter I contains the introduction of thesis, such as the title confirmation, background of the problem, focus and sub-focus of the research, research method, and systematic of the discussion.
2. Chapter II contains a literature review; a theoretical framework related to the research that will be conducted by the researcher. This chapter discusses theories related to speaking skills, speaking fluency,

speaking confidence, and the use of Ome TV as a platform for practicing English speaking.

3. Chapter III contains the description of the research object, general description of the object, facts and data display. It also explains the research design, participants, data collection through semi-structured interviews, data analysis procedures, and the strategies to ensure the trustworthiness of the data in examining students' speaking fluency, confidence, and their experiences using Ome TV.
4. Chapter IV contains the findings and discussion of the research. The data obtained from the interviews are analyzed, organized into themes, and interpreted to describe students' experiences, as well as the influence of Ome TV on their speaking fluency and confidence.
5. Chapter V contains provides the conclusions and suggestions. This chapter summarizes the main findings of the study, presents the implications of the research, and offers recommendations for future studies related to English speaking practice and digital learning platforms.

CHAPTER II

THEORETICAL FRAMEWORK

A. Concept of Speaking

Speaking is defined as the ability to express ideas, thoughts, and feelings through words. Effective communication between speakers requires not just the production of words but also the transmission of messages. Speaking shows how language learners use language in everyday contexts to engage with others, reply to messages, and carry on discussions. The ability to speak requires learners to organize ideas, choose appropriate words, and deliver messages clearly within a limited time. Therefore, speaking is closely related to learners' ability to participate actively in communication and use language as a tool for interaction rather than merely as a set of grammatical rules.

This view is in line with Brown's perspective that speaking is an interactive process of meaning construction that involves producing, receiving, and processing information simultaneously (Brown, 2004). Speakers must manage both language form and meaning while responding to their interlocutors in real time during this process. Brown emphasizes that speaking is an active and dynamic activity that requires engagement rather than a passive ability. Learners must apply their language skills, including grammar and vocabulary, while also taking the conversation's context and other people's reactions into consideration. According to this view, speaking is best developed when students actively participate in communicative contexts where they must use language on their own.

For Indonesian learners of English as a foreign language (EFL), difficulties in learning outside of classroom are frequently caused by a lack of exposure. Learners rarely have the opportunity to practice English naturally with different people, which leads to hesitation, lack of fluency, and low confidence in speaking. This condition indicates that students have limited chances to enhance in authentic interaction, which is a crucial element in speaking development. According to (Brown, 2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information simultaneously. This interaction requires not only linguistic competence, such as vocabulary and grammar, but also the ability to respond appropriately to the conversational context. Speaking therefore demands active participation, real-time processing, and the ability to negotiate meaning during communication. This definition highlights that speaking is dynamic and cannot be separated from interaction.

(Harmer, 2007) also states that speaking is a productive skill whose main purpose is communication that speaking activities should prioritize meaningful interaction over linguistic perfection. In real communication, speakers are not required to produce grammatically flawless sentences instead, they aim to express ideas clearly and sustain interaction. This perspective is particularly relevant in EFL

learning contexts, where learners often experience anxiety and low confidence, especially due to fear of making mistakes in speaking.

From Harmer's perspective, speaking activities should be designed to encourage learners to use language for genuine communication rather than focusing excessively on grammatical accuracy. (Harmer, 2007) argues that effective speaking requires the capacity to maintain interaction and convey meaning even when language use is not totally accurate. In communication contexts, students frequently place more emphasis on responding to others and delivering messages than on creating flawless phrases. This focus on meaning lowers the pressure of making mistakes, which is especially crucial in EFL environments, and enables learners to become more involved in interaction. By focusing on communication, students are more likely to gain confidence and become accustomed to speaking spontaneously, since they learn that good communication is based on the capacity to make oneself understood rather than grammatical function.

In addition, speaking performance involves several important dimensions. (Thornbury, 2005) explains that effective speaking requires a balance between fluency, accuracy, and complexity. Fluency refers to the ability to speak smoothly with limited hesitation, accuracy concern the appropriate use of grammar and vocabulary, and complexity relates to the range and suitability of language developed through spontaneous speaking activities, in which learners are encouraged to prioritize meaning rather than focus excessively on linguistic form.

