# UNIVERSITY STUDENTS' PERCEPTION ON USING FONDI APPLICATION IN FOSTERING ENGLISH SPEAKING SKILL



## AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
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Degree

by
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**2024**

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To,

The Head of Education Department
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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

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                    FONDI APPLICATION IN FOSTERING THEIR ENGLISH
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I recommended this thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan* (S.Pd.) / Undergraduate Degree in English Education.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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## APPROVAL SHEET

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# STATEMENT OF ORIGINALITY

## STATEMENT OF ORIGINALITY

Here with I,

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Declare that the thesis I have compiled with the title, "INDONESIAN LEARNER'S PERCEPTION OF USING FONDI APPLICATION IN FOSTERING THEIR ENGLISH SPEAKING SKILL" is truly my work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation predicate and bachelor degree).

Purwokerto, July ... 2024

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# ABSTRACT

## UNIVERSITY STUDENTS' PERCEPTION ON USING FONDI APPLICATION IN FOSTERING ENGLISH SPEAKING SKILL

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**Abstract:** This study aimed to explore the university students' perception of Fondi application as a platform for learning speaking skills. This study is utilizing a sequential explanatory mixed methods research design, the study encompassed both quantitative and qualitative phases. In the quantitative phase, questionnaires were distributed to 34 Indonesian university students, and the responses were analyzed using the Likert scale. The qualitative phase conducting interviews with five informants in the university level selected from the questionnaire, with data analyzed using qualitative analysis techniques. The findings revealed that the majority of university fondi users had a positive perception of the application as a tool for improving speaking skills, with 85% of respondents indicating favorable views towards using Fondi as a learning medium. The study underscores the potential of Fondi in enhancing English speaking skills and highlights the importance of innovative learning platforms and strategies in education. These insights are valuable for English teachers and learners, emphasizing the need for continuous development and adaptation of learning strategies and tools. In conclusion, this study provides significant insights into the user experience and effectiveness of the Fondi application, advocating for the incorporation of technology-driven solutions in language education to foster more engaging and effective learning environments.

**Keywords:** *FONDI Application, Metaverse, Perception, Speaking*

**MOTTO**

"*Live as if you were to die tomorrow, learn as if you were to live forever*"

Mahatma Gandi

# DEDICATION

*I dedicate this thesis to,*
*My parents, My beloved Mom, Dina Susi Hariana*
*and My beloved Dad, Alm. Sigit Andrianto*
*My dearest brothers, Muhammad Akmal Farhan*
*and My dearest sisters, Ranum Zakia Bunga Jannati.*
*All of My dearest lecturers and My teachers.*
*All of My friends*
*Precious self, Musyafa Syamil Arroyan.*

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# CHAPTER I
# INTRODUCTION

In this chapter, the research background was explained, key terms were clarified, research question was established, and aims and significance were discussed.

## A. Background of the Study

In this era of globalization, there are numerous expectations and demands placed on human resources. Globalization requires individuals to compete on a broad scale, not only at the national level but also on the international stage. To meet these demands, it is crucial for every individual to master an international language, namely English. English is considered a challenging language to learn, particularly in Indonesia, as the country positions English as a foreign language rather than the first language used in daily life (Mika & Mardiana, 2023). In various aspects of daily life, there is a significant demand for today's generation to be proficient in English, as it is a mandatory requirement in areas such as employment, education, and various other aspects (Haidara, 2016).

In the realm of English language learning, there are four essential skills: reading, writing, speaking, and listening (Karademir & Gorgoz, 2019). Among these skills, speaking is considered one of the most crucial because every language learner aims to communicate effectively in the language (Rao, 2019). Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. It is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills so that they can express themselves and learn how to use a language effectively.

Despite its importance, many students face problems in speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension. These challenges can be attributed to the lack of consistent practice and opportunities to use the language in real-life situations. They seldom practice speaking in class, which hampers their progress. Therefore, there is a need for

a tool that can better accommodate and encourage students' desire to learn, especially in speaking. This is where technology comes into play, offering solutions to these challenges.

Communication is a fundamental aspect of human interaction, and in the 21st century, learning speaking has become easier with the support of technology (Melvina, Nenden Sri Lengkanawati, 2021). Technology was created to help and simplify human tasks in everyday life. Unlike in the past, where learners had to rely on manual methods like asking teachers and reading language dictionaries, technology now plays a vital role in both classroom and extracurricular learning (Ahmadi, 2018). Besides meeting the demands of the 21st century, the use of technology facilitates the learning process, making it more enjoyable and engaging for students through various learning methods (Aryana et al., 2022).

Despite these advancements, the reality shows that English language proficiency remains a serious issue for Indonesian learners. A significant number of learners face challenges in achieving fluency in English, even after spending 11-12 years in school (binti Talib et al., 2019). This raises questions about the effectiveness of technology as a learning aid and its role in the learning process. One factor contributing to this issue is the lack of literacy in Indonesian society. According to a 2021 study, Indonesia is in a literacy emergency situation, which significantly affects the English language learning process (Kemendikbud, 2023).

Another challenge for Indonesian learners in mastering English is the lack of a supportive learning environment (Mohammed, 2018). Effective practice and learning occur when individuals have a conducive and supportive learning environment. Given this reality, there is a need for a serious approach, especially in the era of technology that facilitates various activities, including English language learning. The selection of the right technology becomes a key factor in achieving effective learning processes (Parveen, 2016). Learners must find the right technology to support their learning

(Ahmadi, 2018). Some studies also assert that choosing effective learning models and media is crucial for successful learning (Djiwandono, 2021).

This study aims to investigate university students' perception of Fondi application currently going viral, namely Fondi. Some users have stated that Fondi is an effective medium for learning speaking. Preliminary research was carried out through direct observation and interviews with five students playing Fondi to gain initial insight on January 15 2024. These users indicated that Fondi is effective for improving speaking and provides a good English language environment with comprehensive features such as Plaza, accessibility in hundreds of countries, metaverse, and artificial intelligence.

Based on the information above, university students' perception of Fondi application are interesting to research in detail to strengthen and validate previous studies. Moreover, there is limited previous research on this application. The results of this study are expected to reveal university students' responses, especially in Indonesia, regarding Fondi through various discussion points. Additionally, this research aims to provide new insights into the use of learning applications and offer solutions to address existing gaps. The title of this research is "UNIVERSITY STUDENTS' PERCEPTION ON USING FONDI APPLICATION IN FOSTERING ENGLISH SPEAKING SKILL".

## B. Clarification of Key Terms

1. User Perception

Perception is the primary form of human cognitive contact with the world around them (Efron, 1969). The term "perception" referred to the process of interpreting the meaning of things (Amodu, 2006). Simply put, it pertained to how individuals conveyed messages to others without knowing how they interpreted them. In other words, while a person received a message, their interpretation of it might have differed. Perception could also be understood as the fundamental elements of thoughts and emotions, stemming from sensory experiences (Stumpf, 1971). Therefore, perception encompassed how individuals perceived

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and derived meaning from the information gathered through their senses and how their brains organized and integrated sensory input to form a unique perspective of the world. Thus, perceptions played a very important role in understanding our world because they influenced the way we processed data, interacted with other people, and made decisions. In short, perception is a person's view or opinion about an object they have experienced.

2. Fondi Application

The Fondi application is a relatively new application that provides a platform for learning English for people worldwide. This application was founded by Tatsuto Nohara, a young man from Japan born on July 7, 1996. Fondi is an interactive application with game-like features and visuals that can connect users with people from various countries. The users of this application have the same goal, namely to learn to speak English. This application is very popular because its appearance does not look like learning applications in general, it is varied and not boring (Ramli et al., 2024). In Fondi, we can create our own cartoon character, change clothes, and choose several places to visit in order to talk to other users.

3. Speaking Skill

According to the Webster New World Dictionary, speaking is stating words directly, communicating through speech, making a request, and giving a lecture (Leong & Ahmadi, 2017). Speaking can also be defined as the process of expressing ideas/thoughts orally using the mouth and voice. Speaking can be understood as how someone expresses or exchanges ideas and feelings through language (Dash, 2013). In one piece of literature, it is said that speaking is a major skill that will be most noticed by others in real-life situations but is also the most challenging skill to master (Haidara, 2016). Therefore, speaking English means the process of expressing ideas through words orally using the English language.

## C. Research Question

Based on the background that has been explained above, this study is formulated in the following question:

"What are the university students' perception of Fondi application in Indonesia?"

## D. Objectives and Significances of the Study

### 1. The Objectives of the Study

Based on the statement in the background of the study, the objective of the research is:

To find out the university students' perception of Fondi application as tool of learning speaking.

### 2. The Significances of the Study

These significances can be categorized into two aspects, there are theoretical and practical significances.

#### a. Theoretical Significances

This study showed how users perceived Fondi as tool of learning speaking, offering beliefs, and experiences. This thesis focused on the Indonesian users of Fondi in the university level that have experience at least one year learning speaking on Fondi application.

#### b. Practical Significances

Practical significances of this research are:

1) For teachers

The result of this study expectedly will be used inside class to improve student's speaking skills. Teacher can easily choose what applications are suitable and effective to use in learning speaking.

2) For school

Hopefully, the findings from this research can be an innovation in the use of English learning media. The school

will not be confused in choosing what kind of application should be used.

3) For Education Stakeholder

This study aimed to identify the perceived of users in using Fondi application for learning speaking. The result of the study can be used by the stakeholders to formulate the strategies and instrument that encourage the students to be able to master English language and be able to contend in the International scene.

4) For another researcher

Hopefully, this study could contribute as a good literature in the scope of the use of technology in English language learning. This is because there is still very limited research discussing this topic. Moreover, the Fondi application is still relatively new to be used for learning English, especially speaking. This research can also be starting material and data for further development in better and more detail by other researchers.

This research significantly contributed to improving the quality of English learning, especially speaking. It has offered both theoretical perspectives and practical solutions, and its significance in teaching and learning speaking in general. The study was also crucial for educational stakeholders because this can be used as a reference and consideration for stakeholders in formulating policies related to supporting the smooth process of learning speaking in English.

### E. Organization of Paper

The following research paper was structured into five parts to ensure a clear and organized presentation of information. The parts were outlined as follows:

**Chapter I**

The first chapter served as an introduction to the whole project. It provided information about the study's context, clarified important terminologies, put forward research inquiries, talked about the objectives and importance of the study, examined related research, and summarized the structure of the paper.

**Chapter II**

The second chapter of the research proposal offered a comprehensive review of the existing literature relevant to the proposed research.

**Chapter III**

The third chapter provided detailed information on the research approach. It included a comprehensive description of the research design and an explanation of the methods used for data collection and analysis.

**Chapter IV**

In the fourth chapter, the main findings of the research were discussed, and their implications were explained.

**Chapter V**

The final chapter of this thesis presented the conclusions drawn from the study, acknowledged any encountered limitations, and provided suggestions for future research.

By organizing the research paper in this way, a logical and coherent flow of information was ensured, allowing for a comprehensive and easily comprehensible examination of the subject matter.

## CHAPTER II
## LITERATURE REVIEW

This chapter provides a better understanding of the research topic and strengthen the theoretical basis. This chapter has also presented the research results in a systematic and structured after collecting and evaluating relevant sources.

A. **Theoretical Framework**

1. **User Perception**

   a. **The Nature of Perception**

   Perception is a natural process that occurs in the human brain. It is a procedure that deals with the entrance of signals or information through the five senses—sight, hearing, taste, smell, and touch (Slameto, 2003). Summarizing and interpreting information from a person allows one to respond to it either positively or negatively. This process is known as perception. Thus, perception is essentially the interaction of an individual's senses with their surroundings. A person processes information about an object after perceiving it in its surroundings to determine its meaning.

   In addition, perception is also described as the interpretation of an object, event or information that is grounded by the life experience of a person who performs that interpretation. The experiences will be interpreted by their brain to certain impressions which are maybe different from one to another. Thus, it can also be said that perception is the result of one's mind from a particular situation(Rakhmat, 2003). In a nutshell, perception is a way of interpreting information using humans" senses. When there is an object, people use their senses and brain to observe it, and then the information is interpreted as the meaning and cause people to respond to it in a good or bad way.

   Furthermore, perception can also be defined as the interpretation of a thing, an occasion, or information based on the

experiences of the individual making the interpretation. Their brain will interpret the encounters into certain impressions, which may vary from person to person. Accordingly, perception can also be defined as the outcome of the mind in a certain circumstance (Rakhmat, 2003). Perception can be defined as a method of information interpretation that makes use of human senses. People observe objects with the help of their senses and brains, and the knowledge they get is then interpreted to have a meaning that can either positively or negatively affect them.

**b.  Process of Perception**

Perception is a process that takes place within an individual and is not instantaneous. Perception process is comprised of multiple stages(Toha, 2003). When someone is exposed to stimuli from their environment, their perception process begins. It is then transmitted to the brain by means of sensory instruments. The interpretation of the stimulus depends on the motivation and personality of the individual. Following that, the information is interpreted by the person as a response to the stimulus.

In a similar vein, there is an argument claimed that the perception process is used in a few steps (Bimo Walgito, 2004). The object's stimulus boosts our body's sensory instruments. Both internal and external sources provide the stimulus. After that, the stimulus is sent to our brain's central nervous system. After the input is processed by the brain, the person is aware of the thing that their sense tools have detected. He also underlined that in order for someone to comprehend something, they must pay attention to what they are seeing. It occurs because a human can receive multiple stimuli from their environment, not all of which require an individual's response to be perceived. Consequently, the stimulus that each person experiences depends on them.

Based on the explanation above, perception can be understood as a multifaceted process that involves focusing on an item, gathering information through our senses, and interpreting that information to determine how it will affect our actions.

c. **Factors Affecting Perception**

There are some significant factors considered in the process of seeing objects or people. Strong stimulation is the first of three elements that affect perception(Bimo Walgito, 2004). Individual awareness is necessary for them to be able to perceive it directly. Perception may be influenced by a clear stimulus. Physiology and psychology make up the second. Physiology is the study of the sense instruments in our body; psychology is the study of experiences, motivation, and thought processes. Environment comes last. Perception is influenced by stimuli as well, particularly when the object is human. Different people in this situation come from different social backgrounds and have different perspectives.

Furthermore, selective attention is the first component that affects perceptions (Iska, 2006). People are constantly being stimulated by their environment, yet not every stimulus causes us to react. As a result, humans only concentrate on or pay attention to stimuli. The individual's ideals, needs, and prior experiences make up the next factor. Each person's history and ideals have an impact on how they perceive the world. The third is an attribute of the thing, like its size, proximity, mobility, sounds, etc. Large objects may seem more fascinating to observe than little ones. People's attention can be drawn to elements that affect perception, such as size, movement, intensity, familiarity, and repetition (Alex, 2003). Therefore, it may be inferred that both internal and external variables influence an individual's perfection.

## 2. Mobile Assisted Language Learning (MALL)

### a. Definition of Mobile Assisted Language Learning

The term "mobile learning" is still relatively new in the industry, and some experts characterize it as follows: MALL is defined as "use personal devices, portable ones enabling new ways of learning, emphasize that internet access sustainability or spontaneity and diverse uses (Kukulska-Hulme & Shield, 2007). MALL stands for learning language with cellular assistance, a branch of enhanced learning technology that can be used in face-to-face, remote, or online modes (Miangah & Nezarat, 2012a)

Furthermore, MALL gives a variety of learners the chance to learn in ways that have never been done before and that have developed outside of the conventional study room walls (Noyan et al., 2024). By having more access to human resources, linguistic model exercises, and other learning tools, mobile device learners can engage in meaningful learning. Practice language can be facilitated both inside and outside of the classroom with the help of cutting-edge smartphone applications that enable communicative activities and task authentic language, supported by chosen assessment systems.

Next, Chen defines MALL as "Formal and informal learning foreign languages with the aid of mobile devices" (Viberg & Grönlund, 2012). The use of technology mobile in language learning, especially in situations where the device is portability offer certain advantages. According to the justification provided, the study defines MALL as a model or a novel approach to teaching and learning English both inside and outside of the classroom that makes use of a mobile application to enable students to study a variety of English-language subjects at any time or place.

**b.  Advantages of MALL**

MALL places a strong emphasis on mobility, allowing learning to occur anytime and anywhere. As a learning platform, MALL has a number of prerequisites, including internet availability, ubiquity, and contextual nature (Cakmak, 2019). Education must invest heavily to integrate smartphones and the internet into teaching and learning activities (Johnson & Adams, 2011). The portability of smartphones over laptops and other devices is one of its advantages when it comes to assisting learning(Cakmak, 2019)

One of the primary advantages of MALL, is the potential to boost student productivity by making information and learning resources available whenever and wherever they are, enabling students to engage in learning activities without being constrained by time or geography (Sarrab et al., 2012). MALL offers five benefits, including the ability for users to access learning materials (such as games, quizzes, journals, and more) from anywhere; real-time learning is possible at any time; memory can organize and connect learning in place of books; learning is optimized for mobile devices; and learning combined with games will be enjoyable. MALL offers several advantages over other learning methods. These include the ability to be used anytime, anywhere, and with a greater number of learners (Miangah & Nezarat, 2012b).

