

**UTILIZING THE *FONDI APPLICATION* TO ENHANCE  
STUDENTS' SPEAKING PROFICIENCY**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Gaining the  
Bachelor Degree in English Education Department



By :

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**2025**

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## THESIS STATEMENT

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*Wassalamu'alaikum Wr. Wb.*

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The Dean of Education and Teacher Training Faculty  
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*Assalamu'alaikum, wr.wb.*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **The Roles of *Fondi Application* in English Speaking Skills**  
Name of Student : Anis Mafazatin Ummah  
Student Number : 2103046020  
Department : English Language Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munasosyah session.

*Wassalamu'alaikum Wr. Wb.*

Semarang, 26 Februari 2025

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## ABSTRACT

Title : Utilizing the Fondi Application to Enhance  
Students' Speaking Proficiency  
Author : Anis Mafazatin Ummah  
Student's Number : 2103046020

This study aims to analyze how the Fondi application is utilized to enhance students' speaking proficiency. The method used was Quantitative pre-experimental with a one-group pretest-posttest design, involving 20 students from the English Education department at Walisongo State Islamic University Semarang. Data were collected through speaking tests before and after the use of the Fondi application as well as a questionnaire to determine students' perceptions of the application. The results showed that the Fondi app significantly improved the students' speaking accuracy and fluency. The average accuracy score increased from 41.75 to 87.00, while the fluency score increased from 42.25 to 84.50. The t-test showed a significant difference between the pretest and posttest results with a sig. (2-tailed)  $< 0.05$ . In addition, the questionnaire results revealed that the majority of students felt more confident, motivated and comfortable in practicing speaking using the Fondi application. This study concludes that Fondi is an effective technology-based learning media to enhancing English speaking proficiency. Interactive features such as group speaking practice and interaction with other speakers provide a more interesting learning experience and support the improvement of students' speaking proficiency. Therefore, this app is recommended to be used in English language learning to enhance speaking proficiency.

Keywords: Accuracy, Fluency, Fondi Application, Learning Technology, Speaking Proficiency.

## MOTTO

الرَّحْمَنُ عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

(God is the Most Merciful, who has taught the Qur'an, created man,  
and taught him to speak.)

- (QS. Ar-Rahman: 1-4)

"If you can speak, you can influence. If you can influence, you can  
change lives."

– Rob Brown

"The success of your presentation will be judged not by the  
knowledge you send but by what the listener receives."

– Lilly Walters

## **DEDICATION**

With gratitude and sincerity, I dedicate this humble achievement as a token of my appreciation and gratitude to those who have been a source of inspiration, motivation, and strength in my academic journey. This thesis would not have been realized without the prayers, support, and guidance of the amazing people who have been there every step of the way. I dedicate this thesis to:

1. My beloved almamater, Walisongo State Islamic University Semarang especially Education and Teacher Training Faculty and English Language Education Department.
2. My first love, my beloved father, Bapak Syamsul Anam.

With love and longing, I dedicate this thesis to my beloved father, who although he is gone, his love still lives in my every step. The figure who taught me about the meaning of sincerity, hard work, and courage. Although I can no longer hear your voice or feel the warmth of your embrace, I know that you are with me every step of the way. This success is a testament to the values you instilled in me, and I hope to continue making you proud in the best place by His side.

3. My beautiful queen, my beloved mother, Ibu Istiana.

With love and gratitude, I dedicate this thesis to my beloved mother, a strong woman who with all her sacrifice, sincerity, and boundless love has raised and guided me. You are the strongest pillar in my life, who never tired of fighting for my future. In your every prayer, your every hard work, and



your every teardrop, there is strength that keeps me going. This success is yours, hopefully one day I can repay even a little of all that you have given.

4. My beloved uncle, Bapak Dr. H. Ahmad Choirul Ulum, MA.

With full respect, love, and gratitude, I dedicate this thesis to my beloved uncle, who has become more than just a family figure, you are the second father in my life, a protector, and an invaluable source of strength. In every step of my struggle, there are traces of your love, sacrifice, and wisdom that always guide me. Not only a place to lean on, you are also a light that guides me to move forward and dare to dream bigger. This success is a small proof of all your advice and support. Thank you for being an extraordinary figure who filled the empty space in my heart with sincere love. May Allah reward all your kindness with infinite happiness and blessings.

5. My little sister, Uswatun Hasanah.

With great love and sincerity, I dedicate this thesis to my beloved sister, who has always been a source of inspiration and enthusiasm in every step of my life. In my every struggle, there are prayers and hopes that I can be a good example for you. Your smile is strength, your laughter is comfort, and your presence is the most beautiful gift in my life. Hopefully this success can be proof that no dream is too far to reach, and hopefully one day I can see you achieve everything you dream

of with full happiness. Thank you for being a part of this journey.

6. My Little Bestfriend, Zaratul Azizah

With love and gratitude, I dedicate this thesis to my beloved cousin as little bestfriend, who is not only a part of my family, but also a true friend in every step of my life journey. Your presence is a priceless gift, a place to share laughter, stories, and enthusiasm in difficult times. Thank you for always being there, accompanying me in every struggle, and being such a meaningful figure in my life. Our sisterhood is not just a blood bond, but also a heart bond full of love and trust. May happiness, success, and beautiful dreams always accompany you.

7. My beloved big family.

With love, gratitude, and sincerity, I dedicate this thesis to my extended family. Thank you for the infinite love, never-ending prayers, and support that always flows in every struggle. You are the home I return to, the place where I find unconditional love, and the source of passion that keeps me going even in difficult circumstances. This success does not only belong to me, but also to you who always believe, encourage, and accompany me through every obstacle. May happiness and blessings always be with us all.

8. My Lifeline Crew

With gratitude and love, I dedicate this thesis to my lifeline crew (Nabela Adelia Kusuma Ningsih, Risqi Fitriainingsih, Tri Aprilia Azmi, Azka Nafis Dhukhaya, Nabilla Aulia Himmawati, Fina Arina Muta'allimi), who have become an inseparable part of every step of my college journey. You are not just friends, but family that I chose myself. In every laugh, joke, and struggle, we support each other, share strength, and encourage each other to keep moving forward. We have been together through all the joys and sorrows, through days full of challenges and unforgettable happiness. Thank you for all the togetherness, support, and enthusiasm that never fades. You are a source of strength and inspiration that makes every process more meaningful. Without you, this journey might not feel complete. May our friendship last forever, and success always accompany each of our steps.

9. My KKN team

With full gratitude and appreciation, I dedicate this thesis to my beloved KKN friends (Royhan, Aljun, Hamam, Mujib, Sindy, Aisyah, Alfi, Mareta, Nabela, Desy, Salsa, Diah, Anisa, Ema), who have become an important part of my life and academic journey. You are not only comrades in struggle, but life teachers who taught me the meaning of sincerity, honesty, and family. Every day together, we learn to support each other, share, and give our best selflessly. We strengthen

each other, especially in difficult times, and you teach me how to rise again with enthusiasm and hope. Thank you for all the memories, lessons, and togetherness that we have gone through. You are friends who accompany not only in assignments, but also in life. May we all always be blessed with happiness, success, and eternal friendship.

#### 10. My Theater Family, KPT beta

With full gratitude and appreciation, I dedicate this thesis to my theater family, who have taught me many valuable things in my life and academic journey. You are friends who taught me how to work in a team, solve challenges together, and prioritize togetherness and solidarity in every step. Through every process of practice, performance, and challenges we face, I learned that true success comes from working hard together, supporting each other, and trusting each other. Thank you for all the knowledge you have given, both in the world of theater and in life. You have been part of a journey that has not only honed artistic skills, but also invaluable character and togetherness. May our togetherness continue and success always accompany us.

#### 11. My Future Home

For someone whose name I can't write clearly here, but it's already written clearly in *Lauhil Mahfudz* for me. Thank you for being one of the sources of motivation for the author in

completing the thesis as one of the forms of the author in improving himself, even though at this time the author does not know where you are in the world and whose hand you are holding. As Bj Habibie said "If you were born for me, I can get you even if you turn upside down".

12. Last but not least, for a great woman in the future, my self, Anis Mafazatin Ummah.

I dedicate this thesis to myself, who has endured, struggled, and not given up despite various obstacles. For every sleepless night, every tear that fell, and every fatigue that was felt. Thank you for keeping going. For all the scars and struggles that are not always visible to others, I know how hard the road has been. I'm proud of myself. I'm proud of myself for not giving up when things got tough. This thesis is not just academic proof, but also proof that I am capable, that I am strong, and that every effort I have made is not in vain. This journey is not over yet, but today, I give myself some appreciation. Thank you for persevering, thank you for believing in yourself.

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*

*Alhamdulillah*, all praise be to Allah SWT, the Most Gracious and the Most Merciful. By His boundless mercy, guidance, and blessings, I have been able to complete this final project successfully. This journey has been marked by numerous challenges, struggles, and moments of uncertainty, yet through His will, I was granted the strength to endure. Every hardship, sacrifice, and step along the way has contributed to a meaningful process of learning and personal growth.

May peace and blessings be upon the Prophet Muhammad SAW, who has enlightened our lives with wisdom, faith, and noble character. His teachings, have instilled in me the values of patience, sincerity, and the lifelong pursuit of knowledge. The completion of this thesis is not solely the result of my efforts but also made possible by the prayers, guidance, and unwavering support from many individuals. Therefore, with profound gratitude, I extend my heartfelt appreciation to :

1. Prof. Dr. Fatah Syukur, M.Ag., Dean of the Faculty of Tarbiyah and Teacher Training at Walisongo State Islamic University, for his outstanding leadership and dedication to academia.
2. Dra. Nuna Mustikawati Dewi, M.Pd., Head of the English Education Study Program and my academic advisor, for her continuous guidance and encouragement throughout my studies until the completion of this thesis.
3. Lulut Widyaningrum, M.Pd., Secretary of the English Education Study Program, for her commitment and assistance

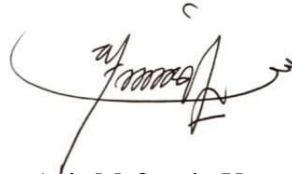
in supporting my academic journey.

4. Dr. Muhammad Nafi Annury, M.Pd., my thesis advisor, for his patience, insightful guidance, and constructive feedback, which have been invaluable in the successful completion of this research.
5. Dr. Hj. Siti Mariam, M.Pd., my academic advisor, for her invaluable advice and guidance throughout my studies.
6. All lecturers and staff of the English Education Study Program at Walisongo State Islamic University Semarang, for their knowledge, and support, which have greatly contributed to my academic development.
7. All research participants, the students of the English Education Study Program at Walisongo State Islamic University Semarang, who generously took the time to participate in this study. Your contributions are sincerely appreciated.
8. My dear friends from "PBI A 2021," for their unwavering support, friendship, and teamwork throughout this academic journey. The memories we have shared will hold a special place in my heart.

This final project stands as a testament to the power of prayers, perseverance, and the unwavering support of those who have always believed in me. May Allah SWT bless everyone who has been a part of this journey, and may this work serve as a meaningful contribution to the field of education and knowledge.

Semarang, 25 February 2025

The Researcher,

A handwritten signature in black ink, featuring a large, stylized initial 'A' followed by the name 'Mafazatin Ummah' in a cursive script.