Moreover, speaking ability is also strongly influenced by communicative competence grammatical, discourse, sociolinguistic, and strategic competence which enables learners to choose appropriate language, maintain the flow of conversation, and use strategies when they face difficulties during interaction (Syarifudin, 2006). These competences help learners manage spontaneous communication, such as when they forgot a phrase and utilize paraphrasing or other expressions to keep the discussion going, which is especially crucial in real-time interactions like Ome TV's online video chats. In addition to language abilities, psychological is an important factor in speaking performance. Furthermore, that low confidence, limited vocabulary, and fear of being evaluated might prevent EFL learners from participating in speaking activities, hindering their fluency and confidence growth.

Based on the theoretical perspective discussed, speaking can be defined as an interactive and communicative ability that needs learners to actively generate meaning through real-time engagement. Speaking involves the use of language as a tool for interaction, where learners must express ideas, comprehend answers, and modify their language use in accordance with the communication flow. In this process, communication occurs when meaning is properly transmitted and comprehended, even if the language used is not always grammatical. As a result, speaking should be seen as an active process that grows by engagement in conversational contexts rather than merely command of language forms.

Moreover, speaking ability develops when students are able to integrate linguistic knowledge with the capacity for adaptive and spontaneous speech. Fluency becomes a crucial measure of this

proficiency since it shows how well students can arrange their thoughts and communicate them without hesitation. At the same time, accuracy and language development are still crucial, but they serve as supporting components rather than the primary objective of communication. Affective elements, especially speaking confidence, are important in enhancing learners' speaking performance in addition to linguistic characteristics. Confidence influences learners' willingness to speak, take risks, and sustain interaction, which are essential conditions for speaking development. Therefore, meaningful, interactive, and low-pressure speaking environments are essential for developing speaking ability, particularly in EFL contexts when there are few possibilities for authentic communication.

B. Components of Speaking

Speaking consist of various interconnected components that help learners communicate clearly, meaningfully, and effectively. In the context EFL, these components determine how well learners can express ideas, maintain interaction, and respond spontaneously, especially in real-time situations like online speaking platforms. Several researchers have suggested that speaking ability is not a single skill, but rather a combination of interrelated components that work together during oral communication. These components explain how speakers produce language, maintain interaction, and convey meaning effectively, especially in spontaneous speaking situations.

According to (Canale & Swain, 1980), speaking competence consist of four main components, grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to knowledge of vocabulary, grammar, and pronunciation. Sociolinguistic competence involves the ability to use language appropriately according to social context, while discourse competence relates to the organization and coherence of spoken language. Strategic competence enables speakers to overcome communication problems by using strategies such as paraphrasing or asking for clarification. These components form a foundational framework for understanding speaking as a communicative skill.

In line with communicative competence, Brown emphasizes that speaking is an interactive process that involves producing, receiving, and processing information simultaneously. Effective speaking performance requires not only linguistic knowledge, such as grammar and vocabulary, but also the ability to manage interaction, respond appropriately, and maintain fluency during communication. Brown highlights that speaking competence is closely related to learners' ability to integrate linguistic accuracy with fluency and communicative effectiveness in real-time interaction, particularly in instructional contexts.

In addition, (Thornbury, 2005) who states that speaking competence primarily involves fluency, accuracy, and appropriacy. Fluency refers to the smooth and continuous flow of speech, accuracy relates to the correct use of language forms, and appropriacy concerns the suitability of language use in particular communicative situations. Thornbury emphasizes that effective speaking requires a

balance between these components, especially in real-time communication where speakers must respond spontaneously.

More recent studies have refined and expanded these classical frameworks. (Ilham et al., 2024), that identify five core components of speaking performance in EFL contexts, grammar, vocabulary, pronunciation, fluency, and comprehension. Their framework highlights that these components collectively influence students' speaking performance and intelligibility. Fluency and comprehension, especially in interactive speaking activities.

Based on established and recent theoretical perspective, speaking competence is understood as a multidimensional ability that integrates linguistic, fluency related, interactional, and strategic components. In general, components of speaking include mastery of grammar, fluency, comprehension, vocabulary, and pronunciation, which support the production of meaningful and intelligible utterances, as well as fluency, which reflects the ability to maintain smooth and continuous speech in real-time communication. Based on the explanation above, speaking ability is composed of several essential components as presented below:

1. Pronunciation

Pronunciation is a crucial aspect of spoken communication as it determines how clearly a speaker's ideas are conveyed to listeners. The correct use of sounds, stress patterns, and intonation supports listeners in understanding the intended meaning during interaction. According to (Brown, 2003), effective pronunciation in speaking does not require native-like accuracy; instead, the main focus is intelligibility, which allows communication to occur smoothly. Brown emphasizes that as long as pronunciation errors do not interfere with understanding, speakers can still communicate successfully. This perspective suggests that clear and understandable pronunciation is more important than perfect articulation, particularly in communicative speaking activities. Therefore, many speaking theories highlight intelligibility as the primary concern in oral communication rather than perfect accuracy.

