

## The Utilization of the OmeTV Application in Assisting the Mastery and Development of Arabic Language

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### ABSTRACT

The accelerating development of information technology has opened new opportunities in foreign language learning, including Arabic. One digital platform increasingly utilized by learners is OmeTV, a random video call application that enables users to interact with speakers from various countries in real time. This research aims to explore the utilization of OmeTV in developing Arabic speaking skills. The methodology employed was qualitative research with an exploratory approach, conducted through observation of five Grade XI students at SMAIT Al A'raf Tangerang who had used the application for over one month. The findings indicate that OmeTV contributes significantly to the improvement of speaking fluency, vocabulary expansion (*mufradāt*), understanding of Arabic dialects, and an increase in students' communication self-confidence. However, the platform also presents several drawbacks, such as the potential for exposure to inappropriate content and challenging dialect variations. This study concludes that utilizing OmeTV can serve as an effective alternative learning medium, provided it is implemented with appropriate supervision and pedagogical guidance. Suggested learning implications include establishing conversation topics, compiling keyword lists, and applying the Project-Based Learning model to maximize learning outcomes.

**Keywords:** *OmeTV; Speaking Skills; Arabic Language Learning.*

### INTRODUCTION

Arabic remains a consistently global language, standing alongside other foreign languages such as English and French. The contribution of the Arabic language in simplifying calculations and addressing the impracticality of Roman numeral writing is quite significant. This fact serves as the reason why, in the English dictionary, those numerals are referred to as "Arabic Numerals." This demonstrates the extensive global influence of the Arabic language. Furthermore, technological development has rapidly increased over time, creating not only hardware but also software that can be used for various purposes. With the advancement of the internet, application developers are competing to create applications that can benefit many people.

This technological advancement naturally provides easy access and drives changes across several sectors, including services, investment, business, finance, and education is no exception. Technology in learning can manifest as the utilization of the latest media in instruction. The presence of media in learning is capable of increasing students' motivation and enthusiasm, thus facilitating easier conveyance of lesson material. This necessitates a shift from conventional media to technology-

based media (Unsur & Arab, n.d.).

In this modern era, where information and communication technology (ICT) is advancing rapidly, creating a communication environment is no longer limited to a specific setting. This means that the development of ICT inherently allows individuals to establish a communication environment with people from various other parts of the world. One platform commonly used for communicating with foreigners is OmeTV. The OmeTV application is a platform that allows users to communicate with others worldwide via video call.

The objective of this research is to explore the utilization of the OmeTV application in assisting the mastery and development of the Arabic language. This study aims to answer the following questions: How can the OmeTV application assist students or learners in mastering Arabic? What are the advantages and disadvantages of the OmeTV application in assisting Arabic language mastery? What are the features and operating procedures of the OmeTV application? Therefore, this research is expected to contribute to the development of more effective and efficient Arabic language learning methods, as well as helping learners better understand and master the Arabic language.

## **METHODS**

### **Subject of Research**

This study employed a qualitative research design with an exploratory case study approach to thoroughly map and deeply understand a specific phenomenon. The focus of the investigation was centered on the experience of students using the OmeTV application as a supplementary tool for learning Arabic. The research subjects were purposefully selected based on strict criteria: they were students from 11<sup>th</sup> Grade at SMAIT Al A'raf Tangerang who had been actively using the OmeTV application for over one month and demonstrated the highest proficiency in Arabic among their peers. This selection ensured that the data collected came from participants with the most relevant and substantial experience with the phenomenon under study (Creswell & Poth, 2016).

### **Instrument**

The primary instrument utilized for data generation was direct observation. The researcher conducted observational sessions involving five selected students. This method was specifically chosen to capture rich, contextual data regarding the participants' actual usage patterns of the OmeTV application. The observations were focused on two key aspects: first, the concrete ways in which the students interacted with and utilized the application; and second, the observable correlation between their application use and the fluency and practical mastery of their spoken Arabic.

### **Data Collection and Analysis**

For data collection and analysis, the observational data gathered from the five participants were subjected to qualitative analysis. This type of analysis aligns perfectly with the exploratory nature of the study, as it seeks to interpret and build a comprehensive understanding of the lived experiences and phenomena encountered by the research subjects within their natural and specific context. The analysis process involved systematically reviewing the observation notes and field data to identify emerging themes, patterns, and insights into how the OmeTV application mediates the students’ acquisition and effective use of the Arabic language, ultimately aiming to achieve a holistic and in-depth understanding of the subject.

