

The Influence of 'Ome TV': Exploring the Impact on Students' Listening Skills through Video Live Streaming

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Received:

April 2023

Accepted:

May 2023

Published:

June 2023

Abstract

This quantitative research study investigates the influence of the video live streaming application 'Ome TV' on students' listening skills. Undergraduate students from a vocational university in Makassar, Indonesia participated in the study, which utilized an online questionnaire to collect data on participants' listening abilities and their experiences with 'Ome TV'. The study aims to investigate the influence of 'Ome TV' on students' listening skills, identify challenges faced by students in using the application for listening practice, understand students' perceptions of the application's effectiveness, and provide recommendations for optimizing the integration of video live streaming applications in language learning environments. The findings reveal that most students perceived an improvement in their listening skills through 'Ome TV'; however, difficulties such as infrequent usage, limited improvement in understanding words with similar sounds, security concerns, and network quality issues were reported. The study concludes with practical recommendations for educators, curriculum designers, and developers to enhance the use of video live streaming applications in language learning settings. These findings contribute to the understanding of the potential benefits and challenges associated with video live streaming applications for improving students' listening proficiency.

Keywords: Live Streaming Application, ELL, Listening Skill Development, OME TV.

INTRODUCTION

Listening skills are essential for effective communication and language acquisition (Rost, 2013; Donmus, 2010). However, traditional methods of listening practice, such as listening to audio recordings or engaging in face-to-face conversations, may not always provide students with sufficient exposure to authentic language use and diverse accents. In recent years, video live streaming applications, such as 'Ome TV,' have gained popularity among language learners as a means to connect with native speakers and practice their language skills in real-time conversations (Chen et al, 2019).

While there is growing interest in integrating video live streaming applications into language learning environments, limited empirical research has been conducted to investigate their influence on specific language skills, particularly listening skills. Existing studies in the field of technology-enhanced language learning have primarily focused on the use of mobile applications, virtual classrooms, and social media platforms to support language development. However, the specific impact of video live streaming applications like 'Ome TV' on students' listening skills remains largely unexplored.

This research study aims to fill this research gap by examining the influence of the video live streaming application 'Ome TV' on students' listening skills (Dizon, 2021; Masrai, 2020; De Wielde et al, 2020). By investigating the potential benefits and challenges associated with using 'Ome TV' as a supplementary tool for listening practice, the study seeks to contribute to the existing literature on technology-enhanced language learning and provide valuable insights into the effectiveness of video live streaming applications in improving students' listening abilities.

Understanding the specific impact of 'Ome TV' on listening skills is crucial for language educators and curriculum designers who seek to incorporate innovative and engaging approaches into their teaching methodologies (Maulida, 2018; Rein & Venturini, 2018). By addressing this research gap, the study will shed light on the potential benefits and limitations of video live streaming applications for enhancing listening proficiency in language learners. Moreover, the findings of this research can guide the development of future language learning applications, ensuring that they effectively target and enhance students' listening skills in diverse learning contexts.

Based on problem of the research, the objective of the study is to find out the Influence of the Video Live Streaming Application 'Ome Tv' on Students' Listening Skill. By addressing the research objectives, this study aims to contribute to the existing literature on the use of video live streaming applications in language learning and provide valuable insights for educational practitioners and application developers to enhance the effectiveness of these tools in improving students' listening proficiency.

METHOD

This study employs a quantitative descriptive research design to investigate the influence of the video live streaming application 'Ome TV' on students' listening skills. The research design focuses on describing and analyzing the data collected through an online questionnaire administered to the participants. The research was conducted at ABA UMI in a period of approximately throughout a month in Mei. The population of this research was ABA UMI students in the Sixth semester of 2020-2021. The populations of Sixth semester students of ABA UMI were 89 students, consisted of 4 classes. Based on the population, the sample has been taken using a *simple random sampling* technique. Singh & Masuku (2014) stated that simple random sampling is the taking of sample members from the population which is done randomly without paying attention to the strata in the population. The reason for using this

technique because the population was the sixth-semester students grouped into several class. and each class has a different amount of members. Therefore, to make the sample representative, the researchers randomly took 20 students. The data obtained through the results of the online questionnaire made in the Google Form that shared to students. The questionnaire contained several statements about problems in learning listening through conversation that students had chosen with likert scale.