2. Vocabulary

Vocabulary enables speakers to select appropriate words to express ideas and intention in different communicative situations. Learners who possess a sufficient variety of vocabulary are better able to communicate meaning and react more originally in conversations. Speakers who have limited vocabulary frequently hesitate and find it difficult to develop their ideas orally. (Harmer, 2007) states that vocabulary knowledge is essential to speaking because it gives students the linguistic tools they need to successfully convey meaning. Learners may find it difficult to maintain conversation and speak well if they lack a large enough vocabulary. As a result, vocabulary serves as an essential component to encourage fluency and speaking confidence.

3. Grammar

Grammar is the ability to arrange words into meaningful and acceptable sentences during oral communication. Grammar aids speakers in expressing ideas properly and avoiding misunderstandings, despite the fact complete accuracy is not always essential. Speakers may still produce minor grammatical errors. However, as long as these errors do not interfere with meaning, communication can continue effectively. According to (Brown, 2003), grammatical competence in speaking should support communication rather than hinder it, meaning that fluency and message delivery are more important than constant attention to grammatical form. Therefore, grammar functions as a supportive component that enables speakers to convey ideas clearly while maintaining the flow of spoken interaction.

4. Fluency

Fluency refers to the ability to speak smoothly and continuously without frequent pauses or excessive hesitation during communication. In speaking activities, fluency reflects how well a speaker can maintain the flow of speech while expressing ideas in real time. According to (Thornbury, 2005), fluency is not primarily concerned with grammatical accuracy, but with the speaker's ability to keep communication going and convey meaning effectively. A fluent speaker may produce minor errors. However, these errors do not significantly interrupt interaction or listener comprehension. Therefore, fluency is considered an important component of speaking performance, especially in spontaneous communication where speakers are required to respond quickly and organize ideas with limited preparation time.

5. Comprehension

Comprehension is the ability to understand spoken messages and respond appropriately during oral communication. In speaking activities, comprehension allows speakers to understand the meaning of what is being said and respond appropriately. According to (Brown, 2003), speaking comprehension is closely related to communicative competence, as speakers need to understand input in order to produce meaningful responses. When students have sufficient comprehension, they can engage in discussions, give relevant answers, and prevent communication breakdowns. As a result, comprehension serves as a crucial part of speaking performance that facilitates meaningful and successful communication.

C. Speaking fluency

Speaking fluency is a speaker's ability to deliver thoughts easily and continuously without excessive pauses or hesitation during conversation. In real-time communication, where speakers must rapidly organize their thoughts and reply correctly to their interlocutors, fluency indicates how naturally language is created. In fluent speech, minor errors may still occur, but they do not significantly disrupt

the conversation or make it harder to understand. Thus, fluency is directly related to the ease, rapidity, and continuity of speech that allow speakers to maintain conversation and convey message effectively, especially in spontaneous speaking settings.

This interpretation of fluency is in line with Thornbury's theory, which fluency is the ability to speak smoothly and with minimal hesitation while maintaining the flow of communication. According to (Thornbury, 2005), fluency is determined by how well speakers can continue speaking and convey meaning in real-time interaction. In communication situations, fluent speakers place more emphasis on communicating and reacting to others than they do on continuously checking their grammar. This viewpoint emphasizes highlights fluency as a key aspect of speaking performance that enables interaction to flow naturally, even when language production is not perfectly accurate.

Fluency is defined as smooth and continuous speech, which highlights the significance of speaking performance in real communication contexts. However, fluency also needs to be understood in relation to how speakers manage interaction in real time. During conversation, speakers must arrange their thoughts, produce words, and respond to their interlocutors all at the same time. In this context, fluency is reflected in the speaker's ability to sustain communication without frequent breakdowns or excessive pauses. This perspective is further clarified by Brown, who explains that fluency involves the ability to use language continuously and efficiently so that communication can proceed smoothly despite limited planning time or minor linguistic errors (Brown, 2003).