Anis Mafazatin Ummah



## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>vi</b>
<b>MOTTO .....</b>	<b>vii</b>
<b>DEDICATION.....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xiv</b>
<b>LIST OF TABLE.....</b>	<b>xii</b>
<b>LIST OF PICTURE .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES.....</b>	<b>xiv</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
A. Background of The Study .....	1
B. Research Questions .....	8
C. Research Objective.....	8
D. Limitation of the Study .....	9
E. Significance of the Study .....	9
<b>CHAPTER II .....</b>	<b>11</b>
<b>REVIEW OF RELATED LITERATURE .....</b>	<b>11</b>
A. Literature Review.....	11
B. Previous Research .....	32
C. Gap Research .....	36
D. Conceptual Framework .....	36
<b>CHAPTER III.....</b>	<b>37</b>
<b>RESEARCH METHOD .....</b>	<b>37</b>
A. Research Design.....	37
B. Research Settings .....	39

C. Research Subject .....	39
D. Research Variables .....	40
E. Data Collecting Technique .....	41
F. Data Analysis Technique .....	45
G. Validity and Reliability of The Instruments .....	52
H. The Statistical Hypothesis .....	53
<b>CHAPTER IV .....</b>	<b>55</b>
<b>FINDING AND DISCUSSION .....</b>	<b>55</b>
A. Finding .....	55
4.1 The Effectiveness of the Fondi Application on Students’ Speaking Accuracy and Fluency .....	55
4.2 Utilizing the Fondi Application to Facilitate English Speaking Proficiency .....	61
B. Discussion .....	71
4.1 The Effectiveness of the Fondi Application on Students’ Speaking Accuracy and Fluency .....	71
4.2 Utilizing the Fondi Application to Facilitate English Speaking Proficiency .....	74
<b>CHAPTER V .....</b>	<b>76</b>
<b>CONCLUSION AND SUGGESTION .....</b>	<b>76</b>
A. Conclusion .....	76
5.1 The Effectiveness of the Fondi Application on Students’ Speaking Accuracy and Fluency .....	76
5.2 Utilizing the Fondi Application to Facilitate English Speaking Proficiency .....	76
B. Suggestions .....	77

<b>REFERENCES</b> .....	79
<b>APPENDICES</b> .....	89
<b>CURRICULUM VITAE</b> .....	98

## LIST OF TABLE

Table 3. 1 Pretest & Posttest pre experimental .....	38
Table 3. 2 Questionnaire list .....	43
Table 3. 3 The classification of scoring accuracy .....	477
Table 3. 4 The classification of scoring fluency .....	499
Table 4. 1 The scores of Mean and Standard Deviations .....	555
Table 4. 2 The Normality Test Results .....	566
Table 4. 3 The Accuracy Homogeneity Test Result .....	588
Table 4. 4 The Fluency Homogeneity Test Result.....	599
Table 4. 5 The paired Sample Test of Pre-test and Post-test on Accuracy and Fluency Components.....	60
Table 4. 6 The Validity Test Result .....	61
Table 4. 7 The Reliability Test Result.....	62

## LIST OF PICTURE

Picture 2. 1 Fondi icon .....	133
Picture 2. 2 Setup the country .....	133
Picture 2. 3 Setup the proficiency level.....	14
Picture 2. 4 Setup the avatar .....	15
Picture 2. 5 Setup the identity .....	15
Picture 2. 6 Setup virtual location .....	16
Picture 2. 7 Setup partners to talk .....	16
Picture 2. 8 Setup talk point campaign.....	17
Picture 2. 9 Start a conversation.....	17

## **LIST OF APPENDICES**

Appendix 1 Pre-test Questions .....	89
Appendix 2 Post-test Questions .....	90
Appendix 3 Instrument of Questionnaire.....	92
Appendix 4 Result of Questionnaire.....	95
Appendix 5 Advisor Appoinment Letter .....	96

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of the background of the study, research questions, research objectives, limitation of the study, and significance of study.

#### **A. Background of The Study**

With more than 1.5 billion speakers globally, English has emerged as the most significant and extensively utilized lingua franca. Its use facilitates cross-border communication between people from other nations. Additionally, according to Harmer (2015), English will remain the most extensively used language over the world and be a crucial exchange of information tool for academics, business professionals, tourists, and other groups from a variety of national origins. English has a pervasive influence on many facets of life. (Inayah et al., 2020).

The four main components of learning English are speaking, listening, reading, and writing. Speaking is considered the most challenging skill since speakers must formulate sentences spontaneously. It can be challenging for learners of foreign or second languages to compose sentences if they lack an adequate vocabulary and a proper comprehension of grammatical structures. As a result, students learning English as a second language (ESL) and English as a foreign language (EFL) sometimes have trouble

constructing grammatically sound sentences. Speaking abilities are essential for communication, hence many people work to become proficient in them so they can engage with the world community (Parupalli Srinivas Rao, 2019).

Speaking and listening skills have an interrelated relationship; input received through hearing will be processed and re-generated in the form of speech. Therefore, speaking and listening skills cannot be separated from each other. Effective speaking ability is an important aspect for a speaker to convey a message clearly. However, teaching speaking skills to non-native learners in the context of learning English as a foreign language is still a major challenge for teachers. The lack of adequate listening practice makes it difficult for learners to develop an appropriate speaking style, resulting in their low speaking ability. In addition, non-native learners also face significant obstacles in developing their English competence, such as limited vocabulary and difficulties in understanding the nuances of tone and intonation (Hamad et al., 2019).

In the context of English language education, Indonesia still faces various significant challenges. As a country that implements English as a Foreign (EFL) or Second Language (ESL) instruction, the evolution of speaking abilities remains Among the most difficult aspects to improve. According to Islam (2021), Of the four language skills—speaking, listening, reading, and writing—



speaking is the most important. —especially in learning English as a second language (ESL). This shows how important it is to focus on mastering speaking skills in the English learning process (Arifiyana & Dzulfikri, 2023).

Indonesian EFL learners have been studying English in formal schools for years, they still cannot speak English fluently. Although speaking is considered the most challenging thing to master, EFL students feel motivated to improve their English speaking skills. At the university level, students who complete their studies in the English Language Education Department still face some problems in speaking English. Some students can speak English fluently and they can also give very good responses to lecturers' questions. They can communicate fluently in English with their lecturers. However, students who cannot speak English fluently may tend to give few responses, because they do not know what to say or what responses they should give related to the lecturer's questions. Therefore, it is important for them to continue improving their English speaking skills to achieve learning success. For this reason, Indonesian EFL students are required to acquire and master speaking skills to help them communicate in academic contexts (Limeranto & Bram, 2022).

As we saw in speaking class, some of the students were too shy to speak in English because they have to speak in front of the class and they felt afraid they will make a mistake and their friends will

laugh at them. Sometimes the students want to speak English but they do not have idea on what to speak. Ironically, some students even face moments where they lose their planned-to-say words that actually were already set in their mind but they cannot convey it well (Suciati Rahayu et al., 2020).

For several decades, the teaching of speaking skills has gained significant attention in school environments and has become an integral element in various educational curricula. However, the approach to teaching speaking is often limited to memorization methods and repetitive practice that focus solely on the fluency aspect of producing sounds, without considering a more holistic communication component. As a result, speaking instruction tends to be undervalued and fails to achieve deeper learning objectives, such as the development of effective and contextual communication skills (Sosas, 2021). For language learners, especially those learning a second language as a foreign language, getting the opportunity to practice speaking and interacting skills in the target language is often a challenge. Difficulties in finding suitable conversation partners outside the classroom environment and limited time to practice speaking in educational institutions can hinder the development of effective communication skills (Timpe-Laughlin et al., 2020).

Noom-Ura stated that there has been a lot of research that addresses the teaching of speaking skills to students, especially for

those who are learning English. This teaching process relies on the expertise of teachers who apply various methods, approaches, and strategies to support the improvement of students' speaking skills. A variety of techniques are used to help students become more skilled in communicating. In addition, teachers design a curriculum that aims to make English learning more interesting, so that it can cultivate an optimistic outlook of students towards the learning process (Sripatham Noom-ura, 2008).

With the ever-expanding role of voice technology in various aspects of daily life, its existence cannot be ignored in considering the future of speaking skills assessment in a second language. As long as validity standards can be met, this technology has the potential to be used in the administration and assessment of speaking tests. One of the primary causes that establishes the readiness of this technology to be implemented is the specific architecture used in the evaluation process, in addition to other variables (Litman et al., 2018).

Technology plays a crucial role in language learning because it provides students with access to learning materials, allowing them to work on their linguistic abilities, in addition to interact with native speakers. Through various learning tools, language skills such as speaking, listening, reading, and writing can be developed more effectively. In addition, technology supports students in becoming more independent learners by providing opportunities

for language practice both inside and outside the classroom environment. The student-centered learning approach has increasingly replaced traditional methods that are more oriented to the role of teachers (Kusmaryani et al., 2019).

The evolution of learning through technology has had a significant impact on various aspects of education in Indonesia. Educators improve student learning outcomes by integrating and utilizing technology in the learning process in the classroom. Given that Indonesia implements a hierarchically centralized education system, education policies have been designed to support the integration of this technology. However, memorization-based learning methods and teacher-centered approaches are still the dominant strategies among Indonesian educators. As in other developing countries, teachers in Indonesia face challenges as well as benefits in adopting technology into their teaching practices (Kusmaryani et al., 2019).

Technology-assisted speech instruction offers various benefits for students. According to Cristine Goh, integrating technology into speaking lesson can enhance the complexity, accuracy, and fluency of language use (Goh, 2009). The utilization of technology in learning speaking skills contributes to improving students' fluency and coherence, enriching their lexical resources, as well as expanding the range of grammar use and improving pronunciation accuracy. In addition, the integration of technology in speaking

teaching helps students develop their communication abilities, especially in aspects of pronunciation and fluency. Technology also plays a significant part in supporting children who have difficulty communicating (Sherine et al., 2020).

Previous research has primarily focused on the use of widely used applications such as YouTube, ELSA Speak, and Duolingo. Findings from English Language Teaching (ELT) research indicate that utilizing YouTube recordings and audio to imitation audio tracks are highly effective Computer-Assisted Language Learning (CALL) tools for enhancing students' speaking skills. Furthermore, students perceive Duolingo as a practical, useful, and inspiring application for learning English.

This research focused on the use of a speaking learning application known as Fondi. This application was chosen by the researcher based on the views of Arifiyana & Dzulfikri, who stated that Fondi is a relatively new application and is still rarely used to improve speaking skills. Therefore, further research regarding the use of this application is considered important. The main reason for choosing Fondi is that the majority of its users are Second language proficiency in English learners, with a very small number of native speakers. This condition provides an advantage for beginners, as they can practice speaking with fellow English learners. In addition, the language structure used by Fondi users is still relatively simple, making it easier for the interlocutor to

understand and hear. Thus, this app can be an effective tool for students in the classroom to practice speaking with different speakers from all over the world (Arifiyana & Dzulfikri, 2023).

Previous studies have mainly focused on the potential of the Fondi application to bridge the gap in speaking skills in English language education in Indonesia. By highlighting the advantages and challenges faced by students when using Fondi for speaking practice, previous studies have mostly used qualitative research methods and only a few have used quantitative methods in collecting data, especially in this study which focuses more on the effectiveness of utilizing the Fondi application to enhance students' English speaking proficiency in the components of accuracy and fluency.

## **B. Research Questions**

Based on the research background above, the main problems in this research are:

1. What is the effectiveness of Fondi application on students' speaking accuracy and fluency before and after its use?
2. How can the Fondi application facilitate students' speaking proficiency?

## **C. Research Objective**

Based on the problem formulation described in above, then the objectives of the study are:

1. To analyze the effectiveness of the Fondi application in enhancing students' speaking accuracy and fluency before and after its use.
2. To examine how the Fondi application can facilitate the enhancement of students' speaking proficiency.

#### **D. Limitation of the Study**

This study has several limitations. First, the One-group pre-experimental pretest-posttest design lacked a control group, making it difficult to isolate the impact of the Fondi application from other factors. with a control group in a quasi-experimental design would provide stronger evidence. Second, the small sample size (20 students) limits the generalizability of the findings. A larger sample would improve external validity. Third, the short treatment duration (one month) may not reflect long-term effects. A longer study could provide deeper insights into sustained language improvement. Lastly, this study did not account for other influencing factors, such as prior proficiency, motivation, or access to technology, which may have affected the results. Future research should consider these aspects for a more comprehensive analysis.