The collected data will be analyzed using descriptive statistics. Frequencies, means, and standard deviations will be calculated to summarize participants' demographic information, self-perceived listening skills, and patterns of 'Ome TV' usage. These statistics provided an overview of the sample characteristics and participants' engagement with the application. The qualitative data obtained from open-ended questions in the questionnaire were analyzed using thematic analysis. Common themes and patterns will be identified to gain deeper insights into participants' experiences and perceptions of using 'Ome TV' for listening practice.

Ethical considerations were addressed throughout the study. Informed consent was obtained from all participants, ensuring they understand the purpose of the study, their rights as participants, and the voluntary nature of their participation. Participant anonymity and confidentiality were maintained by assigning unique identifiers to each participant and storing data securely. Additionally, the study adhered to any relevant ethical guidelines and regulations established by the university's research ethics committee or other relevant governing bodies.

FINDINGS AND DISCUSSION

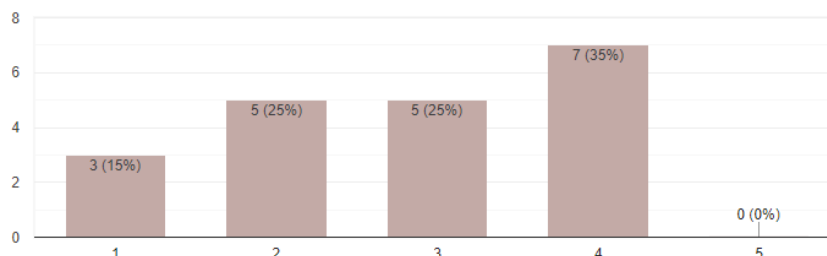
In collecting data, the researchers shared questionnaires to 20 students in the sixth semester. To get answers about problems in learning listening, researchers used questionnaires. In the questionnaires, 11 statements have been answered by students with 5 options, those are strongly disagreed, disagree, neutral, agree, and strongly agree. Here are the data accumulations from the questionnaire.

Table 1. Responses of Respondents

| NO | QUESTIONS | STUDENTS' RESPONSES | | | | |
|----|---|---------------------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | My English listening abilities are enhanced by using the Ome TV Live Streaming Video App. | 19% | 23,8% | 23,8% | 33,3% | 0% |
| 2 | My listening abilities have improved thanks to the features in the Ome TV App. | 14,3% | 19% | 38,1% | 28,6% | 0% |
| 3 | I can access OME TV With Ease | 9,5% | 14,3% | 19% | 42,9% | 14,3% |
| 4 | Direct communication with strangers aided me in developing my listening skills. | 14,3% | 9,5% | 19% | 42,9% | 14,3% |
| 5 | Ome TV has a beneficial effect on enhancing English proficiency. | 14,3% | 9,5% | 28,6% | 47,6% | 0% |
| 6 | My ability to listen better has been greatly improved by the | 14,3% | 9,5% | 23,8% | 42,9% | 9,5% |

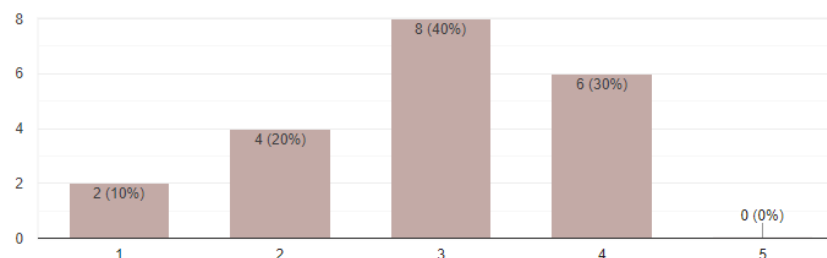
| | | | | | | |
|----|---|-------|-------|-------|-------|------|
| | simplicity of communication on ome tv. | | | | | |
| 7 | The ome tv application is fun to use, and the level of security is assured. | 14,3% | 9,5% | 57,1% | 14,3% | 4,8% |
| 8 | The Ome TV app is one I use quite a bit. | 38,1% | 19% | 33,3% | 9,5% | 0% |
| 9 | Interacting with Random users on Ome Tv have had a very nice reaction. | 14,3% | 9,5% | 57,1% | 14,3% | 4,8% |
| 10 | It's simpler to increase listening capacity with Live Streaming Video applications. | 9,5% | 14,3% | 19% | 52,4% | 4,8% |
| 11 | I am unable to use the OME TV application due to the cellular data network. | 4,8% | 23,8% | 47,6% | 14,3% | 9,5% |