**c.  Disadvantages of MALL**

There are some disadvantages of Mobile Assisted Language Learning (MALL):

1)  Cost

Students must have a device. This is the biggest drawback when students do not have adequate devices. Of course, students must buy the device. Technology is evolving quickly. Students need to update the gadget. Large file downloads are not only time-consuming but also expensive

because mobile phone operators charge monthly data fees in addition to the device.

2) Device Size

The device's size has drawbacks. They are even so little that they are readily misplaced or stolen because of their tiny size. Additionally, if users are not careful, excessively small screens can harm them after extended use. Furthermore, only a limited quantity of information can be shown on a very small screen.

3) Battery Life

The typical gadget's productivity lasts only two to four hours. When the pupils' battery runs out, they need to recharge. The use of mobile learning is terminated when the battery runs out.

4) Compatible between Platforms

Even while technology is always evolving, what we now have is still somewhat limited. Because the device holds large or multiple files, its storage is limited. Spending more money and having more storage space is required of students, which brings up the initial disadvantage of mobile learning—cost. Additionally, there are several platforms or operating systems, and the content varies. Therefore, it is not interchangeable if their students are Apple users and use iOS, or if they are Android users and can only use Android.

5) Usability

Some mobile gadgets have tiny buttons, which makes them challenging to use. Even for students, these can be challenging to utilize. Even though there are detachable keyboards on the market now, they are very expensive. This does not appear to be the case, though.

MALL won't totally replace traditional and e-learning. This is due to the constraints of mobile learning, particularly about learning resources and media (Miangah & Nezarat, 2012b). There are some limitations of Mobile Devices:

1. Processor Capabilities
2. Memory Capacity
3. Display Screen
4. Power Supply
5. Input/output Devices Limited
6. Users must have knowledge of technology.

## 3. Speaking Skill

### a. Understanding of Speaking

Language has put out several definitions regarding speaking. The term "speaking" comes from the word "speak." "Speak" in the Oxford Dictionary implies to be able to say things, converse, convey thoughts and sentiments, give a speech, etc. Speaking, like seeing and walking, is important to a person's daily activities and experiences. Furthermore, speaking is the most organic form of communication. People who cannot speak must live in near complete seclusion from all forms of society. Being able to speak is often equated with knowing a language, as speech is the most fundamental form of human communication. Many other structures, including the nose, pharynx, epiglottis, trachea, lungs, and more, are involved in speech. However, according to Ronald Carter and Sandra Cornbleet, speaking is more than just producing sounds. For example, like birds, and newborn babies they make sounds but do not speak.

According to linguistic theories, the word "speaking" has numerous distinct meanings. Speaking, in the opinion of Jo McDonough and Christopher Shaw, is not the spoken output of written language but rather involves students mastering a variety of

subskills that, when added together, support speaking ability (McDonough et al., 2013). Furthermore, the production of speech requires a variety of linguistic abilities; speaking cannot be generated without them. As a result, mastering speaking involves developing mental abilities due to the incorporation of certain input skills. Thus, such abilities are being delivered orally through the mouth. In addition, Oxford Advance Dictionary states that speaking is to make use of language in an ordinary, not singing, to state view, wishes etc. or an act of spokesman (Hornby & Cowie, 1977). Another expert says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Kayi, 2006).

According to the discussion above, speaking is the act of conveying thoughts, feelings, or opinions to other people using words or articulatory sounds in order to entertain, convince, and inform. This skill can be acquired using various teaching-learning approaches. Speaking is another crucial tool for communication. It is practically always in use. Humans have a natural drive to interpret their environment because we are social animals. In social interactions, we require the ability to communicate our ideas, beliefs, and feelings in order to gain acceptance. Speaking produces ideas and emotions in addition to sound through the speech organs.

**b. Basic Types of Speaking**

Brown proposes five basic speaking categories (Brown & Abeywickrama, 2004):

1) Imitative

The ability to simply repeat back (imitate) a word, phrase, or even a sentence is at one end of a continuum representing different speaking performance styles. Even though this oral production level is only phonetic, there are a

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variety of prosodic, lexical, and grammatical aspects of language that may be included in the performance criteria.

2) Intensive

In order to demonstrate competency in a specific range of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements—intonation, stress, and rhythm juncture—a second type of speaking is often used in assessment contexts. The speaker must be aware of semantic properties in order to respond, but interaction with an interlocutor or test administrator is, at most, minimal.

3) Responsive

Responsive includes engagement and test comprehension, but only to relatively brief exchanges, polite introductions, small talk, straightforward requests and remarks, and the like. To maintain authenticity, the stimulus is nearly always a spoken cue with maybe one or two more questions or prompts.

4) Interactive

The duration and intricacy of the interaction—which occasionally involves many exchanges and/or multiple participants—distinguishes interactive speaking from responsive speaking. There are two types of interaction: transactional language, which is used to convey precise information, and interpersonal exchange, which is used to uphold social relationships.

5) Extensive (monologue)

Speech, oral presentations, and narrative are examples of extensive oral output jobs where the listener's opportunity for spoken involvement is either eliminated or severely restricted (perhaps to nonverbal answers). For lengthy jobs, the language style is usually more formal and deliberate (preparation is

required), although we cannot completely rule out certain informal monologues, such as speech that is casually given.

**c. Criteria of Good Speaking Skill**

Speaking is more than just vocally expressing ideas. To have good speaking skills, students must, nevertheless, learn a few speaking facets. These elements are pronunciation, fluency, vocabulary, and accuracy, as suggested by Brown (Brown & Abeywickrama, 2004).

1) Pronunciation

The best dictionary for English language learners of all ages and skill levels that wants to learn more about the language is the Longman Dictionary, which has definitions, idioms, examples, and more. The manner a certain sound or sounds are produced is known as pronunciation. It addresses the way speakers can construct comprehensible language during speech. The speakers must be able to convey their message to the audience clearly for the communication to be successful. Teaching pronunciation in speech, including intonation, rhythm, and stress, is crucial.

2) Fluency

According to Harris and Hodges' definition of fluency, is the capacity to speak swiftly and naturally. This implies that a fluent speaker ought to have automatic and rapid speech.

3) Vocabulary

Based on Longman Dictionary, vocabulary is a collection of lexemes that includes common words, compound words, and idioms that are employed in speech. Speaking a foreign language requires that a speaker have a sufficient vocabulary and the ability to utilize it correctly to communicate fluently and effectively.

4) Accuracy

Based on Longman Dictionary, accuracy is known as the capacity to construct phrases or utterances with proper grammar. To talk clearly, the speakers must adhere to the grammar and structural norms of the language.

**d. Assessing Speaking**

Brown stated that assessment tasks for interactive speaking (interpersonal and transactional) are (Brown & Abeywickrama, 2004):

1) Interview

The first instance of an oral production assessment that springs to mind is an oral interview, in which a test taker and an administrator sit down for a direct, face-to-face discussion and work through a series of instructions and questions. The duration of an interview may range from five to forty-five minutes, contingent upon the objectives and circumstances.

2) Role play

One well-liked educational exercise in communicative language instruction classes is role playing. In some versions, role play gives pupils time to practice so they may prepare their lines. Role play provides test takers with opportunities to employ speech that may be challenging to elicit otherwise as an assessment tool.

3) Discussion and Conversation

Discussions and conversation between students are challenging to define and extremely harder to grade, much like formal evaluation tools. However, as unofficial methods of evaluating students, they convey a degree of genuineness and spontaneity that alternative methods might not.

4) Games

A range of games that require direct language production are included in the category of informal evaluation tools.

## 4. Fondi Application

### a. Fondi overview

The Fondi application is a relatively new application that provides a platform for learning English for people worldwide. This application was founded by Tatsuto Nohara, a young man from Japan born on July 7, 1996. According to information from the Fondi website, Tatsuto was raised in the city of Tsukuba, Japan. After completing his secondary education, he entered the University of Warwick Faculty of Management. In 2017, he took a leave of absence and started his career by establishing Fondi Co., Ltd.



*Figure 2.1 Fondi Lobby Display*

The application was released on the Google Play Store on October 6, 2019, but it only gained popularity among learners from Indonesia around the past year, 2021. Until now, the application has been downloaded by more than 500,000 people worldwide. The

application is intended to provide a platform for learning English, as indicated by its name in the Google Play Store, "Fondi: English Practice Online."

The application's description outlines several features that characterize the Fondi application (Ramli et al., 2024):

1) Don't worry about mistakes – it's part of the process

Fondi users can engage using avatars without showing their faces, a feature claimed to boost user confidence in conversation.
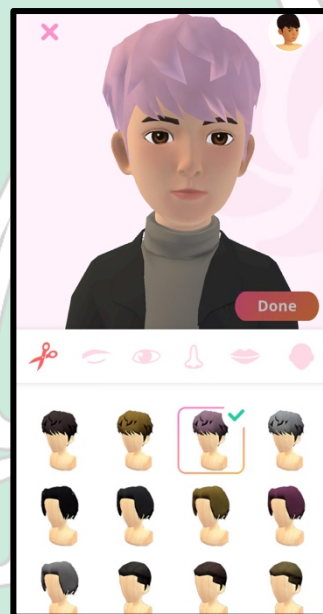


*Figure 2.2 Avatar costum*

2) Fondi is used by users from more than 100 countries worldwide.

Anyone using this application can find conversation partners from their own country or abroad.

3) Metaverse Feature

Metaverse is the collaboration, combination, or merging of the physical world with the digital world through various technologies and programs (Park & Kim, 2022). Fondi features a metaverse with human-like avatars that can move around a plaza to find conversation partners. The plaza is one

of the chat rooms in Fondi, providing an atmosphere similar to the real world.

4) AI Instructor Technology

Fondi offers users the opportunity for regular conversation with an AI instructor using the latest artificial intelligence technology. Even if you struggle with English or feel shy, you can freely speak to the AI instructor without worrying about mistakes. With the AI instructor, anyone can gain an essential aspect of English conversation using their own words.
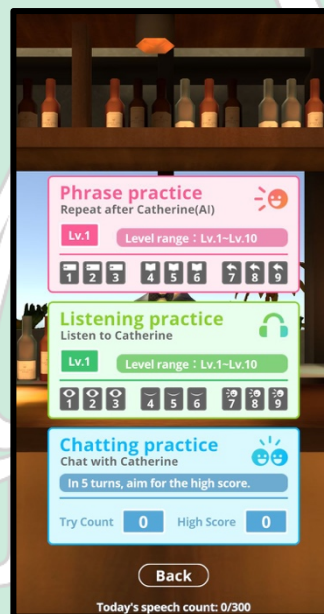


*Figure 2.3 Artifial Intellegence service*

In this feature, there some steps that users can access. For beginners, you can follow the phases offered by this feature gradually. Starting from repetition, listening to chatting.

b. **How to use Fondi**

Here's how to use Fondi for beginners:

1) Download the Fondi application on Google Playstore

2) After logging in, users will be asked to register an account first. Each registrant is asked to log in via their respective email account.

3) After registering, the user will be asked to set up an account profile, such as name, avatar and several other things.

4) Next, After setting up an account profile, new users will be prompted with the available tutorial mode.

5) Last, new users can choose to play directly in the plaza, park or want to talk with the Artificial Intelligence feature available to new users.

## B. Previous Studies

Based on the sources associated with this study, there have been several previous studies on the research topic. The following are the results of some of these studies:

A study by Arifiyana and Athiyah entitled "Analysis of Students' Perception Toward the Use of the Fondi Application to Learn Speaking English in Junior High School" stated that the Fondi application had positive perceptions from students in learning speaking, such as feeling happy, enthusiastic and increasingly eager to use Fondi in learning (Arifiyana, 2023). This research utilized a qualitative descriptive methodology. This research has similarities with the previous research in discussing perception. However, the discussion of perceptions in this research was not discussed specifically, only asked briefly and only focus on Junior High School level, while the current study accommodate university level of users. Therefore, what is different in this article is the more specific discussion regarding user perceptions using predefined variables. The research above also only examines the school environment, while the research that will be carried out has a higher scope, in university level. Furthermore, the previous study utilized a qualitative descriptive method, while this research used a mixed-method research approach.

Additionally, another research by Riska Amalia entitled "THE EFFECTIVENESS OF FONDI APPLICATION TO IMPROVE STUDENTS' SPEAKING SKILLS (An Experimental Research at Eleveth

Grade of MA Al-Islah Cikeusal) stated that the application was an effective application to improve student speaking skill (Riska Amalia, 2023). This study that utilized experimental method aimed to test how effective Fondi application in improving student's speaking ability in senior high school level. This previous relates to the current research to support the arguments and perceptions that will be generated. The difference is the aim of the previous study and current study to be carried out. The research above is experimental research that talking about effectiveness. Meanwhile, research that will be carried out aims to find out the university students perception of Fondi application through several indicators that have been prepared.

Furthermore, there was another research conducted by Yeni Erlita and Aryanti Anna Putri entitled "Teaching Technology in Learning Process of Speaking Ability by Using Fondi Application". This research utilized qualitative method and conducted at Imelda Middle School in Medan with 35 students participating. The result of study stated that the Fondi application was an application that was very helpful in learning English, especially in learning speaking. There are differences between the previous and current study. The previous study involved respondents only from high school level in a school, while this research focuses on the perception of university level. The previous study discussed the student perception of technology for learning speaking inside of the class, while this research focuses on the perceptions of users in university level. Additionally, the previous study employed qualitative methods, whereas this study utilized a mixed-method. The results of the previous research concluded that the Fondi application is quite an effective application because it is able to provide good communication opportunities and presents sophisticated and interesting technology in it (Erlita & Putri, 2024).

Lastly, The Fondi application is classified as Mobile Assisted Language Learning because its use requires a cell phone. Many studies have been conducted regarding MALL itself which talks about perception and effectiveness. One of them is a study entitled "A Systematic Literature

Review on the use of Mobile-assisted Language Learning (MALL) for Enhancing Speaking Skills Among ESL and EFL Learners", this literature review study contains a collection of research on MALL, but none has discussed it yet Fondi because Fondi is an English learning application that is still relatively new.

Based on the sources related to this research, it can be concluded that there have been several previous studies that have discussed about the use of Fondi application in supporting process of increasing speaking skill. These studies focused on various aspects of the use of Fondi as a tool of learning. Although there are similarities between these studies and the current research, there are also differences in terms of the subjects studied, research locations, and research methodologies used. Overall, previous studies provide valuable insights into the challenges and opportunities of using technology as tool of learning, and can provide input for the development of effective strategies to improve it is implementation. Meanwhile, this research has a broader scope, covering all Indonesian Fondi users in university level. Therefore, this research can provide a different and important contribution in understanding about the perception of university students to Fondi with several variables determined.

# CHAPTER III
# METHODOLOGY

This chapter explains the research methodology, which includes the research design, procedures for collecting data, techniques for analyzing data, and ethical considerations. Through this chapter, readers could gain an understanding of how the study was carried out.

## A. Design of the Research

This research was conducted using a mixed method, which is a combination of quantitative and qualitative methods. The mixed method used sequential explanatory design, which involves conducting quantitative research first, examining the results, and then building on these findings to further explain with qualitative research methods. A study from Creswell stated that mixed methods are used to gain a better understanding of the phenomenon being studied, resulting in a more complete and accurate picture(Creswell & Creswell, 2017). In addition, a study from Tashakkori & Teddlie stated that mixed methods have the ability to overcome the weaknesses of each method, resulting in more accurate and valid data (Tashakkori & Teddlie, 2010). To gain a better understanding of the phenomenon being studied, a mixed method with a sequential explanatory design was used for this study.

In the research process, collecting quantitative and qualitative data are two important stages. In the first stage of data collection, a questionnaire was used to collect quantitative data. After the quantitative data has been analyzed, the next stage is to describe and explain the qualitative data. In the second stage, interviews were used to obtain qualitative data. Quantitative data is important because it can provide a broader picture and statistics, while qualitative data can provide more in-depth and detailed information about a phenomenon. According to Cohen, quantitative and qualitative data collection can work together in the research process (Cohen et al., 2002).

Therefore, to obtain accurate and valid research results, both types of data should be collected and analyzed thoroughly.

In this research, a quantitative method with a survey approach was used to measure university students' perception of using Fondi application as tool of learning. The data collection instrument used was a questionnaire. In this case, the quantitative method was used to measure specific variables and test formulated hypotheses. However, it was realized that the quantitative method has limitations in explaining phenomena in-depth. Therefore, a qualitative method with a descriptive approach was used to gain a deeper understanding of indonesian users' perceptions in the university level. The data collection instrument used was interviews. In this case, the qualitative method was used to obtain rich and complex detail on university students' perceptions.