From similar standpoint, according to (Harmer, 2007), explains that fluent speakers are those who are able to keep communication going by focusing on meaning rather than constantly monitoring linguistic form. A fluent speaker may produce minor errors. However, these errors do not significantly interfere with the flow of communication or listener comprehension. In spontaneous communication, fluency becomes especially crucial because speakers must respond immediately, organize ideas quickly, and interact naturally with others without extensive planning. Therefore, opportunities for spontaneous speaking practice play a significant role in developing fluency, particularly in EFL contexts where learners often have limited exposure to authentic spoken interaction.

Previous study has indicated a close relationship between learners' self-confidence and speaking fluency in EFL context. (Kus martini, 2025) found that learners with higher levels of self-confidence tend to demonstrate better speaking fluency and accuracy during oral performance. The study suggest that confidence supports learners' ability to speak more smoothly and continuously, as confident learners are less hesitant and more willing sustain communication. This finding reinforces the view that speaking fluency is not only influenced by linguistic knowledge but also by psychological readiness, particularly learners' belief in their speaking ability.

Moreover, fluency is not only about speed but also about the continuity of speech. (Krashen, 1982) suggests, when the affective filter is low, the speech production becomes more natural and automatic.

In this study, fluency is observed through the students' ability to maintain conversation flow and their natural use of pauses or fillers during interaction on Ome TV.

Based on speaking fluency perspectives, fluency develops through learners' repeated engagement in spontaneous and meaningful communication. Thornbury (2005) emphasizes that speaking fluency involves the ability to produce continuous speech with minimal hesitation, while Segalowitz (2010) highlights the role of automatic processing in fluent speech during real-time interaction. In line with these perspectives, Ome TV can be viewed as an online medium that provides authentic and spontaneous English language practice for EFL learners through real-time video-based interaction. Ome TV requires learners to respond immediately, adjust their language to their interlocutors, and negotiate meaning during communication. Such interactional conditions support the development of speaking fluency by facilitating Speech Continuity, enabling learners to manage difficulties through Handling Communication Breakdown, and promoting greater Naturalness of Speech during spontaneous interaction. These indicators represent learners perceived fluency development through repeated exposure to real-time English communication.

D. Speaking confidence

Speaking confidence is the ability of learners to communicate verbally in English without excessive fear or uncertainty. It shows how at ease students are communicating in spoken English, responding to others, and expressing their thoughts. When a learner has the confidence to communicate, they are more likely to concentrate on conveying meaning rather than worrying about making mistakes. This confidence encourages them to participate actively in conversations, take risks in using new expressions, and remain engaged even when they encounter difficulties during interaction. speaking confidence becomes a critical component that determines whether learners are willing to use English spontaneously or avoid speaking at all in EFL situations where opportunities to speak the language are limited.

This view aligns with Brown's theory that speaking confidence refers to learners' belief in their ability to express ideas orally in the target language without excessive fear or hesitation. (Brown, 2004) explains that confidence in speaking is closely related to affective factors in language learning, particularly anxiety, self-esteem, and self-efficacy. Learners who possess higher self-confidence tend to take more risks in using the language, participate more actively in speaking activities, and show greater willingness to communicate, even when their language production is not fully accurate yet. In contrast, low confidence often results in avoidance of speaking opportunities, limited language output, and increased communication anxiety.

Moreover, speaking confidence is the perceived ability that one can effectively communicate ideas, thoughts, and feelings orally. In educational contexts, confidence is closely associated with learners' self-belief and perceived competence, which affect how they act, engage, and react during learning activities. According to (Sugiyono, 2013), confidence is an internal sense of competence that influences

a person's behavior and attitudes in social and academic contexts. Speaking confidence in language learning can be defined as students' preparedness and willingness to communicate, share their thoughts, and interact with others without excessive fear of making mistakes or being judged by others.

In the context of English as a Foreign Language (EFL) learning, speaking confidence plays a crucial role in determining students' willingness to participate in oral communication. EFL learners often have limited exposure to English outside the classroom, which makes speaking activities more challenging and psychologically demanding. As a result, speaking confidence in using English orally becomes a key factor enhancing their level of participation, risk-taking behavior, and overall speaking performance. Within this research context, speaking confidence is viewed as an essential psychological component that supports learners in expressing ideas, maintaining interaction, and engaging in communication despite linguistic limitations. Learners who possess a higher level of speaking confidence tend to participate more actively in speaking tasks. Moreover, they are generally more willing to take risks in using the target language. As a result, frequent practice allows learners to gradually enhance their fluency. On the other hand, students who lack confidence in their ability to speak frequently hesitate and steer clear of speaking engagements.