First Statement: My English listening abilities are enhanced by using the Ome TV Live Streaming Video App.



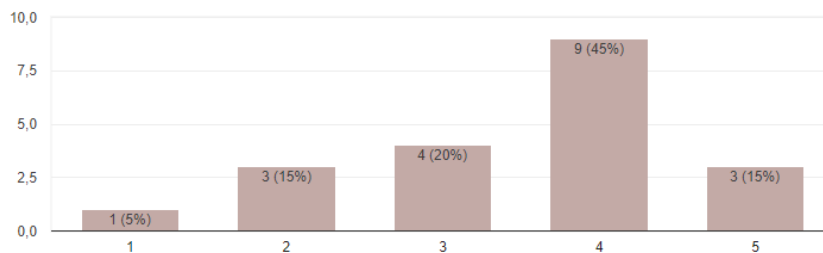
The statement was about *My English listening abilities are enhanced by using the Ome TV Live Streaming Video App*. There are 15% of students who strongly disagree, 25% of neutral students, 25% of disagree, 35% of students agree.

Second Statement: My listening abilities have improved thanks to the features in the Ome TV App.



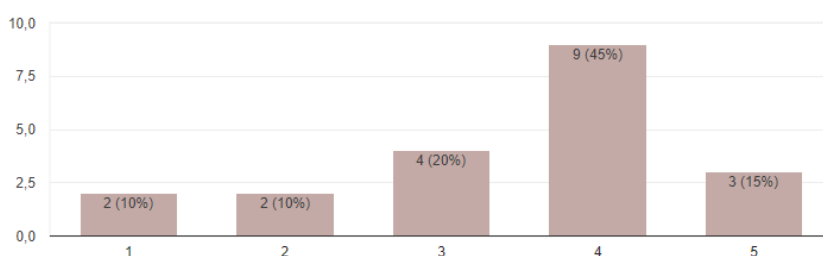
The statement was about *My listening abilities have improved thanks to the features in the Ome TV App*. There are 10% of students who strongly disagree, 20% of students who disagree, 40% of neutral students, 30% of students who agree.

Third Statement: I can access OME TV With Ease.



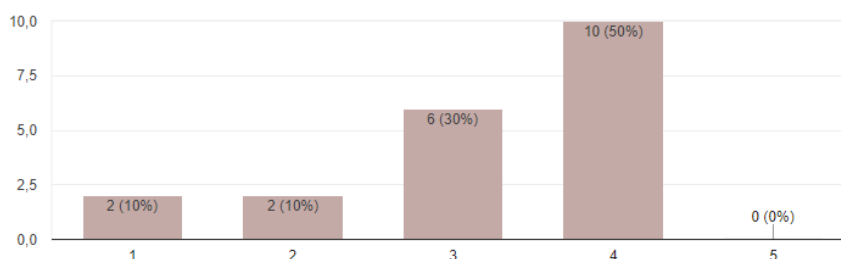
The statement was about *I can access OME TV With Ease*. There are 5% of students who strongly disagree, 15% of students who disagree, 20% of neutral students, 45% of students who agree, and 15% of students who strongly agree.

Fourth Statement: Direct communication with strangers aided me in developing my listening skills.