**B. Research Site and Participants**

This research was carried out in the Fondi application by researching its users. In accordance with the aim of this research, to determine the perceptions of Fondi users with several predetermined variables. Based on preliminary research conducted by observation and interview to five users, they said that, even though there are many applications available in this technological era, there was no appropriate application that provide a good English language environment, so they are not yet able to learn optimally. After the respondents knew and used Fondi, they feel this application was quite good because it provides a good English-speaking environment, supportive partners and gives them more confidence to speak English. The research was conducted from 15 January until June 28, 2024.

**C. Population and Sample**

1. Population

Population is a collection of all possible people, objects and other sizes that are the object of attention in a study (Renggo & Kom, 2022). The

population in this study are university students who are actively playing Fondi.

2. Sample

Sample is a selected element taken from a population or in other words, sample is a part of the population. Furthermore, the sampling technique used is a purposive sampling technique where the sample is determined based on predetermined criteria (Sarah, 2022). The samples were taken according to suitability to the determined criteria, which in this study were five Indonesian university students who at least play Fondi a year that willing to fill out questionnaires and interviews and respond quickly to chat.

D. **Data Collection Technique**

In order to get the research data, this study utilized questionnaires and interviews as instruments. These instruments were chosen to provide detailed information about the research problem and achieve the research objectives. Data collection aimed to uncover facts about the variables (Ardiyani & Utaminingsih, 2015). Regarding the mixed method in this study, questionnaires and interviews were very useful in obtaining deeper information about users' perceptions of Fondi application as a tool of learning speaking. This study focused on short-term goals that needed to be tested in the real world, and highlighted the importance of data collection. The following paragraph describes how each technique was carried out and who was involved in the process.

1. **Questionnaire**

The first technique employed was the questionnaire, which aimed to assess the perception of Fondi users regarding their perception in the process of learning speaking by using Fondi. The study utilized a closed-ended Likert scale, consisting of five options, to structure the items. As described by Borg & Gall, the Likert scale enables respondents to evaluate their level of agreement with a statement, ranging from highly agreed, agree, uncertain, disagree, to highly

disagreed (Borg & Gall, 1984). Moreover, a study from Hertanto suggested that a five-point Likert scale accommodates uncertain or uncertain responses (Hertanto, 2017). To ensure clarity and avoid misunderstandings, the questionnaires were developed and modified in Indonesian.

The questionnaires were created using the Google Forms platform and distributed. They were directly shared to all Indonesian Fondi users in the university level who had played Fondi as a tool of learning English, especially speaking. Additionally, survey links were distributed through chatting box in game and social media such as, Whatsapp and Instagram. A total of 34 respondents participated and provided answers. The data collected from the questionnaires were then analyzed using Microsoft Excel. The results obtained from the respondents' answers served as the basis for developing interview questions.

**Table 3.1 The Framework of Questinnaires**

| Items | Indicator Questions | No. Items |
|-------|---------------------|-----------|
| 1. | User skill development | 1,4,7 |
| 2. | User Affection | 2,3,6 |
| 3. | Accessibility for users | 10 |
| 4. | Fondi Features | 5,8,9 |

In summary, this study utilized questionnaires and interview as tools for data collection. The questionnaires were distributed to Indonesian university students who use fondi through the application itself and social media such as Whatsapp and Instagram. This way of study aimed to measure user perceptions on the university students of Fondi application as tool of learning speaking in Indonesia. The questionnaires were initially created in the Indonesian language to

ensure clarity. Data collected from the questionnaires was analyzed using Microsoft Excel and the insights obtained were used to formulate interview questions. The questionnaire contained ten closed-ended questions adapted to the main attributes of Fondi application.

2.  **Interview**

In this study, semi-structured interviews were conducted with participants who had completed the questionnaires. These interviews aimed to gain a deeper understanding of Fondi user perception on Fondi itself as tool of learning speaking in Indonesia. The purpose of these interviews was to validate and enhance the quantitative data collected from the questionnaires. Semi-structured interviews, as explained by Patton (2015), stated that interviews designed in a semi-structured manner "allowed the researcher to delve deeper into predetermined topics while still providing space for respondents to share their own perspectives and experiences." By combining closed-ended questions with predetermined questions, semi- structured interviews provided flexibility and comprehensiveness in data collection.

A semi-structured interview was designed to provide a framework for conversation, with pre-determined questions guiding the discussion. However, the interviewer also had the freedom to ask additional questions or further investigate based on the participant's responses, allowing for deeper exploration of the subject. Semi-structured interviews allowed researcher to combine structured and open-ended questions, thus enabling them to obtain richer and more in-depth information from participants (Creswell & Poth, 2016). The interviews were conducted online through Whatsapp chat. This decision was based on the questionnaire results, qualification and the respondent' willingness to participate. The purpose of conducting direct interviews was to gather additional information and gain deeper

insights into how the perception of users in using Fondi as tool of learning speaking in Indonesia.

To facilitate effective communication and understanding between the researcher and users, the interviews were conducted in Indonesian. Conducting the interviews in Indonesian ensured that there were no language barriers that could affect the accuracy and clarity of the information collected. Moreover, to ensure accuracy and prevent the risk of forgetting or misinterpreting the interview results, an interview recorder was utilized. This tool enabled the transcription of the interview data, ensuring precise and detailed documentation of the Fondi users' responses. By transcribing the interview results, thorough analysis of the data and extraction of relevant information to support research findings could be done.

In summary, the offline interviews conducted in Indonesian aimed to gather in-depth information, capture the experiences of the users, and facilitate accurate transcription for further analysis and interpretation in this study. The semi-structured interviews allowed for flexible and comprehensive exploration of the participants' perceptions and experiences regarding the use of Fondi application as tool of learning speaking.

### E. Data Analysis

After the data was collected from the field according to the desired sample size, the next step in the research process was data analysis. Data analysis involved utilizing specific calculations and evaluations to extract important information from the collected data (Ibrahim, 2015). In other words, this involved examining collected data to gain insights and draw conclusions. To analyze the research data, a mixed method was used. This method involved qualitative data analysis to gain a better understanding of how university students perceived the use of Fondi itself as tool of learning speaking, and numerical data analysis to provide an overview of the patterns and characteristics of the data set. The focus was on creating visual

representations and statistical measures to provide a clear and concise picture of the data.

This mixed-methods research aimed to collect data and analyze it using appropriate statistical techniques and descriptive measures. The purpose of the study was to determine how university students who are Fondi users perceived the use of Fondi as their tool of learning in fostering their speaking skill. The study has already been conducted, and the results are in the past tense. The following steps outline the process of analyzing the data:

1.  **Questionnaire**

    In this study, a questionnaire was utilized to assess the perceptions of users regarding the use of Fondi application as tool of learning speaking. The questionnaire consisted of closed-ended questions that allowed the users of Fondi to respond using a 5-point Likert scale. The Likert scale utilized positive and negative response options, with corresponding numerical values assigned to each option. The response options and their numerical values were as follows: Strongly Agree (SA) = 5, Agree (A) = 4, Uncertain (U) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

    To analyze the data obtained from the questionnaire, quantitative analysis techniques were used. Descriptive statistics were used to examine and summarize the data, including calculating the frequency and percentage of each response option provided by the respondents. Microsoft Excel formula was used to analyze the data and determine the frequency and percentage of each response. By applying the formula in Excel, the number of responses falling into each category and the corresponding percentage of responses for each option can be calculated. This analysis provides insights into the distribution of perceptions among the Fondi users.

    Furthermore, in this study, an assessment scale was utilized to evaluate the level of approval or validation based on the frequency and

percentage that were calculated. The specific method employed in using this assessment scale adhered to the guidelines compiled by Gonia (2009). By employing these quantitative analysis techniques, the objective of this study was to systematically analyze and interpret the responses from the questionnaires to obtain a comprehensive understanding of the perception of university students regarding the the use of Fondi as their tool of learning in fostering their speaking skill. Additionally, she explained that the validation rate using this assessment scale could be calculated using the following formula:

$$P = \left(\frac{F}{n \times t}\right) \times 100$$

In the formula, P referred to the percentage of validation, f represented the frequency of supporting or agreeing responses, n represented the total number of respondents, and t represented the number of options in the assessment scale. By using this formula, the percentage of validation of respondent responses can be calculated. This calculation provided more accurate and comprehensive information about Fondi user perception of the use of Fondi as their tool of learning in fostering their speaking skill.

2. **Interview**

Interviews were conducted with some Fondi users from Indonesia in the university level to gather additional insights into their perceptions of Fondi application as their tool of improving speaking skill. The data collected from these interviews was then analyzed thematically using qualitative analysis techniques. Qualitative analysis is a research approach used to understand the meaning contained in qualitative data, such as text, images or sounds (Miles et al., 2014). Qualitative analysis techniques include a systematic process of identifying patterns, themes, and meaning from the data collected. Some common techniques in qualitative analysis include coding, categorization, searching for patterns or themes, and interpretation. The primary goal of qualitative analysis is to develop

an in-depth understanding of the phenomenon under study, often with a focus on the context, processes, and perspectives provided by participants.

In conclusion, this research employed a mixed-methods approach to collect and analyze information from Indonesian Fondi users regarding Fondi application. The quantitative method was used to provide an overview of the patterns and characteristics of the data, while the qualitative method was used to understand the perceptions of Indonesian university students regarding the use of Fondi application as media of learning speaking in Infonesia. The quantitative data was analyzed using descriptive analysis to determine the frequency and percentage of each respondent's response. The qualitative method was thematically analyzed using qualitative analysis techniques. The aim of this research was to gain a better understanding of how Indonesian university students who play Fondi perceive the the use of Fondi as media of learning speaking. Data collection instruments such as questionnaires and interviews were used in this study. Additionally, the findings of this research were compared with the findings of other studies that have been conducted and will complete the literatures have not been done.

# CHAPTER IV
# FINDINGS AND DISCUSSION

Chapter IV of this study focused on presenting the findings and discussing the analysis of data collected through questionnaires that were given to users from Indonesia who played Fondi application. The main goal of this chapter was to provide a clear explanation of how to analyze the data in relation to the main research question: "What are the university students' perception of Fondi application in Indonesia?"

In this research, a quantitative method was used to analyze data collected from a questionnaire that was distributed to Fondi users from Indonesia through the Google Forms platform. The questionnaire used in this study consisted of ten closed-ended questions that focused on the opinions of university students from Indonesia regarding the Fondi application as their tool of learning speaking. The questionnaire was tailored to the characteristics of Fondi application itself. A total of 34 users completed and returned the questionnaire. To analyze the collected data, a Likert scale was used, and scores were given as follows: Strongly Agree (SA) = 5, Agree (A) = 4, Uncertain (U) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

This study utilized mixed methods, combining qualitative and quantitative methods to gain a deeper understanding of users' perceptions of Fondi application itself. The research used interviews as a qualitative method in addition to the questionnaire. Five respondents who had completed the questionnaire were selected to with the requirements in the university level be interviewed, taking into consideration their willingness to participate in the interview. During the interviews, codes were assigned to the respondents to protect their privacy, using the following codes: I1, I2, I3, I4 and I5. The use of mixed methods is a common approach in research that can provide a more comprehensive understanding of the research topic.

## A. Skill Development of Users

The use of the Fondi application has been an interesting topic of discussion. In this discussion, there were three statements that became the focus: "Fondi application is effective for improving English speaking skill", "Fondi application gives me a good and supportive English environment" and "I feel my English skills have improved after using the Fondi application". Based on the following research, the majority of respondents responded positively to these statements. The Fondi application was considered effective for improving English speaking skill, provides positive environment, and make an improvement to its users.

Information above indicates that the Fondi application can help improve user's English speaking skill. Based on the 3 statements above, respondents responded positively, it is important to further explore the Fondi application and how it is used and be able to help in improving the user' ability of speaking English. A more detailed discussion will be discussed through analysis of questionnaires and interviews that have been carried out.

## 1. Improving Speaking Skill

Chart 4.1 displayed the user responses to Statement 1,. The responses were presented in the form of percentages.



Aplikasi Fondi efektif untuk meningkatkan kemampuan Speaking dalam Bahasa Inggris
34 responses

| | |
|---|---|
| Sangat Setuju | 14 (41.2%) |
| Setuju | 19 (55.9%) |
| Ragu-ragu | 1 (2.9%) |
| Tidak Setuju | 0 (0%) |
| Sangat Tidak Setuju | 0 (0%) |
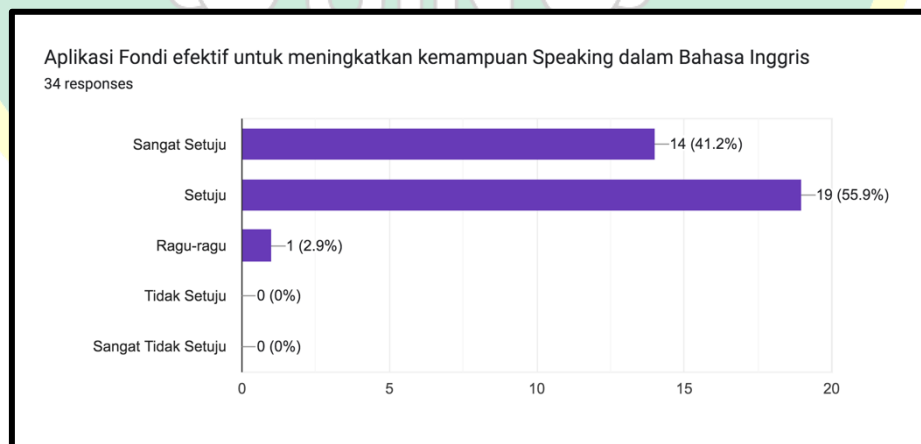
*Chart 4.1 Effective for Improving*

Chart 4.1 illustrates the survey results regarding the perspectives on the students skill development with the statement "Fondi application is effective for improving English speaking skill." Among the 34

participating users, 14 strongly agreed, 19 agreed, 1 remained uncertain, and 0 disagreed with this statement. None of the users expressed disagreement and strong disagreement. The average agreement percentage for this statement is approximately 88%.

From the conducted interviews, it was evident that the majority of users had positive perceptions of the Fondi application. Informants I1, I2 and I4, during their interviews, expressed that improving speaking skill through Fondi application was regarded as a favorable approach. They emphasized that this application provided a good space for users to practice speaking in English. Additionally, they highlighted that the offered application provided chances for students to explore their speaking process.

**Excerpt of Interview**

1 : *"In my opinion, Fondi application is quite effective for improving speaking in English. Someone once told me that if you want to improve your speaking skills in English you have to practice and have the courage to use the language and on Fondi application, we can do that. On Fondi application, we can practice speaking with new language learners on an equal process, or we can even speak with users who are already proficient in English." (Participant 1, personal communication, June 28, 2024)*

5 : *"I think the Fondi application is quite effective for improving our speaking skills in English when we want to go online regularly and practice speaking in it." (Participant 2, personal communication, June 28, 2024)*

16 : *"I quite agree with this first statement. Because I can practice as much as I like, it is difficult for me to find this language environment around me." (Participant 3, personal communication, July 9, 2024)*

Based on these responses, it is crucial to understand that the Fondi application not only received a positive response but is also in line with current language learning needs in field. These responses also in line with the statement which states that practice is the best way to develop an individual's ability to learn a foreign language(Styfanyshyn & Kalymon, 2020). At the same time, Fondi application is a solution to

one of the problems faced by English language learners, namely the lack of a good English speaking environment in Indonesia. This is in line with a research which stated that one of the problems of learning English in Indonesia is the minimal opportunity to practice(Jon et al., 2021). Next, the Fondi application is present and provides a space for its users to be able to practice English anytime and anywhere.

Another factor that makes Fondi feel effective is because there is proper leveling in it, so everyone can adjust and find their own partner. This was stated by I3 in his interview.

**Excerpt of Interview**

19      *: "Apart from providing space to talk, the Fondi application is effective because it gives us the opportunity to talk according to our tastes. Some new users like me can easily find users whose English level is equivalent to mine. So, we can learn together and experience commensurate improvement. Moreover, almost all Fondi users are ESL, English as Second Language." (Participant 3, personal communication, June 28, 2024)*

Thus, it can be concluded that Fondi gives a good space for students or users and it will be very effective if the users are consistent in practicing speaking on Fondi.

