

THE EFFECT OF USING FONDI APPLICATION ON STUDENTS' SPEAKING SKILL

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ABSTRACT

This study aims to analyze the effect of using Fondi application on students' speaking skill at SMP Kemala Bhayangkari Makassar. The focus is on understanding how digital tools can influence language acquisition in a classroom setting. This research employed a quantitative method with a pre-test and post-test design. The subject of this study consist of 33 eight-grade students, whose speaking skill were assessed before and after using the Fondi application over a specified period. The results indicate a significant improvement in students' speaking skill, with the average of pre-test score increasing from 48.18 to 82.42 in the post-test. These findings suggest taht the Fondi application is effective in enhancing students' speaking skill and creating a more supportive learning environment.

Keywords : Fondi application; English learning; technology; speaking skill; quantitative research

INTRODUCTION

The process of learning English is a unique process, because students are asked to communicate using a language that they have not mastered perfectly. According to Ubaidillah (2022:18) in his research studied that English is very important because it is the foundation for studying science.

The problems often faced by teacher include linguistic problems faced by students in the learning process due to the characteristics of English itself as a foreign language for Indonesian children. Another problem that is often encountered is that a lot students think that English is one of the most difficult subjects. Due to the lack of interest in learning, a teacher is required to be active and maximum in captivating students' interest in foreign language learning, and in order to create a pleasant learning atmosphere, the learning must also refer to providing provisions for students so that they can actively communicate, and enjoy the learning process that is being carried out by showing a new perspective that English is not a difficult learning through learning application.

Teachers should continue to develop learning methods by following trends that are on the rise among students. By keeping up with trends through available technology, teachers can easily learn about students' interests and determine the appropriate learning methods to be used within the students' age range. In addition, teachers can also find out the obstacles experienced by students and use the right methods to help students digest

and enjoy the ongoing learning process. According to Dewi Kustanti (2017:170), speaking is a way of expressing someone's opinions and words. In a broad sense speaking is the most important aspect of life. Therefore, learning speaking is a method of studying the science of how to pronounce or speak well and correctly so that we can express our opinions freely and communicate in a wider scope, because the language to be learned is English, which is an international language that has globally mastered many aspects, understanding English is an urgency for students in order to facilitate and help students to communicate internationally both directly and indirectly.

The effect of mobile application as learning assistance hopefully can help students to improve their speaking skills and critical thinking in English language learning. According the data collected by W Kusmaryani (2019:17), there is $.000 < 0.05$ significant values founds, which mean that mobile application used as learning assistance positively optimized students speaking skill in English language learning. The data reveals that students were very enthusiast exploring and practising mobile learning application.

In efforts to foster interest in learning English to students, teacher can use various learning applications available as a new model or type of learning to achieve the learning outcomes to be achieved. According to Ardian Arifin (2021:2), technology has applications to share information and communication from individuals or organization through time and spatial. Therefore, the researcher wants to maximize the use of technology-based learning applications as a learning model in the ongoing teaching and learning process.

According to Trivena Gracia Sirait R. Z., (2025:1), Fondi is one of the mobile applications that will be used by the researcher to help students and teachers in the process of understanding foreign languages as a reference for research-based learning applications. Since its inception on August 8, 2017, Fondi has carved out a unique niche in the world of personal development applications. Launched by Compass Pioneering Inc., a cutting-edgetech company based in Japan, Fondi's journey began with a simple yet powerful idea conceived by Tatsuto Nohara during his studies at the University of Warwick. Nohara, from his experiences in the study abroad sector envisioned an app that could help people push the boundaries of their identities and explore new facets of themselves.

According to Nurhaliza (2024:62), fondi application is a learning application that designed to develop speaking ability and reach higher levels in language education. The methodology aims to improve oral communication and language function in the context of speaking skills, with the fondi application as an aid in teaching. Fondi applications aims to give students an engaging environment in which they can improve their speaking skill through its interactive features and user-friendly interface. The use of Fondi in English learning activities in Indonesia offer great potential for enhancing students speaking ability.