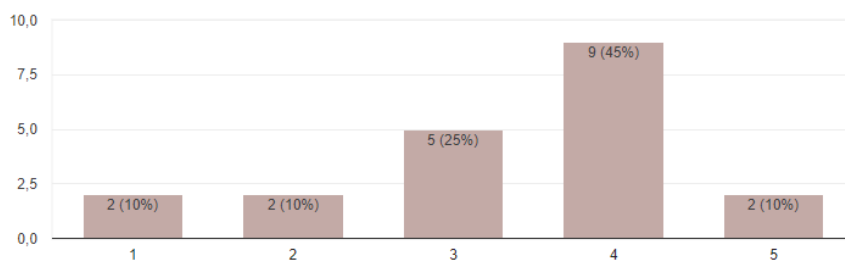
The statement was about *Direct communication with strangers aided me in developing my listening skills*. There are 10% of students who strongly disagree, 10% of students who disagree, 20% of neutral students, 45% of students who agree, and 15% of students who strongly agree.

Fifth Statement: Ome TV has a beneficial effect on enhancing English proficiency.



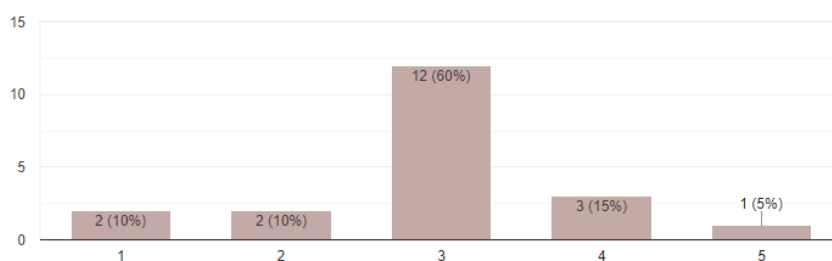
The statement was about *Ome TV has a beneficial effect on enhancing English proficiency*. There are 10% of students who strongly disagree, 30% of neutral students, 50% of students who agree.

Sixth Statement: My ability to listen better has been greatly improved by the simplicity of communication on Ome Tv.



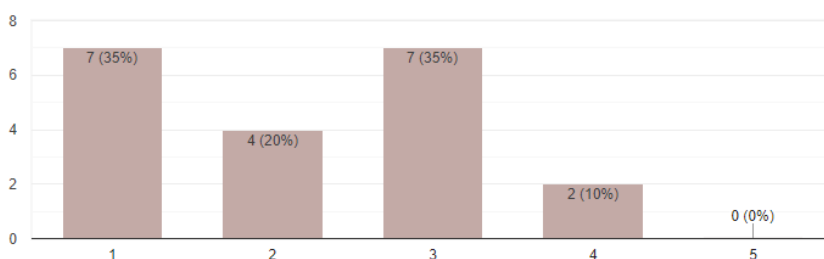
The statement was about *My ability to listen better has been greatly improved by the simplicity of communication on Ome Tv*. There are 10% of students who strongly disagreed, 10% of students who disagree, 25% of neutral students, 45% of students who agree, and 10% of students who strongly agree.

Seventh Statement: The ome tv application is fun to use, and the level of security is assured.



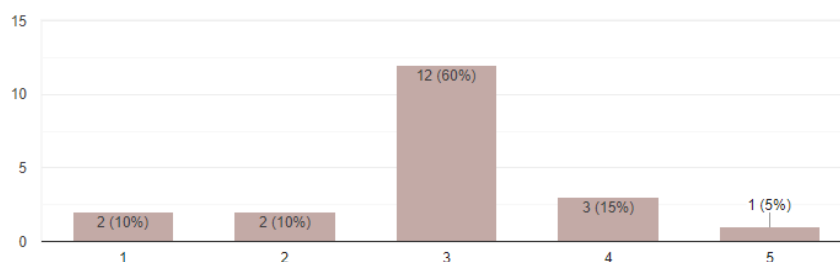
The statement was about *The ome tv application is fun to use, and the level of security is assured*. There are 10% of students who strongly disagree, 10% of students disagree, 50% of neutral students, 15% of students who agree, and 5% of students who strongly agree.

Eight Statement: The Ome TV app is one I use quite a bit.