#### **E. Significance of the Study**

This study is expected to provide significant contributions to various stakeholders, including students, lecturers, and future researchers :

1. The students

The projected outcome in this study is to foster greater motivation and student engagement in advancing their English language proficiency.

2. The lecturers

The research will offer valuable insights into the role of technology in supporting language learning. Educators can utilize these findings to design innovative teaching strategies that integrate technology to enhance student engagement and learning outcomes.

3. Other researcher

By examining the factors that influence increased motivation and enhanced speaking skills, this study can identify effective pedagogical practices that can be integrated into language teaching methods.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains Literature Review, previous research, conceptual framework, and hypothesis research to make this research more understandable.

#### **A. Literature Review**

##### **1. Fondi Application**

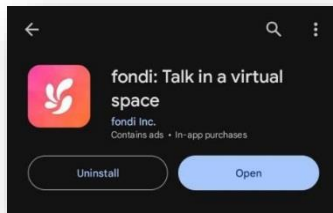
###### **a. The definition of Fondi Application**

Fondi is a relatively new English learning platform that is accessible to users globally. Fondi application was created by Tatsuto Nohara, a Japanese entrepreneur born on July 7, 1996. According to Fondi's official website, Tatsuto grew up in Tsukuba, Japan. After finishing his secondary education, he continued his studies at the University of Warwick's Faculty of Management. In 2017, he decided to take a break from his studies and initiated his professional career by founding Fondi Co., Ltd (Arroyan & Wijayanti, 2024).

Fondi is an application that provides significant benefits in learning English by presenting an interactive and interesting learning experience. Through this platform, users can interact in a virtual environment with individuals from more than 100 countries around the world. The app allows users to practice English through the use of avatars, sharing experiences with virtual friends, playing educational games, and exploring various areas designed to resemble the real world. In addition,

Fondi provides a personalization feature, where users can customize their avatar as well as fill in personal data to create a more personalized and immersive learning experience (Erlita & Putri, 2024).

The Fondi application provides a map feature that makes it easier for users to choose the virtual location they want to visit. Among the various location options, there are two places that are most often visited by users. The first location is the Plaza, which allows the interaction of up to four people in a single conversation. Plaza is the main choice for users who prefer a calm and more personal communication atmosphere. The second location is the Park, which is a large area with no limit on the number of users, so it is suitable for those who like social interaction in a dynamic and crowded environment. In addition, there is the Bar, a conversation room that can only be used by two people, where the system automatically determines the conversation partner without allowing the user to choose his or her own interlocutor. Finally, the Practice AI feature serves as a means of practicing speaking with artificial intelligence, providing an opportunity for users to improve their speaking skills through interaction with AI technology (Prayogo et al., 2024).



*Picture 2. 1 Fondi icon*

This app is called “fondi: Talk in a virtual space”, the fondi application was created and developed by the fondi Inc company. The fondi application can be used for free but there are also additional features or services that can be purchased in the app to improve the user experience.



*Picture 2. 2 Setup the country*

The image shows the interface of the fondi app at the first stage of the registration or initial setup process. Users are asked to select their country of origin, with options that can be changed at any time later on. There is a search field to facilitate

searching for the country name directly. Some popular countries are shown at the top of the list, such as Bangladesh, India, Indonesia, Nepal and Pakistan, which are labeled "Popular country".



*Picture 2. 3 Setup the proficiency level*

The image shows the interface of the fondi application during the initial registration or setup process, the selection of the “English proficiency level”. The user is asked to select the appropriate skill level, with the description that this choice can be changed at any time in the future. There are six skill levels, namely “Rookie” (knows a few words but struggles with conversation), “Beginner” (able to handle short but limited conversations), “Apprentice” (can speak casually without difficulty), “Enthusiast” (able to follow complex

conversations), “Teacher” (speaks English fluently and professionally), and “Newcomer (just starting to learn English).



*Picture 2. 4 Setup the avatar*

The image shows the option to select an avatar, which is a visual representation of the user in the virtual space. This feature allows users to customize their look and express themselves.



*Picture 2. 5 Setup the identity*

The image shows some of the basic features present in the Fondi app, such as user ID, username, level, daily target, interests, and navigation menu. These features show that Fondi is a social or community app, where users can interact with others, complete missions, and manage their profiles.



*Picture 2. 6 Setup virtual location*

The image shows that the Fondi app offers a virtual location selection feature that allows users to find suitable interlocutors and practice conversations in their preferred setting.



*Picture 2. 7 Setup partners to talk*

The image shows that this fondi app feature allows users to connect with people from the same country who are also learning English. This can be a convenient way to get started, as users can share similar experiences and challenges.



*Picture 2. 8 Setup talk point campaig*

The image displays information about the “Talk Point Campaign”. Thus is a feature that allows users to earn points by participating in certain activities in the app.



*Picture 2. 9 Start a conversation*

Once the location and interlocutor selection process is complete, users will be directed to a virtual room where they can start a conversation and share stories directly, as seen in the image.

#### **b. Steps for Creating the Fondi Application Account**

In this section, the steps to create an account on the Fondi application will be explained, allowing users to fully experience the dynamic virtual world that this application offers. Whether it is to make new friends, practice English conversational skills, or explore various interactive environments, creating an account is an essential first step. Follow the detailed instructions below to download the app, create an account, and customize an avatar, ensuring a personalized and engaging experience from the very first login (Nurhaliza, 2024).

##### **A. Download the App**

- 1) Visit the App Store or Google Play, use the App Store if you are using an iOS device or Google Play if you are using an Android device.
- 2) In the search bar, type "Fondi" to locate the official app.
- 3) Once you find the official Fondi app, tap the download button to install it on your device.

##### **B. Create Your Account**

- 1) Open the Fondi app after it has finished downloading.



- 2) User will be prompted to create an account. Choose your preferred method:
  - a) Email Sign-up, enter your valid email address and create a secure password.
  - b) Facebook Login, connect your Facebook account for a quicker sign-up process. This may also allow you to import your profile picture and friend list (optional).

#### C. Craft Your Avatar

- 1) Fondi offers a wide range of customization options to personalize your avatar.
- 2) Customize Physical Appearance:
  - a) Skin Tone, select a skin tone that represents you.
  - b) Hairstyle, choose from various hairstyles.
  - c) Facial Features, customize the facial features to match your preferences.
  - d) Body Type, select a body type that you prefer.
- 3) Dress Your Avatar

Choose from a variety of clothing and accessories to dress your avatar, reflecting your personality or mood.
- 4) Name Tag

Choose a unique username that will be displayed in the virtual world.

## **2. Speaking Skills**

### **c. The Definition of Speaking**

In English mastery, there are four main skills that must be mastered, namely speaking, listening, reading, and writing. Speaking is considered the most fundamental skill (Finocchiaro, 1973:3), because a person generally learns the skill of speaking in their mother tongue first before developing reading and writing skills. Additionally, a person's competence in English is often assessed based on their speaking skills. If a student is able to speak English well, it indicates that they have achieved a high level of language proficiency (Annury, 2013)

Many definitions about speaking have been proposed by language. Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc.

Researchers in the field of language learning have suggested various definitions of the concept of "speaking." Based on Webster's New World Dictionary, speaking is defined as The action of expressing words orally, expressing oneself verbally, requesting things, and giving speeches (Nunan, 1995). Chaney (1998) describes speaking as a process of constructing and sharing meaning by utilizing verbal and non-verbal symbols in various contexts. In line with this, Brown (1994) and Burns and Joyce (1997) describe speaking as an interactive process in the formation of meaning that involves the

production, reception, and processing of information (Leong & Ahmadi, 2017).

Speaking is considered the most prominent language skill and is categorized as a productive skill, on par with writing. However, many students face difficulties in speaking English. To overcome these challenges, teachers need to apply various teaching methods, strategies, and relevant media in the English as a Foreign Language (EFL) learning environment. In addition, Teachers ought to create a supportive learning atmosphere, in order for pupils to practice speaking English comfortably without experiencing anxiety (Mariam et al., 2022).

Speaking is one of the main language skills that must be mastered by English as a foreign language (EFL) learners given the importance of the role of these skills in communication. The ability to speak English is of great significance, as it is the most widely accepted language globally. English proficiency not only improves an individual's knowledge and skills, but also expands job opportunities. In addition, this ability allows one to communicate and interact easily with individuals from different parts of the world, especially when traveling abroad (Susnawati & A.A.I.N., 2019).

According to Kayi, speaking is the skill of using language fluently and assuredly, with minimal unnatural breaks. This

ability is known as fluency in communicating (Asmianta, 2020). Speaking is the process of conveying thoughts verbally through voice or participating in verbal communication. This shows that when individuals communicate with others using language as a tool, they have a specific purpose in conveying information that is considered important. For example, they can use language to express their emotions or thoughts. In communication, the existence of a clear goal is very important, because interaction cannot occur without the intention to be conveyed. Every communication process involves at least two parties, namely the speaker and the listener. Thus, communication always involves the sender and receiver who play a role in the exchange of information, ideas, opinions, perspectives, or emotions (Fauzan, 2019).

#### **d. Components of Speaking Skills**

Mazouzi (2013) stated that in designing learning activities, it is important to balance the development of fluency and language accuracy. These two aspects are the main elements in a communicative approach (Leong & Ahmadi, 2017).

##### **a. Fluency**

According to Brown, fluency reflects an individual's ability to communicate effectively, which is characterized by fluency and speed in speaking. A person who is able to communicate fluently also has the potential to have good skills in using the language (Bohari, 2020).

b. Accuracy

In his journal, H. Douglas Brown asserts that accuracy refers to the ability to use the target language with clear and understandable pronunciation, as well as accuracy in grammatical and lexical aspects. The achievement of accuracy can be supported by providing students with opportunities to focus on grammar, discourse, and phonology elements in their oral productions. Based on this explanation, it can be concluded that accuracy in grammatical, linguistic, and phonological aspects is closely related to the ability to pronounce the target language correctly (Angraeni, 2021).

c. Comprehension

Comprehension refers to the ability between the speaker and the listener to understand each other, thus ensuring that the conversation takes place effectively. In communication, it is necessary to have a subject who is not only able to respond to speech, but also can initiate interaction (Bohari, 2020).

**e. The Function of Speaking Skill**

Brown and Yule categorized speaking into three main functions: interactional speaking, transactional speaking, and performative speaking, each serving a distinct communicative purpose. Since the features and objectives of each kind of

speaking exercise vary, a teaching strategy that is specific to its purpose is needed (Burns, 2019).

a. Interactional speaking

Speaking as an interaction refers to communication that works primarily in a social context. When individuals interact, they exchange greetings, engage in small talk, and share recent experiences with the aim of building close relationships and creating a comfortable communication environment. In this context, the main concern is on the speaker and the way they present themselves in their interactions with others.

b. Performative speaking

Speaking as a performance pertains to the ability to deliver public speeches, where the speaker conveys information to the audience, such as in a public announcement or speech. This type of speech is predominantly monologic rather than dialogic, adheres to a more structured and formal format, and typically mirrors written language more closely than spoken conversation.

c. Transactional speaking

This function refers to a communication situation that focuses on conveying a message clearly and accurately, so the main goal is to ensure proper understanding between the speaker and the listener.

#### **f. Technology in Developing Speaking Skills**

Technology plays a crucial role in supporting and increasing students' creativity and active involvement through various learning methods. Its use allows students to learn independently, interact individually, and obtain a safe and private learning environment. In addition, the technology also facilitates the correction of errors in real time and provides precise and relevant feedback (Parveen, 2016).

Technologies available in education These days are:

1. Communication lab
2. Speech recognition software
3. Internet
4. TELL (Technology Enhanced Language Learning)
5. Podcasting
6. Quick Link Pen
7. Quicktionary

Jalaluddin (2016) revealed that technological developments have been adopted in language teaching for a long time, providing various technological tools for educators in learning English in the classroom. This integration aims to make learning materials more meaningful and interesting for students (Nguyen & Pham, 2022).