Through Fondi application, students can access various features that encourage speaking practice, such as, live conversation, pronunciation exercise, and also group discussion. Additionally, Ifrah Hayani Rambe (2024:10) study that Fondi utilizes Artificial Intelligence technology to provide personalized feedback and recommendation that can help students correct mistakes and gradually improve their skill. Students also can learn independently and adjust their learning pace according to their individual needs

This research aims to examine more deeply about the effectiveness of Fondi application to improve students' speaking skill.

METHOD OF THE RESEARCH

This study employed a quantitative approach with a pretest-posttest design to evaluate the effectiveness of the Fondi application in enhancing the speaking skill of eight-grade students at SMP Kemala Bhayangkari Makassar. The population of this research consisted of all eighth-grade students, who were selected due to their active engagement in foreign language learning and their familiarity with mobile learning applications. A random sampling technique with stratification based on existing class utilized to ensure that the sample accurately represented the demographic characteristics of the overall population.

The research instruments included a speaking skill test administered before and after the use of the application. Students were asked to speak on a specific topic for 2-3 minutes, and their performance was assessed based on criteria such as pronunciation, vocabulary, grammar, fluency, and comprehension. Observation were made during the learning process to evaluate student participation in group discussions.

Data collection was conducted in several stages. Initially, the researcher prepared the speaking skill test. The assessment was carried out using predetermined criteria both before and after the implementation of the Fondi application to identify changes in students' speaking skill. The collected data were analyzed quantitatively to draw conclusions regarding the effectiveness of the application.

Data analysis involved comparing students' speaking test scores from the pre-test and post-test, calculating the mean score for both tests. A paired t-test was employed to determine whether the differences between pre-test and post-test scores were statistically significant. Based on the statistical findings, this research will conclude whether the Fondi application effectively improves students' speaking skill at SMP Kemala Bhayangkari Makassar.

FINDINGS AND DISCUSSION

The study involved 33 students from grade VIII-3, comprising 18 males and 15 females, with an average age of 13 to 14 years. The scores from the pre-test and post-test were analyzed to assess the impact of the Fondi application.

The results found indicate that the average pre-test score was 48.18, while the average post-test score significantly increased to 82.42. This improvement reflects a mean gained score of 34.24, suggesting that the Fondi application positively influenced students' speaking skill. These findings illustrate that most students experienced significant advancements in their speaking skills following the intervention.

The following explanation describes the research results obtained from the implementation of the pre-test and post-test in the use of Fondi application for students in class VIII 3 SMP Kemala Bhayangkari Makassar.

Descriptive Statistics

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	33	25.00	75.00	48.1818	12.23585
post-test	33	70.00	100.00	82.4242	7.51262
Valid N (listwise)	33				

The table presents descriptive statistics for the pre-test and post-test scores of 33 students who participated in the study. For the pre-test, the minimum score recorded was 25.00, while the maximum score reached 75.00, resulting in a mean score of 48.18 with a standard deviation of 12.24. This indicates a relatively wide range of scores and some variability in student performance at the beginning of the assessment. In contrast, the post-test scores showed a minimum of 70.00 and a maximum of 100.00, with a mean score of 82.42 and a standard deviation of 7.51. This suggests a significant improvement in student performance after the intervention, with scores clustering more closely around the mean. Overall, the data reflects a positive effect of the treatment, as students not only improved their scores but also exhibited reduced variability in their performance by the end of the testing period.

Paired Samples Statistics

Table 2 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	48.1818	33	12.23585	2.12999
	post-test	82.4242	33	7.51262	1.30778

The table above presents an overview of the pre-test and post-test scores for 33 students who used the Fondi application. For the pre-test, the mean score was 48.18, with a standard deviation of 12.24, indicating considerable variability in student performance at the start. The standard error of the mean for the pre-test was 2.13, suggesting that the mean score is a reliable estimate of the population mean.

