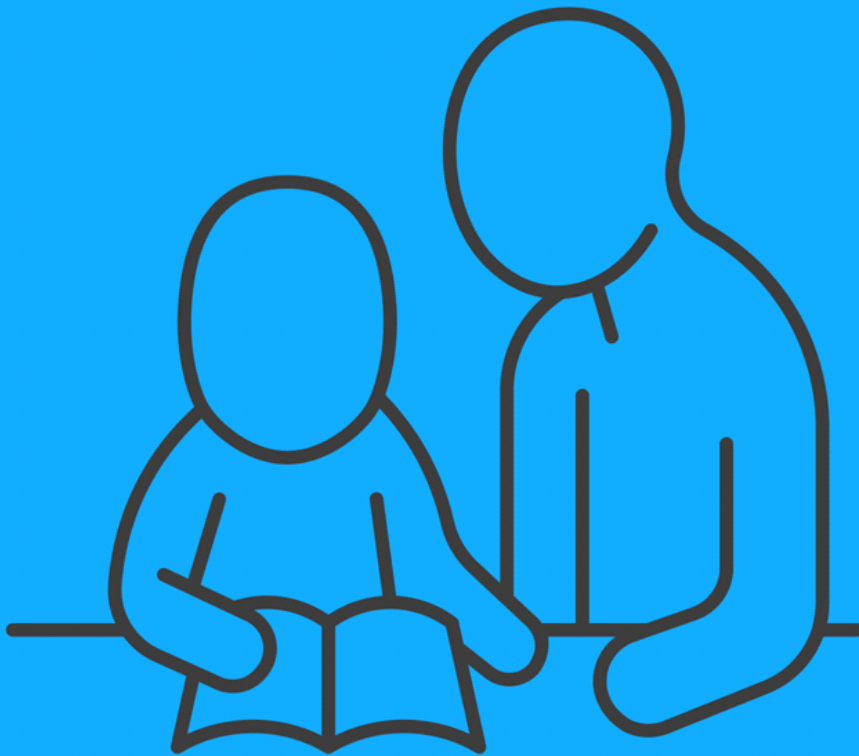


TEACHING

SPEAKING
WRITING
LISTENING
READING



SANGGAM SIAHAAN
SISKA ANGGITA SITUMEANG



TEACHING:

Speaking, Writing, Listening, Reading

Prof. Dr. Sanggam Siahaan, M.Hum.
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Cetakan Pertama : November 2024

Hak Cipta 2024, pada Penulis. Diterbitkan pertama kali oleh:

Perkumpulan Rumah Cemerlang Indonesia
ANGGOTA IKAPI JAWA BARAT

Pondok Karisma Residence Jalan Raflesia VI D.151
Panglayungan, Cipedes Tasikmalaya – 085223186009

Website : www.rcipress.rcipublisher.org

E-mail : rumahcemerlangindonesia@gmail.com

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- Cet. I – : Perkumpulan Rumah Cemerlang Indonesia, 2024
; 18 x 25cm
ISBN 978-623-8750-88-7 (PDF)

Hak cipta dilindungi undang-undang

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Undang-undang No.19 Tahun 2002 Tentang
Hak Cipta Pasal 72

PREFACE

First of all, we would like to thank God the Almighty for enabling and strengthening us with our students in the completion of this book entitled “Teaching Speaking, Writing, Listening, and Reading.

Teaching is an art and science that requires a deep understanding of how learners acquire knowledge and skills. Language teaching, in particular, presents unique challenges and opportunities, as it encompasses multiple dimensions of communication—speaking, writing, listening, and reading. Each of these skills plays a vital role in the development of well-rounded language competence and effective communication.

This book, *Teaching Speaking, Writing, Listening, and Reading*, is designed to provide educators with comprehensive guidance and practical strategies to enhance their teaching practices. It explores the theoretical foundations of each skill while offering practical activities, methods, and tips that can be adapted to various classroom settings and learner needs.