From a psychological perspective, speaking confidence develop gradually as a result of a complex interplay between internal and external influences. According to (Kotler et al., n.d. 2024), psychological factors including motivation, emotional stability, self-perception, and prior experiences have a significant impact on an individual's behavior and performance. In language learning, positive experiences such as effective communication, peer support, and encouraging comments from teachers, are important in enhancing the confidence of learners. Repeated exposure to meaningful communication situations also helps learners feel more familiar and comfortable with speaking activities.

On the other hand, negative experience may weaken speaking confidence. Lerner's who frequently acquire a fear of oral involvement if they repeatedly receive negative corrections, have communication breakdowns, or feel ashamed when speaking. This situation is made worse by a lack of opportunities to practice speaking outside of the classroom, especially in EFL environments where English is not used in daily communication. These conditions suggest that speaking confidence is dynamic construct that can either increase or decrease based on learners' experiences and learning situations rather than a fixed trait.

In EFL settings, psychological factors become particularly important role in determining students' speaking confidence. Many students experience fear of making grammatical errors, limited vocabulary use, or receiving unfavorable feedback from teachers and peers. These affective obstacles frequently prevent students from speaking spontaneously, even when they understand the topic being discussed. (Brown, 2004) emphasizes that affective factors such as anxiety, self-esteem, and motivation have a significant impact on language performance. While learners with lower confidence typically retreat

from speaking activities, learners with more confidence are more likely to manage mistakes, tolerate uncertainty, and maintain communication.

Speaking anxiety is frequently discussed as a condition closely related to speaking confidence. When students are expected to communicate in a foreign language, they may feel anxious, tense, or apprehensive. This is known as speaking anxiety. In many cases, high levels of anxiety reduce learners' ability to speak fluently. However, when learners are exposed to low-pressure speaking environments, anxiety can gradually decrease. Thus, confidence develops through repeated and successful communication experiences.

In this sense, speaking confidence and speaking anxiety exist on a continuum. Speaking confidence and speaking anxiety shouldn't be seen as entirely distinct concepts. Anxiety can progressively decline when students are given regular chances to speak in relaxed, non-threatening settings. Learners' confidence starts to grow as they have positive speaking experiences and see that communication is possible despite language barriers. This process highlights the importance it is to design learning settings that prioritize psychological safety and linguistic accuracy.

Research focusing on digital-based speaking activities has also highlighted the role of technology in enhancing learners' speaking confidence. (Sulistianingsih et al., 2025) reported that learners who engaged in digital storytelling activities showed noticeable improvement in both speaking confidence and fluency. The study emphasizes that technology-mediated speaking tasks provide learners with opportunities to practice speaking in less threatening environment, allowing to gradually overcome fear and hesitation. These findings suggest that digital platforms can support confidence development by encouraging repeated practice and meaningful communication.

In addition, the level of confidence in speaking is significantly influenced by the affective state of the learners. According to (Krashen, 1982) in his Affective Filter Hypothesis, learners with high self-confidence and low anxiety will have a 'low filter', which allows for better language acquisition and smoother speaking performance. Therefore, the use of Ome TV is expected to lower this filter by providing a less intimidating environment for students to practice.

In synthesis, speaking confidence can be viewed as a dynamic psychological construct that develops through learners' continuous engagement in speaking activities and their communicative experiences. Drawing on affective perspectives in language learning, particularly Krashen's Affective Filter Hypothesis, speaking confidence is closely related to learners' Psychological Readiness, Anxiety Reduction, and Self-Confidence Development when using the target language. When learners are exposed to supportive and low-threatening speaking environments, their anxiety gradually decreases, supporting Anxiety Reduction and allowing learners to achieve greater Psychological Readiness to initiate and sustain communication. As Self-Confidence Development occurs, learners become more willing to take communicative risks, accept mistakes, and focus on meaning rather than form. In this

sense, speaking confidence in this study is reflected in learners' Psychological Readiness to speak, reduced fear of making mistakes as part of Anxiety Reduction, and increased comfort in oral interaction as evidence of Self-Confidence Development.