The post-test scores yielded a mean of 82.42, with a reduced standard deviation of 7.51. This decrease in standard deviation indicates that

students' scores were more closely clustered around the mean after the intervention, demonstrating improved consistency in performance. The standard error of the mean for the post-test was 1.31, further reinforcing the reliability of the post-test mean as an accurate reflection of the students' improved understanding. These statistics highlight a significant enhancement in student performance following the use of the Fondi application, with both the average score and the consistency of scores improving markedly from pre-test to post-test.

Paired Sample Correlation

Table 3 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pre-test & post-test	33	.355	.042

The table above presents a detailed analysis of the relationship between the pre-test and post-test scores of the 33 students who utilized the Fondi application. The correlation coefficient of 0.355 indicates a moderate positive correlation, meaning that there is a tendency for students who scored higher on the pre-test to also score higher on the post-test. This suggests that students' initial speaking skill may influence their improvement after using the application.

The significance level (p-value) of 0.042 is crucial in interpreting these results. Since this value is below the conventional alpha level of 0.05, it indicates that the correlation observed is statistically significant. In practical terms, this validates the relationship between the pre-test and post-test scores. This correlation suggests that the Fondi application not only aids in improving speaking skill but also indicates that students with a stronger foundation may benefit more from the intervention. Thus, the findings emphasize the importance of assessing students' prior knowledge when implementing educational tools. Overall, the moderate correlation reinforces the effectiveness of the Fondi application in fostering speaking skill, highlighting that early proficiency can play a role in subsequent learning outcomes.

Paired Sample Test

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	pre-test - post-test	-34.24242	11.86652	2.06570	-38.45011	-30.03474	-16.577	32	.000

The table above presents a comprehensive analysis of the differences between pre-test and post-test scores for the 33 students who used the Fondi application. The mean difference of -34.24 indicates that on average,

students scored significantly higher on the post-test compared to the pre-test, reflecting an improvement of over 34 points after using the application.

The standard deviation of 11.87 for the differences shows the variability in the score changes among students. This suggests that while most students improved, the extent of improvement varied. The standard error mean of 2.07 provides an estimate of the variability of the sample mean difference, indicating that the calculated mean difference is a reliable reflection of the population's mean difference.

The 95% confidence interval for the difference ranges from -38.45 to -30.03. This interval suggests that we can be 95% confident that the true mean difference in scores lies within this range. Since both limits are negative, it confirms that there is a statistically significant improvement in scores, as all values indicate a shift from the pre-test to the post-test.

The t-value of -16.577, along with the degrees of freedom (df of 32), indicates a strong statistical difference between the two sets of scores. The significance level (p-value) of 0.000 is particularly noteworthy, as it is much lower than the common alpha level of 0.05. This result indicates that the observed improvement in speaking skill is statistically significant, meaning that it is unlikely to have occurred by chance. It can be concluded that paired samples test results strongly support the effectiveness of the Fondi application in enhancing students' speaking skills, demonstrating a substantial and statistically significant improvement in performance from the pre-test to post-test.

DISCUSSION

The findings of the research on the effect of using the Fondi application on students' speaking skills at SMP Kemala Bhayangkari Makassar. The data reveals a significant improvement in students' speaking abilities, as evidenced by the increase in average post-test scores from 48.18 to 82.42. This enhancement suggests that the Fondi application effectively supports language acquisition by providing an engaging and interactive platform for practice. The paired samples test results show a mean difference of -34.24, highlighting the substantial impact of the application on student performance. The statistical significance of these findings, underscored by a p-value of 0.000, confirms that the improvement in speaking skills is a direct result of utilizing the Fondi application, aligning with previous studies that emphasize the positive role of technology in enhancing oral communication skills.

The variability in individual performance, as seen in the range of gained scores, highlights the diverse responses to the application. While many students exhibited marked improvements, some struggled to achieve similar advancements. This variance underscores the importance of considering individual learning styles and prior competencies when implementing technology in education. Some students thrived in the

interactive environment offered by Fondi, benefiting from features like live conversation practice and instant feedback, while others may have found the pace or format challenging.