Maryam Bahadorfar and Reza Omidvar state that technology can be applied as a means to enhance students' speaking abilities. The use of modern technological tools not

only makes learning more engaging and enjoyable, but also plays a role in motivating students and supporting their language development optimally. Furthermore, technology permits learners to proceed at their own speed, while also encouraging independence in the learning process (Bahadorfar & Omidvar, 2010).

Technology-mediated assignments provide various opportunities for students to produce understandable outputs and build meaning collaboratively. In computer-aided language learning (CALL), there are three main aspects in production theory that need to be considered. First, from a cognitive perspective, the effectiveness of language production can be improved if students are given the opportunity to plan before speaking or writing. Second, the cognitive approach also emphasizes the importance of opportunities to improve linguistic output, both through feedback from others and self-evaluation. Third, from a socio-cultural perspective, the support of the interlocutor helps learners in producing a language that goes beyond their abilities independently (Chapelle, 2003).

**g. Speaking for Collage Students**

Speaking skills are a highly valuable asset for college students, as they play a crucial role in addressing various social, professional, and academic challenges. Proficiency in oral communication enables students to articulate their ideas clearly and persuasively within academic settings, thereby enhancing



their participation in group projects, presentations, and classroom discussions. This not only supports improved academic performance but also fosters a deeper understanding of course content. Through effective communication, students can enrich their educational experience by conveying their insights, asking thoughtful questions, and engaging in meaningful interactions with instructors and peers. (Jean & Perse, 2024).

Public speaking represents a critical skill that undergraduate students need to develop and refine throughout their academic journey and future professional careers. Consequently, many undergraduate programs incorporate public speaking as a core component, requiring students to present their ideas and academic work as a means of enhancing their communicative competence. However, for students who suffer from public speaking anxiety, engaging in such activities may adversely affect their physical and emotional health. This form of anxiety can manifest through various symptoms, including physiological responses, negative thought patterns, emotional disturbances, and avoidance behaviors (Gallego et al., 2022).

Fear of public speaking is a common form of anxiety experienced by college students. This condition tends to be more prevalent among female students, those with limited

experience in public speaking engagements, and individuals who hold negative perceptions of their own voice, often describing it as overly soft or high-pitched. Despite this, the majority of college students recognize the value of public speaking and express interest in the inclusion of public speaking courses within the university curriculum (Ferreira Marinho et al., 2017).

One of the significant limitations in current college English education is the insufficient opportunity for students to engage in real communicative use of the target language. Effective language acquisition requires an immersive linguistic environment; however, college students often lack the chance to practice English in authentic communicative contexts. Although some original English audio-visual materials are incorporated into classroom instruction, the focus remains primarily on listening comprehension, and teacher-student interactions are generally limited to basic question-and-answer exchanges. As a result, creating a genuine and natural English-speaking environment within the classroom remains challenging. Consequently, many students are unable to articulate their thoughts or express personal opinions effectively in English. Frequent English communication among students is rare, and even those who are willing to speak often rely on Chinese thought patterns to construct English sentences.

Moreover, issues related to inaccurate pronunciation and non-standard intonation further hinder effective oral expression. Thus, enhancing students' spoken English proficiency continues to pose a longstanding challenge for college-level oral English instruction (Liang et al., 2022).

#### **h. How to Teach Speaking**

English educators need to implement a variety of strategies to improve students' speaking skills, given that some EFL/ESL learners experience a significant fear of mistakes, while others face obstacles such as shyness—challenges that even native speakers can experience. In such situations, teachers can integrate engaging activities, such as language games, to encourage more active student participation in the English learning environment (Srinivas Parupalli, 2019).

In teaching speaking skills holistically and comprehensively, educators need to have a deep understanding of the various components of speaking competencies and the relationships between these aspects. Johnson (1996, p. 155) defines speaking as a "combinatorial skill," which requires individuals to perform multiple tasks simultaneously (Burns, 2019).

Speaking competence consists of three main aspects. First, Knowledge of Language and Discourse includes an understanding of the sounds of language, grammar, and vocabulary, as well as the ability to structure speech in a

cohesive manner to ensure appropriateness in a social and pragmatic context. Second, Core Speaking Skills focuses on developing the ability to process speech quickly to improve fluency, including skills in negotiating meaning and managing conversation flow effectively. Third, Communication Strategies involve the development of cognitive strategies to overcome limitations in language knowledge, metacognitive strategies to regulate the learning process, and interaction strategies that support smooth communication (Sinaga & Oktaviani, 2020).

There are various strategies that can be used to assist students overcome difficulties in speaking English. Harmer (2001) suggested that when teachers want to encourage students to speak, they need to apply a communicative approach that focuses not only on the grammatical and vocabulary aspects, but also on the function of the language itself. In other words, this approach engages students in authentic communication, where success in completing communicative tasks is considered more important than linguistic precision. In this context, games can be an effective strategy, as they provide students a chance to engage intensely and enthusiastically in communication, thus allowing them to feel pleasure in the learning process (Mahmoud & Tanni, 2014). Therefore, educators need to work on motivating

students to speak by integrating games as a complement in a communicative approach. The combination of these strategies is expected to create a conducive learning environment, increase students' active participation, and strengthen their communicative competence (Dewi et al., 2016).

Harmer (1984) stated that there are various techniques to improve speaking skills, one of which is the role-playing method. Through this technique, students participate in a variety of social contexts and diverse interactional roles. In practice, teachers give students certain topics, including emotional aspects and thoughts related to the role they play (Krebt, 2017).

The Communicative Language Teaching (CLT) approach is one of the most effective and widely applied methods in language learning. This approach aims to develop students' communicative competencies. In teaching speaking skills, various activities are applied, such as pair work, group work, dialogues, monologues, discussions, role plays, and speaking games (Darmawan et al., 2020)

One of the most influential frameworks for understanding the use of language is the Communicative Language Teaching (CLT) approach, which focuses on developing communicative competencies in language learning. This approach is heavily influenced by Dell Hymes theory (1972), which offers a more

comprehensive perspective on language competence. In contrast to traditional methods that focus on grammatical accuracy and linguistic structure, CLT emphasizes the importance of using language effectively in real social situations. The main principle of CLT is that language learners not only need to understand grammar rules, but also need to be able to use language in a contextual and meaningful way (Murodjonovna, 2024).

## **B. Previous Research**

### **1. The Potential and Impact of Fondi Applications in English Learning**

Previous research, entitled "Analysis of Students' Perceptions of the Use of the Fondi Application for Learning to Speak English in Junior High Schools" by Athiyah Arifiyana & Dzulfikri (Arifiyana & Dzulfikri, 2023) explained that this research contributes by examining the potential of the Fondi application in bridging the gap in speaking skills in English education in Indonesia, as well as highlighting the advantages and challenges faced by students when using this application for speaking practice. This research makes a significant contribution to the field of technology-enriched language learning. Its findings provide valuable references for educators, policy makers, and innovators in improving English language training both within and outside the education system in Indonesia. Furthermore, this study underlines

the role of technology in improving students' academic achievement and learning interest.

Previous research entitled "Speaking and Pronunciation Tricks Using Linking Sounds, Idioms, and the Fondi Application" by Rimayang Anggun Laras Prastianty Ramli & Alfonsa Dian Sumarna & Rudi Yanto Batara Silalahi (Ramli et al., 2021) Previous research has shown the potential of the Fondi application in improving English speaking skills. Therefore, this study seeks to examine the utilization of the Fondi application to facilitate English speaking proficiency and examine the effectiveness of using fondi on students' accuracy and fluency in speaking proficiency.

Based on previous research, in a study entitled "Teaching Technology in Learning Process of Speaking Ability by Using Fondi Application" by Yeni Erlita and Aryanti Anna Putri (Erlita & Putri, 2024) in their research it was stated that "To support the success of learning at the high school level, especially in speaking subjects, schools have actually provided learning media, although the availability is still limited, by utilizing the Fondi application. This study discusses the use of media in improving speaking skills. The media used is the Fondi application which trains speaking skills through communication with others, both domestically and abroad. Therefore, this study aims to examine the application of speaking skills using the Fondi application. "The Fondi application

has been proven effective in enhancing students' English speaking skills. However, most previous studies have focused more on the fluency aspect or only analyzed the influence of Fondi in the context of learning.

## **2. Evaluation of Fondi Features and Challenges in Using in Various Countries**

The results of a review of previous research entitled "User Perceptions of the Fondi Application in Several Countries as an English Language Learning Media" by Lego Prayogo & Vickrie Ardy & David Chandrawan (Prayogo et al., 2024) Research that reveals "Through evaluation and education, developers can improve various application features and make them more efficient and user-friendly tools for improving English language skills by studying the benefits and challenges faced by users. Thus, this study contributes by examining the potential of the Fondi application in addressing problems related to learning to speak English and by highlighting the benefits and difficulties faced by users when using Fondi for speaking practice. The findings of this study can help users, educators, policy makers, and innovators in improving English language training in various countries. " This statement highlights the similarities in terms of the object of research, namely the Fondi application and its impact on English language learning. However, there are differences in the scope of the study, where previous studies have a broader focus by



evaluating various aspects of the application and emphasizing the challenges faced by users.

### **3. Research Methodology on Fondi**

The results of the previous research review, in a study entitled "Indonesian Learner's Perception of Using Fondi Application in Fostering Their English-Speaking Skills" by Musyafa Syamil Arroyan & Desi Wijayanti Ma'rufah (Arroyan & Wijayanti, 2024), This study show a similarity in research focus, especially on the application of Fondi and efforts to improve English language skills, especially speaking proficiency. However, there are significant differences in the research methods used. Previous research used a mixed-method approach, while this study uses a quantitative pre-experimental method.

According to several previous research references, there are differences in research methods, previous studies mostly use qualitative methods to find research results, in contrast to this study which focuses more on using quantitative pre-experimental methods. In addition, previous studies have a broader scope in examining various aspects of Fondi use, while this study focuses more specifically on the utilization of Fondi to facilitate speaking skills and examining the effectiveness of using fondi on the accuracy and fluency of students' English speaking.

### **C. Gap Research**

Although a number of studies have examined the use of the Fondi app in English language learning, there are still some gaps that have not been addressed. First, most previous studies have focused more on the general effectiveness of the app in improving speaking proficiency, with a greater emphasis on fluency than accuracy. In fact, both aspects are equally important in mastering speaking proficiency. Second, in terms of methodology, many previous studies have used qualitative or mixed methods approaches, so there is a lack of quantitative data that directly measures the effectiveness of Fondi use. In addition, some studies have been too broad in scope by evaluating Fondi in different countries or combining it with other techniques, so they do not go into depth enough to analyze the specific role of this app in the context of speaking learning.

### **D. Conceptual Framework**

The conceptual framework of this study describes the dynamic interaction between the use of the Fondi application and its utilization in enhancing students' English speaking proficiency. This study assumes that increasing the frequency and duration of Fondi use will provide effectiveness in students' speaking proficiency. Furthermore, this study also considers the utilization of the fondi application to facilitate learning in students' speaking skills.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter covers the research design, research setting, population and sample, instruments, data collection techniques, and data analysis techniques. Each aspect is discussed in detail in the following sections.

#### **A. Research Design**

According to Emzir (2009:28), the quantitative approach is primarily based on the postpositivist paradigm in the development of scientific knowledge. This approach involves considerations of cause-and-effect relationships, variable reduction, hypothesis formulation, specific questioning, as well as the use of measurement and observation to test theories. Quantitative research employs strategies such as experiments and surveys, which rely on statistical data. Therefore, in-depth quantitative research heavily depends on numerical data, from data collection and interpretation to the presentation of research findings (Ph.D. Ummul Aiman et al., 2022)

A variable is a characteristic or attribute possessed by an individual or organization that can be measured or observed and varies among the individuals or organizations being studied (Stadtlander, 2009).