The book is divided into distinct sections, each focusing on one of the four core language skills. The speaking section emphasizes building learners' confidence, fluency, and accuracy through interactive and communicative activities. The writing section guides teachers in fostering creativity and clarity, from constructing simple sentences to composing complex texts. Listening, an often challenging skill to master, is addressed through strategies for developing active and purposeful listening habits. Finally, the reading section provides tools for teaching comprehension, critical thinking, and the enjoyment of diverse texts.

Whether you are a seasoned language teacher or a newcomer to the field, this book aims to inspire and equip you with effective tools to empower your students. By integrating proven techniques and fostering an engaging learning environment, educators can help students achieve language proficiency and confidence in real-world communication.

I hope this book serves as a valuable resource for your teaching journey and contributes to the success of your learners. Thank you for your dedication to shaping the future of language education.

Happy teaching!

May God the Almighty bless them all.

October 2024, Penulis

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PART 1

TEACHING SPEAKING SKILL

- I. THE EFFECT OF FONDI APPLICATION TEACHING MEDIA TO THE ENGLISH SPEAKING SKILLS OF THE JUNIOR HIGH STUDENT
- II. THE USE OF INSTAGRAM TO IMPROVE THE SPEAKING SKILLS OF EFL STUDENTS
- III. THE ROLE OF STORYTELLING TO THE SPEAKING SKILLS OF THE ENGLISH SECOND LANGUAGE LEARNERS
- IV. THE EFFECT OF PICTURES AS MEDIA TO IMPROVE STUDENTS' ENGLISH- SPEAKING ABILITY
- V. USING THE MOVIE TEACHING MEDIA TO THE SPEAKING SKILLS OF THE JUNIOR HIGH SCHOOL STUDENTS

THE EFFECT OF FONDI APPLICATION TEACHING MEDIA TO THE ENGLISH SPEAKING SKILLS OF THE JUNIOR HIGH STUDENT

A. INTRODUCTION

1. Background

Language is a communication tool that humans have acquired since birth. According to Kridalaksana and Djoko Kentjono (in Chaer, 2014:32), language is a system of arbitrary sound symbols used by members of a social group to work together, communicate, and identify themselves. Language is the capacity humans possess to communicate with others using symbols like words and gesture (Encyclopedia). Language is a means of speech in conveying something, with language humans will find it easier to speak and convey a message or information to the listener or interlocutor so that the listener will understand or obtain the message or what has been conveyed through the speaker's spoken language. According to Noermanzah (2017:2), language serves as a tool for conveying messages through spoken and written expression, integral to diverse communication activities. Meanwhile, the Big Indonesian Dictionary (KBBI) defines language as a system of arbitrary sound symbols utilized by a community to collaborate, interact, and establish identity. Thus, both definitions underscore the fundamental role of language is enabling effective communication among individuals and groups. These two statements emphasize that language is a very important communication tool, which humans use both to convey messages and to interact with other people. The main function of language is as a means of communication, cooperation between humans and a tool to express thoughts and feelings. According to Natsir (2017:21), in communicating every sentence spoken has its own function, namely conveying something, asking or remembering an event, or revealing a fact. Language is very important for social relations, because humans are social creatures who cannot live alone and need other humans to help each other, and to establish social relations, humans need to speak using language. Thus, language serves as a vital tool for humans to express opinions and convey arguments to fellow beings. It enables individuals to engage in interactions with others effectively. Where they must understand each other's contents of the conversation so that there is no misunderstanding of the meaning or mistakes in their discussion, so that they can understand each other's conversation. Language can also help us analyze and understand various social problems. It is important to remember that language is always influenced by its users. Therefore, language has a very important role in communication. Language is essential for communication, as it provides the means through which messages

are expressed orally or in writing, facilitating various forms of interaction. Language and communication have a very close relationship. The relationship between the two is reflected in the sense of language according to linguistic formulations and communication reviews, namely language as a tool or communication medium used by humans in interacting with each other. On the other hand, communication requires media, namely language. On the other hand, communication requires media, namely language. A tool that helps humans to communicate with one another is language. Humans use language in all their daily lives. Language has a very important role in all human life. Language is a means of communicating. Language is also a means of conveying opinions and arguments to other parties. Therefore, language has an important social role in communicating with the wider community (Adolf Hualai, 2017: 7 and Gorys Keraf, 1994:3). In the communication process, a communicator or communicant needs language skills in order to understand the content of the conversation. Communication is the process of exchanging messages or information between two or more individuals in a way that ensures mutual understanding of the message conveyed (Indonesian Dictionary). In communication, speaking is considered the most important skill. This is one of the challenging skills that students must develop to become proficient in English. Speaking requires an active process of conveying messages or ideas from one person to another. The better a person's speaking skills, the easier it will be for other people to receive or understand the message. Harmer (2007) defines speaking as the ability to communicate fluently, which requires not only knowledge of language structure but also the capacity to process information and language effectively. According to Burns and Joyce (1997), together with Luoma (2004), speaking is characterized as an interactive process that builds meaning through the production, reception and processing of information. Production involves producing or conveying messages to others, while reception involves receiving and understanding messages conveyed by others. Meanwhile, information processing is a response to messages received from other people.

Foreign language teaching has developed in Indonesia in line with society's need for the importance of language skills in the era of globalization. As one solution to this societal need, the government has provided a place in the world of education for studying foreign languages. The most common foreign language studied in Indonesia is English. In every formal education in Indonesia, from elementary school to university, one of the subjects taught is English. Therefore, apart from the main language, namely Indonesian, Indonesian people need to be introduced to a second language such as English, which has become a basic skill needed by people or workers throughout the world. Hardjono Rayner (2001: p.25) stated that English is an international language so it is the language

most widely used throughout the world. English has been used by almost half of the world's population in business communications, science, technology, as well as international relations and diplomacy. As stated by McKay, (2002) that as an international language, English is more needed than in the past. English is a core competency needed to face global challenges, from business, economics, to education and quality of life. English is used as a global communication tool that connects people from cultural and linguistic backgrounds throughout the world, both verbally and in writing, so that they understand and interact with each other. In the context of English language learning, particularly in teaching speaking skills, the author has selected an Android mobile application called Fondi. This application serves as a medium for learning and practicing speaking skills in a foreign language. By using this application users can learn and improve their speaking skills in english language.

2. Research Problem

This research problem aims to determine the impact of using the fondi application, a modern learning media, on improving junior high school students' English speaking skills, to find out what the benefits are and how to use the fondi application in teaching English in junior high schools.

How does using the Fondi application as a teaching medium affect junior high school students' English speaking abilities?

B. PREVIOUS WORK

1. Impact of Using the Fondi Application

The Fondi App is a mobile application designed to enhance language learning by facilitating an interactive and immersive experience. This application is designed to help users improve their English language skills, such as speaking and listening skills. This application combines multimedia elements such as audio, video, and gamified learning activities to actively engage students. According to Riska Amalia (2023), "Fondi is an application for learning to speak foreign languages, where you can communicate with people from various countries and languages." And as explained by Yeni Erlita and Aryanti Anna Putri (2024), Fondi is an application that displays a virtual world where users seem to live in an introductory city, providing the opportunity to practice their conversational skills. Users communicate with people from different countries using avatars in the virtual environment provided by the application. This allows students to practice speaking skills in a fun and engaging way, utilizing technology to create real-world communication scenarios. The app is free but requires an internet connection, offering a variety of features that encourage effective and engaging language learning.

2. Improving English Speaking Skills

Speaking skills are an important component of language proficiency, which requires not only linguistic knowledge but also the ability to use language fluently and appropriately in different contexts. The theoretical foundation for improving speaking skills is rooted in the communicative language teaching (CLT) approach, which emphasizes the importance of real-life communication and interaction in learning a language. CLT encourages the use of activities such as role-playing, discussions, and presentations to practice speaking. This activity helps students develop fluency, accuracy, and confidence in speaking English. The integration of digital tools such as the Fondi app can provide additional practice opportunities and feedback, further improving speaking skills..

3. