

**STUDENTS' PERCEPTION TOWARDS THE USE OF FONDI APP AS  
THE FACILITATION IN COLLABORATIVE LEARNING  
AT ENGLISH LANGUAGE EDUCATION PROGRAM**

**SKRIPSI**

*Submitted in partial fulfillment of the requirements  
For the degree of Sarjana Pendidikan (S.Pd)  
English education program*

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**2025**



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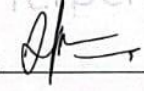
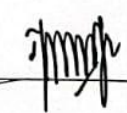
  
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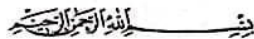
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## PERNYATAAN KEASLIAN SKRIPSI



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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Students' Perception towards the Use of Fondi App as the Facilitation in Collaborative Learning at English Language Education Program" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, Agustus 2025  
Hormat Saya  
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## ABSTRACT

**Ronny Ahmad Fauzi Pane. 2102050062. Students' Perception Towards The Use of Fondi App as The Facilitation in Collaborative Learning at English Language Education Program. Thesis. English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.**

As digital tools become more integrated into language learning, the Fondi app has emerged as a platform for collaborative English practice. However, its impact on university-level learners is still underexplored. This study investigates how the Fondi app supports collaborative learning and examines students' perceptions of its role in improving their speaking abilities. Using a qualitative descriptive approach, data were gathered from five sixth-semester students in the English Education Program at UMSU through interviews, observations, and documentation. The results reveal that students view the Fondi app positively. It effectively fosters collaboration, boosts self-confidence, and helps reduce anxiety during speaking activities, thanks to features like real-time interaction and peer feedback. Despite some technical issues, such as inconsistent internet access, the app is seen as a valuable and engaging tool for practicing spoken English. Overall, the benefits of using Fondi especially in creating authentic and supportive speaking environments outweigh its limitations.

***Keywords: Fondi App, Collaborative Learning, Speaking Practice, Student Perceptions, English Language Education***

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The writer knows that this piece of work is far from perfection, and any constructive criticism is most appreciated to make further improvements. It is hoped that this thesis can bring usefulness to educators, students, and readers, and act as a practical reference in the area of English language teaching.

Medan, 13 August 2025

Ronny Ahmad Fauzi Pane

## LIST OF CONTENT

|                                                                           |           |
|---------------------------------------------------------------------------|-----------|
| <b>ABSTRACT .....</b>                                                     | <b>i</b>  |
| <b>ACKNOWLEDGEMENT .....</b>                                              | <b>v</b>  |
| <b>LIST OF TABLES .....</b>                                               | <b>x</b>  |
| <b>LIST OF FIGURES .....</b>                                              | <b>xi</b> |
| <b>CHAPTER I.....</b>                                                     | <b>1</b>  |
| 1.1. Background of Study .....                                            | 1         |
| 1.2. Scope and Limitation.....                                            | 5         |
| 1.3. The Formulation of Problems.....                                     | 5         |
| 1.4. The Objective of Study.....                                          | 5         |
| 1.5. The Significant Study .....                                          | 6         |
| <b>CHAPTER II .....</b>                                                   | <b>8</b>  |
| 2.1. Theoretical Review .....                                             | 8         |
| 2.1.1. Definition Collaborative Learning in English Education.....        | 8         |
| 2.1.2. The role of technology in language learning.....                   | 11        |
| 2.1.3. Fondi App as a Collaborative Learning Tool.....                    | 12        |
| 2.1.4. Challenges in Implementing Technology Based Collaborative Learning | 16        |
| 2.1.5. Speaking Skills in English Language Learning .....                 | 18        |
| 2.1.6. Student Perception in Technology-Based Language Learning.....      | 20        |
| 2.2. Relevant Research .....                                              | 21        |

|                                                                             |           |
|-----------------------------------------------------------------------------|-----------|
| 2.3. Conceptual Framework .....                                             | 22        |
| <b>CHAPTER III .....</b>                                                    | <b>21</b> |
| 3.1. Research Design .....                                                  | 21        |
| 3.2. Research Location and Time .....                                       | 22        |
| 3.3. Research Subjects of The Study .....                                   | 22        |
| 3.4. Research Data Sources .....                                            | 23        |
| 3.5. Research Instruments .....                                             | 24        |
| 3.6. Technique of Collecting Data .....                                     | 25        |
| 3.7. Technique Analysis Data .....                                          | 27        |
| <b>CHAPTER IV .....</b>                                                     | <b>29</b> |
| 4.2. Research Findings .....                                                | 29        |
| 4.2.1. The Fondi App Role in Promoting Collaborative Learning for English . | 30        |
| 4.2.2. Students' Perceptions with the Fondi App .....                       | 32        |
| 4.3. Discussion .....                                                       | 36        |
| <b>CHAPTER V .....</b>                                                      | <b>39</b> |
| 5.1. Conclusion.....                                                        | 39        |
| 5.2 Suggestions.....                                                        | 40        |
| <b>REFERENCES.....</b>                                                      | <b>44</b> |
| <b>APPENDICS.....</b>                                                       | <b>48</b> |

## **LIST OF TABLES**

|                                                   |           |
|---------------------------------------------------|-----------|
| <b>Table 3. 1 Research Schedule .....</b>         | <b>22</b> |
| <b>Table 4. 1 Perception and Experiences.....</b> | <b>35</b> |

## **LIST OF FIGURES**

|                                               |           |
|-----------------------------------------------|-----------|
| <b>Figure 2. 1. Conceptual Framework.....</b> | <b>23</b> |
|-----------------------------------------------|-----------|

# CHAPTER I

## INTRODUCTION

### 1.1. Background of Study

In recent years, the use of digital technologies in English language teaching has been more and more advocated. It is seen as a way of improving learners' interest, autonomy, and speaking skill (Esti Schwartz, Tamar Shamir-Inbal, 2023). However, despite all the technological advancements, many students still face problems in EFL speaking due to the lack of real-time communication, fear of making mistakes, and lack of confidence (Rambe & Amran, 2024). The use of technology in English language training has gained in importance as a method of assisting students in improving their language abilities in a more dynamic and interactive setting.

Collaborative learning is good for academic performance needed today for interpersonal skills, which are much very essential in these modern days (Zahroh et al., 2023). Collaborative learning stresses teamwork and commonality of purpose that are foundational to language learning. For example, Fondi app creates a space for students to discuss things and do group assignments so they practice communication. (Kukulska-Hulme & Viberg, 2018) claims that collaborative learning as such learning conditions, usually brings multiple chances to learn together. In the wider sense, that is to say, as a fundamentally social process of knowledge construction in which learners work together on a task or problem and communicate in the process.

Dillenbourg, (2007) argue collaborative learning in itself has been shown to increase speaking skills since it allows students to engage in group discussion, negotiate meaning, and actively give and get feedback. It speaks to teamwork, and joint creativity. By working in groups, students can generate the various experiences and opinions of others in order to satisfactorily address issues and internalize a shared comprehension of several meanings (Jing et al., 2024). This approach enables students to communicate, share ideas and knowledge providing a more interactive and worthwhile learning activity. Collaborative learning allows the students to practice a target language in natural settings which would add more fluency and accuracy to their communicative competence

Systematic studies must be conducted to examine the mechanisms through which social media support collaborative learning as well as their effectiveness for vocational colleges (Qudratillah et al., 2025). A preliminary finding from the English Education Study Program at FKIP UMSU indicates that a significant portion of students face obstacles in developing their oral proficiency. The primary factor identified as the cause of this condition is a deficit in self-confidence. This issue directly impacts student behavior, wherein they exhibit passivity and a lack of initiative to communicate in English. This tendency is evident both during formal learning sessions and in non-formal interactive situations. This warrants serious attention, considering that self-confidence is not merely an emotional aspect but a crucial element that directly influences a student's willingness to practice, take linguistic risks, and ultimately achieve the level of fluency required for successful communication in the target language.

A recent study conducted by (Rambe & Amran, 2024) found that the Fondi app improved students' motivation, engagement, and confidence in using English due to its gamification and social interaction features. Their research, however, was conducted only with high school students in one setting (MAN 1 Medan) and focused on students' perceptions and the short-term effect of the app. Fondi app is a new application that provides an English learning experience for people anywhere in the world.

The app has been designed by Tatsuto Nohara, who is a young Japanese fellow born on July 7, 1996 (Musyafa Syamil Arroyan & Wijayanti Ma'rufah, 2024). This study aims to explore the application of Fondi app in English learning, its impact on collaborative learning. Fondi app proved to be a new interactive online platform supporting social speaking practice and gamification of EFL learning. Programmed to reproduce genuine communication contexts, the app supports students' speaking in actual dialogue situations, role-play, and peer critique by leveraging speech recognition with artificial intelligence and tailormade feedback. Previous research (Arifiyana & Dzulfikri, 2023) claims that Students enjoy Fondi, and they do so especially because of its gamification features like points, levels, and interactive challenges that make them more motivated and confident in speaking English.

According to (Musyafa Syamil Arroyan & Wijayanti Ma'rufah, 2024) study suggested that future research should analyze how effective this app is in the long term. They also noted that more people should be involved and other factors like how effectively students interact with each other and the type of support they receive from each other should be analyzed. (Rambe & Amran, 2024) revealed that

the limitations of direct interaction with native speakers and the lack of training on the maximum use of applications are obstacles that have not been resolved.

Moreover, as noted by (Jing et al., 2024) and (Panadero, 2017), collaborative learning offers an environment where learners can build their knowledge socially, provide feedback to one another, and utilize the target language for authentic purposes. In English language learning, speaking is among the most difficult skills that students can master, particularly if there are limited opportunities for real-time group interaction. Conventional classroom practices tend not to facilitate active communication among students, especially in big classes. The use of digital platforms such as Fandi provides new opportunities for enhanced group learning through structured and interactive means of communicating. There was limited research, however, on how students perceive these platforms and whether they actually enhance speaking skills. Without clear insights on these aspects, schools may lose opportunities to harness digital tools effectively in language teaching, particularly in universities like UMSU.

This study will be expected to be helpful in developing a more effective English language learning strategy, as well as addressing challenges of EFL learners in this era of digitalization. This research will conduct at Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara (UMSU) due to the university's growing concern with the integration of digital platforms into the teaching of the English language. The preliminary observation indicates that students of the English Education Department face challenges in improving their speaking skills through collaborative learning approaches.

## **1.2. Scope and Limitation**

This study focuses on the use of the Fondi app as a collaborative learning tool to improve the speaking English ability of students in the English Education Program at FKIP Universitas Muhammadiyah Sumatera Utara (UMSU). Specifically, this study examines students' interaction and communication through the use of the Fondi app and its impact in improving their fluency, confidence, and speaking performance. This study is limited to a specific group of students in the English Education Department at UMSU who have used the Fondi application in their learning activities.

## **1.3. The Formulation of Problems**

1. What are the students' perceptions and learning experiences when using the Fondi application as a tool to support collaborative speaking activities?
2. How does the Fondi application facilitate collaborative learning in improving English speaking skills among students of the English Education Program at UMSU?

## **1.4. The Objective of Study**

1. To Investigate students' perceptions and experiences in using the Fondi application as a collaborative learning tool in English speaking practice.
2. To Explore how the Fondi application facilitates collaborative learning to enhance the speaking English skills of students in the English Education Program at UMSU.

### 1.5. The Significant Study

#### a. Theoretical significant

1. This study adds to the growing literature regarding investigating how technology (Fondi) promotes collaborative language learning. While it has a previous emphasis on students' motivation and general speaking improvement (Arifiyana & Dzulfikri, 2023), this study adds to the theoretical implications of examining how collaboration with university learners impacts their speaking competence in a more authentic environment.
2. The study advances the discussion of peer interaction and social feedback by considering how learners co-construct knowledge and effectiveness whilst using the Fondi app. Therefore, this study supports those theories of language acquisition based on social interaction, peer feedback, and coregulated learning (Panadero, 2017).