Regarding experimental methods, Creswell (2012) explains that an experiment is conducted when researchers seek to determine

a possible cause-and-effect relationship between independent and dependent variables.

In this study, the researcher employed a pre-experimental research design using a one-group pretest-posttest design. Pre-experimental research involves a single group, known as the experimental group. This study aimed to assess students' speaking achievement after practicing their speaking proficiency with task-based learning method with blended learning approach using the Fondi application as a learning media.

In this study, the researcher initially gave a pre-test to the students. Subsequently, they received treatment aimed at improving their speaking proficiency using task-based learning method with blended learning approach supported by the Fondi application as a learning media. Through this application, students could practice speaking either with artificial intelligence (AI) or directly with an interlocutor who also used the Fondi application. Following the implementation of the treatment, the researcher administered a post-test to evaluate students' improvement in speaking skills.

**Table 3. 1 Pretest & Posttest pre experimental**

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>O1</b>	<b>X</b>	<b>O2</b>

O1 : Students speaking proficiency n the experimental group in pretest

X : Speaking proficiency treatment

O2 : The speaking proficiency of students in the experimental group during the post-test

## **B. Research Settings**

The author conducted this research at UIN Walisongo Semarang within a specific timeframe to ensure accurate and reliable data collection. The research took place from November 2024 to January 2025, providing sufficient time for administering the treatment, conducting pre-tests and post-tests, distributing questionnaires, and analyzing the results. This timeframe helps maintain consistency and minimizes the potential influence of external factors on the research outcomes. Additionally, conducting the study within a defined period allows The researcher to effectively oversee the research procedure while fulfilling the requirements for data collection and analysis.

## **C. Research Subject**

### **1. Population**

The population of this research were students majoring in English education at Walisongo State Islamic University from the class of 2021 to the class of 2024.

## 2. Sample

According to Arikunto (2010), a sample refers to a portion of the population being studied. Therefore, in this research, the researcher employed purposive sampling, explains that purposive sampling is a technique used when the researcher selects samples based on specific considerations to ensure they align with the research objectives.

This study took several members of the class of 2021 to 2024 majoring in English education at Walisongo State Islamic University who did not yet have the fondi application to improve English speaking skills and were willing to take part in a series of studies prepared by the researcher using the fondi application media.

## **D. Research Variables**

According Ary, a variable is a characteristic that represents or expresses a certain concept dependent variable concept or construct. Variables are divided into two types: independent variables and dependent variables.

### 1. Independent variable

The independent variable is a condition or characteristic that the researcher manipulates to examine its relationship with an observed phenomenon. In this study, the independent variable is the use of media (Fondi application) to support task-

based learning method and blended learning approach to enhance speaking proficiency.

## 2. Dependent variable

The dependent variable is a condition or characteristic that appears or disappears or changing the experimenter introduces, removes, or modifies the independent variable. In this study, the dependent variable is the students' English-speaking proficiency.

## **E. Data Collecting Technique**

### 1. Test

#### a. Pre-test

A Pre-test refers is an assessment administred to samples prior to the experimental treatment. It is provided to students in the experimental group to evaluate their speaking proficiency before treatment process. This test helps determine students' basic competencies and to assess their previous knowledge before receiving treatment.

#### b. Treatment

Before the post-test was conducted, students get the treatment. The treatment means that the researcher provide learning activities with the task-based learning method with a blended learning approach using the fondi application as a media to practice English speaking proficiency and understand the features in the fondi application. The

researcher gave students approximately one month to practice their speaking skills in English.

c. Post-test

Post-test is a measurement of several attributes or characteristics that are assessed participants in the experiment after treatment. Post-test is used to measure students' ability after the treatment process, to know the knowledge they gained during treatment. The post-test takes the form of questions about daily activities. Time The allocation follows the schedule agreed upon by researcher and students. Test this used to assess students' abilities after being given treatment.

2. Questionnaire

A questionnaire is a structured instrument comprising a series of questions aimed at collecting statistically significant data on a specific topic. The concept "questionnaire" refers to a written instrument designed to collect responses from respondent, requiring them to answer questions and select from a predefined set of options based on a list of statements. The questionnaire collecting details regarding the viewpoints of the students on the role of the fondi application in facilitating English-speaking skill development. Its purpose is to determine students' level of interest in using the application.



**Table 3. 2 Questionnaire list**

<b>NO.</b>	<b>Statements</b>	<b>Answers</b>
1.	I feel more motivated to practice speaking English using the Fondi app.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
2.	I can practice speaking English anytime and anywhere using the Fondi app.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
3.	The Fondi app provides a fun learning experience to improve speaking skills.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
4.	I was able to improve my pronunciation and speaking fluency through interactive exercises in the Fondi app.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
5.	The group speaking practice feature	1=Strongly Disagree 2 = Disagree 3 = Neutral

	in the Fondi app helped me improve my interactions.	4 = Agree 5 = Strongly Agree
6.	The fondi app can help users to have live conversations with native speakers.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
7.	I find the Fondi app helpful in overcoming my fear or shyness when speaking English.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
8.	The Fondi app helped me develop confidence in speaking English.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
9.	The Fondi app helped me learn to speak English in a more interactive and collaborative way.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

10.	The Fondi app provides various speaking situations relevant to everyday life to practice my speaking skills.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
11.	I would recommend the Fondi app to other students who want to improve their English speaking skills.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

## **F. Data Analysis Technique**

Quantitative data analysis techniques. Quantitative data is a technique for analyze and calculate data. In this research, researcher used quantitative data to determine students' speaking proficiency after practicing using the fondi application as a media for increasing speaking proficiency. Researchers conduct tests on students before and after using the fondi application. Then the test results are compared, the researcher calculates the percentage of students' scores based on frequency and pronunciation.

## 1. Descriptive Statistical Analysis

Finding the mean and standard deviation of each test (pretest-posttest) is crucial before moving on to Hypothesis testing and the t-test (std. deviation). The software program IBM SPSS Statistics 25 can be used to perform these computations.

- a. To find out the mean score of the students' test, the researcher used the following formula:

$$X = \frac{\sum x}{N}$$

Where:  $X$  = mean score

$\sum x$  = the sum of all score

$N$  = the total number of students

- b. To find out the std. deviation score of the students' test, the researcher used the following formula:

$$= \sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}}$$

Where:  $X_i$  = the value of the data

$X$  = mean score

$n$  = total number of data in the sample

- c. The equation for calculating the percentage of a questionnaire.

The percentage of responses in a questionnaire can be determined using the following formula :

$$P = \frac{F}{N} \times 100$$

Where:

P : Percentage

F : Frequency

N : Total number of

- d. The following criteria were used to categorize the students' scores: Accuracy and fluency classification, Heaton:1988:100 (Fauzan, 2019).

**Table 3. 3 The classification of scoring accuracy**

Classification	Score	Criteria
Excellent	9-10	Pronunciation is only minimally influenced by the mother tongue, with only two or three minor grammatical and lexical errors.
Very good	7-8	Pronunciation is slightly influenced by the mother

		tongue, with only a few correct utterances.
Good	5-6	Pronunciation is still moderately influenced by the mother tongue, with no serious phonological errors. There are a few grammatical and lexical errors, but they only cause minor confusion.
Average	3-4	Pronunciation remains moderately influenced by the mother tongue, with no significant phonological errors. A few grammatical and lexical mistakes are present, but they cause only slight confusion.
Poor	1-2	Pronunciation is seriously influenced by the mother tongue, with errors causing breakdowns in communication. Numerous grammatical and lexical errors are present.

**Table 3. 4 The classification of scoring fluency**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	9-10	Speaks with ease and a fairly wide range of expression, occasionally searching for words but with only one or two unnatural pauses.
Very good	7-8	Speaks comfortably with a relatively wide range of expression, occasionally pausing to search for words but with only one or two unnatural hesitations.
Good	5-6	Although some effort is required and there is occasional searching for words, unnatural pauses are minimal. The overall delivery is fairly smooth.
Average	3-4	Requires effort much of the time and often repeats words that have already been said. Delivery is rather halting, and the range of expression is often limited.
Poor	1-2	Experiences long pauses while searching for the intended meaning, with frequently fragmentary and halting delivery. At times, almost gives up making the effort. Demonstrates a limited range of expression.

## 2. Normality test

An essential step before performing a T-test is to perform a normalcy test. The criteria utilized to assess the regularity of the data's distribution are as follows:

1. If the significance (sig.) value  $> \alpha$  (0.05), the data is considered normally.
2. If the significance (sig.) value  $< \alpha$  (0.05), the data is not normally distributed.

Because the sample size was smaller than 50, the researchers used the Saphiro-Wilk test in this study.

## 3. Homogeneity test

The test for homogeneity is a statistical method used for the purpose of determining whether the variance of study data samples of pre-test and post-test scores on the accuracy and fluency components are equivalent. This homogeneity test is carried out as a condition before carrying out the t test. Data may or may not be categorized as homogenous.

1. If significance value  $> \alpha$  (0.05), the data is considered homogeneous.
2. If significance value  $< \alpha$  (0.05), the data is not homogeneous.



#### 4. Hypothesis test

After conducting the preliminary tests, a t-test is used to evaluate the research hypothesis. The testing process is conducted as follows:

- a. If the data follows a normal distribution and exhibits homogeneous variance, the hypothesis is tested using a t-test.
- b. If the data follows a normal distribution but demonstrates inhomogeneous variance, the hypothesis is still tested using a t-test.
- c. If the data does not follow a normal distribution, a non-parametric statistical test, specifically the Mann-Whitney test, is applied.

The t-test differentiates the results between the pre-test and post-test scores on the accuracy and fluency components before and after treatment.

To find out significant differences between score of pre-test and post-test by using the following formula:

$$t = \frac{D}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:     t = Test of significant difference

D = The mean of the difference score

$\sum D$  = The sum of all score

$\sum D^2$  = The square of the sum for difference

N = The total number of sample

## **G. Validity and Reliability of The Instruments**

### **1. Validity test**

A validity test is conducted to evaluate the reliability of an instrument. This method aims to determine whether the collected information is trustworthy and accurate (Creswell, 2003). The inter-item-total correlation can also be defined as The correlation between each question item's score and the overall score at the moment . An instrument's validity is assessed according to whether or not it satisfies the following criteria:

If  $r_{\text{count}} > r_{\text{table}}$  means valid.

If  $r_{\text{count}} < r_{\text{table}}$  means invalid

The validity of the test and questionnaires in this study was assessed using IBM SPSS 25 software.

### **2. Reliability test**

The idea of instrument reliability refers to how well an assessment tool captures the construct it is designed to measure or how consistently students answer the testing questions. It is possible to calculate the dependability coefficient using the

Alpha Cronbach formula. Reliability. Whether an instrument meets the following requirements determines whether it is deemed reliable:

1. If the Cronbach's Alpha value is  $> 0.70$ , it indicates reliability.
2. If the Cronbach's Alpha value is  $< 0.70$ , it indicates a lack of reliability.

## **H. The Statistical Hypothesis**

The purpose of this study was to analyze the use of the Fondi application in improving students' English language skills and to test its effectiveness on accuracy and fluency. Based on the literature review, the integration of technology in foreign language learning, especially mobile-based applications, has significant potential to improve students' language skills. Therefore, this study hypothesizes that frequent use of the Fondi application will provide significant results in improving English language proficiency.

### **1. Alternative Hypothesis ( $H_a$ ):**

This hypothesis states that there is a statistically significant difference in students' speaking proficiency (accuracy and fluency) before and after using the fondi application. after being compared with the predetermined level of significance ( $\text{sig } \alpha = 0.05$ ), is higher, then the alternative hypothesis is rejected. Thus, the null hypothesis is considered valid if the p-value  $> \text{sig } \alpha$ .