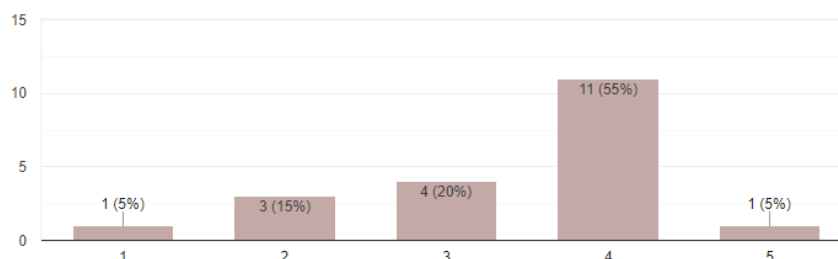
The statement was about *The Ome TV app is one I use quite a bit*. There are 35% of students who strongly disagree, 35% of neutral students, 10% of students who agree.

Ninth Statement: Interacting with Random users on Ome Tv have had a very nice reaction.



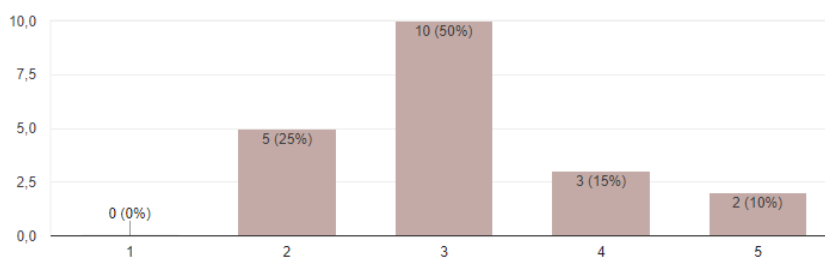
The statement was about *Interacting with Random users on Ome Tv have had a very nice reaction*. There are 10% of students who strongly disagree, 60% of neutral students, 15% of students who agree, and 5% of students who strongly agree.

Tenth Statement: *It's simpler to increase listening capacity with Live Streaming Video applications*.



The statement was about *It's simpler to increase listening capacity with Live Streaming Video applications*. There are 5% of students who strongly disagree, 20% of neutral students, 55% of students who agree, and 5% of students who strongly agree.

Eleventh Statement: *I am unable to use the OME TV application due to the cellular data network*.



The statement was about *I am unable to use the OME TV application due to the cellular data network*. There are 25% of students who disagree, 50% of neutral students, 15% of students who agree, and 10% of students who strongly agree.

Student Opened-Ended Responses on Listening Development Through Ome TV.

Most of the students said that learning listening is fun and they enjoyed when they are using Ome TV application. They also said that it helped them to improve their skills. One of the student stated that

“Ome TV application able to help me to increase my listening skill and really helped me to learn 'how to pronoun some word' with a best pronoun and improve my accent in learning english. Overall this application very good for learning English expecially in listening.”

Another student also mentioned:

“Step by steps, this helps me to become better at Listening Skill and could understand waht the native speaker said.”

On the other hand, there are several students said that learning listening is difficult. One student stated

“In accessing the OME TV application I am hampered by the cellular data network.”

She said that her got hampered toward learning listening using Ome TV application because sometimes her data cellular not connected when she was in her room.

A male student had similar opinion stating:

“it was fun, although sometimes it makes me confused because I can’t understand what was the native speakers said”.

The findings from the open-ended questionnaire data showed that most of the students enjoy learning listening using Ome TV application, they said that learning listening was challenging, fun, and easy to access and it helped them to improve their skills. But some said that learning listening using Ome TV application did not help them if the security level of the application is still not guaranteed, and the level of frequency in using applications that still tends to be low so security and interesting features of Ome Tv Application are the right methods. Furthermore, 12 of 20 students agreed that increasing the ability to listen through Live Streaming Video applications was easier because it is easy to access and understand and the interesting features in this application help users in the process of improving their abilities, especially listening skills so that the communication process can run smoothly.