## **RESULTS AND DISCUSSION**

### **Aplikasi OmeTV Sebagai Alat Pembelajaran Bahasa Arab**

OmeTV adalah aplikasi Video Call yang mana penggunanya dapat berkomunikasi dengan orang asing secara acak dari seluruh dunia. Aplikasi ini didirikan oleh Leif K-Brooks pada 25 Maret 2009 yang berasal dari Brattleboro kota Vermont, Amerika Serikat yang kemudian di luncurkan di Indonesia pada 31 Juli 2015. Salah satu fitur andalan yang membuat OmeTV ini digemari oleh banyak orang adalah obrolan videonya.

Obrolan video secara acak dan *real time* pada OmeTV memberikan pengalaman obrolan tanpa batas dan cara tercepat untuk berkenalan dengan orang-orang baru dari berbagai daerah secara online. Selain dapat berkomunikasi dengan sesama pengguna yang berasal dari Indonesia, OmeTV juga memiliki fitur pilihan negara lain dari seluruh dunia. Untuk memanfaatkan OmeTV secara global, pengguna bisa menggunakan aplikasi VPN untuk menjangkau server luar negeri sehingga pengguna dapat bertemu dan berkomunikasi dengan orang asing.

### **Pemanfaatan OmeTV dalam Pembelajaran Bahasa Arab**

Observasi menunjukkan bahwa penggunaan OmeTV mampu meningkatkan kelancaran (*fluency*) siswa dalam berbicara. Interaksi langsung mengharuskan siswa merespon secara spontan, melatih keberanian dan kemampuan komunikasi mereka.

Selain itu, siswa memperoleh *mufradāt* baru yang bersifat praktis dan komunikatif, yang sering kali tidak ditemukan pada buku ajar formal. Kosakata yang diperoleh melalui interaksi langsung dinilai lebih relevan dan aplikatif. Paparan terhadap berbagai dialek Arab seperti Mesir, Yaman, Maroko, dan Teluk, membantu siswa memahami keragaman fonologi dan struktur. Meskipun awalnya membingungkan, dialek tersebut memperluas kompetensi komunikatif siswa. Melalui interaksi intensif, siswa melaporkan peningkatan tingkat kepercayaan diri

dalam berbicara bahasa Arab, baik dalam konteks kelas maupun percakapan informal.

### **Kelebihan dan Kekurangan Penggunaan OmeTV**

Kelebihan penggunaan OmeTV antara lain adalah kemudahan akses, fleksibilitas waktu, interaksi langsung dengan penutur asli, serta kesempatan melatih bahasa secara spontan tanpa skrip.

Namun, kelemahannya meliputi kemungkinan munculnya konten tidak pantas, perbedaan dialek ekstrem, kualitas jaringan, serta terbatasnya kontrol terhadap perilaku lawan bicara.

### **Implikasi Pembelajaran**

Penggunaan OmeTV dalam pembelajaran bahasa Arab memerlukan arahan guru agar lebih terstruktur. Guru dapat menetapkan topik percakapan, daftar kata kunci, serta tugas refleksi pascapercakapan untuk memperkuat hasil belajar. Model Project-Based Learning juga dapat diterapkan, misalnya proyek pengumpulan “100 Ungkapan Bahasa Arab dari OmeTV”, sehingga penggunaan media ini menjadi lebih terukur dan edukatif.

## **CONCLUSION**

The primary aim of this study was to investigate the potential and implications of utilizing the OmeTV video call application as an effective supplementary tool for Arabic language learning, particularly in enhancing students' speaking skills. The observation demonstrated that the use of OmeTV significantly impacts students' communicative abilities. Key findings indicate that direct, random, and real-time interaction compels students to respond spontaneously, thus improving their fluency, boldness (courage), and overall communication skills. Furthermore, students acquired practical and communicative mufradāt (vocabulary) often absent from formal textbooks. Exposure to diverse Arabic dialects (e.g., Egyptian, Yemeni, Maghrebi) enhanced students' understanding of phonological and structural diversity, ultimately increasing their self-confidence in both classroom and informal settings. The key advantages of OmeTV include its ease of access, temporal flexibility, direct interaction with native speakers, and the opportunity for spontaneous, unscripted language practice. However, the study identified significant disadvantages, such as the potential for inappropriate content exposure, extreme dialectal differences, poor network quality, and limited control over the interlocutor's behavior. Future research should focus on quantifying the exact correlation between OmeTV usage frequency and measured proficiency gains using pre-test/post-test methods. Researchers should also develop specific pedagogical frameworks and safety protocols for teachers utilizing random video call applications to mitigate the risks associated with inappropriate content and

network instability. Educators are strongly advised to incorporate structured guidance, defined conversation topics, and reflective tasks (like the "100 Phrases" project) to maximize the educational impact and accountability of using OmeTV in the classroom.

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