## 2. Null Hypothesis (Ho):

The null hypothesis states that there is no statistically significant difference in students' speaking proficiency (accuracy and fluency) before and after using the fondi application. If the p-value, after being compared with the level of significance ( $\text{sig } \alpha = 0.05$ ), is smaller, then the null hypothesis is rejected. Therefore, the alternative hypothesis is considered valid if the  $\text{p-value} < \text{sig } \alpha$ .

## CHAPTER IV FINDING AND DISCUSSION

### A. Finding

The findings in this chapter are based on an analysis of data collected through questionnaires and tests.

#### 4.1 The Effectiveness of the Fondi Application on Students' Speaking Accuracy and Fluency

##### 4.1.1 Descriptive Statistics of pre-test and post-test scores.

**Table 4. 1 The scores of Mean and Standard Deviations**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest.accuracy	20	30	55	41.75	8.626
posttest.accuracy	20	70	100	87.00	10.052
pretest.fluency	20	30	55	42.25	8.807
posttest.fluency	20	70	100	84.50	9.583
Valid N (listwise)	20				

Referring to Table 4.1, researchers identified the following results:

- 1) The mean post-test score on the accuracy component (87.00) > pre-test (41.75) indicates

there was a positive impact of the treatment while using fondi application.

- 2) The std. deviation value on the post-test for the accuracy component (10.052) > pre-test (8.626), which indicates a higher spread of scores on the post-test than the pre-test.
- 3) The mean value of the post-test on the fluency component (84.50) > pre-test (42.25) means there is a positive impact from the treatment while using fondi application.
- 4) The std. Deviation value of post-test value on fluency component (9.583) > pre-test (8.807), which indicates a higher spread of values in the post-test than the pre-test.

#### 4.1.2 Normality Test

The researcher employed IBM SPSS 25 to conduct the normality test.

**Table 4. 2 The Normality Test Results**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest.accuracy	.180	20	.087	.908	20	.059

posttest.accuracy	.167	20	.144	.915	20	.078
pretest.fluency	.161	20	.189	.907	20	.055
posttest.fluency	.181	20	.086	.912	20	.069

a. Lilliefors Significance Correction

The normality of the study's findings, including pretest and posttest results, is determined based on the significance value (Sig.) obtained from the Shapiro-Wilk test, where all values exceed 0.05. The pretest results for the accuracy component show a significance value (sig.) of 0.059, and on the fluency component has a significance value (sig.) of 0.055. Similarly, the posttest on the accuracy component produced a significance value (sig.) of 0.078, and the posttest on the fluency component had a value of significance (sig.) of 0.069. Given that the pretest and posttest data show normal distribution, the homogeneity test can be carried out.

#### 4.1.3 Homogeneity Test

The data utilized for the homogeneity test of the assessment instrument is identical to that used in the previous normality test. The homogeneity test was conducted using IBM SPSS 25, and the results are presented below.

**Table 4. 3 The Accuracy Homogeneity Test Result**  
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Result accuracy	of Based on Mean	.577	1	38	.452
	Based on Median	.429	1	38	.516
	Based on Median and with adjusted df	.429	1	36,740	.517
	Based on trimmed mean	.564	1	38	.457

Based on the accuracy homogeneity test results shown in the table, the significance level for the accuracy component of 0.452, which is greater than the alpha value ( $\alpha = 0.05$ ). This indicates that the data used in this study are homogeneous.



**Table 4. 4 The Fluency Homogeneity Test Result**

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Result fluency	of Based on Mean	.128	1	38	.723
	Based on Median	.200	1	38	.657
	Based on Median and with adjusted df	.200	1	37.985	.657
	Based on trimmed mean	.129	1	38	.722

Considering the fluency homogeneity test results presented in the table, it can be seen that the significance level in the fluency component of 0.723, which is higher greater than the alpha value ( $\alpha = 0.05$ ). So this shows that the data used in this study are homogeneous.

Considering the outcomes of the homogeneity test, it was found that both data were declared homegen. And after this will be followed by the upcoming test, namely hypothesis testing using the t-test on IBM SPSS 25.

#### 4.1.4 Hypothesis Test

**Table 4. 5 The paired Sample Test of Pre-test and Post-test on Accuracy and Fluency Components**

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One - Side d p	Two - Side d p
					Lower	Upper				
Pair 1	pretest.accuracy - posttest accuracy	-45.250	4.435	.992	-47.326	-43.174	-45.627	19	<.001	<.001
Pair 2	pretest fluency - posttest fluency	-42.250	4.993	1.117	-44.587	-39.913	-37.839	19	<.001	<.001

According to the analysis of the output for pair 1:

- 1) The significance value (Sig. 2-tailed) of  $0.001 < \alpha (0.05)$ .
- 2) The t-count value (45.627) > t-table value (2.086).

Based on these results, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. This indicates a significant difference in student scores between the pre-test and post-

test scores in the accuracy component after receiving treatment using the fondi application.

According to the analysis of the output for pair 2:

- a. The significance value (Sig. 2-tailed) of  $0.001 < \alpha (0.05)$
- b. The t-count value  $(37.839) > t\text{-table } (2.086)$

Based on the results above, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. There is a significant difference in student scores between the pre-test and post-test scores in the fluency component after being given treatment using the fondi application.

## 4.2 Utilizing the Fondi Application to Facilitate English Speaking Proficiency

### 4.2.1 Validity test

**Table 4. 6 The Validity Test Result**

Questions Items	Correlation	r table	Sig (2- tailed	Description
Item 1	0.835	0.361	.001	Valid
Item 2	0.811	0.361	.001	Valid
Item 3	0.828	0.361	.001	Valid
Item 4	0.773	0.361	.001	Valid
Item 5	0.778	0.361	.001	Valid
Item 6	0.701	0.361	.001	Valid

Item 7	0.697	0.361	.001	Valid
Item 8	0.818	0.361	.001	Valid
Item 9	0.628	0.361	.001	Valid
Item 10	0.604	0.361	.001	Valid
Item 11	0.801	0.361	.001	Valid

Based on the table above, it can be seen that all question items have a correlation of more than  $r_{table} = 0.361$  (the value of  $r_{table}$  is obtained from  $n = 30$ ) and are declared valid.

#### 4.2.2 Reliability Test

**Table 4. 7 The Reliability Test Result**

##### Reliability Statistics

Cronbach's Alpha	N of Items
.922	11

Based on the table above, it can be seen that the overall question item amounting to 0.922 where the alpha number is greater than 0.70 so that it is said to be reliable means that the questionnaire can be used and can be reliable.

#### 4.2.3 The Percentage of A Questionnaire

To obtain data regarding the role of fondi application in facilitating students' English speaking skills, A

questionnaire was created by the researcher. The following formula was applied to calculate the percentage of students who completed the evaluation questionnaire.

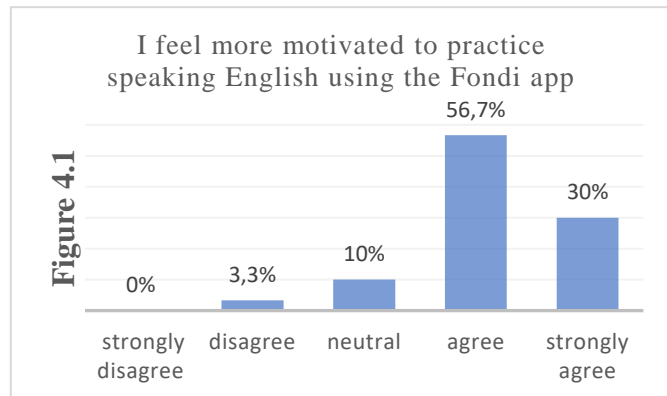
$$P = \frac{F}{N} \times 100$$

Where: P : Percentage

F : Frequency

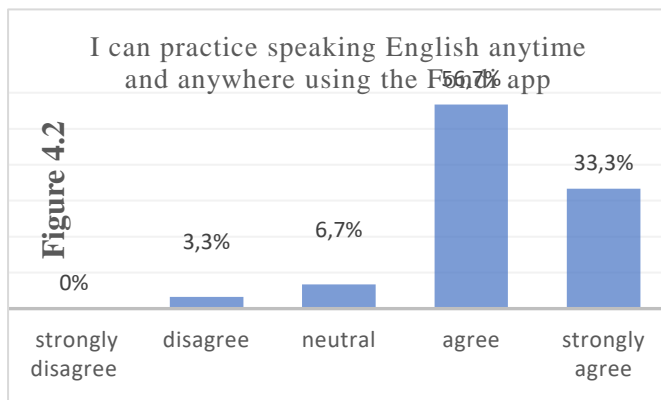
N : Total number of

The graph illustrated the scores and percentages of fondi app users, presented sequentially based on their experience after using the application, as shown in the figure below :

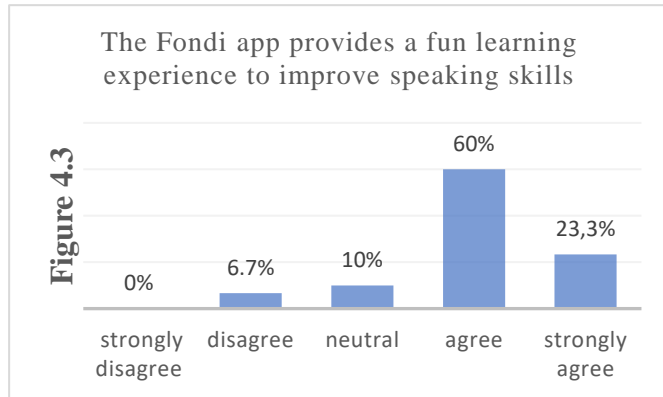


Based on Figure 4.1, 56,7% (17 respondents) chose agree, 30% (9 respondents) chose strongly agree, 10% (3 respondents) chose neutral. and 3,3% (1 respondent) chose disagree stating that they felt more motivated to practice

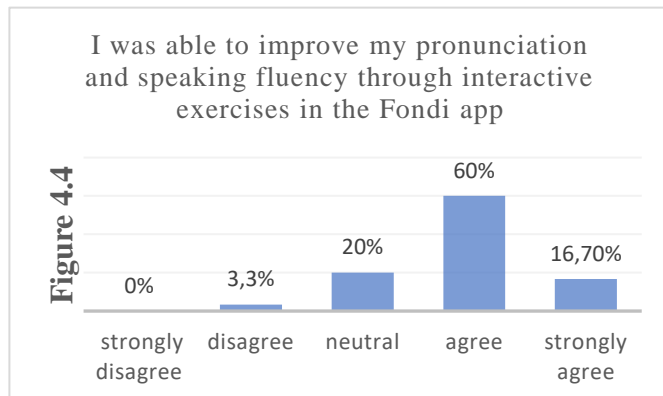
speaking English by using the Fondi application. There were no students who selected the option “Strongly disagree” option. Most students chose the agree option, which indicates that they tend to feel motivated.



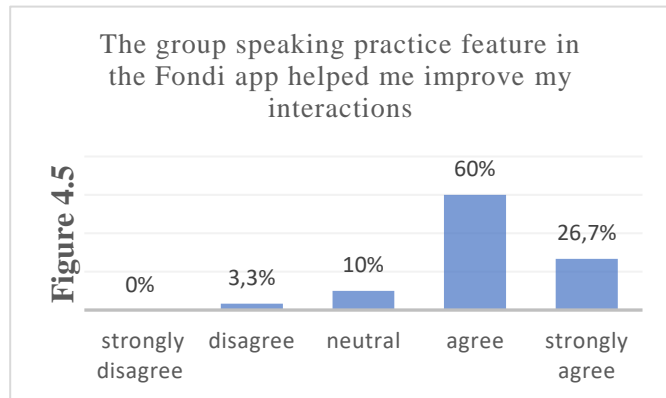
According to Figure 4.2, a majority of respondents expressed a positive perception of the Fondi app's flexibility for practicing English. Specifically, 56.7% (17 respondents) selected "Agree," while 33.3% (10 respondents) chose "Strongly Agree." Additionally, 6.7% (2 respondents) remained neutral, and 3.3% (1 respondent) indicated "Disagree." Notably, no participants opted for "Strongly Disagree." These findings suggest that most students recognize the Fondi app as a useful tool that enables them to practice speaking English anytime and anywhere.