The positive correlation of 0.355 between pre-test and post-test scores suggests that students with a stronger foundation in speaking skills tended to benefit more from the application. This finding reinforces the need for teachers to assess students' prior knowledge before introducing new technology, raising critical questions about how to support learners starting with lower proficiency levels, ensuring that all students can engage meaningfully with digital tools. The findings reflect broader trends in language education, where technology serves as a catalyst for increased student engagement and motivation. The Fondi application not only facilitated improvements in speaking skills but also fostered a supportive learning environment. Students reported feeling more confident and willing to participate in speaking activities, which is crucial for language acquisition. This aligns with pedagogical theories advocating for a low-anxiety atmosphere where learners can practice without fear of judgment.

In conclusion, the use of the Fondi application has demonstrated significant potential in enhancing students' speaking skills at SMP Kemala Bhayangkari Makassar. The results contribute valuable insights into the effective integration of technology in language learning, suggesting that applications like Fondi can bridge the gap between traditional teaching methods and the dynamic needs of modern learners. Future research should explore the specific features of the application that drive these improvements and consider longitudinal studies to assess the sustained impact of such tools on language proficiency over time.

Based on the findings of this study, several recommendations for future research can be proposed to enhance the understanding of the effectiveness of the Fondi application in language learning. It would be valuable to conduct studies that delve deeper into the specific features of Fondi that contribute to improved speaking skills among students. For instance, researchers could analyze the effectiveness of its interactive components, such as peer-to-peer conversation practice and instant feedback mechanisms, to identify which elements provide the most significant benefits. Additionally, investigating the relationship between the frequency of Fondi usage and the level of improvement in speaking skills could provide insights into optimal usage patterns. Research could assess whether daily practice leads to greater advancements compared to less frequent use, thereby establishing guidelines for effective implementation in educational settings. Exploring the effectiveness of Fondi in diverse educational contexts, such as different age groups or proficiency levels, would also be beneficial to determine whether the application is universally effective or if its efficacy varies across learner demographics.

Comparative studies between the Fondi application and other language learning tools could yield valuable insights into best practices in language education. By assessing various applications against each other, researchers could identify key features that lead to more significant improvements in language skills. Another important area for future research is the pedagogical implications of integrating Fondi within classroom settings. Investigating how teachers can best facilitate the use of this application to maximize its potential benefits and examining the impact of teacher training on its effectiveness could further enhance the teaching and learning experience.

CONCLUSION

In conclusion, this study has successfully demonstrated the significant effect of the Fondi application on enhancing students' speaking skill at SMP Kemala Bhayangkari Makassar. The quantitative analysis, encompassing a pre-test and post-test design involving 33 eight-grade students, revealed a substantial increase in average speaking scores, from 48.18 in the pre-test to 82.42 in the post test. This improvement not only highlights the efficacy of the Fondi application in fostering language acquisition but also emphasizes the potential of digital tools in creating a more engaging and interactive learning environment.

The findings indicate that the application effectively supports students in overcoming common challenges associated with learning English, particularly in speaking. The results are corroborated by a strong statistical significance, evidenced by a p-value of 0.000, confirming that the observed improvements are unlikely to be due to chance. This underscores the importance of integrating technology into language education, as it aligns with contemporary pedagogical approaches that prioritize student engagement and motivation.

The variability in individual student performance illustrates the diverse experiences of learners when using the application. While many students showed marked improvement, some faced challenges, indicating the need for differentiated instruction that considers individual learning styles and prior knowledge. This aspect of the research serves as a reminder for educators to assess students' baseline competencies before introducing technology-enhanced learning tools.

Overall, the Fondi application also fostered a supportive atmosphere where students felt more confident to express themselves. The positive feedback from students regarding their engagement and willingness to participate in speaking activities further validates the application's role in promoting a low-anxiety learning environment.

As it results, this research not only contributes to the existing literature on technology in language learning but also provides practical implications for educators seeking to improve speaking skills among students. Future

research avenues could explore the specific features of the Fondi application that facilitate these improvements, along with longitudinal studies to assess the enduring impact of such digital tools on language proficiency. By continuing to leverage technology effectively, teachers can enhance the language learning experience, ensuring students are well prepared for the challenges of communication in an increasingly globalized world.

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