Discussion

Influence of 'Ome TV' on Students' Listening Skills

The findings from the data analysis are crucial in determining the influence of 'Ome TV' on students' listening skills. The quantitative analysis provides statistical evidence, to determine students' use of OME TV as a learning tool specifically for Listening development, it suggests that the use of 'Ome TV' has a positive effect on enhancing students' listening abilities. This is inline with the study by Yin (2015) concerning authentic language exposure that Ome Tv offers for EFL students. Additionally, integrating Ome Tv within a blended learning context would further enhance its capabilities in Language learning (Bakeer, 2018; Chowdhury, 2020).

Furthermore, the qualitative insights gained from the open-ended questions in the questionnaire offer a deeper understanding of the participants' experiences and perceptions regarding the use of 'Ome TV' for listening practice. These qualitative findings can provide valuable information on the specific aspects of 'Ome TV' that contributed to improvements in listening skills, such as exposure to diverse accents, real-time interactions with native speakers, or engaging content (Chen et al, 2019).

Implications for Educational Practice

The findings of this study have important implications for language learning practice. The positive perceptions in listening skills suggest that video live streaming applications, like 'Ome TV,' can be valuable tools for language learners particularly in Higher Education (Ulya, 2021; Abduh et al, 2022). Educators and language practitioners can consider incorporating such applications into their teaching methodologies to provide students with opportunities to practice listening in authentic contexts and develop their oral communication skills.

However, it is crucial to approach the use of video live streaming applications thoughtfully. Educators should provide guidance and support to students to ensure they make the most effective use of these tools (Putri & Erlina, 2023). Incorporating these applications into a well-designed language learning curriculum can help learners develop a range of listening strategies, adaptability to different accents, and cultural understanding.

Limitations of the Study

It is important to acknowledge the limitations of the study. Possible limitations could include the relatively small sample size, the use of a single institution, or the duration of the intervention period. These limitations may impact the generalizability of the findings. Future research could address these limitations by conducting similar studies with larger and more diverse samples, including participants from different educational institutions and cultural backgrounds, and extending the intervention period to assess long-term effects.

CONCLUSIONS

After conducting this research, several conclusions can be drawn regarding the influence of the video live streaming application 'Ome TV' on students' listening skills. The majority of participants reported that utilizing the application facilitated an increase in their listening abilities. However, it is important to note that a portion of the students still encountered difficulties in improving their listening skills, particularly in comprehending words with similar sounds spoken by native speakers.

Four primary difficulties emerged among students in learning listening through the 'Ome TV' application. Firstly, some students reported a lack of frequency in using the application, which may have hindered their progress in developing their listening skills. Regular and consistent practice is essential for improving language abilities, and students who did not utilize the application frequently may have struggled to see substantial improvements.

Secondly, while the opportunity to communicate directly with random individuals was a unique feature of 'Ome TV', some students found that it did not significantly contribute to their listening improvement. Interactions with random users may not have provided the structured language input or targeted feedback necessary for focused listening practice.

Additionally, the issue of security concerns surrounding the 'Ome TV' application was identified as a significant challenge. Some students expressed apprehension about engaging in conversations with strangers due to potential risks associated with online interactions. These concerns may have impeded their willingness to fully utilize the application and subsequently hindered their listening skill development.

Furthermore, the lack of a reliable and high-quality data network was identified as a prominent obstacle for students accessing and effectively utilizing the 'Ome TV' application. Unstable or slow internet connections may have disrupted the streaming experience and impacted the students' ability to engage in uninterrupted and productive listening practice.

In light of these findings, it is crucial to address the identified difficulties to optimize the effectiveness of video live streaming applications for improving listening skills. Encouraging students to increase their usage frequency and providing guidance on structuring meaningful interactions can enhance the learning experience. Additionally, addressing security concerns through implementing safety measures and ensuring a reliable and high-quality data network can further support students in accessing and utilizing the 'Ome TV' application for productive listening practice.

Further research should focus on developing strategies to overcome these difficulties and explore alternative approaches that mitigate the challenges associated with using video live streaming applications for listening skill development. By addressing these concerns, educators and developers can optimize the integration of such applications into language learning environments, ultimately facilitating improved listening proficiency among students.

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