Based on Figure 4.3, 60% (18 respondents) chose agree, 23.3% (7 respondents) chose strongly agree, 10% (3 respondents) chose neutral, and 6.7% (2 respondents) chose disagree stating that the Fondi App provides a fun learning experience to improve speaking skills. There were no students who chose the “Strongly Disagree” option. The majority of respondents selected the "agree" option, indicating that they tend to find the learning experience enjoyable



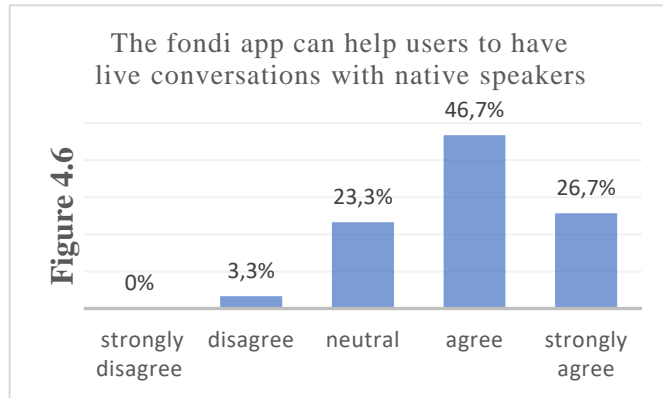
Based on Figure 4.4, 60% (18 respondents) chose agree, 16.7% (5 respondents) chose strongly agree, 20% (6 respondents) chose neutral, and 3.3% (1 respondent) chose disagree stating that the Fondi App improves pronunciation and speaking fluency through interactive exercises in the Fondi app. No Students selected the “Strongly Disagree” option. Most students chose the “Agree” option, which indicates that they tend to feel an improvement.



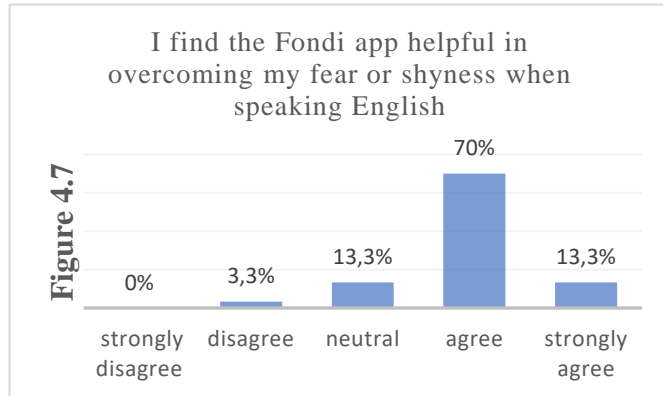
Based on Figure 4.5, 60% (18 respondents) chose agree, 26.7% (8 respondents) chose strongly agree, 10% (3 respondents) chose neutral, and 3.3% (1 respondent) chose disagree stating that the group speaking practice feature in the Fondi app helps improve interaction. No Students selected the “Strongly Disagree”. Most students selected



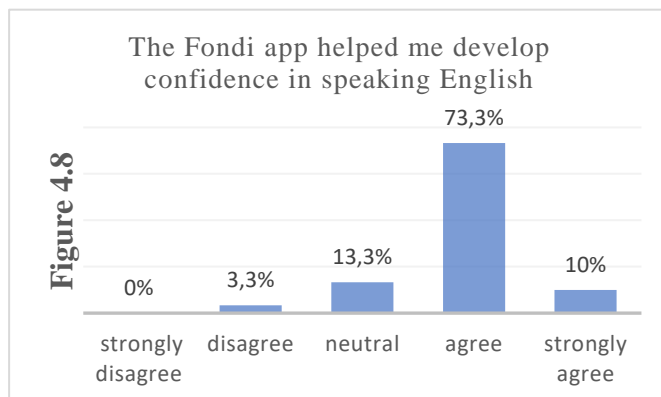
the “Agree” option, which indicates that they tend to feel an improvement through the speaking practice feature.



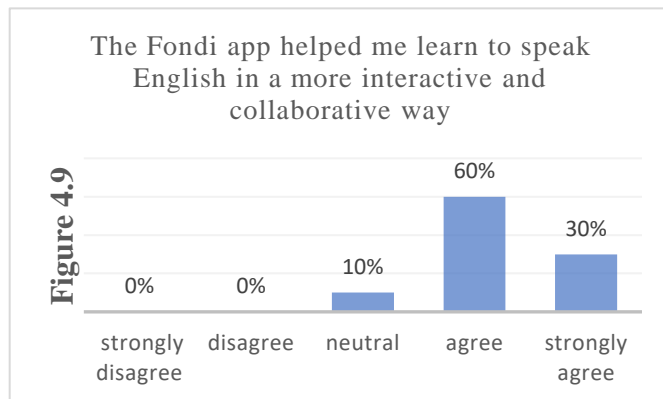
Based on Figure 4.6, 46.7% (14 respondents) chose agree, 26.7% (8 respondents) selected strongly agree, 23.3% (7 respondents) opted for neutral, and 3.3% (1 respondent) selected disagree, indicating that the Fondi application helps users engage in direct conversations with native speakers. No Students chose the “Strongly Disagree” option. The majority of students chose the “Agree” option, indicating that they gained experience speaking alongside native speakers.



Based on Figure 4.7, 70% (21 respondents) selected agree, 13.3% (4 respondents) chose strongly agree, 13.3% (4 respondents) chose neutral, and 3.3% (1 respondent) selected disagree. Indicating that the Fondi application is very helpful in overcoming fear or shyness when speaking English. No Students chose the “Strongly Disagree” option. The majority of students opted for the “Agree” response, suggesting that the application effectively supports them in building confidence to speak English.

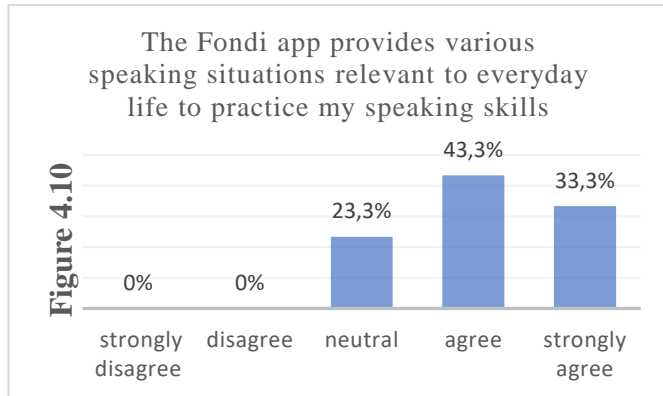


Based on Figure 4.8, 73.3% (22 respondents) selected agree, while 10% (3 respondents) chose strongly agree, 13.3% (4 respondents) remained neutral, and 3.3% (1 respondent) selected disagree, indicating that the Fondi App is perceived as beneficial in developing confidence in speaking English. No Students selected the “Strongly Disagree” option. The majority of students opted for “Agree” option, which indicates that they can develop confidence to speak English.

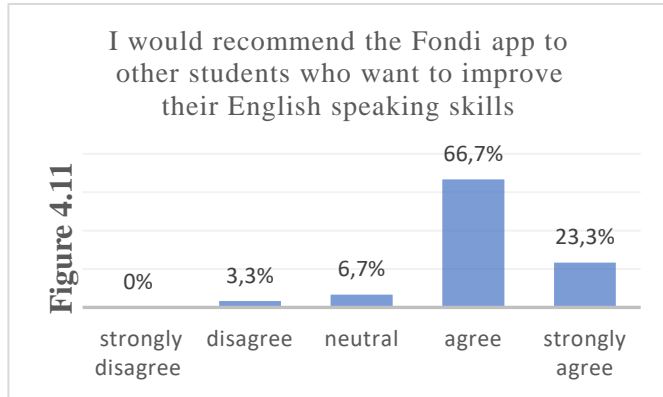


Based on Figure 4.9, 60% (18 respondents) selected agree, 30% (9 respondents) chose strongly agree, and 10% (3 respondents) chose neutral, indicating that the Fondi App facilitates a more interactive and collaborative approach to learning English. No students selected “Disagree” and “Strongly Disagree”. The majority of

students opted the “Agree” option, indicating that the application effectively supports interactive and collaborative English-speaking practice.



Based on Figure 4.10, 43.3% (13 respondents) chose agree, 33.3% (10 respondents) chose strongly agree, and 23.3% (7 respondents) chose neutral, indicating that the Fondi App offers various speaking situations relevant to daily life to practice my speaking skills. No students selected “Disagree” and “Strongly Disagree” options. The majority of students opted for “Agree” option, suggesting that the application effectively supports learning English in contexts applicable to daily life.



Based on Figure 4.11, 66.7% (20 respondents) selected agree, 23.3% (7 respondents) chose strongly agree, 6.7% (2 respondents) chose neutral, and 3.3% (1 respondent) indicating that they would recommend the Fondi app to other students who wish to improve their English language skills. No students chose the “Strongly Disagree” option. The majority of students opted the “Agree” option, indicating that they would recommend the app to others for enhancing their English skills.

## **B. Discussion**

### **4.1 The Effectiveness of the Fondi Application on Students’ Speaking Accuracy and Fluency**

The results of the statistical analysis showed a significant increase in the post-test scores compared to the pre-test on the accuracy and fluency components of speaking. The mean pre-test score on the accuracy aspect was 41.75, while the mean post-test

score increased to 87.00. Similarly, the average pre-test score on the fluency aspect was 42.25, which increased to 84.50 in the post-test. This shows that the use of the Fondi app has a positive impact on students' speaking skills, especially in the aspects of accuracy and fluency. This result is consistent with previous research, which suggests that the Fondi application has a significant positive impact on the language learning process, particularly in improving students' speaking skills (Nurhaliza, 2024).

Although there were significant improvements in both aspects, the standard deviation was greater in the post-test than in the pre-test, both within the accuracy (10.052 compared to 8.626) and fluency (9.583 compared to 8.807) components. This indicates a variation in the level of improvement in students' speaking ability after the use of the Fondi app. Factors such as the level of student engagement, frequency of app use, and individual differences in the learning process may account for the variation. Meanwhile, learners are increasingly driven by their individual learning needs, particularly those influenced by higher mobility and frequent travel. It is widely suggested that mobile devices are well-suited for facilitating social interaction and collaborative learning, which holds significant relevance for language acquisition (Kukulska-Hulme & Shield, 2008). Most importantly, this tool enables users to select a language learning

application based on their specific needs. Throughout their learning journey, individuals can identify their weaknesses in acquiring a new language and concentrate on enhancing their knowledge in areas that require improvement (Criollo-C et al., 2022).

The normality test results using the Shapiro-Wilk test showed that the pre-test and post-test data on the accuracy and fluency components of speaking were normally distributed with a significance value greater than 0.05. Furthermore, the homogeneity test showed that the research data had homogeneous variances with significance values of 0.452 for accuracy and 0.723 for fluency, respectively, which were greater than alpha 0.05. Thus, the assumption to conduct paired t test has been met.

The t-test results showed that there was a significant difference between the pre-test and post-test scores on both aspects tested. The t-count values for the accuracy (45.627) and fluency (37.839) aspects are much greater than the t-table (2.086), with a significance value of  $0.001 < 0.05$ . Thus, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted, which means that there is a significant improvement in students' speaking ability after using the Fondi app and the use of the Fondi app has a significant positive impact on students' speaking accuracy and fluency.