E. Ome TV as an Online Medium for EFL Speaking Practice

The way students practice spoken English outside of traditional classroom settings has changed due to the quick rise of digital communication. Students now can participate in real-time communication via variety of digital platforms rather than being restricted to teacher-led speaking activities. These platforms give students the chance to engage with others in flexible and casual settings, giving them the chance to practice speaking in more authentic settings. As a result, online media are becoming increasingly crucial in promoting speaking development, particularly for EFL students who have limited exposure to English in their daily lives.

This viewpoint is consistent with Sugiyono's understanding of educational media as instruments that support communication and educational opportunities. The integration of technology in language learning has expanded opportunities for learners to practice English beyond the classroom. According to (Sugiyono, 2023), learning media function as tools that support the delivery experiences and facilitate interaction between learners and learning resources. In this sense, digital media provide learners with access to flexible and contextual learning environments that can support skill development, including speaking skills. When learning media allow interaction and active participation, they contribute positively to the learning process.

From an educational perspective, technology-based media are considered effective when they encourage learners to engage directly with learning activities. (Ghozali & Kusumadewi, 2023) explain that using digital technology in the classroom can improve learning outcomes by creating environment that are adaptable, interactive, and learner-centered. In language learning, such environment allows learners to practice language skills actively rather than passively receiving information. This viewpoint emphasizes the significance of internet platforms that facilitate direct connection and instantaneous engagement.

In relation to research and learning contexts, (Creswell & Creswell, 2023) emphasize that learning experiences are shaped by the environment in which they occur. Digital learning environments enable learners to interact with others in authentic settings, allowing them to construct meaning through direct experience. When learners participate in real-time communication, they are required to respond spontaneously, negotiate meaning, and modify their language use. This is consistent with speaking practice's need for instantaneous language processing and involvement.

Computer-Mediated Communication (CMC) theory provides a relevant framework for understanding online speaking practice. (Warschauer, 1997) states that CMC facilitates language learning by providing opportunities for interaction, collaboration, and meaningful communication

among learners through digital media. Through such interaction, learners are encouraged to negotiate meaning and actively participate in communicate language use. Synchronous CMC, such as video-based communication, allows learners to experience real-time interaction that closely resembles face-to-face communication.

Ome TV is an online video chat platform that enable users to engage in synchronous, real-time communication with speakers from various and cultural backgrounds. Through random video interactions, learners are exposed to spontaneous conversations that require immediate responses and active participation. This type of interaction reflects the principles of CMC, where learners have opportunities to practice speaking English authentic and contextualized situations.

In this study, Ome TV is used as an online medium for EFL speaking practice that facilitates spontaneous and real-time oral interaction. Learners frequently use Ome TV to engage in unscripted conversations with random strangers, which necessitate prompt responses, conversation flow maintenance, and meaning negotiation. These speaking conditions encourage learners to speak more naturally and continuously, thereby supporting the development of speaking fluency. In addition, frequent exposure to casual and real-world communication scenarios helps students progressively overcome their anxiety of making mistakes and increase their confidence when speaking English. Learners tend to talk more easily and comfortable as they become accustomed to real-time engagement, which helps to increase speaking confidence and fluency.

Furthermore, Ome TV provides an informal learning environment that differs from traditional classroom settings. According to (Sugiyono, 2013), learning that occurs in flexible and less formal contexts can encourage learners to participate more actively. The absence of rigid evaluation and structured tasks allows learners to focus on communication rather than linguistic accuracy alone. Consequently, learners may feel more comfortable expressing ideas, experimenting with language, and sustaining interaction.

Studies on (Hidayat et al., 2023) that simultaneous online communication further support the use of real-time digital platforms for speaking practice. Research on EFL students' perception of synchronous and asynchronous communication tools indicates that learners respond more positively to synchronous interaction, as it allows immediate feedback and natural conversation flow. Such real-time interaction enables learners to practice speaking more spontaneously and interactively, which is essential support for the use of online video-based communication platforms, such as Ome TV as additional media for EFL speaking practice.

Based on these theoretical perspective, Ome TV can be viewed as an online learning medium that supports EFL speaking practice by combining technological accessibility, real-time interaction, and authentic communication. Ome TV may serve as an additional tool for enhancing students' confidence and speaking fluency outside of the classroom. Therefore, Ome TV is conceptualized in this research

as an informal, real-time online interaction medium that provides opportunities for EFL students to engage in spontaneous spoken English communication.