**2. Providing Good Environment**

The percentage of user responses to Statement 2 which discussed about good and supportive environment was shown in Chart 4.2.
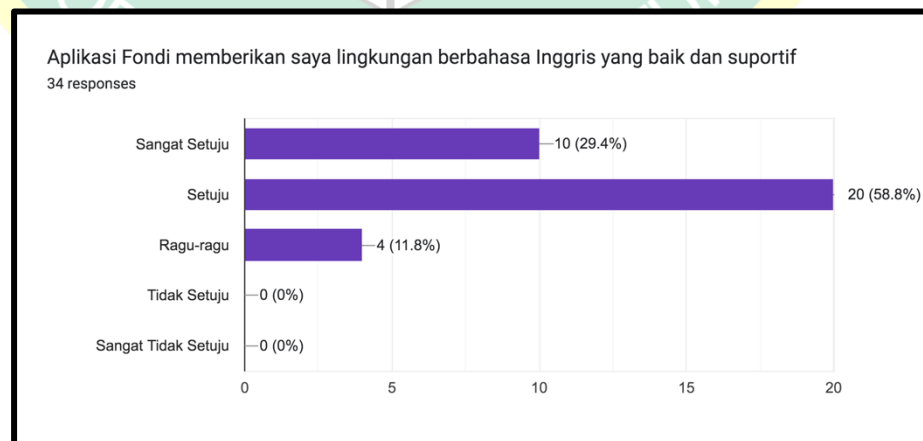


*Chart 4.2 Providing good English environment*

37

Statement 2: "Fondi application gives me a good and supportive English environment." This statement received significant support from the majority of users. Data analysis indicates that 10 users strongly agree, 20 agree, only 4 is uncertain, 0 disagrees, and 0 strongly disagrees. The average agreement percentage for this statement is approximately 84%. These findings suggest that most users support the idea that Fondi can help the someone who wants to learn speaking English because Fondi provides supportive English environment to its users.

Out of 34 participating teachers, 30 expressed their agreement with this statement, with only 4 holding differing views. These results emphasize the Fondi application is relevant with English learning process held, especially when focusing on speaking skill. I3 and I4 in the interviews, highlighted indicators from Fondi that can be measurement of good environment.

**Excerpt of Interview**

16     : *"That's right, since I found out about the Fondi application, I'm no longer confused about finding an English speaking partner. Fondi provides us with an English-speaking environment where we can familiarize ourselves with English. Everyone in it uses English in conversation."* (Paticipant 4, personal communication, July 9 2024)

19     : *"I feel very good and supportive, because all the people I met on the Fondi application all aim to learn English, so indirectly my environment always uses English. Then next, in the Fondi application, there are some users who like to form small communities, this is not much different from regular events in Fondi which gather many users, then discuss a specific and focused topic. This is certainly very positive for users, apart from being used to using English, every user who takes part in the event will gain knowledge according to the topic being discussed."* (Participant 3, personal communication, June 28, 2024)

Furthermore, I1, as one of the informants interviewed, also provided supporting arguments that there were other good indicators

which were also taken into consideration as to why he stated that Fondi provided a good English environment in terms of speaking partners. This was stated in an interview conducted with him.

**Excerpt of Interview**

1      *: "Indeed, the users are quite diverse, but most of the people I met on the Fondi application are quite supportive and kind. Moreover, some of the experts I met, they didn't feel smarter than people who were relatively new, in fact they were willing to share their knowledge with us." (Participant 1, personal communication, June 28, 2024)*

The results above show that Fondi can provide a good English speaking environment measured from 2 core aspects. The first is an environment that encourages the use of English, the second is speaking partners who are mostly supportive. This is good news for foreign language learners, especially in Indonesia, because they can make Fondi a good reference environment for learning English, especially speaking. Of course, this could be a solution to one of the problems of learning English in Indonesia, namely the lack of an English-speaking environment (Nety & Nurhaeni, 2020).

With the presence of Fondi, at least students in Indonesia will be able to get used to it and find suitable and supportive study partners. This will certainly help increase the rate of mastery of English in Indonesia. At least fondi can be a conducive English learning media option. As stated in a study, the learning environment is a supporting and important factor in the success of learning, especially in the context of learning a second language or even learning a foreign language(Dörnyei, 2014). Therefore, it is important to us to make a conducive learning environment to reach the best result of learning.

3. **Making an Improvement**

The presentation of teacher responses to Statement 3, which discussed the users improvement after using Fondi application, was in the form of percentages in Chart 4.3.
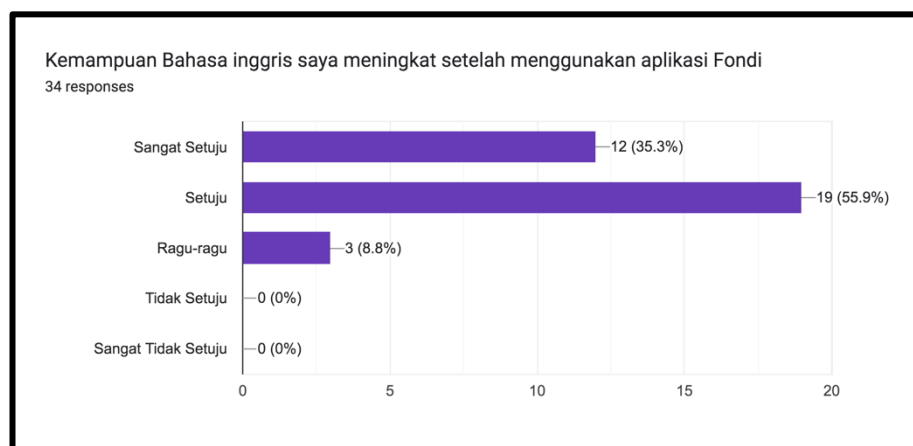
Statement 3 "My English skills have improved after using the Fondi application". Supported by a majority of users, with 12 strongly agreeing, 19 agreeing, 3 uncertain, 0 disagreeing, and none of them strongly disagreeing, this statement received an average agreement percentage of approximately 85%. These findings indicate widespread users support that using Fondi makes an improvement in their speaking skill. Out of 34 teachers surveyed, 31 endorsed this statement, there is a positive progress to users after using Fondi as their tool of learning speaking.

These results were further reinforced by interviews with selected users (I1 and I3), highlighting the tangible progress of using Fondi application. They both told about their experiences at the beginning of using Fondi, they felt afraid to speak and found it difficult to put together words in English. Then after a while, they start to move and feel significant improvement. The details of their explanation will be explained in excerpts from interviews that have been conducted.

**Excerpt of Interview**

1    : *"I feel like I have improved a lot, as I said at the beginning of using English I felt very anxious and afraid to speak, but after learning to use Fondi for a while, I became accustomed to interacting using English." (Participant 1, June 28, 2024)*

19      : *"Honestly, yes, because I've been playing Fondi for about a year. From the beginning I couldn't put together words like now, wasn't confident and was afraid to speak, today I feel progress in myself. This is of course because we get used to talking little by little with other partners." (Participant 3, June 28, 2024)*

The results of this study show that the Fondi app significantly improves users' English language skills. The majority of respondents (84%) felt that their English proficiency increased after using this app. This finding aligns with other research indicating that language learning apps can effectively expand vocabulary and enhance speaking abilities through interactive and repetitive exercises(Abuhassna et al., 2020).

Furthermore, a supportive virtual learning environment that fosters collaboration and interaction among users, as seen in the Fondi application, is crucial in the language learning process. Previous research highlights that collaboration among students on online platforms can enhance satisfaction and academic performance (Abuhassna et al., 2020). The community formed within the Fondi application, where users help each other and interact in English, reinforces the idea that social interaction in a virtual environment can accelerate language learning.

Compared to traditional learning methods, language learning apps offer greater flexibility and accessibility. Research suggests that online learning platforms can provide an experience almost equivalent to face-to-face classes, especially for autonomous learners. In this context, apps like Fondi enable users to learn anytime and anywhere, a significant advantage over traditional classroom settings (Abuhassna et al., 2020). Testimonials from users interviewed in this study provide strong qualitative evidence of the Fondi app's effectiveness. Their experiences of initially being afraid to speak but later making significant progress emphasize the importance of a supportive environment and continuous use of the target language (J. C. Wang et al., 2023).

Overall, supported by recent literature, it can be concluded that the Fondi application effectively enhances users' English language skills through an interactive approach, a supportive learning environment, and the flexibility offered by online learning platforms. These findings support the use of technology in language education as an effective tool for improving language proficiency.

## B. Users Affection

In this discussion, there will be 3 points will be discussed.

### 1. Not worrying the Grammar

The first discussion regarding the fourth statement. The percentage of user responses to Statement 1 regarding users confindence to speak without worrying about grammar was shon in chart 4.4



Saya percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar

34 responses

| | |
|---|---|
| Sangat Setuju | 13 (38.2%) |
| Setuju | 18 (52.9%) |
| Ragu-ragu | 1 (2.9%) |
| Tidak Setuju | 2 (5.9%) |
| Sangat Tidak Setuju | 0 (0%) |
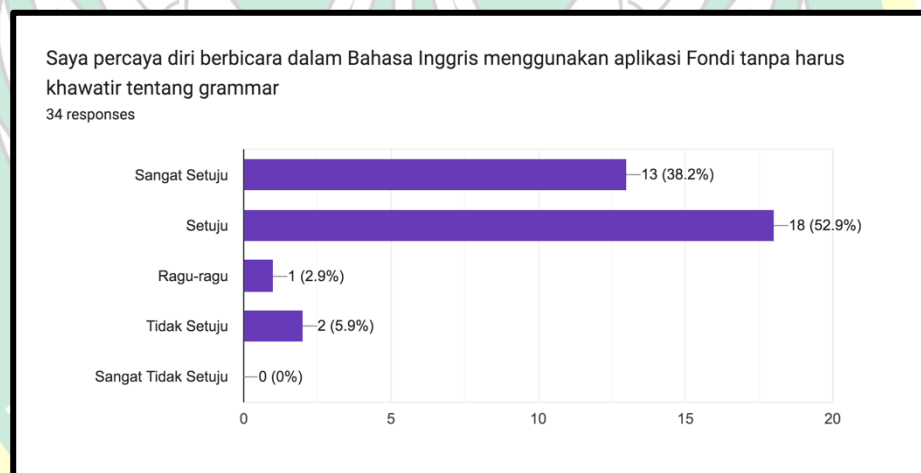
*Chart 4.4 Confidence to speak without worrying grammar*

In this study, statement 4: "I am confident speaking English using the Fondi application without having to worry about grammar." The survey results from 34 users indicate that the majority of them support this statement, with 13 strongly agreeing, 18 agreeing, 1 remaining uncertain, 2 disagreeing, and none strongly disagreeing. The majority of respondents are affirming that they feel confident enough to speak without worrying about Grammar on Fondi. The average agreement percentage for this statement is approximately 85%.

The questionnaire analysis suggests that users generally hold positive views regarding the space to talk provided by Fondi without worrying about Grammar. Among the 34 participating users, approximately 31 felt that they feel confident enough to talk without worrying grammar, while only 3 expressed a different view. This indicates that users are able to talk in Fondi with confident and flow without worrying about grammatical rules. In other words, Fondi gives a good English environment to users to do practices.

To validate these findings, the interviews conducted with the selected informants shed further light on the user confidence to talk. Informant I2, during the interview, emphasized her journey when she started to play Fondi that shows her progress. She had a transformation from her confidence in speaking English. Recognition and interview quotes in this session will be presented in the narrative below.

**Excerpt of Interview**

5 : *"At the beginning, when I didn't know the Fondi application, I was afraid to speak because I felt my English was bad. Likewise, when I first joined the Fondi application, I didn't dare to start interacting and talking with other people there because I was afraid of making mistakes in speaking. But as time went by, I started to have the courage to speak out and it turned out that everything I was afraid of before was not true. It turns out that my speaking colleagues at Fondi never judged me when I made grammar mistakes, instead they guided and informed me carefully." (Participant 2, personal communication, June 28, 2024)*

At the same time, I1, in his interview, stated a statement that was in line with what I2 had said. The following is the statement made by I1.

1 : *"At first I was also afraid to speak, especially because I still felt my English was bad. But as time went by, it turned out that no one judged my grammar too much. Even if there is, they will provide input in a good manner." (Participant 1, personal communication, June 28, 2024)*

From the results of interviews, it has been found that Fondi was able to give supportive environment to users. This is confirmed by I1's statement which states that they could talk without any judge from the other users. Even if someone gives advice, based on I1's response, the advice will be given well and politely. A supportive learning environment can encourage a person's productivity in learning, especially in encouraging confidence in English. This is in line with research which states that a good and supportive learning environment can reduce anxiety levels and increase students' self-confidence in the learning process (Dörnyei, 2014).

The Fondi application can be a solution to the problem of self-confidence in speaking English. One of study from Nety stated that one of the factors that hinders learning English, especially in speaking, is the fear of making mistakes when speaking (Nety & Nurhaeni, 2020). With the data above, it can be concluded that the use of the Fondi application is able to increase individual confidence in speaking English. Alternatives to self-confidence problems are indeed a consideration in choosing learning methods and strategies. Hanton, in his study revealed that self-confidence affects a person's performance, low self-confidence will lead to poor performance(Hanton et al., 2004). Thus, it can be concluded that Fondi gives a good environment that can boost user's confidence to talk without worrying about grammar.

2. **Not showing the face**

Next discussion will be about the fifth statement. This statement is also one of the superior features offered by the Fondi application to its users, namely that they don't need to be afraid to speak because they don't need to show their faces when playing Fondi. The percentage of user responses to Statement 5 was shown in Chart 4.5.
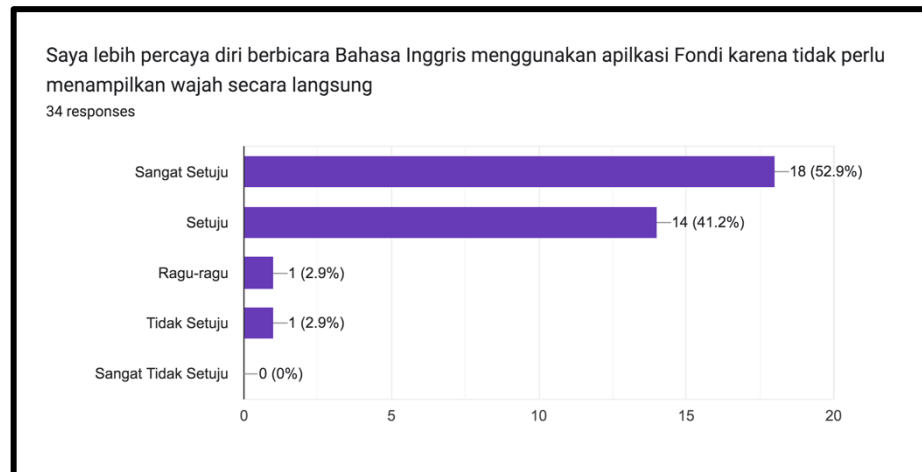
*Chart 4.5 Confident to speak without showing the face*

This statement garnered widespread support from teachers, with 18 strongly agreeing, 14 agreeing, 1 uncertain, 1 disagreeing, and 0 strongly disagreeing. findings clearly indicate that the majority of users agree that they feel more confident in talking because they do not need show their face direcly. Out of 34 teachers surveyed, 32 endorsed this statement, emphasizing do not showing face can boost user confidence. The average agreement percentage for this statement is approximately 89%.

The survey data indicates that a significant portion of users feel more confident speaking English using the Fondi application because it does not require them to show their faces directly. Specifically, out of 34 respondents, 18 strongly agreed and 14 agreed with this statement, while only 1 respondent remained uncertain, and 1 disagreed. This indicates that 94.1% of the participants endorsed the statement, demonstrating a strong consensus that the feature of not showing one's face enhances user confidence. This statement was also supported by insights shared by interview participants.

**Excerpt of Interview**

5          : *"Not showing my face directly certainly makes me more confident in speaking English because I feel more comfortable speaking without showing my face or personal identity." (Participant 2, personal communication, June 28, 2024)*

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*23       : "That's right. I feel the difference when I try to speak*
*English directly with other people and when I speak English*
*with Fondi. I am much more confident using Fondi,"*
*(Participant 5, personal communication, July 9, 2024)*

The survey data indicates that a significant portion of users feel more confident speaking English using the Fondi application because it does not require them to show their faces directly. Specifically, out of 34 respondents, 18 strongly agreed and 14 agreed with this statement, while only 1 respondent remained uncertain, and 1 disagreed. This indicates that 94.1% of the participants endorsed the statement, demonstrating a strong consensus that the feature of not showing one's face enhances user confidence.

These findings are consistent with previous research on online learning environments, which suggests that reducing visual presence can alleviate anxiety associated with speaking and contribute to a more supportive and inclusive learning atmosphere (Li et al., 2023). This is particularly relevant in the context of language learning, where anxiety about making mistakes in front of others can be a significant barrier (Greenhow et al., 2022). Additionally, the insights from the interviews support this quantitative data. One interviewee stated, "Not showing my face directly certainly makes me more confident in speaking English because I feel more comfortable speaking without showing my face or personal identity." This qualitative feedback underscores the importance of creating a safe and non-threatening environment for language practice, aligning with findings from recent studies on social classroom climate in online learning (Li et al., 2023).

Moreover, the ability to participate in discussions and practice speaking without the pressure of visual exposure can help users focus more on content and less on self-presentation, leading to improved language acquisition (Li et al., 2023) This feature of the Fondi application can be seen as a facilitator of increased engagement and participation, ultimately contributing to better learning outcomes. In

conclusion, the combination of quantitative and qualitative data from this study highlights the positive impact of not showing faces on user confidence in language learning. This feature of the Fondi application addresses a key psychological barrier and supports a more effective and inclusive learning experience.

3. **Feeling Enthusiastic**

The next discussion is related to the sixth statement "I am enthusiastic about learning speaking using the Fondi application". The percentage of user responses to Statement 6 was shown in Chart 4.6.
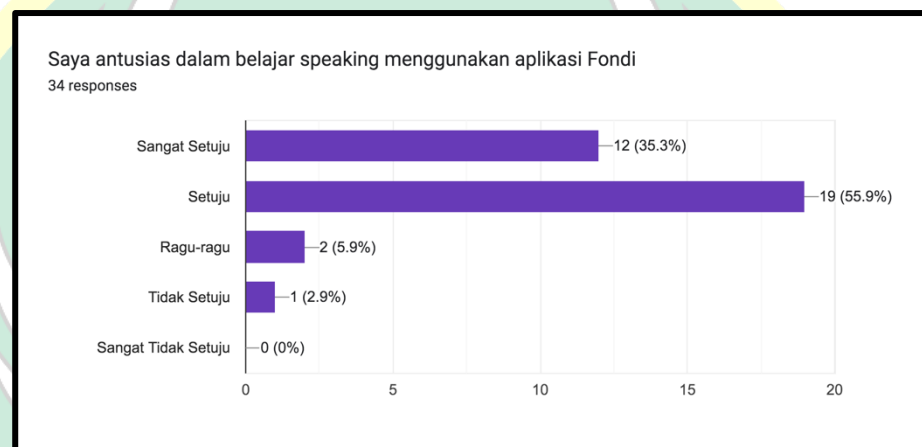


*Chart 46 feeling enthusiastic to learning speaking*

Statement 6, "I am enthusiastic about learning speaking using the Fondi application" is supported by survey results that indicate the majority of users endorse the their enthusiastic of learning speaking. In this survey, out of the 34 participating users, 31 expressed agreement or strong agreement with this statement. Specifically, 12 teachers strongly agreed, 19 teachers agreed, 2 teacher remained uncertain, 1 teacher disagreed, and there were no users who strongly disagreed. The average percentage of users responses reached approximately 85%. This indicates that most users view positively the Fondi application as media of learning speaking.

The positive view users of enthusiasm who have expressed that they feel enthusiastic to play Fondi because of its features. Other user also emphasize that they feel enthusiastic depending on the partners

found. The detail of this information will be shown in the transcript of interview from I1 and I5.

**Excerpt of Interview**

1      : *"I feel quite enthusiastic when using the fondi application. Especially when I find a suitable partner who I can discuss many things with."* *(Participant 1, personal communication, June 28, 2023)*

23     : *" Yes, especially if supported by a partner on the same frequency, will certainly make the learning process more comfortable and relaxed. (Participant 5, personal communication, June 28, 2023)*

This positive user enthusiasm is echoed in qualitative data from interviews (Excerpt from Interview Transcript: I1, I3), where users expressed enthusiasm particularly when paired with suitable discussion partners and highlighted Fondi's engaging features. Recent studies support these findings, suggesting that language learning applications facilitating social interaction, such as Fondi, can enhance user motivation and enthusiasm (Heil et al., 2016). Such applications, by offering engaging interfaces and opportunities for interactive learning partnerships, are noted to increase user participation and motivation.

From a psychological perspective, theories such as Self-Determination Theory that enthusiasm in learning contexts can be bolstered by environments that support competence, autonomy, and positive social relationships. Fondi, through its interactive learning experiences and user-friendly design, aligns with these principles, thereby fostering a conducive learning atmosphere (Deci & Ryan, 2012). In conclusion, the findings from both quantitative survey data and qualitative interviews, supported by contemporary literature, affirm that user enthusiasm towards Fondi as a speaking learning medium is grounded in current educational and technological trends. These insights highlight Fondi's effectiveness in not only facilitating language learning but also in cultivating user motivation and engagement.

## C. Accessibility for users

In this session, there will only be one point to be discussed.

### 1. Offering easy access

The first discussion regarding the seventh statement. The percentage of user responses to Statement 7 regarding the accessibility of Fondi application was shown in Chart 4.7.
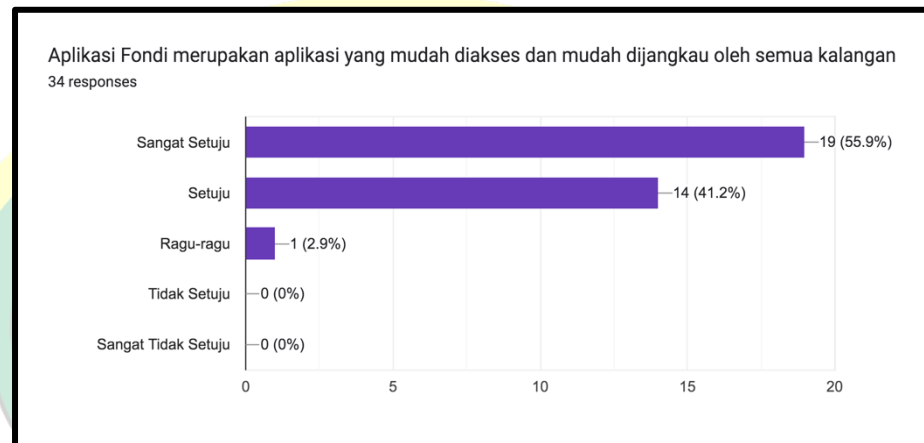


*Chart 4.7 Easy to access and reach*

Statement 7, "Fondi application is an application that is easy to access and easy for all groups to reach" addresses the accessibility and ease of use of the Fondi application. The majority of users, as shown in the survey results, find Fondi easy to access and use. Specifically, 19 users strongly agreed, 14 users agreed, 1 user remained uncertain, and none disagreed or strongly disagreed. This indicates that 33 out of 34 respondents believe the application is accessible and user-friendly. The average agreement percentage for this statement is approximately 91%. This is also supported by I1's answer in his interview.

**Excerpt of Interview**

1      : *"I really agree with this statement. The Fondi application is an application that is easy to reach and owned by all groups because you only need to have a cellphone and internet data. I even met a 12 year old child in it, when I asked him if he wanted to learn English." (Participant 1, personal communication, June 28, 2023)*

The high accessibility of Fondi can be attributed to several factors. Firstly, the design of the user interface is critical. Research shows that well-designed digital interfaces significantly enhance user engagement and learning outcomes (Fu, 2013) Moreover, the proliferation of mobile technology has greatly contributed to the accessibility of educational applications like Fondi. Mobile devices are widely available and often more affordable than traditional computers, providing flexible and convenient access to learning materials. This flexibility is particularly beneficial for users in remote or underserved areas, enabling them to access educational resources without the constraints of physical classrooms or desktop computers (Sung et al., 2016).

The ease of use of Fondi is further supported by its ability to cater to a diverse user base, including individuals with varying levels of technological proficiency. This inclusivity ensures that all users, regardless of their background, can benefit from the application's features. Studies have emphasized the importance of designing educational technologies that are inclusive and cater to a wide range of learners, thereby promoting equality and social integration(Balanskat et al., 2006). Additionally, the Fondi application integrates user feedback mechanisms, allowing for continuous improvement and adaptation to user needs. By incorporating user suggestions and addressing usability issues promptly, Fondi ensures that the application remains user-friendly and meets the evolving needs of its user base (Higgins et al., 2012)

To enrich the discussion session, I3 said there were a few challenges in using the Fondi application in his interview.

**Excerpt of Interview**

19 : *"I quite agree with this statement that every group and age can access the fondi application for learning. However, there is one thing that I feel is a problem, namely the size of the Fondi application which is getting bigger after several updates. This is certainly a problem for users whose devices*

*are not very good." (Participant 3, personal communication, June 28, 2024)*

However, overall, the findings of this study, supported by recent literature, underscore the significance of accessibility and ease of use in educational applications. Fondi's success in these areas highlights its potential to effectively support English language learning for a diverse range of users.

### D. Fondi Features

In this discussion, there will be 3 points will be discussed. The first is related to access to meet users from other countries. Second, about the appearance of the metaverse and finally about the artificial intelligence features.

#### 1. Meeting foreign users

The first discussion regarding the eighth statement. The percentage of user responses to Statement 8 regarding user access to meet other users from all over the world was shown in Chart 4.8.



**Saya menikmati penggunaan Fondi karena bisa bertemu teman dari berbagai penjuru dunia**
34 responses

| | |
|---|---|
| Sangat Setuju | 16 (47.1%) |
| Setuju | 14 (41.2%) |
| Ragu-ragu | 2 (5.9%) |
| Tidak Setuju | 2 (5.9%) |
| Sangat Tidak Setuju | 0 (0%) |
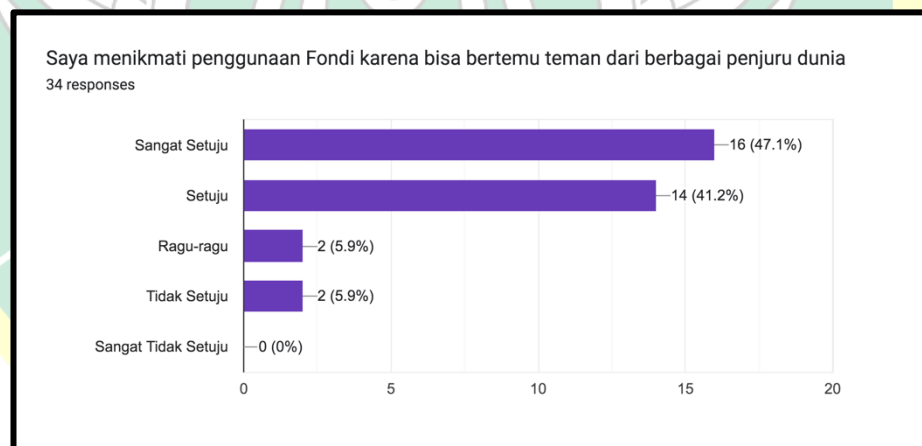
*Chart 4.8 Meeting foreign user around the world*

This statement garnered widespread support from users, with 16 strongly agreeing, 14 agreeing, 2 uncertain, 2 disagreeing, and 0 strongly disagreeing. The average agreement percentage for this statement is approximately 86%. This suggests that the majority of users appreciate the opportunity to connect with international peers through the application. This sentiment was echoed in interview

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responses, where participants expressed their enjoyment and the benefits of interacting with users from different regions and countries.

**Excerpt of Interview**

1      : *"Strongly agree. I really enjoy it when I can access friends from outside my area and even abroad. This can open my horizons to understand information from other regions, even abroad." (Participant 1, personal communication, June 28, 2024)*

19      : *"I am happy to be able to access many friends from all over the world on the Fondi application. Apart from adding friends, I can also improve my skills by having a variety of English speaking partners, not only from Indonesia." (Participant 3, personal communication, June 28, 2024)*

The ability to interact with foreign users is a significant advantage of digital language learning platforms. Such interactions provide learners with exposure to diverse accents, cultural nuances, and real-world language use, which are critical for developing comprehensive language skills. According to the findings of Chen, engaging with native speakers and international users can enhance learners' linguistic competence and cultural awareness, offering a more immersive and authentic learning experience(Chen et al., 2020).



*Figure 4.1 Talking with foreign user*

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Furthermore, the social aspect of language learning is well-supported in educational research. Social interaction and communication are fundamental components of language acquisition. Vygotsky's sociocultural theory emphasizes the importance of social interaction in cognitive development, suggesting that learning occurs through collaborative dialogue and social engagement (Vygotsky & Cole, 1978). The opportunity to interact with foreign users on Fondi aligns with this theory, providing users with valuable social contexts for practicing and improving their English skills.

The ability to form connections with people from different parts of the world also broadens users' horizons and fosters a global perspective. This aligns with the goals of intercultural education, which aims to promote understanding and appreciation of cultural diversity. As highlighted by a study, intercultural communication competence is an essential skill in today's globalized world (Byram, 2008). Platforms like Fondi can play a crucial role in developing this competence by facilitating intercultural exchanges.

Moreover, the integration of global interaction features in language learning applications can significantly increase user engagement and motivation. The opportunity to make international friends and practice English in a real-world context can make the learning process more enjoyable and meaningful. According to an expert, motivation is a key factor in language learning success (Dörnyei, 2001), and the social and interactive elements of platforms like Fondi can enhance learners' intrinsic motivation by making the experience more engaging and relevant to their lives.

2. **Enjoying Metaverse Display**

The next discussion is related to the ninth statement, "I am not easily bored easily using Fondi because the metaverse display in the application is interesting." The percentage of user responses to

Statement 9, which pertained to the metaverse display was visually displayed in Chart 4.9.
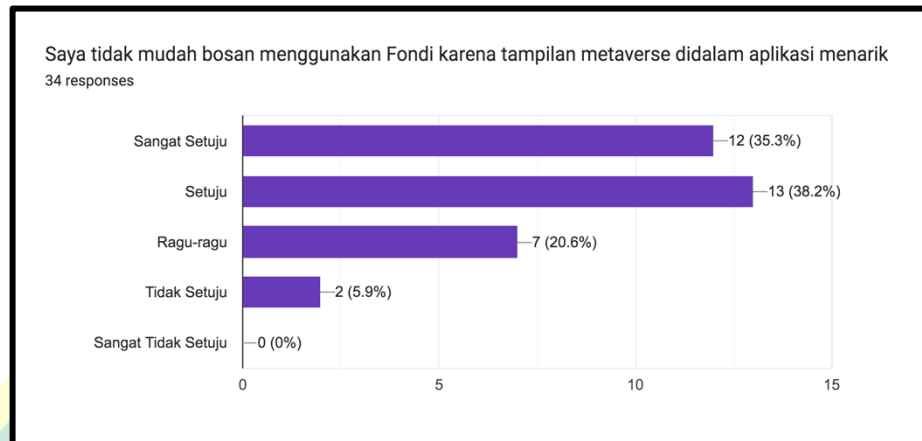


*Chart 4.9 I don't easily get bored because the metaverse display*

The statement 9 reflects users' perceptions of the visual and interactive elements of the application. As depicted in Chart 4.9, the majority of users support this statement, with 12 users strongly agreeing, 13 agreeing, 7 remaining uncertain, and only 2 disagreeing. This suggests that 25 out of 34 respondents appreciate the metaverse display in Fondi, finding it engaging and reducing the likelihood of boredom. The average agreement percentage for this statement is approximately 81%.

The explanations that support these results were shown by I2 and I3 in their interviews.

**Excerpt of Interview**

5 : *" Of course it's not boring when we see Fondi's metaverse display. The appearance shows an avatar like a human, we can walk around, the vibes are real." (Participant 2, personal communication, June 28, 2024)*

19 : *"I don't get bored easily because with the metaverse display, I see interesting and funny displays, moreover everything looks real. So when we talk it doesn't look monotonous." (Participant 3, personal communication, June 28, 2024)*

Metaverse environments provide immersive and interactive experiences that can make learning more enjoyable and effective.

According to research by Dede, immersive virtual environments can significantly increase student engagement and motivation by offering rich, interactive experiences that go beyond traditional educational methods (Dede, 2009). In the context of language learning, the use of avatars and virtual worlds can simulate real-life interactions and cultural exchanges, providing learners with a more authentic and dynamic environment to practice their language skills. A study found that virtual 24worlds can facilitate language acquisition by providing learners with opportunities to engage in meaningful communication and collaboration in a low-stress setting (F. Wang & Shao, 2012).



*Figure 4.2 Metaverse display*

As for this discussion, I5, as one of the participants interviewed, stated that he agreed, but according to him, the metaverse feature was not the main factor that prevented users from getting bored with the Fondi application.

23      *:"Metaverse could be said to be one of the reasons I don't get bored. However, the strongest reason I don't feel bored is because I have friends who are compatible with each other." (Participant 5, personal communication, June 28, 2024)*

I5 emphasized that the most important factor that keeps him from getting bored using the fondi application is the comfortable partner factor, the metaverse is not the core factor.

Furthermore, the visual appeal and novelty of metaverse displays can capture users' attention and sustain their interest over time. The ability to customize avatars and explore virtual environments can create a sense of ownership and personal connection to the learning experience. This aligns with the findings of study who noted that virtual worlds in language education can foster a sense of community and increase learners' willingness to participate and interact (Peterson, 2016). The positive feedback from interviewees underscores the impact of Fondi's metaverse display on user engagement. The realistic and humorous elements of the avatars and virtual environments were highlighted as factors that make the application enjoyable and prevent it from becoming monotonous. This experiential aspect of the metaverse aligns with the broader trends in educational technology, where the use of gamification and virtual reality is increasingly recognized for its potential to enhance learning experiences(Huang et al., 2013)

In summary, the metaverse display in Fondi appears to play a crucial role in maintaining user engagement and reducing boredom. By providing an interactive, visually appealing, and immersive environment, Fondi leverages the advantages of virtual worlds to enhance the language learning experience. This is supported by both user survey data and qualitative insights from interviews, indicating a strong user preference for the engaging and dynamic elements of the metaverse.

3. **Enjoying Artificial Intellegence feature**

The last discussion is about statement 10. The percentage of user responses to Statement 10 regarding Artificial Intellegence feature was shown in Chart 4.10.
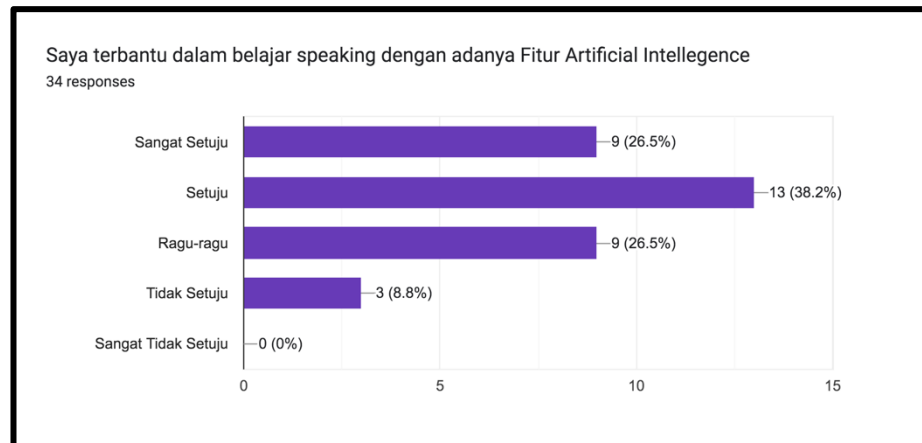
*Chart 4.10 helped by Artificial Intellegence feature*

The last discussion focuses on Statement 10, "I am helped in learning speaking with the Artificial Intelligence Feature." As depicted in Chart 4.10, the majority of users support this statement, with 9 users strongly agreeing, 13 agreeing, 9 remaining uncertain, 3 disagreeing, and 0 strongly disagreeing. This suggests that 22 out of 34 respondents feel that the artificial intelligence (AI) feature aids their learning process on the Fondi application. The average agreement percentage for this statement is approximately 76%. Meanwhile, I1 in his interview stated that the AI feature was quite helpful in learning English, especially for new users.

**Excerpt of Interview**

1      : *"The artificial intelligence feature is certainly very helpful, especially for new users who don't feel confident enough to talk directly to humans. This is also in line with what Fondi offers, that this feature is intended for new users who are still not confident in with other people directly." (Participant 1, personal communication, June 28, 2024)*

The AI feature in Fondi is specifically designed to assist new users who might struggle with direct interaction with other users. The positive feedback from users indicates that this feature significantly enhances their learning experience, especially in building their confidence to speak English. This is consistent with the findings from interviews with users. For instance, I1 stated, "The artificial intelligence feature is

certainly very helpful, especially for new users who don't feel confident enough to talk directly to humans. This is also in line with what Fondi offers, that this feature is intended for new users who are still not confident in interacting with other people directly."

Supporting these findings, recent studies have highlighted the potential of AI in language learning applications. AI-driven tools can provide personalized feedback, simulate real-life conversations, and offer adaptive learning experiences, which are crucial for effective language acquisition (Chen et al., 2021). Moreover, a research suggests that AI features in educational apps can reduce anxiety among learners by providing a non-judgmental platform for practice, thereby fostering a more conducive learning environment(Son et al., 2023).



*Figure 4.3 Atificial Intellegence feature*

In this case, I4 and I5 as participants interviewed in this research expressed their disagreement with statement number 10.

16 : *"No. I never used it because I thought it was a facility for beginners who were learning from scratch." (Participant 4, personal communication, July 9, 2024)*

23 : "*I disagree, because talking to AI will not drive significant improvements. AI is intended for newbies. For those of us who already have basic English, talking to AI feels very*

*monotonous and doesn't provide good and fast progress."*
*(Participant 5, personal communication, July 9, 2024)*

The interview responses above were divided into 2 parties, namely those who agreed and disagreed. I1 as the party who agrees is a female respondent, while I4 and I5 are male respondents. By looking at the pattern of answers, at the same time we can also see differences in perception between male and female respondents. This could be an interesting hypothesis that is related to psychological aspects between genders. Even though this statement has a smaller acceptance percentage than the others, the use of AI in Fondi certainly still has its own advantages, especially for beginner learners

Lastly, the use of AI in language learning apps like Fondi not only facilitates individual learning but also democratizes access to quality education, making it more accessible to diverse groups of learners. The interactive and responsive nature of AI can create an engaging and supportive learning atmosphere, crucial for language learners who might otherwise feel intimidated or overwhelmed (An et al., 2023). In summary, the integration of AI features in the Fondi application has been well-received by users, reflecting a broader trend in educational technology. By providing tailored support and reducing barriers to participation, AI can play a pivotal role in enhancing language learning experiences and outcomes.

# CHAPTER V
# CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions, limitations of the study, and suggestions that were determined based on the results that were as follows:

## A. Conclusion

The aim of the study was to explore the perspectives of Indonesian users in the university level on the use of Fondi application in fostering English Speaking skill. The research data was obtained through the completion of questionnaires by 34 users using the Google Forms platform. The data was then analyzed using the Likert scale, with each answer being assessed, and the results were processed using Microsoft Excel. Furthermore, the results of the questionnaire were used to formulate the questions for an interview that was conducted with five informants. The results of the study showed that the users had a positive perception of the use of Fondi application as tool of fostering English speaking skill, with the presentation of the questionnaire results reaching 85%. These questionnaires included 4 indicators, such as skill development of users, user affection, Accessibility for users and Fondi features.

Based on the findings and discussions presented in the study that the majority of university students from Indonesia had a positive perspective on the use of Fondi application to improve speaking skill. They believed that Fondi is an effective application for learning, able to improve the user's abilities when used regularly, able to increase the level of self-confidence, easy to access and has features that are quite complete and interesting to use. Furthermore, the Fondi application can be used as a learning media reference by foreign language learners, especially English. In the context of classroom learning, teachers can use the fondi application as a tool to encourage students' English language skills, especially when they want to improve their speaking skill.

## B. Limitation of Study

This study contains some limitations that need to be considered in interpreting the research findings. These limitations include the following:

1. The sample was limited Fondi users from Indonesia in the university level, so it could not be generalized to a larger population of Fondi users outside Indonesia;

2. This research was conducted in a short period of time, so the findings could only describe the current condition;

3. This research can provide an early contribution to understanding the Fondi user perception in the university level on the use of Fondi as media of learning speaking.

## C. Suggestions

For suggestion, it is recommended that this research should be followed up with effectiveness testing using an experimental model to measure how effective this application in improving learner's english ability accurately. Such testing would strengthen the findings presented in this article. Lastly, Future studies can use sample from a larger population so that they can be more representative.

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**APPENDIXES**

**LETTER OF APPROVAL**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI**
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

| | | |
|---|---|---|
| Nomor | : B.m.145/Un.19/D.FTIK/PP.05.3/01/2024 | 15 Januari 2024 |
| Lamp. | : - | |
| Hal | : **Permohonan Ijin Observasi Pendahuluan** | |

Kepada
Yth. Ketua Jurusan tadris
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama           : Musyafa Syamil Arroyan
2. NIM            : 2017404046
3. Semester       : 7 (Tujuh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2023/2024

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek            : Penelitian Pendahuluan Skripsi
2. Tempat / Lokasi  : Aplikasi Fondi
3. Tanggal Observasi : 16-01-2024 s.d 30-01-2024

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

*Appendix 2*

## INSTRUMENT VALIDATION SHEET

**LEMBAR VALIDASI INSTRUMEN**

Judul : "INDONESIAN LEARNER'S PERCEPTION OF USING FONDI APPLICATION IN FOSTERING THEIR ENGLISH SPEAKING SKILL"

Nama : Musyafa Syamil Arroyan

NIM : 201404046

Program Studi : Tadris Bahasa Inggris

Validator : Dr. Siti Sarah, M. Pd.

**A. Kerangka Angket**

Beri ceklis dalam kolom penilaian yang mewakili pilihan anda

| No. | Pertanyaan | Ya | Tidak | Komentar |
|---|---|---|---|---|
| 1. | Aplikasi Fondi ~~menurut saya~~ efektif untuk meningkatkan kemampuan Speaking dalam Bahasa Inggris | √ | | perbaiki senai saran |
| 2. | Saya merasa percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar | √ | | |
| 3. | Saya merasa lebih percaya diri berbicara Bahasa Inggris menggunakan apilkasi Fondi karena tidak perlu menampilkan wajah secara langsung | √ | | |
| 4. | Aplikasi Fondi memberikan saya lingkungan berbahasa Inggris yang baik dan suportif | √ | | |
| 5. | Saya menikmati penggunaan Fondi karena bisa bertemu teman dari berbagai penjuru dunia | √ | | |
| 6. | Saya merasa antusias dalam belajar speaking menggunakan aplikasi Fondi | √ | | |
| 7. | Saya merasa kemampuan Bahasa inggris saya meningkat setelah menggunakan aplikasi Fondi | √ | | |
| 8. | Saya merasa tidak mudah bosan menggunakan Fondi karena tampilan metaverse didalam aplikasi menarik | √ | | |
| 9. | Saya merasa terbantu dalam belajar speaking dengan adanya Fitur Artificial Intellegence | √ | | |
| 10. | ~~Menurut saya,~~ aplikasi Fondi merupakan aplikasi yang mudah diakses dan mudah dijangkau oleh semua kalangan | √ | | |

**B.** **Pedoman wawancara**

Beri ceklis dalam kolom penilaian yang mewakili pilihan anda

| No. | Pertanyaan | Ya | Tidak | Komentar |
|-----|------------|----|-------|----------|
| 1. | Apakah Aplikasi Fondi menurut anda efektif untuk meningkatkan speaking dalam bahasa Inggris? Mengapa? | ✓ | | |
| 2. | Apakah anda merasa percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar? | ✓ | | |
| 3. | Apakah anda merasa lebih percaya diri berbicara Bahasa Inggris menggunakan apilkasi Fondi karena tidak perlu menampilkan wajah secara langsung? | ✓ | | |
| 4. | Apakah aplikasi Fondi memberikan anda lingkungan berbahasa Inggris yang baik dan suportif? | ✓ | | |
| 5. | Apakah anda menikmati penggunaan aplikasi Fondi karena bisa bertemu teman dari berbagai penjuru dunia? | ✓ | | |
| 6. | Apakah anda merasa antusias dalam belajar speaking menggunakan aplikasi Fondi? Mengapa? | ✓ | | |
| 7. | Apakah anda merasa adanya peningkatan pada kemampuan Bahasa inggris anda setelah menggunakan aplikasi Fondi? | ✓ | | |
| 8. | Apakah anda merasa tidak mudah bosan menggunakan Fondi karena tampilan metaverse didalam aplikasi menarik? | ✓ | | |
| 9. | Apakah anda merasa terbantu dalam belajar speaking dengan adanya Fitur Artificial Intellegence didalam aplikasi Fondi? | ✓ | | |
| 10. | Menurut anda, apakah aplikasi Fondi merupakan aplikasi yang mudah diakses dan mudah dijangkau oleh semua kalangan? | ✓ | | |

Purwokerto,   Juni 2024
Validator

Dr. Siti Sarah, M. Pd.
NIP. 198205252020122001

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**LEMBAR VALIDASI INSTRUMEN**

Judul : "INDONESIAN LEARNER'S PERCEPTION OF USING FONDI APPLICATION IN FOSTERING THEIR ENGLISH SPEAKING SKILL"

Nama : Musyafa Syamil Arroyan

NIM : 201404046

Program Studi : Tadris Bahasa Inggris

Validator : Desi Wijayanti Ma'rufah, M. Pd.

A. **Kerangka Angket**

Beri ceklis dalam kolom penilaian yang mewakili pilihan anda

| No. | Pertanyaan | Ya | Tidak | Komentar |
|-----|------------|-----|-------|----------|
| 1. | Aplikasi Fondi menurut saya efektif untuk meningkatkan kemampuan Speaking dalam Bahasa Inggris | ✓ | | |
| 2. | Saya merasa percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar | ✓ | | |
| 3. | Saya merasa lebih percaya diri berbicara Bahasa Inggris menggunakan apilkasi Fondi karena tidak perlu menampilkan wajah secara langsung | ✓ | | |
| 4. | Aplikasi Fondi memberikan saya lingkungan berbahasa Inggris yang baik dan suportif | ✓ | | |
| 5. | Saya menikmati penggunaan Fondi karena bisa bertemu teman dari berbagai penjuru dunia | ✓ | | |
| 6. | Saya merasa antusias dalam belajar speaking menggunakan aplikasi Fondi | ✓ | | |
| 7. | Saya merasa kemampuan Bahasa inggris saya meningkat setelah menggunakan aplikasi Fondi | ✓ | | |
| 8. | Saya merasa tidak mudah bosan menggunakan Fondi karena tampilan metaverse didalam aplikasi menarik | ✓ | | |
| 9. | Saya merasa terbantu dalam belajar speaking dengan adanya Fitur Artificial Intellegence | ✓ | | |
| 10. | Menurut saya, aplikasi Fondi merupakan aplikasi yang mudah diakses dan mudah dijangkau oleh semua kalangan | ✓ | | |

**B.** Pedoman wawancara

Beri ceklis dalam kolom penilaian yang mewakili pilihan anda

| No. | Pertanyaan | Ya | Tidak | Komentar |
|---|---|---|---|---|
| 1. | Apakah Aplikasi Fondi menurut anda efektif untuk meningkatkan speaking dalam bahasa Inggris? Mengapa? | ✓ | | |
| 2. | Apakah anda merasa percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar? | ✓ | | |
| 3. | Apakah anda merasa lebih percaya diri berbicara Bahasa Inggris menggunakan apilkasi Fondi karena tidak perlu menampilkan wajah secara langsung? | ✓ | | |
| 4. | Apakah aplikasi Fondi memberikan anda lingkungan berbahasa Inggris yang baik dan suportif? | ✓ | | |
| 5. | Apakah anda menikmati penggunaan aplikasi Fondi karena bisa bertemu teman dari berbagai penjuru dunia? | ✓ | | |
| 6. | Apakah anda merasa antusias dalam belajar speaking menggunakan aplikasi Fondi? Mengapa? | ✓ | | |
| 7. | Apakah anda merasa adanya peningkatan pada kemampuan Bahasa inggris anda setelah menggunakan aplikasi Fondi? | ✓ | | |
| 8. | Apakah anda merasa tidak mudah bosan menggunakan Fondi karena tampilan metaverse didalam aplikasi menarik? | ✓ | | |
| 9. | Apakah anda merasa terbantu dalam belajar speaking dengan adanya Fitur Artificial Intellegence didalam aplikasi Fondi? | ✓ | | |
| 10. | Menurut anda, apakah aplikasi Fondi merupakan aplikasi yang mudah diakses dan mudah dijangkau oleh semua kalangan? | ✓ | | |

Purwokerto,   Juli 2024
Validator,

Desi Wijayanti Ma'rufah, M. Pd.
NIP. 199212152018012003

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# ANALYZED QUESTION RESULT

| Numb. | Name | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | R1 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 47 |
| 2 | R2 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 47 |
| 3 | R3 | 5 | 3 | 5 | 5 | 3 | 4 | 5 | 3 | 5 | 5 | 42 |
| 4 | R4 | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 41 |
| 5 | R5 | 4 | 4 | 5 | 4 | 4 | 3 | 3 | 3 | 5 | 5 | 39 |
| 6 | R6 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 48 |
| 7 | R7 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 49 |
| 8 | R8 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 49 |
| 9 | R9 | 4 | 4 | 4 | 4 | 2 | 3 | 4 | 3 | 2 | 4 | 34 |
| 10 | R10 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 3 | 5 | 46 |
| 11 | R11 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 5 | 42 |
| 12 | R12 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 46 |
| 13 | R13 | 4 | 4 | 4 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 42 |
| 14 | R14 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 46 |
| 15 | R15 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 2 | 3 | 5 | 36 |
| 16 | R16 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 2 | 5 | 43 |
| 17 | R17 | 4 | 4 | 4 | 4 | 2 | 2 | 5 | 2 | 2 | 5 | 34 |
| 18 | R18 | 3 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 42 |
| 19 | R19 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 43 |
| 20 | R20 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| 21 | R21 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 40 |
| 22 | R22 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 38 |
| 23 | R23 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 49 |
| 24 | R24 | 4 | 5 | 5 | 4 | 4 | 4 | 3 | 3 | 3 | 5 | 38 |
| 25 | R25 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 45 |
| 26 | R26 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 47 |
| 27 | R27 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 42 |
| 28 | R28 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 5 | 40 |
| 29 | R29 | 4 | 2 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 32 |
| 30 | R30 | 5 | 5 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 5 | 37 |
| 31 | R31 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 3 | 5 | 44 |
| 32 | R32 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 3 | 5 | 45 |
| 33 | R33 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 42 |
| 34 | R34 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 47 |
| | Total | 149 | 144 | 151 | 142 | 146 | 144 | 145 | 137 | 130 | 154 | |
| | Max Score | 170 | 170 | 170 | 170 | 170 | 170 | 170 | 170 | 170 | 170 | |
| | % | 88% | 85% | 89% | 84% | 86% | 85% | 85% | 81% | 76% | 91% | |
| | Average | | | | | 85% | | | | | | |

*Appendix 4*

# INTERVIEW GUIDELINES

**INSTRUMEN PENELITIAN**

**"INDONESIAN LEARNER'S PERCEPTION OF USING FONDI APPLICATION IN FOSTERING THEIR ENGLISH SPEAKING SKILL"**

**Pedoman wawancara**

| No. | Pertanyaan |
|-----|-----------|
| 1. | Apakah Aplikasi Fondi menurut anda efektif untuk meningkatkan speaking dalam bahasa Inggris? Mengapa? |
| 2. | Apakah anda merasa percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar? |
| 3. | Apakah anda merasa lebih percaya diri berbicara Bahasa Inggris menggunakan apilkasi Fondi karena tidak perlu menampilkan wajah secara langsung? |
| 4. | Apakah aplikasi Fondi memberikan anda lingkungan berbahasa Inggris yang baik dan suportif? |
| 5. | Apakah anda menikmati penggunaan aplikasi Fondi karena bisa bertemu teman dari berbagai penjuru dunia? |
| 6. | Apakah anda merasa antusias dalam belajar speaking menggunakan aplikasi Fondi? Mengapa? |
| 7. | Apakah anda merasa adanya peningkatan pada kemampuan Bahasa inggris anda setelah menggunakan aplikasi Fondi? |
| 8. | Apakah anda merasa tidak mudah bosan menggunakan Fondi karena tampilan metaverse didalam aplikasi menarik? |
| 9. | Apakah anda merasa terbantu dalam belajar speaking dengan adanya Fitur Artificial Intellegence didalam aplikasi Fondi? |
| 10. | Menurut anda, apakah aplikasi Fondi merupakan aplikasi yang mudah diakses dan mudah dijangkau oleh semua kalangan? |

## SIMILARITY CHECK RESULT

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*Appendix 6*

**SUPERVISION FORM**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

**BLANGKO BIMBINGAN SKRIPSI**

Nama : Musyafa Syamil Arroyan
No. Induk : 2017404046
Fakultas/Jurusan : FTIK / Tadris Bahasa Inggris
Pembimbing : Desi Wijayanti Ma'rufah, M. Pd.
Nama Judul : INDONESIAN LEARNER'S PERCEPTION OF USING FONDI APPLICATION IN FOSTERING THEIR ENGLISH SPEAKING SKILL

| No | Hari / Tanggal | Materi Bimbingan | Tanda Tangan | |
|----|----------------|------------------|--------------|---|
| | | | Pembimbing | Mahasiswa |
| 1. | Jumiat, 9 februari 2024 | bimbingan background, perkara referensi | | |
| 2. | Rabu, 14 februari 2024 | literature review | | |
| 3. | Rabu, 28 februari 2024 | perhitungan literature, metopen | | |
| 4. | selasa, 5 maret 2024 | instrumen penelitian ( angket ) | | |
| 5. | Rabu, 23 maret 2024 | instrumen penelitian wawancara | | |
| 6. | senin, 25 maret 2024 | perbaikan instrumen penelitian | | |

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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| No | Tanggal | Keterangan | Paraf | |
|----|---------|-----------|-------|--|
| 7. | Jum'at 5 April 2024 | formula analisis data | | |
| 8. | Jum'at 26 april 2024 | Analisis data Quisioner. | | |
| 9. | Rabu 15 mei 2024 | olah data wawancara | | |
| 10. | Kamis 13 juni 2024 | menulis Bab IV Dan V | | |
| 11. | Jumat 28 juni 2024 | revisi Bab IV Dan V, kategorisasi hasil abef | | |
| 12. | Senin 9 juli 2024 | Revisi Abstrak | | |

Dibuat di : Purwokerto
Pada tanggal : 15 Januari 2024
Dosen Pembimbing

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

**MUNAQASAH RECOMMENDATION**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI**
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
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www.uinsaizu.ac.id

**REKOMENDASI MUNAQOSYAH**

Dengan ini kami Dosen Pembimbing Skripsi dari mahasiswa:

| | | |
|---|---|---|
| Nama | : | Musyafa Syamil Arroyan |
| NIM | : | 2017404046 |
| Semester | : | 8 (Delapan) |
| Jurusan/Prodi | : | Tadris Bahasa Inggris |
| Angkatan Tahun | : | 2020 |
| Judul Skripsi | : | INDONESIAN LEARNER'S PERCEPTION OF USING FONDI APPLICATION IN FOSTERING THEIR ENGLISH SPEAKING SKILL |

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Mengetahui,
Ketua Jurusan/prodi

Desi Wijayanti Ma'rufah, M.Pd
NIP. 19921215 201801 2 003

Purwokerto,
Dosen Pembimbing

Desi Wijayanti Ma'rufah, M.Pd
NIP. 19921215 201801 2 003

**QUESTIONNAIRE DISPLAY**



# Questionnaire

Saya Musyafa Syamil Arroyan, mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan UIN Prof. K.H. Saifuddin Zuhri Purwokerto bermaksud melakukan penelitian untuk menyusun tugas akhir berupa skripsi dengan judul "**INDONESIAN LEARNER'S PERCEPTION OF USING FONDI APPLICATION IN FOSTERING THEIR ENGLISH-SPEAKING SKILL**". Oleh karena itu, diperlukan dukungan dan partisipasi **Saudara/i sekalian pengguna aplikasi Fondi** untuk meluangkan waktunya guna mengisi kuesioner ini dengan keadaan yang sebenarnya.

wongndesasumbang@gmail.com  Switch account

Not shared

\* Indicates required question

Email *

Your answer

Nama *

Your answer

Nama *

Your answer

Kota Domisili *

Your answer

Aplikasi Fondi efektif untuk meningkatkan *
kemampuan *Speaking* dalam Bahasa
Inggris

○ Sangat Setuju

○ Setuju

○ Ragu-ragu

○ Tidak Setuju

○ Sangat Tidak Setuju

Saya percaya diri berbicara dalam Bahasa *
Inggris menggunakan aplikasi Fondi tanpa
harus khawatir tentang *grammar*

○ Sangat Setuju

○ Setuju

○ Ragu-ragu

○ Tidak Setuju

○ Sangat Tidak Setuju

Saya lebih percaya diri berbicara Bahasa *
Inggris menggunakan apilkasi Fondi karena
tidak perlu menampilkan wajah secara
langsung

○ Sangat Setuju

○ Setuju

○ Ragu-ragu

○ Tidak Setuju

○ Sangat Tidak Setuju

Aplikasi Fondi memberikan saya lingkungan *
berbahasa Inggris yang baik dan suportif

○ Sangat Setuju

○ Setuju

○ Ragu-ragu

○ Tidak Setuju

○ Sangat Tidak Setuju

Saya menikmati penggunaan Fondi karena *
bisa bertemu teman dari berbagai penjuru
dunia

○ Sangat Setuju

○ Setuju

○ Ragu-ragu

○ Tidak Setuju

○ Sangat Tidak Setuju

Saya antusias dalam belajar *speaking* *
menggunakan aplikasi Fondi

◯ Sangat Setuju

◯ Setuju

◯ Ragu-ragu

◯ Tidak Setuju

◯ Sangat Tidak Setuju

Kemampuan Bahasa inggris saya *
meningkat setelah menggunakan aplikasi
Fondi

◯ Sangat Setuju

◯ Setuju

◯ Ragu-ragu

◯ Tidak Setuju

◯ Sangat Tidak Setuju

Saya tidak mudah bosan menggunakan *
Fondi karena tampilan *metaverse* didalam
aplikasi menarik

○ Sangat Setuju

○ Setuju

○ Ragu-ragu

○ Tidak Setuju

○ Sangat Tidak Setuju

Saya terbantu dalam belajar *speaking* *
dengan adanya Fitur *Artificial Intellegence*

○ Sangat Setuju

○ Setuju

○ Ragu-ragu

○ Tidak Setuju

○ Sangat Tidak Setuju

Saya terbantu dalam belajar *speaking*     \*
dengan adanya Fitur *Artificial Intellegence*

○ Sangat Setuju

○ Setuju

○ Ragu-ragu

○ Tidak Setuju

○ Sangat Tidak Setuju

Aplikasi Fondi merupakan aplikasi yang     \*
mudah diakses dan mudah dijangkau oleh
semua kalangan

◉ Sangat Setuju

○ Setuju

○ Ragu-ragu

○ Tidak Setuju

○ Sangat Tidak Setuju

Submit             Clear form

**TRANSCRIPT OF INTERVIEW RESULT**
**INTERVIEW 1**

Informan 1            : Siti Rahmah
Asal                 : Banjarmasin
Waktu wawancara      : 28 Juni 2024

1. **Apakah Aplikasi Fondi menurut anda efektif untuk meningkatkan speaking dalam bahasa Inggris? Mengapa?**

   Menurut saya, aplikasi Fondi cukup efektif untuk meningkatkan kemampuan berbicara bahasa Inggris. Seseorang pernah mengatakan kepada saya bahwa jika Anda ingin meningkatkan kemampuan berbicara dalam bahasa Inggris Anda harus berlatih dan memiliki keberanian untuk menggunakan bahasa tersebut, dan pada aplikasi Fondi, kita bisa melakukannya. Pada aplikasi Fondi, kita bisa berlatih berbicara dengan pembelajar bahasa baru secara setara, atau bahkan kita bisa berbicara dengan pengguna yang sudah mahir berbahasa Inggris.

2. **Apakah anda merasa percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar?**

   Sekarang aku merasa percaya diri ketika berbicara Bahasa inggris tanpa mengkhawatirkan masalah grammar. Hal ini berawal pada situasi dimana saya pertama kali menggunakan Fondi, kala itu saya sangat takut untuk berbicara Bahasa Inggris karena saya merasa Bahasa Inggris saya masih buruk. Namun seiring berjalanya waktu, saya mulai terbuka untuk berbicara dan ternyata, tidak ada seorangpun yang saya temui menjugge terkait grammar. Kalaupun ada yang memberi masukan, mereka memberinya dengan cara yang baik dan sopan.

3. **Apakah anda merasa lebih percaya diri berbicara Bahasa Inggris menggunakan apilkasi Fondi karena tidak perlu menampilkan wajah secara langsung?**

Tentu, tidak menampilkan wajah secara langsung tentu membuat saya lebih percaya diri dan leluasa dalam berbicara dengan orang lain.

4. **Apakah aplikasi Fondi memberikan anda lingkungan berbahasa Inggris yang baik dan suportif?**

Sebagian besar pengguna yang saya temui, mereka cukup baik dan suportif. Salah satumya seperti yang sudah saya sebutkan tadi, orang-orang didalamnya suka memberi masukan secara baik, tidak men-judge berlebihan. Yang terpenting untuk diketahui, hamper semua pengguna didalamnya memiliki kesadaran berbahasa Inggris yang baik.

5. **Apakah anda menikmati penggunaan aplikasi Fondi karena bisa bertemu teman dari berbagai penjuru dunia?**

Sangat setuju. Saya sangat menikmati ketika bisa mengakses teman-teman dari luar daerah saya bahkan luar negeri. Hal ini dapat membuka wawasan saya untuk memahami informasi dari daerah lain, bahkan luar negeri.

6. **Apakah anda merasa antusias dalam belajar speaking menggunakan aplikasi Fondi? Mengapa?**

Saya merasa cukup antusias ketika menggunakan aplikasi fondi. Apalagi ketika saya sudah menemukan pasangan yang cocok dan bisa berdiskusi banyak hal dengannya. Tentu terkait partner menjadi hal yang penting bagi saya.

7. **Apakah anda merasa adanya peningkatan pada kemampuan Bahasa inggris anda setelah menggunakan aplikasi Fondi?**

Saya merasa sudah banyak kemajuan, seperti yang saya katakan di awal menggunakan bahasa Inggris saya merasa sangat cemas dan takut untuk berbicara, namun setelah belajar menggunakan Fondi beberapa saat, saya menjadi terbiasa berinteraksi menggunakan bahasa Inggris.

8. **Apakah anda merasa tidak mudah bosan menggunakan Fondi karena tampilan metaverse didalam aplikasi menarik?**

Tampilan metaverse cukup mempengaruhi karena membuat tampilan dan vibes didalam Fondi tidak terkesan monoton.

9. **Apakah anda merasa terbantu dalam belajar speaking dengan adanya Fitur Artificial Intellegence didalam aplikasi Fondi?**

Fitur kecerdasan buatan tentu sangat membantu, terutama bagi pengguna baru yang belum merasa percaya diri untuk berbicara langsung dengan manusia. Hal ini juga sejalan dengan apa yang ditawarkan Fondi, bahwa fitur ini ditujukan bagi pengguna baru yang masih belum percaya diri untuk berinteraksi dengan orang lain secara langsung.

10. **Menurut anda, apakah aplikasi Fondi merupakan aplikasi yang mudah diakses dan mudah dijangkau oleh semua kalangan?**

Saya sangat setuju dengan pernyataan ini. Aplikasi Fondi merupakan aplikasi yang mudah dijangkau dan dimiliki oleh semua kalangan karena hanya perlu memiliki ponsel dan data internet. Saya bahkan bertemu dengan seorang anak berusia 12 tahun di dalamnya, ketika saya bertanya kepadanya apakah dia ingin belajar bahasa Inggris.
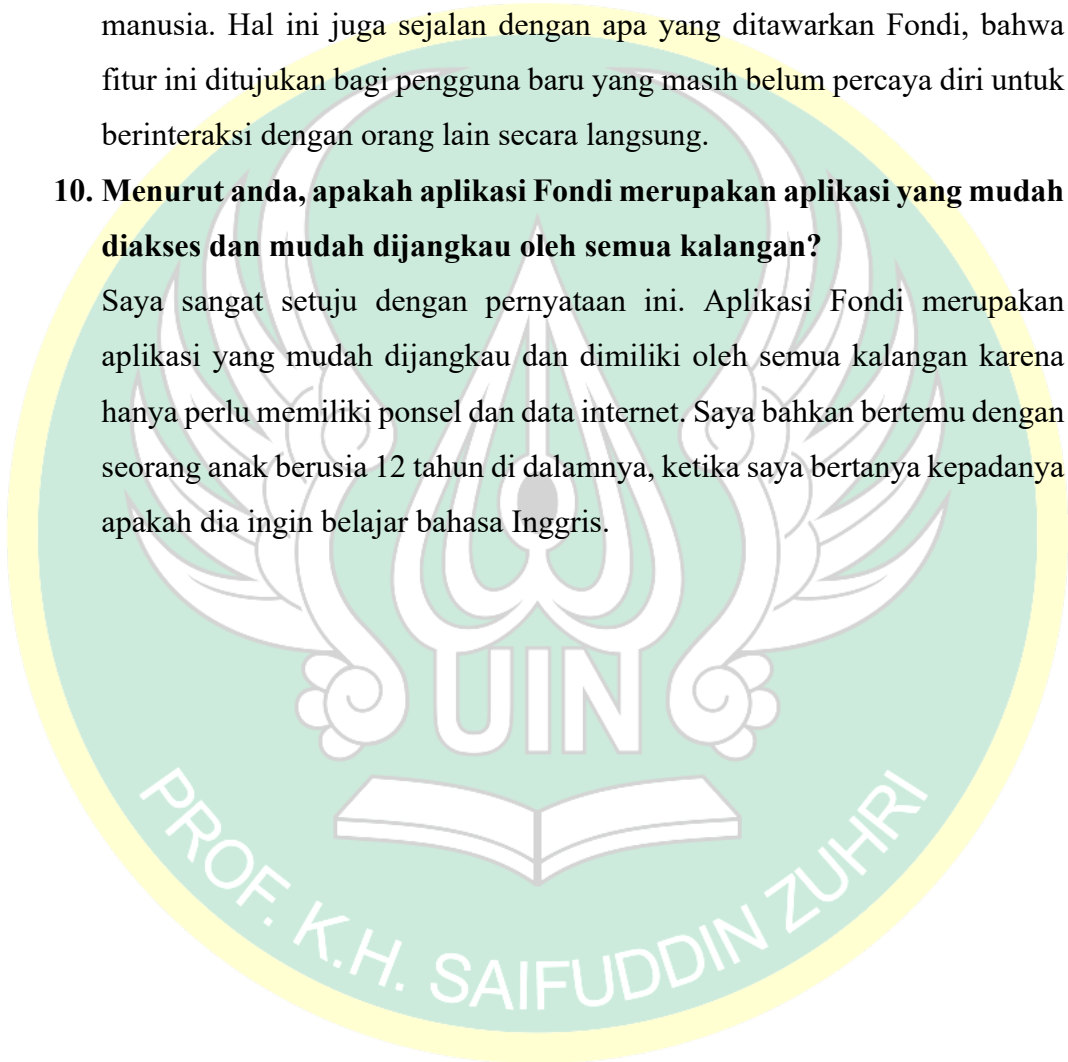
Informan 2           : Lisawatul Khusna

Asal                 : Cilacap

Waktu wawancara      : 28 Juni 2024

1. **Apakah Aplikasi Fondi menurut anda efektif untuk meningkatkan speaking dalam bahasa Inggris? Mengapa?**

   Menurut saya aplikasi Fondi cukup efektif untuk meningkatkan kemampuan berbicara kita dalam bahasa Inggris ketika kita ingin rutin online dan berlatih berbicara di dalamnya.

2. **Apakah anda merasa percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar?**

   Awalnya ketika saya belum mengetahui aplikasi Fondi, saya takut untuk berbicara karena merasa bahasa Inggris saya buruk. Begitu pula saat pertama kali bergabung dengan aplikasi Fondi, saya belum berani berinteraksi dan berbicara dengan orang lain disana karena takut salah dalam berbicara. Namun seiring berjalannya waktu, saya mulai memberanikan diri untuk bersuara dan ternyata semua yang saya takutkan sebelumnya tidak benar. Ternyata rekan-rekan pembicara saya di Fondi tidak pernah menghakimi saya ketika saya melakukan kesalahan tata bahasa, malah mereka membimbing dan memberi tahu saya dengan cermat.

3. **Apakah anda merasa lebih percaya diri berbicara Bahasa Inggris menggunakan apilkasi Fondi karena tidak perlu menampilkan wajah secara langsung?**

   Tidak memperlihatkan wajah secara langsung tentu membuat saya lebih percaya diri dalam berbicara bahasa Inggris karena saya merasa lebih nyaman berbicara tanpa memperlihatkan wajah atau identitas diri.

4. **Apakah aplikasi Fondi memberikan anda lingkungan berbahasa Inggris yang baik dan suportif?**

Menurutku lingkungan yang ada di Fondi baik, selain memiliki kesadaran berbahasa Inggris yang salah satu indicator lain adalah partner yang tidak judging dan suportif.

5. **Apakah anda menikmati penggunaan aplikasi Fondi karena bisa bertemu teman dari berbagai penjuru dunia?**

Iya betul, kita mudah bertemu dengan pengguna dari negara lain. Tetapi jujur, saya lebih nyaman berbicara dengan pengguna asli dari Indonesia karena beberapa pengguna luar yang saya temui cukup *annoying.*

6. **Apakah anda merasa antusias dalam belajar speaking menggunakan aplikasi Fondi? Mengapa?**

Iya saya merasa antusias, karena ada bebeapa fitur yang membuat saya nyaman dalam belajar, salah satunya saya tidak perlu menampilkan wajah secara langsung.

7. **Apakah anda merasa adanya peningkatan pada kemampuan Bahasa inggris anda setelah menggunakan aplikasi Fondi?**

Untuk pertanyaan ini, saya belum merasa ada peningkatan yang cukup signifikan dari segi kemampuan dan kelancaran berbahasa inggris, Mungkin hal tersebut karena saya jarang bermain Fondi. Namun, secara kepecayaan diri untuk mulai berbicara saya merasa lebih percaya diri saat ini dibandingkan dulu.

8. **Apakah anda merasa tidak mudah bosan menggunakan Fondi karena tampilan metaverse didalam aplikasi menarik?**

Tentu tidak membosankan jika kita melihat tampilan metaverse Fondi. Tampilannya memperlihatkan avatar seperti manusia, kita bisa berjalan-jalan, vibes nya seakan nyata.

9. **Apakah anda merasa terbantu dalam belajar speaking dengan adanya Fitur Artificial Intellegence didalam aplikasi Fondi?**

Jujur, saya pribadi belum pernah memakai fitur AI yang ada di Fondi, namun saya kira fitur AI ini pastinya akan membantu khususnya untuk para pengguna baru.

**10. Menurut anda, apakah aplikasi Fondi merupakan aplikasi yang mudah diakses dan mudah dijangkau oleh semua kalangan?**

Menurut saya aplikasi Fondi mudah diakses oleh semua kalangan, karena saya sudah beberapa kali bertemu dengan pengguna yang jauh lebih tua dari pada saya, bahkan seumuran dengan orang tua saya.

Informan 3           : Nisaul Mukaromah

Asal                     : Pekalongan

Waktu wawancara   : 28 Juni 2024

1. **Apakah Aplikasi Fondi menurut anda efektif untuk meningkatkan speaking dalam bahasa Inggris? Mengapa?**

   Iya efektif. Selain memberikan ruang untuk berbicara, aplikasi Fondi efektif karena memberikan kita kesempatan untuk berbicara sesuai selera. Beberapa pengguna baru seperti saya dapat dengan mudah menemukan pengguna yang tingkat bahasa Inggrisnya setara dengan saya. Jadi, kita bisa belajar bersama dan merasakan peningkatan yang sepadan. Apalagi hampir semua pengguna Fondi adalah ESL, Bahasa Inggris sebagai Bahasa Kedua.

2. **Apakah anda merasa percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar?**

   Percaya diri. Jujur di titik ini, saya sendiri tidak terlalu peduli dengan grammar, begitu juga dengan pengguna yang ada di Fondi. Sejauh yang saya temui, mereka tidak pernah mempermasalahkan grammar orang lain.

3. **Apakah anda merasa lebih percaya diri berbicara Bahasa Inggris menggunakan apilkasi Fondi karena tidak perlu menampilkan wajah secara langsung?**

   Betul. Tidak perlu menampilkan muka tentu mendorong kita sebagai pengguna lebih percaya diri.

4. **Apakah aplikasi Fondi memberikan anda lingkungan berbahasa Inggris yang baik dan suportif?**

   Saya merasa sangat baik dan mendukung, karena semua orang yang saya temui di aplikasi Fondi semuanya bertujuan untuk belajar bahasa Inggris, jadi secara tidak langsung lingkungan saya selalu menggunakan bahasa Inggris. Kemudian selanjutnya di dalam aplikasi Fondi terdapat beberapa

pengguna yang suka membentuk komunitas-komunitas kecil, hal ini tidak jauh berbeda dengan acara-acara biasa di Fondi yang mengumpulkan banyak pengguna, kemudian berdiskusi dengan topik yang spesifik dan terfokus. Hal ini tentunya sangat positif bagi pengguna, selain terbiasa menggunakan bahasa Inggris, setiap pengguna yang mengikuti acara tersebut akan mendapatkan ilmu sesuai dengan topik yang dibicarakan.

5. **Apakah anda menikmati penggunaan aplikasi Fondi karena bisa bertemu teman dari berbagai penjuru dunia?**

Saya senang bisa mengakses banyak teman dari seluruh dunia di aplikasi Fondi. Selain menambah teman, saya juga bisa meningkatkan kemampuan saya dengan memiliki partner berbahasa Inggris yang beragam, tidak hanya dari Indonesia.

6. **Apakah anda merasa antusias dalam belajar speaking menggunakan aplikasi Fondi? Mengapa?**

Tentu saja. Apalagi pada awal penggunaan aplikasi Fondi, saya merasa sangat antusias karena beberapa fitur yang ditawarkan Fondi, salah satunya adalah tampilan yang tidak monoton.

7. **Apakah anda merasa adanya peningkatan pada kemampuan Bahasa inggris anda setelah menggunakan aplikasi Fondi?**

Jujur iya, karena saya sudah bermain Fondi sekitar satu tahun. Dari yang awalnya saya tidak bisa merangkai kata seperti sekarang, tidak percaya diri dan takut berbicara, hari ini saya merasakan progress pada diri saya. Hal tersebut tentu karena kita membiasakan diri sedikit demi sedikit berbicara dengan partner yang lain.

8. **Apakah anda merasa tidak mudah bosan menggunakan Fondi karena tampilan metaverse didalam aplikasi menarik?**

Iya, saya tidak mudah bosan karena dengan tampilan metaverse saya melihat tampilan yang menarik dan lucu, apalagi semuanya terlihat nyata. Jadi saat kita ngobrol tidak terlihat monoton.

9. **Apakah anda merasa terbantu dalam belajar speaking dengan adanya Fitur Artificial Intellegence didalam aplikasi Fondi?**

   Saya sendiri belum pernah menggunakan fitur AI, karena saya lebih nyaman dan tertarik langsung berbicara dengan manusia yang feedbacknya natural.

10. **Menurut anda, apakah aplikasi Fondi merupakan aplikasi yang mudah diakses dan mudah dijangkau oleh semua kalangan?**

    Kalau ini iya, karena tersedia di store. Cuma tantanganya, size nya semakin besar karena sering update.

| Informan 4 | : Pramudya Dhiwangkara |
|---|---|
| Asal | : Sidoarjo |
| Waktu wawancara | : 9 Juli 2024 |

1. **Apakah Aplikasi Fondi menurut anda efektif untuk meningkatkan speaking dalam bahasa Inggris? Mengapa?**

   Saya cukup setuju dengan statemen pertama ini. Karena saya bisa melakukan praktek sesuka hati saya, lingkungan berbahasa ini susah saya temui di sekitar saya.

2. **Apakah anda merasa percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar?**

   Sejujurnya, saya pribadi juga tipikal orang yang tidak begitu peduli soal grammar, kalua di Fondi tentu saya merasa lebih percaya diri. Hal tersebut karena dalam pengamatan saya, mayoritas pengguna fondi juga tidak begitu peduli akan grammar.

3. **Apakah anda merasa lebih percaya diri berbicara Bahasa Inggris menggunakan apilkasi Fondi karena tidak perlu menampilkan wajah secara langsung?**

   Betul. Saya merasakan perbedaanya ketika saya mencoba berbicara Bahasa Inggris secara langsung dengan orang lain dan ketika saya berbicara Bahasa Inggris dengan Fondi. Saya jauh lebih percaya diri menggunakan Fondi.

4. **Apakah aplikasi Fondi memberikan anda lingkungan berbahasa Inggris yang baik dan suportif?**

   Betul, semenjak tahu aplikasi Fondi, saya tidak bingung lagi mencari partner berbicara Bahasa Inggris. Fondi memberikan kita lingkungan berbahasa inggris yang bisa membiasakan diri kita dengan Bahasa inggris. Semua orang yang ada didalamnya menggunakan Bahasa inggris dalam percakapan.

5. **Apakah anda menikmati penggunaan aplikasi Fondi karena bisa bertemu teman dari berbagai penjuru dunia?**

Saya senang memiliki banyak teman dari berbagai penjuru dunia, namun sebenarnya saya lebih menikmati berbicara bersama pengguna Fondi asal Indonesia.

6. **Apakah anda merasa antusias dalam belajar speaking menggunakan aplikasi Fondi? Mengapa?**

Dulu saya sangat antusias karena saya tekad yang tinggi untuk belajar Bahasa Inggris, apalagi mengenal aplikasi Fondi. Hal tersebut karena saya merasa ada platform yang menyajikan lingkungan yang baik dan didalamnya penggunanya cukup asik.

7. **Apakah anda merasa adanya peningkatan pada kemampuan Bahasa inggris anda setelah menggunakan aplikasi Fondi?**

Saya merupakan salah satu pengguna lama Fondi. Setelah hampir 2 tahun bermain, saya jauh lebih lancar dan percaya diri dibandingkan ketika saya belum mengenal Fondi.

8. **Apakah anda merasa tidak mudah bosan menggunakan Fondi karena tampilan metaverse didalam aplikasi menarik?**

Metaverse menjadi salah satu ciri khas aplikasi Fondi, tentu fitur metaverse membuat saya tidak mudah bosan bermain Fondi.

9. **Apakah anda merasa terbantu dalam belajar speaking dengan adanya Fitur Artificial Intellegence didalam aplikasi Fondi?**

Saya tidak setuju, karena berbicara dengan AI tidak akan mendorong peningkatan yang signifikan. AI itu diperuntukan untuk para *newbie*. Untuk kami yang sudah memiliki basic English, berbicara dengan AI terasa begitu monoton dan tidak memberikan progress yang baik dan cepat.

10. **Menurut anda, apakah aplikasi Fondi merupakan aplikasi yang mudah diakses dan mudah dijangkau oleh semua kalangan?**

Tidak, aplikasi Fondi ukuranya besar dan butuh data. Tentu untuk para pengguna device lama akan sulit mengakses Fondi karena cukup besar aplikasinya.

Informan 5             : Muhammad Taufikqul Hakim

Asal                   : Banda Aceh

Waktu wawancara        : 9 Juli 2024

1. **Apakah Aplikasi Fondi menurut anda efektif untuk meningkatkan speaking dalam bahasa Inggris? Mengapa?**

   Saya sangat setuju. Selama pengguna nya rutin menggunakan aplikasi ini. Fondi sudah memberi lingkungan yang baik, tinggal diperbanyak praktek saja.

2. **Apakah anda merasa percaya diri berbicara dalam Bahasa Inggris menggunakan aplikasi Fondi tanpa harus khawatir tentang grammar?**

   Setuju, karena mayoritas pengguna Fondi berbicara Bahasa Inggris tanpa grammar. Jadi, kita percaya diri untuk berbicaranya seadanya.

3. **Apakah anda merasa lebih percaya diri berbicara Bahasa Inggris menggunakan apilkasi Fondi karena tidak perlu menampilkan wajah secara langsung?**

   Betul. Saya merasakan perbedaanya ketika saya mencoba berbicara Bahasa Inggris secara langsung dengan orang lain dan ketika saya berbicara Bahasa Inggris dengan Fondi. Saya jauh lebih percaya diri menggunakan Fondi.

4. **Apakah aplikasi Fondi memberikan anda lingkungan berbahasa Inggris yang baik dan suportif?**

   Sangat setuju. Fondi memberikan kita wadah dan lingkungan yang baik bagi penggunanya.

5. **Apakah anda menikmati penggunaan aplikasi Fondi karena bisa bertemu teman dari berbagai penjuru dunia?**

   Tentu senang dan menikmati, saya bisa memiliki banyak teman dan sharing tentang negara masing-masing.

6. **Apakah anda merasa antusias dalam belajar speaking menggunakan aplikasi Fondi? Mengapa?**

Antusias, apalagi jika didukung dengan adanya partner yang satu frekuensi, tentu akan membuat proses belajar yang lebih nyaman dan santai.

7. **Apakah anda merasa adanya peningkatan pada kemampuan Bahasa inggris anda setelah menggunakan aplikasi Fondi?**

Tentu, saya cukup rutin membuka Fondi setiap harinya. Kemampuan saya yang sekarang jauh lebih baik daripada saya dimasa lampau. Dengan Fondi, kita bisa melakukan praktik setiap saat.

8. **Apakah anda merasa tidak mudah bosan menggunakan Fondi karena tampilan metaverse didalam aplikasi menarik?**

Metaverse bisa dikatakan salah satu alasan saya tidak bosan. Namun, alasan terkuat saya tidak merasa bosan adalah karena memiliki teman yang cocok satu sama lain.

9. **Apakah anda merasa terbantu dalam belajar speaking dengan adanya Fitur Artificial Intellegence didalam aplikasi Fondi?**

Tidak. Saya tidak pernah menggunakanya karena saya fikir itu adalah fasilitas untuk para pemula yang belajar dari nol.

10. **Menurut anda, apakah aplikasi Fondi merupakan aplikasi yang mudah diakses dan mudah dijangkau oleh semua kalangan?**

Setuju, asalkan memiliki *handphone*, siapapun bisa mendownloadnya di playstore. Didalamnya juga banyak pengguna dari setiap levelnya, dari anak yang begitu muda dan begitu tua. Realita tersebut menunjukan kemudahan pengaksesan aplikasi Fondi itu sendiri oleh semua kalangan, semua umuor.

**BIOGRAPHY**



The author of this thesis is Musyafa Syamil Arroyan. He was born in Banyumas, November 1 2002. He is the first of three children. His father, Sigit Andrianto, passed away two months ago. Now, he replaces his father's position as leader of his family.

This journey started with him completing elementary school at MI Negeri 3 Banyumas, then continuing to MTS Negeri Model Purwokerto. At MTS, Syamil was known as a child who's quite active academically. Apart from that at MTS, the author was a student who is quite active in extracurricular activities at his school.

After graduating from MTS in 2017, Syamil continued his studies at the Multimedia Department of SMK Dewantara Sumbang. This started with his great desire to continue his studies at his favorite school. At that time, he had been accepted into one of his favorite schools, but there were obstacles he faced, related to mobility to school. Finally, he chose to go to school close to his house.

In 2020, Syamil graduated from school and decided to continue his studies at university level. Long story short, he entered UIN Prof. K.H. Saifuddin Zuhri Purwokerto to the TBI Study Program. Now, Syamil has enjoyed his college journey well, starting from being active in various organizations, to becoming an awardee for student exchange abroad without neglecting his academic responsibilities. Now, he is at the end of his studies, dedicating himself to completing his thesis and preparing to continue his studies to a Master's degree.