## **4.2 Utilizing the Fondi Application to Facilitate English Speaking Proficiency**

In addition to the improvement in test scores, results of the questionnaire analysis also showed that most students responded positively to the use of the Fondi app in learning English speaking. The majority of students felt that the app helped them in increasing motivation, providing a fun learning experience, as well as enabling speaking practice anytime and anywhere. Consistent with the findings above, this explanation is reinforced by other research, which highlights flexibility as a component of key advantages of Mobile-Assisted Language Learning (MALL). This flexibility allows learning to take place anytime and anywhere. Such a benefit is particularly valuable for students, as it enables them to use the application outside the classroom, such as in courtyards or other institutional spaces, where they can feel more relaxed and engage with the learning methodology more effectively (Criollo-C et al., 2022).

A total of 73.3% of students agreed that the Fondi app helps increase confidence in speaking English, while 70% of students stated that the app helps them overcome fear or shyness when speaking. In addition, the features of group speaking practice and interaction with native speakers were also considered useful by most students, with 60% and 46.7% agreement percentages respectively. This suggests that the use of



digital apps can contribute to creating a more interactive learning environment and support the development of students' speaking skills.

This finding is consistent with previous research, which suggests that the Fondi application, through its gamification features, fosters a learning environment that encourages active student involvement and enhances their English-speaking skills (Rambe, 2024). The Fondi application can be classified as an effective tool for supporting the learning process. A comfortable learning environment can enhance students' motivation to learn (Arroyan & Wijayanti, 2024). The use of the Fondi application was not solely aimed at improving English-speaking skills but also served other purposes, such as making friends, learning about different cultures, and boosting self-confidence (Prayogo et al., 2024).

In addition, the validity and reliability analysis of the questionnaire showed excellent results, with all question items having correlations greater than the r-table (0.361). Additionally, the Cronbach's Alpha value of 0.922 signifies that the questionnaire instrument has a high level of reliability. This confirms that the data collected is reliable and accurately reflects students' perceptions.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents the conclusion and suggestions based on the findings and discussion in the previous chapter.

#### **A. Conclusion**

##### **5.1 The Effectiveness of the Fondi Application on Students' Speaking Accuracy and Fluency**

The study revealed that using the Fondi application had a significant positive impact on students' speaking accuracy and fluency. The mean pre-test score for accuracy was 41.75, which increased to 87.00 in the post-test. Similarly, the pre-test score for fluency was 42.25, improving to 84.50 after using the application. Statistical analysis confirmed a significant difference between pre-test and post-test scores, indicating that Fondi effectively enhanced students' speaking skills.

##### **5.2 Utilizing the Fondi Application to Facilitate English Speaking Proficiency**

The Fondi application serves as an effective learning tool for enhancing students' speaking skills. Its interactive features, such as group speaking practice, interactions with native speakers, and AI-based exercises, provide a more engaging and collaborative learning environment. According to the questionnaire results, most students agreed that the app helped

them overcome fear or shyness when speaking English and improved their confidence. Furthermore, the validity and reliability of the research instruments confirmed that the collected data was dependable and accurately reflected students' perceptions. Therefore, Fondi can be considered an effective tool for facilitating English-speaking skill development.

## **B. Suggestions**

Based on the conclusions above, the researcher would like to give some suggestions related to this research, which may be beneficial for students, teachers, and further researchers. The researcher hopes that the direction provided valuable insights and practical guidance.

### **1. For the Students**

Students are encouraged to utilize the Fondi app to practice speaking English regularly. The app's features, such as group speaking practice and interaction with native speakers, can help them overcome fear and shyness, build confidence, and improve fluency and accuracy. Students should set personal goals for using the app, such as practicing for a certain amount of time each day or focusing on specific areas to improve, such as pronunciation or fluency.

### **2. For the lecturers**

Lecturers should consider integrating the Fondi app into their teaching strategies, especially for English speaking practice. The app's flexibility and interactive features can complement traditional teaching in the classroom and provide them with more opportunities to practice speaking in a relaxed and engaging environment. Lecturers should encourage students to use this app regularly, as consistent practice is key to improving speaking. They can also monitor students' progress through the app and provide additional support if needed.

### 3. For future researchers

Future research could explore the long-term impact of using the Fondi app on students' speaking ability and motivation. Longitudinal studies could provide deeper insights into how continued use of the app affects language acquisition over time. Researchers could also examine the efficacy of the Fondi app in different educational contexts, such as in rural versus urban environments, or among students with different learning styles and preferences.

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## APPENDICES

### A. Appendix 1 Pre-test Questions

“The Roles of *Fondi Application* in English Speaking Skills”

Explain the two answers below with your speaking skills in English

1. Describe yourself. e.g. what is your name? Where do you live? How old are you? What are your hobbies, and what makes you enjoy them? etc.
2. Describe your daily routine. e.g. What time do you wake up? What do you do after you wake up? and so on until just before you go back to sleep.

Example:

#### My Daily Routine

I usually wake up at around 6:30 a.m. on weekdays. The first thing I do is check my phone for any urgent messages or notifications. Then, I get out of bed and freshen up by brushing my teeth and washing my face. After that, I take a quick shower to feel more awake.

By 7:00 a.m., I prepare and eat a light breakfast, often consisting of toast, eggs, or cereal, accompanied by a cup of coffee or tea. While eating, I review my schedule for the day, checking my classes, assignments, or any meetings I might have.

At around 8:00 a.m., I begin attending lectures or study

sessions, either in person or online. Between classes, I take short breaks to relax or grab a snack. If I have no classes in the afternoon, I spend the time working on assignments, reading academic materials, or conducting research for my projects.

Lunch is usually at noon, where I try to take a proper break and enjoy a balanced meal. After lunch, I sometimes go for a short walk to refresh my mind. In the late afternoon, I often engage in extracurricular activities, such as club meetings or volunteering, or sometimes just catch up with friends.

By 6:00 p.m., I have dinner with my family or housemates. Afterward, I spend a few hours either studying, watching movies, or playing games to unwind. I try to finish most of my academic tasks by 9:00 p.m. so I can relax before bed.

Before going to sleep, I usually scroll through social media or read a book for about 20–30 minutes. Finally, I aim to be in bed by 11:00 p.m., ensuring I get enough rest for the next day.



## **B. Appendix 2 Post-test Questions**

“The Roles of *Fondi Application* in English Speaking Skills”

Explain the two answers below with your speaking skills in English.

1. Name one of the tourist destinations in Indonesia that you have visited and tell about your experience while there.
2. Tell me about your experience after using the *Fondi* application.

EXAMPLE:

The moment I first set foot in Raja Ampat, I was immediately captivated by the extraordinary beauty of its underwater world. The vibrant coral reefs, diverse exotic fish, and other marine life created a truly breathtaking sight. I had the opportunity to dive and snorkel in several famous spots, such as Pianemo Island and Wayag. The sensation of swimming among thousands of small fish and witnessing the beauty of the coral reefs up close was an unforgettable experience.

Beyond the underwater beauty, Raja Ampat also offers equally stunning natural beauty above the water. Small islands with white sandy beaches, crystal-clear waters, and towering karst cliffs create a dramatic landscape. I also had the chance to visit several fishing villages and interact with the local people. Their friendliness and local wisdom made me feel very welcome.

One of the most memorable moments was watching the sunrise from a boat while heading to Pianemo Island. The sunlight gradually illuminated the small islands and created a beautiful gradation of colors in the sky. This view made me feel very small and connected to the universe. Raja Ampat not only offers natural beauty but also a unique cultural experience. I had the opportunity to try various Papuan specialties, such as grilled fish, sago, and papeda. I also learned about traditional dances and local handicrafts.

Overall, the trip to Raja Ampat was a very valuable experience. The extraordinary natural beauty, the friendliness of the local people, and the rich culture make Raja Ampat one of the best tourist destinations in Indonesia. If you are looking for adventure and want to enjoy the beauty of pristine nature, Raja Ampat is the perfect place to visit.

### C. Appendix 3 Instrument of Questionnaire

NO.	Statements	Answers
1.	I feel more motivated to practice speaking English using the Fondi app.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
2.	I can practice speaking English anytime and anywhere using the Fondi app.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
3.	The Fondi app provides a fun learning experience to improve speaking skills.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
4.	I was able to improve my pronunciation and speaking fluency through interactive exercises in the Fondi app.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

5.	The group speaking practice feature in the Fondi app helped me improve my interactions.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
6.	The fondi app can help users to have live conversations with native speakers.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
7.	I find the Fondi app helpful in overcoming my fear or shyness when speaking English.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
8.	The Fondi app helped me develop confidence in speaking English.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
9.	The Fondi app helped me learn to speak English in a	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree

	more interactive and collaborative way.	5 = Strongly Agree
10.	The Fondi app provides various speaking situations relevant to everyday life to practice my speaking skills.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
11.	I would recommend the Fondi app to other students who want to improve their English speaking skills.	1=Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

#### D. ppendix 4 Result of Questionnaire

Respond ens	Number of Items											Tot al
	1	2	3	4	5	6	7	8	9	10	11	
R1	5	5	4	4	4	5	4	4	4	3	5	47
R 2	4	4	5	4	5	4	5	4	4	4	4	47
R 3	5	5	5	5	5	5	5	5	5	5	5	55
R 4	4	5	4	4	4	4	4	4	4	4	4	45
R 5	3	3	3	3	3	3	3	3	3	3	3	33
R 6	4	4	5	4	5	5	4	4	4	5	4	48
R7	4	5	4	3	4	4	4	4	4	4	4	44
R 8	3	3	2	3	4	3	4	3	3	3	3	34
R 9	5	5	5	5	5	5	4	4	4	5	5	52
R10	4	4	4	4	4	4	4	4	4	4	4	44
R11	5	4	5	5	4	3	4	5	4	4	4	47
R 11	4	4	3	4	3	3	3	3	5	5	4	41
R13	4	4	4	3	4	4	4	4	4	4	5	44
R 14	4	5	4	4	4	4	4	4	4	3	4	44
R15	4	4	4	4	4	4	4	4	5	5	4	46
R16	3	4	4	3	4	5	4	4	4	3	4	42
R17	5	5	5	4	5	4	4	4	5	5	4	50
R18	4	4	4	4	4	4	4	4	4	4	4	44
R19	4	4	4	5	4	4	3	4	5	4	4	45
R20	5	5	4	4	5	5	4	4	5	5	5	51
R21	2	2	2	2	2	2	2	2	3	3	2	24
R 22	5	4	5	4	4	3	4	4	5	3	4	45
R 23	4	4	4	4	5	5	5	5	4	4	4	48
R24	4	4	4	5	4	4	5	4	4	5	4	47
R25	5	5	4	4	3	3	4	4	5	5	4	46
R26	4	4	3	4	5	3	4	3	5	5	4	44
R27	4	4	4	4	4	4	4	4	4	4	5	45
R28	5	4	4	4	4	4	4	4	4	4	4	45
R29	4	4	4	4	4	4	3	4	4	4	5	44
R30	4	5	4	4	4	5	4	4	4	4	4	46
r-hitung	,835	,811	,828	,773	,778	,701	,697	,818	,628	,604	,801	
r-table	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361	.361	
Interpret ation	Val id	Val id	Val id	Val id	Val id	Val id	Val id	Val id	Val id	Val id	Val id	

## E. Appendix 5 Advisor Appointment Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 06 Juni 2024

Nomor : 1520/Un.10.3/J4/DA.04/06/2024  
Lamp : -  
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Muhammad Nafi Annury, M.Pd.

*Assalamu 'alaikum Wr. Wb.*

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Anis Mafazatin Ummah  
NIM : 2103046020  
Judul : The Roles of *Fondi Application* in English Speaking Skills

Dan menunjuk saudara Dr. Muhammad Nafi Annury, M.Pd. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

*Wassalamu 'alaikum Wr. Wb.*



Dr. N. Dekan

Ketua Jurusan Pendidikan Bahasa Inggris

*[Signature]*  
Dra. Nuna Mustikawati Dewi, M.Pd.  
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

## CURRICULUM VITAE

### A. Personal Data

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