#### b. Practical significant:

1. For Students this research presents what we believe to be an understanding of how students can utilize the Fondi app as a speaking practice tool both individually and as a collaborative or community activity which provides a supportive and engaging environment.
2. For Teachers the findings from this research have the potential to be an interest to, and point of reference for English teachers or lecturers who plan to use Fondi as a supportive tool for classroom based speaking activity.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Theoretical Review**

Research indicates that the Fondi App, when used for collaborative learning (X), effectively improves speaking skills through its motivating real-time features and gamification that promote active student involve (Rambe & Amran, 2024). Meanwhile, the success of this learning process is also directly affected by student perceptions (Y); a favorable view of the app enhances self-confidence and leads to more impactful speaking practice (Musyafa Syamil Arroyan & Wijayanti Ma'rufah, 2024).

##### **2.1.1. Definition Collaborative Learning in English Education**

Lew et al., (1986) argue collaborative learning is an instruction technique that employs small groups, in which students work together in an effort to maximize both their own and others' learning. Collaborative learning is a learner centered model in which students work together to achieve common learning objectives, develop knowledge, and gain problem-solving skills.

This technique reflects the value of shared support, shared accountability, and collaboration in the learning environment. Identifies that students learn best when actively involved in a group environment that promotes cooperation, communication, and problem-solving. (Dillenbourg, 2007), identifies "collaborative learning" (CL) involves important learning mechanisms being activated through social interaction synchrony between two or more people. In

CL, the role of group members is crucial to determining the quality of learning. (Amanda Baker, Tzu-Jung Lin, Jing Chen, 2017) claims that as a general

pedagogical practice, collaborative learning emphasizes learners working together to achieve a common objective. (Panadero, 2017) decide studies have, in fact, actually proven that explanation activity in collaborative learning can promote metacognition and self-regulated learning. Collaborative learning is an educational practice in which students work in groups towards common aims, creating a deeper level of comprehension through shared experiences and information sharing. There is significant educational research backing and researching this practice.

Sanna järvelä (2023) summary collaborative learning (CL) aims at developing sophisticated collaborative work that enables the construction and exchange of knowledge. Collaborative learning involves students' active engagement in participation, negotiation of meaning, idea exchange, and shared construction of knowledge. In the case English language instruction, such processes can involve group discussion, peer review, and group language work in which learners negotiate meaning and give feedback to one another. CL, is an educational practice in which students work collaboratively in groups to work through a problem, complete a task, or generate a product. (Laal & Laal, 2012) describe a CL (collaborative learning) environment, students are confronted both emotionally and socially when hearing alternative perspectives, and must articulate and defend their own thinking. By doing so,

students begin creating their own individual frameworks and not rely solely on an expert's or a book's framework.

(Laal & Ghodsi, 2012) claims that collaboration represents a model for behavior and interpersonal relations, in which persons take responsibility for their actions, including dimensions of learning, and at the same time value and appreciate the skill and work of fellow workers. In group settings, it describes a model for interpersonal behavior that values and appreciates each group participant's individual skill and contribution. Educational institutions are applying new technology in teaching and learning on a daily basis and are constructing newly developed information systems to promote teaching and learning processes. (Pei-Luen Patrick Rau, Qin Gao, 2008) clarify it was only recently that evolved into online learning platforms for sharing knowledge, and allowing collaborative learning.

According to (Sara Ahola, Jonna Malmberg, 2024) by accentuating this qualitative dimension to participation, more depth and breadth would be added to the understanding of collaborative learning. Collaborative learning is an important pedagogical construct and instrumental in language education, especially English language instruction. This pedagogical philosophy asserts that learning is a social process whereby learners collectively construct knowledge rather than in isolation.

### **2.1.2. The role of technology in language learning**

The role of technology in the modern teaching of languages is significant. As the world is becoming interconnected through the various digital platforms, technology has evolved into very important aspects of education, in particular, language learning. (Esti Schwartz, Tamar Shamir-Inbal, 2023) claims that this concentrate was followed in time by research addressing how technology figured into pedagogical methods owing to increasingly enhanced technology used in the classroom. Some hurdles still exist in some schools however, generally, a concerted effort has been made to eradicate them via infrastructural investments in technological applications in the education system and enhancing the spectrum of teacher training. Kaur, Kumar, and Kaushal (2023) summarize in the last few years, technology-assisted learning systems have become quite popular, with researchers having reviewed their systems and analyzed them from various perspectives.

İlter, (2015) argue studies in the field of foreign languages for young learners see technological advancements as a significant and effective means of learning a foreign language. Learners can learn at their own pace, make use of multimedia sources, and even communicate with native speakers or teachers across the world. Ai and machine learning also have made personalized learning experiences better, where the content is adapted to the needs of every single learner. (Yang & Chen, 2007) define digital technology is the central basis for language learning in recent years. For further learning, students may leverage digital technology, such as affordable interaction possibilities for social

interaction and user interaction in social media. Mobile applications engaged the learners with authentic materials such as videos, podcasts, and articles. These opportunities will develop the listening and reading skills of the learners as well as expose them to different accents, vocabulary.

### **2.1.3. Fondi App as a Collaborative Learning Tool**

The Fondi application for learning provides a platform for collaborative interaction aimed at improving the communicative skill of its users, particularly speaking skills. Mostly being used by university students, it is an effective online tool for the improvement of practical speaking skills needed in both academic and professional contexts. Prayogo et al., (2024) describe Fondi a virtual app that can be played by choosing any number of locations on the map. At these locations, users can meet and chat with people in English. Fondi was developed by pt digital Bahasa Technology a company based in Indonesia, with a focus on educational technology.

Rambe & Amran, (2024) explain Fondi application aims to assist users who would like to improve their English skills by making it fun and interactive. Fondi in regional activities in Indonesia is a great potential asset toward improving students' speaking skills. The Fondi app aims to enhance language learning through the facilitation of collaboration and interactive speaking practice.

a. Features and functions of the Fondi app

Rambe & Amran, (2024) claims that the features and functions of the Fondi app can be outlined as follows:

1. Features of the Fondi app

- 1) Gamification elements: practice activities, rewards, and tiered levels that are meant to motivate students to practice speaking. Competition and cooperation elements that encourage user interaction.
- 2) Conversational practice in real time: allows for instantaneous practice speaking among peers, including native speaker. Increases the confidence of the learners in communicating in oral English.
- 3) Pronunciation training: presents practice exercises meant to polish pronunciation and speaking fluency. Gives assessments as to the accuracy of pronunciation.
- 4) Customized learning: students set their academic intent, English level, and preferred subject. The app delivers personalized suggestions in line with the (Baker et al., 2017) student's development.
- 5) Social interaction and collaboration: facilitates users' involvement in conversation with fellow students and native speakers. Develops communicative competence through situation-based interactions.
- 6) Tracking learning development: students can record and listen to their conversations to monitor progress. Performance is also gauged with the assistance of a scoring system.

- 7) Flexible learning access: the user can access practicing speaking anywhere, anytime. English learning is integrated into daily life through the app.

## 2. Functions of The Fondi App

- 1) Improving English speaking competency: provides an interactive platform for practicing English speech promotes active involvement in conversation.
  - 2) Improving student motivation and confidence: the use of gamification elements makes learning enjoyable and engaging assists learners in overcoming fear and shyness of speaking English.
  - 3) Promoting independent learning: allows students the possibility of practicing at their own pace. Offers immediate feedback to encourage continued improvement.
  - 4) Developing vocabulary and communicative skills: exposes students to new vocabulary in a real context. Helps students use English in actual conversation.
  - 5) Assisting teachers in teaching languages: serves as a supplementary tool to support classroom learning. Teachers can help students use the app effectively.
  - 6) Promoting a more interactive learning experience: makes the learning of English more interactive compared to traditional methods. Increases student engagement and interest.
- b. Review Previous Research by Apply a Fondi App for Language Learning.

Arifiyana & Dzulfikri, (2023) describe the investigations of this research are of great importance in the area of technology-enhanced learning and English language education. First and foremost, this study elucidates numerous valuable insights regarding the potentials of technology. Musyafa Syamil Arroyan & Wijayanti Ma'rufah, (2024) define a Fondi is an application in the form of a virtual learning platform through this, a student can communicate with people of various nationalities and backgrounds. Using the Fondi application, the student interacts with people in other countries and meets with them virtually using a character or avatar that allows them to meet and converse.

Fondi is a relatively new entry in a long list of apps focused on language learning, which aims to improve oral communication in English through interviews and collaborative activities. This app was in the limelight due to the innovative approach it proposed to foster communication and interaction among all language learners. Research conducted on Fondi has pointed out several salient features of the app advantageous to language learners. The application is simple available for all of us and those Fondi users who are at the beginning of their learning journey are learning not only to write and read but also to speak English; and also, in many countries where the Fondi application is being used are English foreign language others that belong to countries where English is the second language (Prayogo et al., 2024). On the other hand, when the person speaking or the student who uses the Fondi application is from any foreign country, it does not present any problems but rather it is easy for the interlocutor to understand what s/he is saying. This, undoubtedly, will be the case in the

classroom when tutees are talking with other people from different countries all around the world.

#### **2.1.4. Challenges in Implementing Technology Based Collaborative Learning**

Mellati & Khademi, (2018) decide technology-supported collaborative learning has tremendously transformed learning settings, enabling more interaction and vibrancy for both learners and educators. However, various challenges confront the effective application of this method. These challenges could be grouped into technical challenges and social barriers. The other key issue is the lack of cooperation and trust among students. Technology-mediated learning relies on communication and collaboration, yet students are not willing to share ideas or work together effectively. Cultural differences, language barriers, and variation in digital literacy also render collaboration in virtual settings difficult.

Vali, (2023) define technology is instrumental in supporting collaborative learning as it offers learners the capacity to communicate, share knowledge, and participate interactively. Among the most pronounced challenges is the digital divide, a disproportionate distribution of access to technological resources for all learners. A significant number of students, mostly from underprivileged backgrounds, do not have any access to stable internet connection, digital devices, or a good learning environment. Such unevenness restricts participation and amounts to an unbalanced learning experience

Osipov & Ziyatdinova, (2015) claims that one of the foremost challenges is the unwillingness of the student population to work with one another. Many learners have been in a passive learning model all their control, thus troubling during active participation in group tasks. This is because of a lack in motivation, learning styles, or the former educational environment. Another issue can be explained by the gap that exists between students' current skillsets and the technological requirements of collaborative learning. Some students do not have the urge for digital literacy, thus hindering their ability to use collaborative platforms effectively.

Another challenge centers on teachers' responsibilities for providing guidance to their students, since, without supervision, students may become confused about using digital collaboration tools. Nevgl et al., (2006) research shows that learners benefit from guided learning experiences wherein teachers facilitate discussions and monitor group processes. Many virtual-classroom learners are reported to suffer disconnection from peers that translates into reduced motivation and engagement.

Technology-based collaborative learning poses several challenges that can impact students' engagement and learning outcomes. One of them is the ability of students to self-regulate their learning. Students in a flipped classroom and those in computer-supported collaborative learning must manage their time well, but many struggle with self-discipline and motivation. Adhami & Taghizadeh, (2024) clarify another challenge is the accessibility of technology and infrastructure. Some students have difficulties with access to reliable

internet or digital devices-unfortunately. Such deficiencies are posing learning disparities among the learners, hence conspiring to prevent collaboration among peers.

### **2.1.5. Speaking Skills in English Language Learning**

Oral communication is an integral part of second language competence and one of the most important skills for effective communication. Speaking ability, as Zhang, (2022) , entails the dynamic process of constructing and conveying meaning through verbal and non-verbal cues in diverse contexts. In EFL contexts, speaking is important as it reflects the learners' capacity to utilize language spontaneously and suitably in real-time interactions. Contemporary approaches to English language acquisition increasingly emphasize speaking not solely as the accurate production of language, but as an interactive and dynamic process that encompasses the negotiation of meaning, fluency, and adaptability (Nisha, 2020).

#### **1. Aspects of speaking skills**

Aspects of speaking skills several factors are accountable for good speaking skills, as explained by recent research (Wahyuni, 2023) :

- 1) Fluency refers to the capacity to keep the flow of speech smooth and natural, without irrelevant pauses.
- 2) Pronunciation: accurate sound production, including stress, intonation, and rhythm, that affects intelligibility.

- 3) Grammatical accuracy: using accurate forms to express ideas effectively and clearly.
- 4) Lexical application: utilizing a broad range of words and phrases to convey particular meanings.
- 5) Interactive communication encompasses responding appropriately, taking turns, clarifying meanings, and keeping conversations going.

## 2. Developing speaking skills challenges

Developing speaking skills challenges despite being crucial, speaking remains one of the most challenging skills to acquire for EFL students. Fitriani et al., (2015) research enumerates several barriers:

- 1) Anxiety and fear of making mistakes, which are obstacles to fluent speech,
- 2) Limited exposure to actual speaking situations.
- 3) Inadequate vocabulary and incorrect pronunciation,
- 4) Inability to use English to converse in real-life situations.

According to Zhang, (2022) collaborative activities such as pair work, group discussions, and peer feedback sessions offer students low-stress opportunities to practice speaking and build communicative competence. At the same time, digital technologies, including mobile apps like Fondi, create interactive settings that allow learners to engage in speaking activities with peers in real-time. Benlaghrissi & Ouahidi, (2024) highlight that mobile-supported speaking apps enhance learners' motivation, fluency, and confidence through the provision of instant feedback and authentic interaction.

### **2.1.6. Student Perception in Technology-Based Language Learning**

Student perception is a primary factor determining the success or failure of technology implementation in language learning. In the context of using the Fondi application, perception is not merely an opinion but a psychological variable that influences student engagement, motivation, and learning outcomes. One crucial aspect is students' perception of their self-confidence and speaking anxiety. According to Musyafa Syamil Arroyan & Wijayanti Ma'rufah (2024), students who perceived Fondi as a supportive and judgment-free learning environment reported higher self-confidence and lower anxiety when speaking English. This indicates that a positive perception can foster a psychologically safe environment, thereby helping students overcome common barriers in practicing speaking skills.

Another significant aspect is motivation through gamification. Features such as level systems, points, and avatars are perceived by students as enjoyable and challenging factors, which encourages them to practice more consistently. Arifiyana & Dzulfikri (2023) found that the gamification elements in Fondi make the learning process feel like a game, ultimately increasing student engagement. Similar research by Rambe & Amran (2024) also confirms that gamification sustains learning interest and promotes ongoing speaking practice. Furthermore, students' perception of collaborative features and real-time interaction is also highly determinative.

Rambe & Amran (2024) reported that students rated Fondi's live conversation feature as a major strength because it allows for speaking practice

anytime and anywhere. The positive perception of the opportunity to give and receive peer feedback also strengthens a sense of community and shared responsibility in learning. Thus, the collaboration facilitated by the technology becomes more effective when supported by positive user perceptions. Therefore, within the framework of this research, student perception is regarded as a key factor in determining the effectiveness of technology-based language learning in higher education.

#### 1. Perceptions of Reduced Anxiety and Increased Confidence.

Learners whose perception of Fondi is as a low-threat environment in practicing their speaking proficiency tended to be less anxious in speaking and were risk-takers (Maudy, 2025). This is in alignment with literature on technology-mediated peer feedback in positing that online environments reduce academic anxiety and alleviate the discomfort of receiving peer correction.

#### 2. Perception of Motivation through Gamification

Gamification features (e.g., levels, points, avatars) are perceived as motivators that make speaking practice more interesting and repeatable. (Ismar, 2025) recent research reports that students rate gamification elements as drivers of engagement and persistence in language learning.

### **2.2. Relevant Research**

Research on the use of the Fondi App and technology-aided learning to develop speaking skills has shown positive outcomes. Arifiyana & Dzulfikri, (2023) carried out research indicating that students found the Fondi App to be

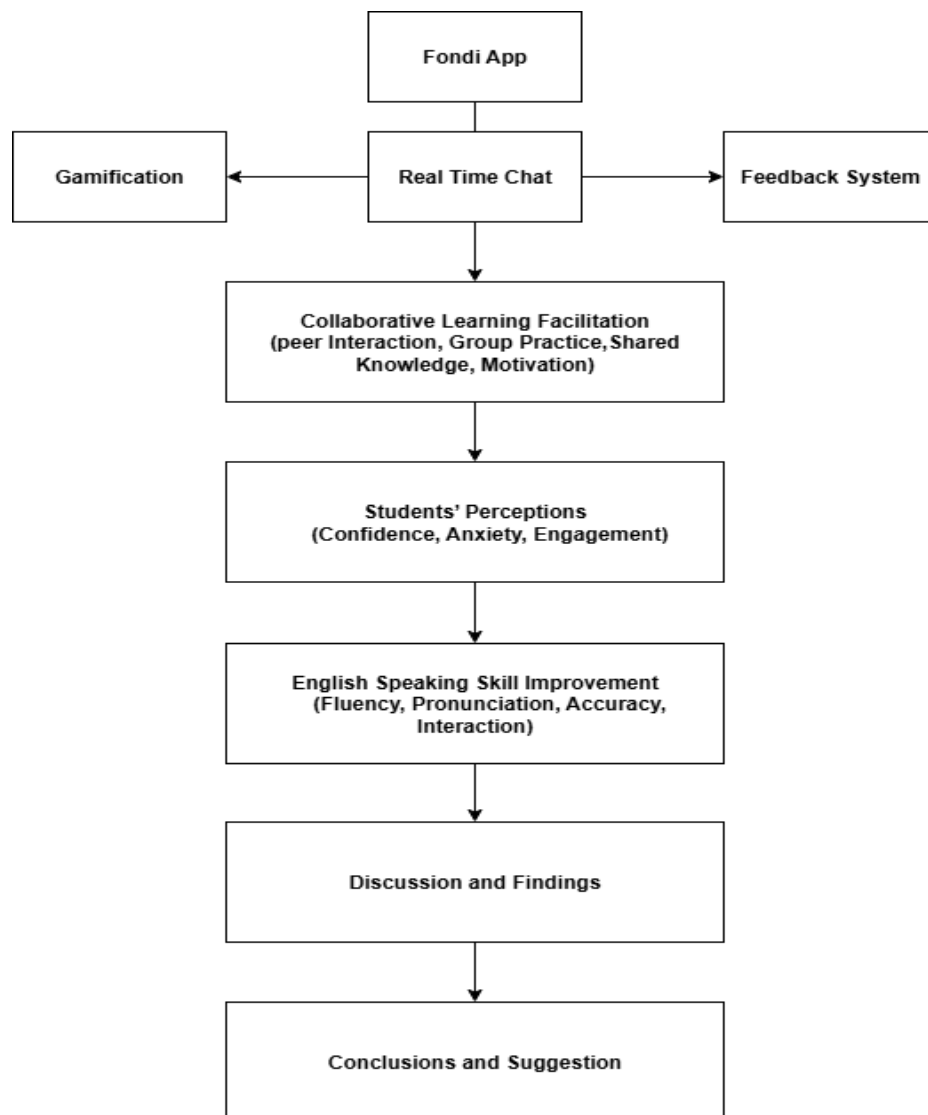
effective in facilitating motivation and oral communication skills. The inclusion of interactive quizzes, point systems, and gamification features fostered a playful learning process that encouraged speaking practice.

Rambe & Amran, (2024) stated that Fondi App facilitated speaking activities, improved students' engagement, and boosted students' confidence to speak English more fluently in learning activities. Students felt more comfortable practicing speaking with real-time conversation features. Musyafa Syamil Arroyan & Wijayanti Ma'rufah, (2024) also emphasized that the Fondi App facilitated global interaction for English students with English speakers, thereby improving their speaking experience with collaborative strategies.

Gamification elements of the Fondi app, including challenges, points, and levels, have been effective in improving students' motivation and English-speaking skills. Rambe & Amran, (2024) describe utilizing Fondi in Indonesian English learning activities can indeed promote students' speaking skills. With this application, students can use some of its tools that enable speaking practice, including live chats, pronunciation practice, and discussions.

### **2.3. Conceptual Framework**

This research analyzes how the Fondi App, an internet-based learning tool, improves students' speaking English skills through collaborative learning practices. Based on the proposed framework, features of the app like real-time interaction, gamification, and feedback mechanisms facilitate collaboration and engagement, which result in higher fluency, confidence, and motivation.



**Figure 2. 1. Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

This research employed a qualitative descriptive method to explore and understand students' perceptions and experiences in using the Fondi App for collaborative speaking English practice. According to Sugiyono, (2022) qualitative descriptive research aims to provide an in-depth and detailed description of an individual or group's behavior, experience, or social reality. Furthermore, this method allowed the researcher to collect non-numerical data through direct interaction with the participants, enabling the investigation of how 6 semester students at UMSU utilized the Fondi App to engage in collaborative learning activities that supported their speaking development. It provided space for emergent insights through interviews, observations, and document analysis, aligning with the inductive reasoning process typical of qualitative studies (Creswell, 2014).

As Sugiyono, (2022) puts it, this type of research aims to "systematically and factually describe the characteristics of a particular population. "Essentially, this method helped us paint a clear picture of how students used the Fondi App for collaborative speaking practice what worked, what didn't, and how they felt about it in their English learning journey.

### 3.2. Research Location and Time

The research is carried out at the University of Muhammadiyah Sumatera Utara (UMSU), in the Department of English Education. The research lasts for three months or more, which is enough time for observing interactions among students, carrying out interviews, and analyzing data. The university is chosen as the site for this research because it incorporates the Fondi App in learning English as a language, thus offering a viable environment to test the effectiveness of the app in supporting collaborative learning.

**Table 3. 1 Research Schedule**

| Activity        | Month/Year 2025 |       |       |     |      |      |        |
|-----------------|-----------------|-------|-------|-----|------|------|--------|
|                 | Feb             | March | April | May | June | July | August |
| Observing       |                 |       |       |     |      |      |        |
| Planning        |                 |       |       |     |      |      |        |
| Collection data |                 |       |       |     |      |      |        |
| Result          |                 |       |       |     |      |      |        |

### 3.3. Research Subjects of The Study

The research is carried out at Universitas Muhammadiyah Sumatera Utara (UMSU), in the English Education Study Program, which involved the population of this study consisted of all 6th-semester students in the English Education Study Program at UMSU. From this population, a sample of 14 students was selected using purposive sampling, based on their prior perception

using the Fondi app in speaking activities. This time was sufficient for the researcher to obtain sufficient data from interviews and observation. The researchers choose the participants with a particular approach to make sure that they actually have experience using the app. The study is tried to see how the Fondi App helps the students learn together better, especially how it affects communication, interaction, and language skill in general.

### **3.4. Research Data Sources**

#### **1. Participant**

The participants of this research consisted of 6 semester students in the English Education Department at Universitas Muhammadiyah Sumatera Utara (UMSU). They were selected using purposive sampling based on their active use of the Fondi App in collaborative speaking activities. The selection aimed to ensure the participants had meaningful experience and engagement with the app. These students were considered as key informants who could provide in-depth insights into their facilitation and perception of collaborative learning using the Fondi App. The sample consists of 14 students, which is sufficient for comprehensive qualitative analysis (Sugiyono, 2022).

#### **2. Observational Data**

Observational data was gathered through classroom-based observations where students interacted with the Fondi App during collaborative tasks. The researcher recorded notes and behavioral indicators such as engagement level, group interaction patterns, communication confidence, and verbal participation.

Observations were non-participant and focused on authentic classroom dynamics to maintain the natural flow of learning activities. This process aligns with Creswell, (2014) recommendation in qualitative studies, where observation provides contextualized understanding of how participants act and interact within real environments.

### 3. Reflective Journal

The researcher maintained a reflective journal throughout the research process to document personal observations, emerging thoughts, and analytical reflections. The journal included field notes, preliminary interpretations, unexpected occurrences, and researcher biases to enhance reflexivity.

### **3.5. Research Instruments**

The study is employed by interview, observation and documentation as data collection tools to investigate students' experiences and perceptions on the use of the Fondi application in group English speaking practice. The semi-structured interview will be employed to gather detailed data on students' individual experiences with particular focus on students' opinions on how Fondi App affected their fluency, confidence, and interaction with other students during speaking. For instance, they were asked how they interacted with other students via the app, whether the gamification features made them more likely to be motivated, and how peer feedback and live discussion helped them improve their speaking. The questions were designed based on the theory of

Sugiyono, (2022) which emphasizes the importance of in-depth exploration in qualitative research.

The tools utilized in this research included three primary instruments aimed at thoroughly examining data: interview guidelines, observation forms, and supplementary documents. These three tools were developed and utilized according to a qualitative methodology that focuses on deeply understanding the experiences and views of research participants regarding the use of the Fondi application as a collaborative learning medium to enhance students' speaking abilities.

### **3.6. Technique of Collecting Data**

Data is collected through four main methods: observation, interview and documentation. These methods were selected based on qualitative criteria: the students' ability to facilitate learning, and their perceptions of how the Fondi App is used in collaborative schooling. To obtain detailed and contextual data, Sugiyono, (2022) suggests that data collection in qualitative research involves interacting directly with participants through various techniques. Creswell, (2014) provides additional support by emphasizing triangulation, which is essential in ensuring data validity by utilizing multiple data sources.

#### **1. Observation.**

During collaborative English learning activities, the Fondi App was used to monitor students' behaviors and interactions through observation. Through non-participatory observation, the researcher was able to document aspects like

speaking participation, peer support, turn-taking, verbal confidence, and group collaboration. The observation sheet was created to assess communicative competence and collaborative learning indicators. As Creswell (2014) explains, “the researcher can better understand the participants' natural context through observation and capture actions that could only be captured by means of interviews.”.

## 2. Interview.

Students from the English Education Department at Universitas Muhammadiyah Sumatera Utara (UMSU) were interviewed in semi-structured fashion. The students were selected for this study. The interviews were conducted to gather information on students' experiences of using the Fondi App for collaborative learning. The participants were given an unrestricted opportunity to share their thoughts, feelings, and experiences about language learning, collaboration, or app usability. The interview can be a useful tool for uncovering deeper meanings, beliefs, and opinions that participants may not express in structured questionnaires. This is why Sugiyono, (2022) suggests using interviews to gain insight into these questions.

## 3. Documentation.

Supplementary information was gathered through documentation during this study. The records comprised student reflective journals, class work done notes, Fondi App screenshots, and other learning logs if at all. The documents validated and confirmed the outcomes of observations and interviews,

presenting a longitudinal perspective of student engagement and progress. According to Sugiyono, (2022) documentation analysis can uncover both written and visual data that support or challenge verbal responses, leading to more robust conclusions.

### **3.7. Technique Analysis Data**

In the current study, the researcher utilized the data analysis is follow the model of (Matthew B. Miles, A. Michael Huberman, 2014) which includes three major steps data reduction, data display, and the drawing of conclusions or verification. The following will be elaborate discussion of these phases:

#### **1. Data Reduction**

Data reduction involves the with choosing, summarizing, and condensing raw interview, observation, and documentation in accordance with the research objectives. Irrelevant data was put on hold and valuable data that was themed or categorized by theme or category, students' attitudes towards application of Fondi, types of collaborative interaction which take place, gain to speaking ability, and problems encountered. This reduction of data was done from the very beginning of data gathering and continued through the entire process of analysis.

#### **2. Data Display**

Data presentation will be phase in which the reduced data is systematically presented for easy comprehension and analysis. In this study, data will be presented in the form of descriptive texts, direct quotations from interviews, and

observation notes that have been thematically categorized. By organizing the data, researchers are able to recognize patterns, relationships among categories, and dynamics that take place during the learning process according to the Fondi application. This presentation of data enables researchers to move closer to the meaning concealed in the data.

### 3. Conclusion Drawing and Verification

The last step a researcher is make the first conclusion from the data that was set, and then confirm these conclusions by seeing how they compare to the overall data. The conclusion is not made out of the blue, but is the outcome of a profound and reflective thinking process that is still conducted by researchers while collecting and analyzing data. For the sake of making the result valid, researchers employed triangulation techniques, comparing data from interviews, observation, and documentation. If all three sources are heading in the same direction, then one is sure that the findings are credible and robust.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the research findings derived from the thematic analysis of data collected through semi-structured interviews with 14 sixth-semester students, supplemented by observations and documentation. The findings are organized to directly address the two main research questions guiding this study. Following the presentation of the findings, a discussion section elaborates on these results by connecting them to the theoretical framework and relevant literature. Data analysis was conducted using a thematic analysis approach based on the framework proposed by Matthew B. Miles, A. Michael Huberman, (2014), which comprised three major phases: data reduction, data presentation, and drawing conclusions. Results were presented thematically to look for patterns emerging from participants' experience and perception on the use of Fondi app as a collaborative learning media to support English speaking skills.

#### **4.2. Research Findings**

Based on the thematic analysis of the interviews, this research offers an in-depth explanation of students' utilization and perception of the Fondi application as a collaborative learning tool in English language learning. The results are organized into two broad categories that respond to the research issues:

- (1) The contribution of the Fondi application to collaborative learning, and
- (2) Perceptions and learning experiences of the students.

#### **4.2.1. The Fondi App Role in Promoting Collaborative Learning for English**

The interviews revealed several key ways in which the Fondi app supports collaborative learning to improve English speaking skills, which are outlined in the following themes:

##### **1. Live and Flexible Interaction**

All participants highlighted the app's real-time communication features, such as "chat rooms" and "live rooms," as its most significant contribution to their learning. These features provided a platform for spontaneous and continuous speaking practice that transcends the limitations of the traditional classroom. One student explained, *"I think yes, because we can talk and practice together anytime and everywhere, even outside the class"*. This flexibility was crucial, as it allowed students to convert their free time into productive learning moments, thereby increasing their overall speaking exposure. The real-time nature of these interactions simulates authentic conversations, helping students develop fluency and quick-thinking skills in English

##### **2. Extending Practice Beyond Classroom Boundaries**

The app's flexibility allows students to practice speaking outside formal classroom settings, addressing the limited speaking time in traditional lessons. P1 explained, *"We can practice anytime, anywhere even outside class since in-class speaking opportunities are often restricted."* P3 added that the app transforms free time into learning moments, reinforcing skills through consistent use. This extended

practice supports fluency and accuracy by bridging theory and real-world application, consistent with principles.

### **3. Encouraging Peer Feedback and Mutual Correction:**

The application fostered a supportive environment where students felt comfortable exchanging constructive feedback. Many participants found peer corrections to be *"less intimidating"* than direct feedback from a lecturer, which in turn boosted their confidence to practice. This peer-to-peer dynamic was highly effective for improvement. As one student stated, *"The feedback helped me to correct my mistakes and become more confident for me"*. This process allowed them to refine their pronunciation, expand their vocabulary, and improve grammatical accuracy through collaborative effort, which is a core component of effective language learning.

### **4. Fostering Teamwork and Collective Learning:**

Fondi actively promoted group-based learning, shifting the focus from individual practice to a collective endeavor. Students reported using the app to collaborate with their classmates outside of scheduled lessons. One participant mentioned, *"I think it helps us practicing or practice together and give each other advice so we can improve ourselves as a group"*. This sense of community was a powerful motivator. Students organized dedicated practice sessions, formed speaking groups, shared learning strategies, and encouraged one another to achieve higher levels within the app, transforming the learning process into a shared and more engaging journey.

#### 4.2.2. Students' Perceptions with the Fondi App

Students generally had highly favorable views of their learning experiences using the Fondi App, though some recurring challenges were noted, which could be improved.

##### 4.2.2.1. Boosted Confidence and Reduced Anxiety

A key finding was that students reported feeling much more confident and less anxious when speaking. P1 explained that practicing with peers in a relaxed setting allowed them to *"speak more freely without worrying about mistakes in front of a teacher or a large class,"* emphasizing the psychological safety of peer interactions. P2 credited the use of avatars for reducing self-consciousness, saying it *"helped me improve my confidence because I wasn't focused on my appearance or voice just on communicating."* where a low-stress environment enhances language learning. P3 noted that regular, casual practice *"made me less nervous about errors, realizing they're part of learning."* P4 appreciated the *"judgment-free space that encouraged spontaneous and genuine conversation."* P5 added, *"I was shy at first, but Fondi made speaking English feel more natural, like chatting with friends."* These responses indicate that the app's design particularly its informal approach and anonymity options effectively addresses speaking anxiety, a common hurdle in language learning. These findings are also supported by observational data, in which researchers noted that participants who were initially quiet became more vocal and actively took turns speaking after several sessions using the app.

#### **4.2.2.2. Gamification as a Key Motivator**

The app's gamified elements, such as levels and avatars, were strong motivators for students. P3 said, *"The level system pushed me to keep practicing so I could unlock new content, giving me a sense of achievement."* P4 added that *"levels provided clear goals, while avatars made practice feel more engaging and less tedious."* P5 agreed, saying, *"The levels make you want to improve and see your progress."* Although P5 found avatars less essential, most participants felt gamification increased engagement and persistence.

#### **4.2.2.3. Challenges and Areas for Improvement**

Despite the positive feedback, some technical and logistical issues arose. Internet connectivity was the most common problem P1 mentioned frequent lagging or freezing due to poor connections, disrupting practice. P2 and P3 also reported unstable connections making conversations difficult. P4 noted connectivity issues during peak hours, leading to dropped calls or poor audio, while P5 said lag sometimes made it hard to understand others. Other challenges included difficulty finding available partners (P3), mismatched skill levels between users (P4), and inactive participants in chat rooms (P5), which hindered effective practice. While these problems didn't overshadow the app's benefits, they point to areas for enhancement, such as better matching algorithms or offline features.

#### **4.2.2.4. Highly Positive Overall Feedback**

Despite the challenges, all participants rated their experience very positively, with satisfaction scores ranging from 8/10 to 9.5/10. They described

the app as *"enjoyable and useful"* (P1), *"user-friendly and approachable"* (P3), and *"highly effective due to its interactive and flexible design"* (P4). These responses confirm that the app's advantages such as collaborative practice and confidence-building far outweighed its drawbacks, reinforcing its value as a language-learning tool.

#### 4.2.2.5. Students Perception of Using Fondi App

This study utilized a qualitative methodology to explore students' engagement and perceptions of the Fondi app as a platform for collaborative learning. By conducting semi-structured interviews with five selected 6th-semester students, the research aimed to gain an in-depth understanding of their experiences and viewpoints on enhancing English speaking skills through the app. This approach allowed for a detailed exploration of their learning processes and opinions:

| No | Perception                                                                                                                | Themes                                     | Explanation                                                                                                        |
|----|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1  | I think I would rate it 8 out of 10 because it was fun and helpful for practicing my English skills.                      | Positive User Perception                   | Students rated their experience positively, emphasizing enjoyment and usefulness for English speaking practice.    |
| 2  | It helped me speak more freely because I could practice with my friends and not feel nervous when I use that application. | Increased Confidence and Reduced Anxiety   | The app created a relaxed environment that helped reduce fear of making mistakes and improved speaking confidence. |
| 3  | I think yes, because we can talk and practice together anytime and everywhere, even outside the class.                    | Flexibility and Accessibility Beyond Class | Students enjoyed the ability to practice outside of the classroom, anywhere and at any time,                       |

|   |                                                                                                                                                                                                                             |                                                |                                                                                                                                  |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|   |                                                                                                                                                                                                                             |                                                | which enhanced speaking consistency.                                                                                             |
| 4 | I think the most helpful feature of that application is the chat rooms because I could practice speaking in real time with the others.                                                                                      | Real-Time Communication as Effective Practice  | Live chat rooms facilitated spontaneous speaking practice, promoting fluency and replicating actual conversational environments. |
| 5 | Sometimes the internet connection was bad and the app would lag or freeze and I think it more challenging for me to use when I use the Fondi app. The bad thing is like the connection Sometimes making that freeze or lag. | Technical Challenges and Limitations           | Internet concerns, for example, lagging and freezing, hindered effective usage of the app.                                       |
| 6 | I think yes, because it makes real-time speaking easier, especially with classmates. So that helps me speak and confidence with my classmates                                                                               | Peer Interaction and Speaking Confidence       | Live interaction with peers increased speaking practice and confidence through known and relaxed interaction.                    |
| 7 | The feedback helped me to correct my mistakes and become more confident for me.                                                                                                                                             | Constructive Feedback for Speaking Improvement | Peer feedback helped students identify and rectify errors, strengthen speaking capacity and gain self-awareness.                 |
| 8 | I think it helps us practicing or practice together and give each other advice so we can improve ourselves as a group when we use the fondi app.                                                                            | Peer Collaboration and Mutual Support          | The application facilitated group learning and collaboration, encouraging mutual improvement in English speaking proficiency.    |

**Table 4. 1 Perception and Experiences**

### 4.3. Discussion

This study provides strong empirical evidence that both supports and extends current academic discourse on the use of technology for collaborative language learning, particularly in the context of speaking English proficiency. The students' firsthand accounts and detailed experiences offer convincing proof that the Fondi App serves as a highly effective platform for collaborative learning, resulting in measurable improvements in spoken English.

One of the most significant findings is the students' unanimous emphasis on the value of real-time interaction, enabled by features such as chat rooms and live rooms. This observation reinforces and expands upon prior research that underscores the necessity of authentic, immediate communication in second language acquisition. Dillenbourg, (2007) argued that collaborative learning enhances speaking skills by creating a structured yet adaptable space for meaningful discussions, active negotiation of meaning, and most importantly instant feedback. The students' testimonies directly reflect this theory, as they reported that the app's interactive tools allowed for spontaneous conversations and direct peer communication, unrestricted by physical or time constraints. This unlimited practice opportunity, especially outside traditional classroom settings, tackles a major obstacle in EFL speaking development: the scarcity of real-world exposure and chances for live oral production. Such continuous, low-pressure engagement is essential for achieving linguistic automatization and fluency.

Another key insight is the notable increase in students' confidence and a reduction in speaking anxiety. The inclusion of anonymity features, such as avatars

(as highlighted by P2), fosters a psychological safe space, making oral practice less intimidating. This finding which suggests that lower anxiety levels minimize mental barriers to language acquisition. The app's non-judgmental environment helps students overcome the fear of errors a major psychological hurdle in achieving fluency. Technology can create a less stressful, more private setting for language practice, encouraging learners to take risks and experiment without fear of immediate criticism.

The study also confirms the power of peer feedback, reinforcing the principles of collaborative learning theory. In this framework, learners co-construct knowledge, offer mutual support, and engage in reciprocal scaffolding. As Panadero (2017) observed, collaborative learning enhances metacognition and self-regulation through repeated explanation and constructive critique. The students' ability to give and receive corrections, refine pronunciation, and apply feedback exemplifies this dynamic learning process. This aligns with Dawadi, (2015) explains that according to Vygotsky, (1978) Zone of Proximal Development (ZPD), where learners achieve higher competence with guidance from more skilled peers. The Fondi App effectively facilitates such peer-mediated learning.

Additionally, the gamification components such as level systems and interactive challenges were widely perceived as key motivators for sustained practice and gradual improvement. This echoes research by Arifiyana & Dzulfikri, (2023) and Rambe & Amran, (2024) who emphasized gamification's role in boosting learner engagement and enthusiasm. The instant feedback and clear progression in gamified systems tap into learners' intrinsic desire for mastery,

transforming routine practice into an engaging, goal-driven activity (Deterding et al., 2011).

However, the study also identifies critical challenges, particularly internet connectivity issues, which pose a major limitation. This problem aligns with broader concerns about the "digital divide" (Ren et al., 2024) where unequal access to technology creates disparities in learning experiences. Furthermore, students reported difficulties in finding available partners and occasional mismatches in proficiency levels, suggesting a need for improved matching algorithms or facilitator-guided interactions to optimize collaboration. These enhancements, as noted by (Nevgl et al., 2006), could ensure more structured and productive digital learning experiences. Practically speaking, these challenges also represent areas of improvement. To deal with connectivity, for instance, app developers can introduce offline modes for pronunciation practice or downloadable content. For partner matching, one can create more sophisticated algorithms to screen users according to skill level (beginner, intermediate, advanced) or topic interests, thus making interactions more productive and balanced.

The Fondi App proves to be a highly promising tool for collaborative speaking English practice, thanks to its facilitation of real-time communication, low-stress practice, peer feedback, and motivational gamification. To maximize its impact and ensure equitable access, addressing technical and logistical barriers is essential. With these improvements, the app could become a cornerstone of technology-enhanced language education.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter draws the conclusions from the findings and discussion of the facilitation and perception of students on using the Fondi application for collaborative learning in English language learning. Additionally, this chapter gives corresponding recommendations for students, teachers, and future researchers derived from the findings of this research.

#### **5.1. Conclusion**

**Conclusion** This study concludes that the Fondi application has been a highly effective tool for facilitating collaborative learning and significantly enhancing English-speaking skills among university students. This facilitation is achieved through a set of significant mechanisms: the application successfully breaks the constraints of traditional classrooms by offering real-time interaction features such as "chat rooms" and "live rooms," where students can engage in spontaneous conversations at any time and location. This explicitly addresses the issue of a lack of opportunities for speaking practice, a common challenge in EFL learning.

Furthermore, Fondi encourages a supportive learning community whereby students give and receive constructive peer feedback a successful process for refining pronunciation accuracy, vocabulary, and grammar in a less intimidating environment than teacher correction. The most pronounced outcome is the development of students' confidence and the reduction of speaking anxiety. These positive psychological effects are driven by the app's informal atmosphere and

anonymity features, such as avatars, that offer students a safe space to practice without fear of making mistakes.

Additionally, gamification features such as the leveling system are powerful incentivize, sustaining interest and converting mundane practice into goal-driven, challenging tasks. The study also, however, notes technical issues, specifically volatile internet connections that may interrupt dialogue, and challenges in locating speaking partners with matching proficiency levels. Student attitudes are generally very positive overall, though, and benefits in terms of collaboration and confidence boost greatly outweigh current hurdles.

## **5.2 Suggestions**

Based on the findings, the following recommendations are made. For students, it is advised to actively integrate the Fondi application as a supplementary learning tool outside of classroom hours. To overcome technical challenges and the availability of speaking partners, students should proactively form dedicated study groups and schedule regular practice sessions to ensure consistency and maximize the potential of collaborative learning. For instructional staff (lecturers), we recommend incorporating Fondi into the speaking skills class as a scaffolded support tool. Lecturers can act as facilitators by providing instructions on the use of the app, assisting in forming groups based on proficiency levels to create more balanced and effective interactions, and designing tasks or debating topics that utilize the app features.

For subsequent research, it is suggested to conduct studies on larger and more diverse samples across various institutions to enhance the generalizability of the findings. Longitudinal studies are also needed to measure the long-term impact of the use of the application on students' speaking proficiency and confidence. Future research can also particularly focus on the effectiveness of the partner-matching algorithm in alleviating proficiency mismatch, and the integration of the application into more formal blended learning models to provide recommendations for institutions.

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## **APPENDICS**

## ***APPENDICS 1***

### **Lembar Permohonan Menjadi Partisipan Penelitian**

Kepada Yth.  
Calon Partisipan Penelitian  
di Tempat

Dengan hormat, Saya yang bertanda tangan di bawah ini:

Nama : Ronny Ahmad Fauzi Pane  
NPM : 2102050062  
Instansi : Universitas Muhammadiyah Sumatera Utara  
Program Studi : Pendidikan Bahasa Inggris  
Sedang melaksanakan penelitian skripsi berjudul:

**“Students’ Perception Towards The Use of Fondi App as The Facilitation in Collaborative Learning at English Language Education Program”**. Penelitian ini bertujuan untuk mengeksplorasi persepsi dan pengalaman mahasiswa dalam menggunakan aplikasi Fondi sebagai media pembelajaran kolaboratif (collaborative learning) dalam meningkatkan keterampilan berbicara Bahasa Inggris. Sehubungan dengan hal tersebut, saya memohon kesediaan Saudara untuk menjadi partisipan wawancara penelitian ini. Wawancara akan dilakukan secara langsung atau daring, dan diperkirakan memerlukan waktu sekitar 10-15 menit.

Keterangan:

- Partisipasi bersifat sukarela dan dapat dibatalkan kapan saja.
- Semua informasi dan jawaban akan dijaga kerahasiaannya, hanya digunakan untuk kepentingan penelitian, dan tidak akan mempengaruhi nilai akademik Saudara.
- Tidak ada risiko atau kerugian yang akan dialami partisipan.

Demikian permohonan ini saya sampaikan. Atas perhatian dan kesediaannya, saya ucapkan terima kasih.

Medan, 21 June 2025

Peneliti

**Ronny Ahmad Fauzi Pane**

## ***APPENDICS 2***

The interview questions developed in this study were based on the theoretical foundations embedded in the sociocultural approach, which at the same time serves as the core framework in (Maudy, 2025) article. The Fondi app is seen not merely as a technological tool, but rather as an interactive virtual social learning environment facilitating the improvement of students' speaking skills through active participation, peer feedback, and contextual support:

1. How would you rate your overall experience using the Fondi app in your speaking English practice?
2. In what ways has the Fondi app helped you improve your confidence in speaking English?
3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Explain.
4. What features of Fondi (chat rooms, levels, avatars) did you find most helpful to use in practicing speaking?
5. Would you care to explain any issues or challenges you encountered in utilizing the Fondi app?
6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?
7. How does the feedback from peers or the app alone influence your speaking practice?
8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English.

## Interview 1

1.How would you rate your overall experience using the Fondi app in your speaking English practice?

Respondent: “I think I would rate it 8 out of 10 because it was fun and helpful for practicing my English skills”.

2.In what ways has the Fondi app helped you improve your confidence in speaking English?

Respondent: “It helped me speak more freely because I could practice with my friends and not feel nervous when I use that application”.

3.Do you believe that utilization of Fondi enhances the effectiveness of collaborative learning with your placement? and can you explain that.

Respondent: “I think yes, because we can talk and practice together anytime and everywhere, even outside the class.

4.What features of Fondi did you find most helpful to use in your practice your speaking English?

Respondent: “You mean from all the features of that application, right? I think the most helpful feature of that application is the chat rooms because I could practice speaking in real time with the others”

5.Would you care to explain any issue or challenges you encountered in utilizing the Fondi app?

Respondent: “Sometimes the internet connection was bad and the app would lag or freeze and I think it more challenging for me to use when I use the Fondi app. The bad thing is like the connection Sometimes making that freeze or lag”

6.Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

Respondent: “I think yes, because it makes real-time speaking easier, especially with classmates. So that helps you speak and confidence for your classmates? Yes”

7.How does the feedback from peers or the app alone influence your speaking practice?

Respondent: “The feedback helped me to correct my mistakes and become more confident for me”

8.In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English?

Respondent: “I think it helps us practicing or practice together and give each other advice so we can improve ourselves as a group when we use the Fondi app”

## Interview 2

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

Respondent: “Okay, if I had to rate my experience in using Fondi as my speaking practice, it would be 9.5”

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

Respondent: “Okay, when I'm using Fondi apps, it really helped me improving my confidence in speaking because I don't need to show my face, so I practice there to speak English fluently”

Respondent: “in the real-time chat, so it really helped me to practice my speaking especially, and that way I can improve the confidence that I need when speaking in the real world”

3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Can you explain about that?

Respondent: “Yes, so I believe that the utilization of Fondi really enhances the effectiveness of collaborative learning because as there are some people there in the live stream chat, so it's really effective and it can enhance the speaking of English students between my classmates, so I think it's really effective using Fondi as the collaborative learning”.

4. What features of Fondi did you find most helpful to practice your speaking?

Respondent: “So, the features that are really useful for me are the live room chat, so it can be in the group or it can be duo, and it really helped me to improve the speaking skills, and I really like the features of avatars there. The animation, so I don't need to show my face or show my real features. I can say characters so the characters there are really interesting for me”

5. Would you care to explain issues or challenges you encountered in utilizing the Fondi app?

Respondent: “Yeah, so I found some issues when using the Fondi apps, especially the connections. Yeah, the problem is the connections because it really needs strong connections of Wi-Fi. If our connection is really low, it would be some buffering, loading, something like that and it's really bothering me”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

Respondent: “Yes, it can be the real-time interactions when using Fondi because even if I didn't show my face, like the only characters there, but we only hear the voices. So, it is like I'm calling my friends, the native or the other one that is also learning English so we can learn together about English. So, it's really do have a real-time interaction”.

7. How does the feedback from peers or the app alone influence your speaking practice?

Respondent: “The feedback from the peers or the app? The feedback from the peers or the apps. So, my friends told me that my English and my confidence in speaking

is really improved better than before. So, I think for the apps is really influence the speaking skill and the confidence that language learners need, so my friends, the peers, is really tough like that”.

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English? In what way for me supported my cooperation?

Respondent: “So, it is like my real friends. Okay, so because it is really so we just like using our voice without the characters. If someone that really introverts or not that confidence, they can use the Fondi app to enhance their speaking skill and their confidence. I think this Fondi apps is really supported the cooperation and collaboration”.

### Interview 3

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

Respondent: "I will rate my overall experience as very good. The app is easy to navigate and provides a comfortable environment to practice speaking without feeling judged"

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

Respondent: "The Fondi app helped me build confidence by giving me frequent opportunities to speak with different partners in real time. Practicing regularly and receiving supportive feedback made me feel less nervous about making mistakes"

3. Do you believe the utilization of Fondi enhanced the effectiveness of collaborative learning with your classmates? And can you explain that?

Respondent: "Yes, definitely. Fondi makes collaboration more effective because it allows us to practice together even outside of class. We can have discussions in chat rooms, set goals, and motivate each other to participate"

4. What features of Fondi did you find most helpful to use practice speaking in English?

Respondent: "I found the chat rooms most helpful because they create a safe space to have spontaneous conversations. The level also motivates me to keep practicing so I could progress and unlock new topics"

5. Would you care to explain any issue or challenges you encountered in utilizing the Fondi app?

Respondent: “One challenge was that sometimes the connection was unstable which interrupts conversation. Also, it was hard to find available partners at certain times of the day”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

Respondent: “Yes, I think it creates many more possibilities. It makes it easy to practice with classmates or even with learners from other places instantly, which is something you can always do in a traditional classroom”.

7. How does the feedback from peers or the app alone influence your speaking practice?

Respondent: “The feedback helps a lot because it shows me what I'm doing well and where I need improvement. Knowing exactly which area to work on keeps me motivated and focused”.

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English?

Respondent: “Fondi has made it easier to connect with classmates outside of scheduled lessons. We can recognize practice sessions, share tips, and support each other, which has translated our teamwork and learning progress”.

#### Interview 4

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

Respondent: “I would rate my overall experience with the Fondi app as highly positive because it provides an interactive, motivating, and flexible platform for speaking practice that extends beyond the limitation of the physical classroom. And then its integration of gamified features sustains engagement and encourages consistent use”

2. In what ways has the Fondi app helped you improve your confidence in speaking in English?

Respondent: “I think that the Fondi app has significantly enhanced my confidence in speaking English by offering a non-threatening environment where I can practice without the fear of immediate judgment. And then repeat exposure to different topics and expressions through spontaneous chatroom discussion has helped me speak more naturally and reduce anxiety over making mistakes”

3. Do you believe that utilization of Fondi enhances the effectiveness of collaborative learning with your close mate? and can you explain that?

Respondent: “Okay, yes, absolutely. The utilization of Fondi fosters effective collaborative learning because it facilitates real-time peer interaction beyond scheduled classes. I think that it encourages you to share vocabulary, correct each other constructively, and engage in meaningful dialogue. And then such as consistent collaboration strengthens not only

individual speaking skills but also group dynamics and mutual support in learning”

4. what features of Fondi did you find most helpful to use in practice speaking in English?

Respondent: “I think the chatroom is most helpful because they simulate authentic communicative situations and connect me with various speakers in the long time. Additionally, the level system motivates me to progress systematically while avatars add an element of personalization that makes the practice session feel more immersive”

5. Would you care to explain any issue or challenges you encountered in utilizing the Fondi app?

Respondent: “One of the primary challenges I encountered was occasional internet connectivity issues because they interrupted conversation and then affected the flow of speaking practice. Additionally, sometimes there was a mismatch in the speaking level between participants in chat rooms, which could limit the challenge or usefulness of the interaction”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

Respondent: “Yeah, I strongly believe that Fondi provides greater possibility for real-time English interaction compared to traditional classroom sitting alone. It always instant communication with different speakers at any time, thereby increasing both the quantity and variety of language exports, which are critical for fluency development”

7. How does the feedback from peers or the app alone influence your speaking practice?

Respondent: “The feedback from peers plays a crucial role in refining my speaking accuracy and appropriateness. It helps identify pronunciation or grammatical errors that I might overlook. Meanwhile, feedback from the app such as automated prompts or suggestions supports vocabulary expansion and structures my learning more. Suggestion support vocabulary expands and structures my learning more efficiently”

8. in what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English?

Respondent: “Fondi has facilitated better cooperation with my classmates by creating a shared space where we can practice without the constraints of class time. It has encouraged us to form speaking groups, exchange learning strategies, and motivate each other to achieve higher levels”

## Interview 5

1. how do you rate your overall experience using the Fondi app in your speaking English practice?

Respondent: "I'd say it's pretty good, around 8 out of 10. It's fun and makes speaking English feel less stressful"

2. in what ways does the Fondi app help you improve your confidence in speaking English?

Respondent: "I used to feel shy speaking English, but with Fondi I got more used to talking. Because we speak with different people, I don't overthink anymore, it feels more natural now"

3. do you believe that utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? And can you explain that?

Respondent: "Yes, for sure. We can join rooms together, practice conversations, and even joke around in English. It's different than in class where everything feels too serious"

4. what features of Fondi did you find most helpful to use in your practice speaking?

Respondent: "The chat rooms helped me the most. I can just jump in and speak. The levels are also nice because they make you want to improve.

Avatars are cute but not really important for speaking"

5. would you care to explain any issues or challenges you encountered in utilizing the Fondi app?

Respondent: “Sometimes the internet connection may lag and a few times there were no people online in the room. Also, some people just stayed silent so I had to leave and try another room”

6. do you think that the use of Fondi allows for more possibilities for real-time English interaction?

Respondent: “Yes, I can speak with people anytime and it feels like a real conversation, not just reading from a script like in class”

7. how does the feedback from peers to the app alone influence your speaking practice?

Respondent: “Peer feedback helped me the most, like when someone says, "try saying it this way," I could fix my sentence. The app doesn't give detailed feedback, but just talking helped a lot”

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English?

Respondent: “We often set up a time to meet in a room or practice together. It makes learning more fun and we support each other, like correcting grammar or giving new vocab ideas”.

## Interview 6

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

“I would rate my overall experience as very positive. The app is engaging, easy to use, and it provides me with many opportunities to practice speaking English in a fun and interactive way”

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

“Fondi has helped me reduce my fear of making mistakes because I can practice with classmates in a supportive environment. Speaking regularly in chat rooms also boosts my confidence to express myself more naturally”

3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Explain.

“Yes, it does. Fondi makes it easier to communicate and share ideas with classmates outside the classroom. The interactive features encourage teamwork and create a space where we can learn from each other’s mistakes and strengths”

4. What features of Fondi (chat rooms, levels, avatars) did you find most helpful to use in practicing speaking?

“The chat rooms are the most helpful because they allow real-time speaking practice. The levels also motivate me to improve step by step, while the avatars make the experience more enjoyable”

5. Would you care to explain any issues or challenges you encountered in utilizing the Fondi app?

“Sometimes the internet connection affects the fluency of conversation. Also, there are moments when I find it hard to keep the conversation flowing if participants are shy or less active”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

“Yes, definitely. The app gives instant access to speaking practice with peers, which makes it easier to have spontaneous and authentic English conversations”

7. How does the feedback from peers or the app alone influence your speaking practice

“Feedback from peers helps me realize my strengths and weaknesses. Meanwhile, the app’s structured progress through levels and performance indicators encourages me to be more consistent in practicing”

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English

“It has encouraged me to work together with classmates, exchange feedback, and motivate one another. The collaborative environment makes learning English less stressful and more enjoyable”

### Interview 7

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

“I would rate it 9/10”

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

“It helped me become more confident by giving me opportunities to practice regularly”

3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Explain.

“Yes, it makes collaborative learning easier and more interactive with classmates”

4. What features of Fondi (chat rooms, levels, avatars) did you find most helpful to use in practicing speaking?

“The chat rooms and levels were the most helpful features for practicing speaking”

5. Would you care to explain any issues or challenges you encountered in utilizing the Fondi app?

“Sometimes the internet connection and limited features became challenges”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

“Yes, it provides more chances for real-time interaction with others in English”

7. How does the feedback from peers or the app alone influence your speaking practice

“Feedback motivates me to correct mistakes and improve my speaking”

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English

“It supported my collaboration with classmates by encouraging discussions and teamwork in English”

### Interview 8

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

“overall i gift 9/10, because fondi app totally help me to improve my english skill”

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

“The Fondi app has helped me improve my confidence in speaking English by giving me more opportunities to practice in a safe and supportive environment. Since I can interact with others regularly, I feel less nervous about making mistakes and more motivated to speak up. The real-time practice and conversations make me more fluent and comfortable using English in daily situations”

3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Explain.

“Yes, I believe it does. Fondi allows us to work together, share ideas, and practice English in real time. Through group activities and discussions, we can learn from each other’s strengths and correct our weaknesses. This collaborative learning creates a sense of teamwork, which makes the learning process more effective and enjoyable”

4. What features of Fondi (chat rooms, levels, avatars) did you find most helpful to use in practicing speaking?

\*

“The chat rooms are the most helpful feature because they give me direct chances to practice speaking with my peers. Levels also motivate me to keep improving since I can track my progress. The avatars make the experience more fun and engaging, which helps reduce my anxiety when practicing”

5. Would you care to explain any issues or challenges you encountered in utilizing the Fondi app?

“One of the challenges I encountered was unstable internet connection, which sometimes made the conversation less smooth. Also, at first, I felt a little shy to speak in front of others, but after practicing more, I started to feel more comfortable”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

“Yes, Fondi makes real-time English interaction easier because it provides instant communication with classmates and peers. It feels like a real conversation, so I can practice listening and responding quickly, just like in real life”

7. How does the feedback from peers or the app alone influence your speaking practice

“The feedback from peers helps me realize my mistakes and improve my pronunciation or grammar. Positive comments also boost my confidence. Meanwhile, the app’s system of levels and rewards encourages me to keep practicing and improving step by step”

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English

“Fondi supports cooperation by letting us practice together in group discussions and activities. It encourages us to share ideas, correct each other’s errors, and support one another in learning English. This collaboration makes learning more interactive and effective compared to practicing alone”

### Interview 9

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

“I'd rate fondi a 7/10. The app is excellent for building English speaking confidence, thanks to its avatar-based virtual space and the chance to instantly talk to people from around the world. It's a genuinely unique and helpful practice tool. However, the score is lowered because of frustrating technical bugs—it crashes too often and has poor audio quality with weak Wi-Fi—and the platform needs better moderation to filter out users who aren't serious about learning. It's a great concept, but the stability issues hold it back”

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

“fondi is a game-changer. The virtual world allows you to practice without the stress of being on camera, which is a huge confidence booster. It truly helps with fluency because you get instant, real-time voice practice with people from many countries, forcing you to think quickly. While the app has some technical issues, it's arguably the most effective tool available for people who just need to start talking to break past the fear of making mistakes”

3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Explain.

“Fondi can enhance collaborative learning among classmates primarily by providing a low-stress environment for spontaneous voice practice. The use of avatars and real-time conversation encourages shy students to practice fluency and pronunciation outside of class”

4. What features of Fondi (chat rooms, levels, avatars) did you find most helpful to use in practicing speaking?

“The most helpful feature is the Avatars because they significantly reduced my speaking anxiety, allowing me to focus on fluency. The various Chat Rooms (like the Plaza) were also very useful for engaging in instant, diverse group conversations”

5. Would you care to explain any issues or challenges you encountered in utilizing the Fondi app?

“The main challenges I faced were frequent app crashes and poor audio quality when my Wi-Fi was weak. Also, the lack of strong user moderation often led to disruptive or non-serious users interrupting conversations”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

“Yes, absolutely. Fondi allows for significantly more real-time English interaction by connecting you instantly with learners globally in various voice-based virtual spaces”

7. How does the feedback from peers or the app alone influence your speaking practice

“Peers' direct feedback on pronunciation and word choice gives immediate, real-world correction, which is crucial for improvement. The app's gamified features (levels/points) and the low-pressure setting indirectly influence practice by increasing motivation and confidence to speak more often”

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English

“Fondi supports collaboration by offering a shared, low-stress virtual space where we can conduct spontaneous role-plays and group discussions outside of class, encouraging frequent, pressure-free speaking practice together”

### Interview 10

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

“I feel good using the Fondi app. It helps me practice speaking English and makes me more confident. The app is easy to use and useful for learning”

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

“The Fondi app helps me speak more often in English. I feel less shy and more brave to talk. It gives me practice and makes me more confident”

3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Explain.

“Yes, I believe Fondi helps in collaborative learning. It makes me and my classmates talk more, share ideas, and practice English together. This makes learning easier and more fun”

4. What features of Fondi (chat rooms, levels, avatars) did you find most helpful to use in practicing speaking?

“I like the chat rooms because I can practice speaking with other people. The levels help me know my progress and improve step by step. I enjoy using the avatars because they make learning fun. Chat rooms are most helpful, I can speak more and get confidence”

5. Would you care to explain any issues or challenges you encountered in utilizing the Fondi app?

“Sometimes the internet connection is slow, so the app does not work well. Also, I find it a little difficult to understand some words”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

“Yes, I think so. Fondi gives more chances to talk in real-time. It helps me practice English with others directly and makes learning more natural”

7. How does the feedback from peers or the app alone influence your speaking practice

“The feedback helps me improve my speaking. From peers, I feel supported and get new ideas. From the app, I learn my mistakes and can practice more”

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English

“Fondi helps me work together with my friends. We can practice speaking English, share ideas, and correct each other. It makes learning more fun and easier”

## Interview 11

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

“9/10”

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

“Using the Fondi app has really helped me build my confidence in speaking English. I get the chance to practice with real people in real time, which makes me more comfortable expressing my ideas without overthinking grammar or vocabulary. The supportive environment encourages me to take risks, even if I make mistakes, and I’ve noticed that my fluency improves the more I practice. Talking with users from different countries also helps me get used to various accents and topics, so I feel more prepared for real-life conversations. Overall, seeing my own progress through the app motivates me and boosts my confidence in using English”

3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Explain.

“Yes, I believe that using Fondi enhances the effectiveness of collaborative learning with my classmates. The app provides us with a space to practice English together beyond the classroom, which makes our learning more interactive and engaging. It allows us to share ideas, practice speaking in real time, and support each other when making mistakes. This collaborative practice not only improves our communication skills but also strengthens teamwork, since we can give feedback and

encouragement to one another. As a result, learning feels more dynamic and effective compared to working individually”

4. What features of Fondi (chat rooms, levels, avatars) did you find most helpful to use in practicing speaking?

“I found the chat rooms most helpful because they give me the chance to practice speaking with different people in real time and on various topics, which improves my fluency. The levels are also useful since they motivate me to keep practicing and track my progress step by step. Meanwhile, the avatars make the practice more fun and less intimidating, so I feel more relaxed when joining conversations. Altogether, these features create an enjoyable and supportive environment that makes practicing English more effective”

5. Would you care to explain any issues or challenges you encountered in utilizing the Fondi app?

“One of the main challenges I encountered while using the Fondi app was unstable internet connection, which sometimes interrupted conversations and made it hard to communicate smoothly. I also found it a bit challenging at first to match with active partners, since not everyone was available at the same time. In addition, I sometimes felt nervous about speaking with strangers, especially when I wasn’t sure about my vocabulary or pronunciation. However, over time these challenges became easier to manage as I gained more practice and confidence”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

“Yes, I think Fondi creates more opportunities for real-time English interaction because it connects me instantly with other learners or speakers from different places. This makes it easier to practice spontaneous conversations outside of the classroom, which is something textbooks or traditional assignments cannot always provide. The live interaction helps me improve not only my speaking but also my listening and quick thinking in English”

7. How does the feedback from peers or the app alone influence your speaking practice

“Feedback from peers motivates me to keep improving because it highlights areas I need to work on while also giving me encouragement. When my classmates or partners correct my grammar, pronunciation, or word choice, I become more aware of my mistakes and try to avoid repeating them. The app’s structure, such as levels or reminders, also gives me indirect feedback on my progress, which keeps me motivated. Together, both types of feedback build my confidence and help me practice more effectively”

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English

“Fondi has supported my cooperation with fellow students by giving us a platform to practice English together outside the classroom. Through its chat rooms, we can collaborate in real-time conversations, share ideas, and even correct each other’s mistakes in a supportive way. Working with classmates on the app makes learning feel more interactive and less formal, which strengthens teamwork and builds a

sense of community. It also encourages us to motivate one another, so instead of learning individually, we grow together and improve our English more effectively”

## Interview 12

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

“i would rate my experience as very good because the app gives me more opportunities to practice speaking English in a fun and interactive way”

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

“The app helps me to speak more often without feeling shy since I can practice with classmates or in groups. Over time, I feel more confident expressing ideas and speaking more fluently”

3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Explain.

“Yes, it does. Fondi makes it easier to work together in practicing English because everyone can join the same space, share ideas, and give feedback. This creates a supportive environment for learning”

4. What features of Fondi (chat rooms, levels, avatars) did you find most helpful to use in practicing speaking?

“The chat rooms are the most helpful because they allow real conversations with others. Levels are also motivating since they show progress, while avatars make the experience more fun and less stressful”

5. Would you care to explain any issues or challenges you encountered in utilizing the Fondi app?

“Sometimes the internet connection causes delays in conversations. Also, at first it was a bit confusing to use some features, but after practice it became easier”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

“Yes, definitely. It provides a platform where I can immediately interact with others in English, which feels more natural and helps me practice spontaneous speaking”

7. How does the feedback from peers or the app alone influence your speaking practice

“Feedback helps me realize my mistakes and improve pronunciation or grammar. Positive encouragement from peers also motivates me to keep practicing and not be afraid of errors”.

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English

“Fondi makes it easier to collaborate by giving us a shared space to practice. We can learn from each other’s strengths, correct mistakes together, and encourage one another to keep improving”

### Interview 13

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

“I would rate my overall experience as very good (4/5)”

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

“Fondi has significantly boosted my confidence by providing a safe space to make mistakes without the fear of judgment from a teacher or large group. The real-time interaction with peers, often with similar skill levels, made me feel more comfortable experimenting with new vocabulary and sentence structures. Moreover, knowing I can practice anytime helped me feel prepared for in-class discussions”

3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Explain.

“Yes, absolutely. Fondi enhances collaborative learning by extending the classroom beyond physical meetings. It facilitates spontaneous and project-based practice sessions where we can apply concepts learned in lectures. The app allows us to form small, dedicated groups easily, discuss assignments, and give each other instant, informal feedback on pronunciation and fluency, making the learning process more dynamic and effective”

4. What features of Fondi (chat rooms, levels, avatars) did you find most helpful to use in practicing speaking?

“The chat rooms were the most helpful feature. They allowed for immediate connection with classmates or other users who were available to practice at the moment. This functionality turned the learning process into a more social and less daunting task. The levels were also motivating, providing a sense of progression and achievement”

5. Would you care to explain any issues or challenges you encountered in utilizing the Fondi app?

“The main challenges involved occasional technical glitches, such as unstable voice quality or disconnections, especially during peak usage times. Another minor issue was the occasional difficulty in finding suitable practice partners with the exact same learning goals or proficiency level when classmates weren't available”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

“Yes, definitely. Fondi provides possibilities for real-time interaction that are difficult to replicate otherwise. It offers a platform for quick, unscheduled practice (like five-minute calls) that wouldn't happen without the app. This is crucial because it simulates the need for spontaneous, on-the-spot English communication, which is a key skill for a future English educator”

7. How does the feedback from peers or the app alone influence your speaking practice

“Both types of feedback are valuable. Peer feedback is highly influential because it comes from people who understand the learning context—it's practical and relatable. They often point out natural-sounding mistakes or suggest better colloquial phrases. Feedback from the app (if any, like simple corrections or progress tracking) is helpful for self-monitoring basic errors and keeping track of overall improvement, acting as an objective measure of progress”

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English

“Fondi has supported collaboration by creating an accessible and flexible environment for group work. We've used it to: Rehearse presentations before class, giving each other constructive criticism. Organize quick debate sessions on current topics to practice argumentation. Complete speaking assignments together even when we couldn't meet in person. It fundamentally made out-of-class teamwork significantly easier and more consistent”

#### Interview 14

1. How would you rate your overall experience using the Fondi app in your speaking English practice?

“The app helps me feel more confident speaking English. It's easy to use, but sometimes the audio connection isn't stable”

2. In what ways has the Fondi app helped you improve your confidence in speaking English?

“Fondi helped me speak more often with different people, which made me feel more comfortable and confident using English in real conversations”

3. Do you believe that the utilization of Fondi enhances the effectiveness of collaborative learning with your classmates? Explain.

“Yes, I believe using Fondi makes collaborative learning more effective because it encourages real-time communication and helps us practice speaking English together in a more natural and interactive way”

4. What features of Fondi (chat rooms, levels, avatars) did you find most helpful to use in practicing speaking?

“I found the chat rooms most helpful because they gave me a chance to practice speaking with different people in real-time. The levels also motivated me to improve step by step”

5. Would you care to explain any issues or challenges you encountered in utilizing the Fondi app?

“Sometimes the audio quality was poor or the connection was unstable, which made conversations difficult. Also, it was not always easy to find active users to talk with at certain times”

6. Do you think that the use of Fondi allows for more possibilities for real-time English interaction?

“Yes, Fondi allows more real-time English interaction because it connects users instantly through voice chats, making the practice feel more natural and conversational”

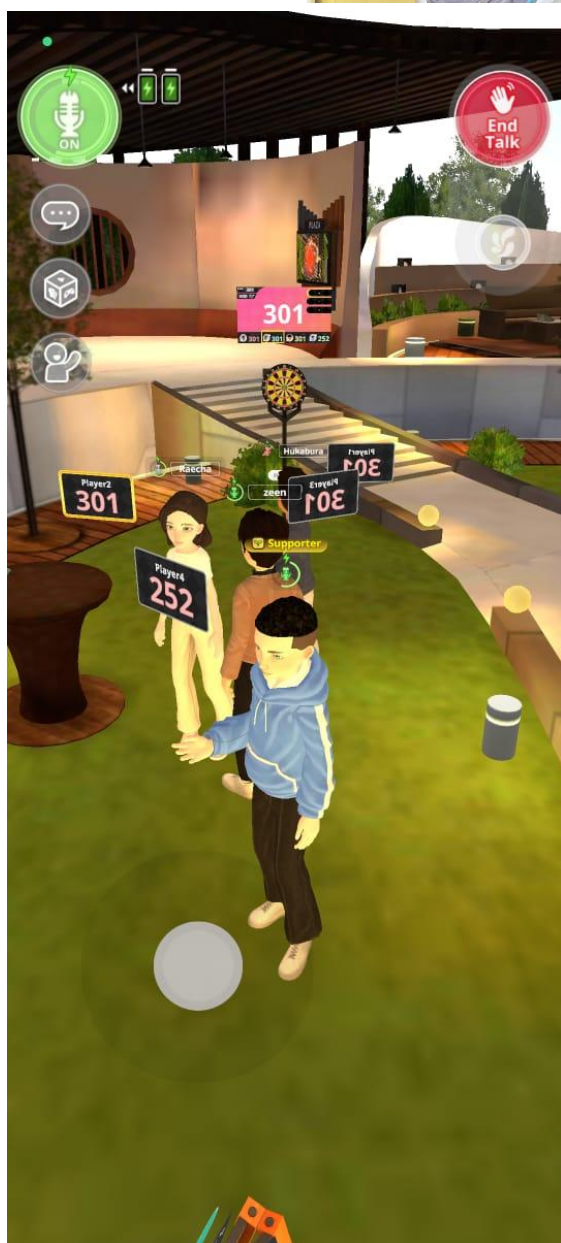
7. How does the feedback from peers or the app alone influence your speaking practice

“Feedback from peers helps me understand my mistakes and improve. It motivates me to speak more clearly and confidently. The app's features also guide my practice, but peer feedback feels more personal and useful”

8. In what ways has Fondi supported your cooperation or collaboration with fellow students in improving your English

“Fondi supported my collaboration with classmates by giving us a space to practice speaking together, share ideas, and help each other improve in a fun and interactive way”

**APPENDICS 3**



#### Appendix 4. Lembar Permohonan Persetujuan Skripsi

| <p><b>UMSU</b><br/>Unggul, Cerdas, Terpercaya</p>                                                                                                                                                                                                                                                             | <p align="center"><b>MAJELIS PENDIDIKAN TINGGI<br/>UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA<br/>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</b><br/>Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238<br/>Website: <a href="http://www.fkip.umsu.ac.id">http://www.fkip.umsu.ac.id</a> E-mail: <a href="mailto:fkip@umsu.ac.id">fkip@umsu.ac.id</a></p> |          |                                                                                                                      |              |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|--------------|--|
| <p align="center"><b>PERMOHONAN PERSETUJUAN JUDUL SKRIPSI</b></p>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                      |              |  |
| <p>Dengan ini saya:<br/>         Nama Mahasiswa : Ronny Ahmad Fauzi Pane<br/>         NPM : 2102050062<br/>         Prog. Studi : Pendidikan Bahasa Inggris</p>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                      |              |  |
| <table border="1"> <thead> <tr> <th>Judul</th> <th>Diterima</th> </tr> </thead> <tbody> <tr> <td>The Role of Fondi App in Facilitating Collaborative Learning in English Language Education: A Qualitative Case Study</td> <td align="center"> <br/>           10-01-25         </td> </tr> </tbody> </table> | Judul                                                                                                                                                                                                                                                                                                                                                         | Diterima | The Role of Fondi App in Facilitating Collaborative Learning in English Language Education: A Qualitative Case Study | <br>10-01-25 |  |
| Judul                                                                                                                                                                                                                                                                                                         | Diterima                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                      |              |  |
| The Role of Fondi App in Facilitating Collaborative Learning in English Language Education: A Qualitative Case Study                                                                                                                                                                                          | <br>10-01-25                                                                                                                                                                                                                                                                                                                                                  |          |                                                                                                                      |              |  |
| <p align="center">Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.</p>                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                      |              |  |
| <p align="center">Disetujui oleh<br/>Dosen Pembimbing</p> <p align="center"> <br/> <b>Drs. Ali Amran, M.Hum.</b> </p>                                                                                                                                                                                         | <p align="center">Medan, 10 Januari 2025<br/>Hormat Pemohon,</p> <p align="center"> <br/> <b>Ronny Ahmad Fauzi Pane</b> </p>                                                                                                                                                                                                                                  |          |                                                                                                                      |              |  |

## Appendices 5. Form K-1



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K – 1

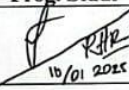
Kepada Yth: Bapak Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Ronny Ahmad Fauzi Pane  
 NPM : 2102050062  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 119 SKS

IPK= 3,70.

| Persetujuan<br>Ket./Sekret.<br>Prog. Studi                                                        | Judul yang Diajukan                                                                                                  | Disahkan<br>oleh Dekan<br>Fakultas                                                    |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <br>10/01/2025 | The Role of Fondi App in Facilitating Collaborative Learning in English Language Education: A Qualitative Case Study |  |
|                                                                                                   | Investigating EFL Learners' Perception of Using Fondi App to Teach Speaking Skills: A Qualitative Approach           |                                                                                       |
|                                                                                                   | The Integration of Fondi App in Improving English Comprehension in EFL: A Qualitative Analysis                       |                                                                                       |

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 10 Januari 2025  
 Hormat Pemohon,

  
 Ronny Ahmad Fauzi Pane

**Keterangan:**

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
 - Untuk Ketua/Sekretaris Program Studi  
 - Untuk Mahasiswa yang bersangkutan

## Appendices 6. Form K-2



**MAJELIS PENDIDIKAN TINGGI**  
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**Form K-2**

Kepada : Yth. Bapak Ketua/Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : **Ronny Ahmad Fauzi Pane**  
 NPM : **2102050062**  
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**The Role of Fondi App in Facilitating Collaborative Learning in English Language Education : A Qualitative Case Study**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

**Drs. Ali Amran, M.Hum.**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 10 Januari 2025  
 Hormat Pemohon,

**Ronny Ahmad Fauzi Pane**

Keterangan

Dibuat rangkap 3 :  
 - Untuk Dekan / Fakultas  
 - Untuk Ketua / Sekretaris Prog. Studi  
 - Untuk Mahasiswa yang Bersangkutan

## Appendices 7. Form K-3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

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Nomor : 293/II.3-AU//UMSU-02/ F/2025  
 Lamp : ---  
 Hal : **Pengesahan Proyek Proposal  
 Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
 Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : **Ronny Ahmad Fauzi Pane**  
 N P M : 2102050062  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : **The Role of Fondi App in Facilitating Collaborative Learning in English Language Education A Qualitative Case Study**

Pembimbing : **Drs. Ali Amran., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **24 Januari 2026**

Medan, 24 Rajab 1436 H  
24 Januari 2015 M

  
 Wassalam  
 Dekan  
**Dra. Hj Syamsuyurnita, M.Pd.**  
 NIDN 0004066701

Dibuat rangkap 4 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

**WAJIB MENGIKUTI SEMINAR**





## Appendices 8. Berita Acara Bimbingan Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Ronny Ahmad Fauzi Pane  
 NPM : 2102050062  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Role of Fondi App in Facilitating Collaborative Learning in English Language Education: A Qualitative Case Study.

| Tanggal    | Deskripsi Hasil Bimbingan Proposal  | Tanda Tangan |
|------------|-------------------------------------|--------------|
| 10/01 2025 | Discussion about the research title |              |
| 03/02 2025 | Discussion and Revision Chapter I   |              |
| 14/02 2025 | Discussion and Revision Chapter II  |              |
| 16/02 2025 | Discussion and Revision Chapter III |              |
| 20/02 2025 | Final Discussion                    |              |
| 20/02 2025 | Approved                            |              |
|            | Approved                            |              |

Diketahui oleh:  
 Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 20 Februari 2025

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)

## Appendix 9. Berita Acara Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin, Tanggal 24 Bulan Maret Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Ronny Ahmad Fauzi Pane  
 N.P.M : 2102050062  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Role of Fondi App in Facilitating Collaborative Learning in English Language Education: A Qualitative Case Study

| No                    | Masukan dan Saran                                                                                                                                                           |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title                 | students' facilitation and perception of using fondi collaborative learning in English language education                                                                   |
| Introduction          | Identification of problems described significant of study for teacher, student described                                                                                    |
| Literature Review     | no write about mobile learning draft theoretical                                                                                                                            |
| Research Methodology  | before seminar used future tense, after seminar used past write the instrument for participant about facilitate perception of using fondi collaborative learning in English |
| Result and Discussion | Reference                                                                                                                                                                   |
| Conclusion            | <input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak<br><input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan                                |

Dosen Pembahas

  
 (Alfitriani Siregar, S.Pd., M.Ed)

Dosen Pembimbing

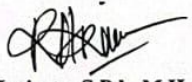
  
 (Drs. Ali Amran, M.Hum)

Panitia Pelaksana

Ketua

  
 (Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

  
 (Rita Harisma, S.Pd., M.Hum.)

## Appendices 10. Permohonan Perubahan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada: Yth. Bapak Ketua/Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Ronny Ahmad Fauzi Pane  
 NPM : 2102050062  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

**Students's Facilitation and Perception of Using Fondi App Colloborative Learning  
 in English Language Education**

Menjadi:

**Students' Perception Towards The Use of Fondi App As The Facilitation in  
 Collaborative Learning at English Language Education Program**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya  
 atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 24 Agustus 2025

Ketua Program Studi  
 Pendidikan Bahasa Inggris

**Dr. Pirman Ginting, S.Pd., M.Hum**

Hormat Pemohon

**Ronny Ahmad Fauzi Pane**

Diketahui Oleh :

Dosen Pembahas

**Dr. Hj. Dewi Kesuma Nst., S.S., M.Hum.**

Dosen Pembimbing

**Drs. Ali Amran, M.Hum.**

## Appendices 11. Lembar Pengesahan Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

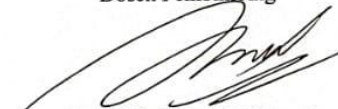
Nama Lengkap : Ronny Ahmad Fauzi Pane  
 N.P.M : 2102050062  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Role of Fandi App in Facilitating Collaborative Learning in English  
 Language Education: A Qualitative Case Study

Pada hari Senin, Tanggal 24 Bulan Maret Tahun 2025 sudah layak menjadi Proposal skripsi.

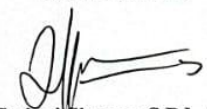
Medan, 24 Maret 2025

Disetujui oleh:

Dosen Pembimbing

  
 (Drs. Ali Amran, M.Hum)

Dosen Pembahas

  
 (Alfitriani Siregar, S.Pd., M.Ed)

Diketahui oleh  
 Ketua Program Studi,

  
 (Dr. Pirman Ginting, S.Pd., M.Hum)

## Appendices 12. Berita Acara Skripsi



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Ronny Ahmad Fauzi Pane  
 NPM : 2102050062  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Students's Facilitation and Perception of Using Fondi App  
 Colloborative Learning in English Language Education.

| Tanggal    | Deskripsi Hasil Bimbingan Skripsi          | Tanda Tangan |
|------------|--------------------------------------------|--------------|
| 05/05 2025 | Discussion about the Title (Revision)      |              |
| 19/05 2025 | Revision Chapter I and III                 |              |
| 16/06 2025 | Discussion about a research in chapter IV  |              |
| 21/07 2025 | Revision chapter IV                        |              |
| 04/08 2025 | Revision Chapter V                         |              |
| 07/08 2025 | Discussion about conclusion and suggestion |              |
| 11/08 2025 | Approved                                   |              |

Diketahui oleh:  
 Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, Mei 2025  
 Dosen Pembimbing

( Drs. Ali Amran, M.Hum .)

## Appendices 13. Curriculum Vitae



### RONNY AHMAD FAUZI PANE

+62 822-4743-7291 | roniss2003@gmail.comxxxx | xxxxxx

xxxxxx

Fresh graduate student majoring in English Education at Universitas Muhammadiyah Sumatera Utara with a GPA of 3.70. Possesses strong leadership, discipline, and adaptability in facing new challenges. Believes that success comes from loving what we do and dedicating ourselves to continuous learning and growth.

#### Work Experiences

**UD. Gilingan Padi Setia Budi** - Setia Budi, Padangsidempuan

Jan 2017 - Present

*Warehouse Administration*

- Managed warehouse data entry and inventory reports.
- Assisted in daily warehouse operations.
- Prepared administrative documentation and stock reports.

#### Education

**Universitas Muhammadiyah Sumatera Utara**

Sep 2021 - Nov 2025 (Expected)

*Bachelor of english education, 3.70/4.00*

- Teaching Practice (PLP)
- PLP I – SMA Swasta Asuhan Daya Medan | February 2022
- Assisted teachers in English language instruction.
- Observed teaching and school administration activities.
- PLP II & III – SMA Al-Ulum Terpadu Medan | September 2023 – 2024
- Designed and implemented English learning activities.
- Participated in school events and student assessments.

#### Organization Experience

**English Department Student Association (HMJ PBI UMSU)** - medan

Jun 2021 - Present

*Secretary of Cadre Division*

- Head of Equipment Committee, English National Competition, HMJ English Education Department UMSU (January 11, 2025)
- Head of Administration Training Committee, HMJ English Education Department UMSU (June 30, 2024)

#### Skills

- **Soft Skills** (2025): Leadership & Teamwork, Public Speaking, Microsoft Word & PowerPoint, English Language (Intermediate–Advanced) - Communication & Collaboration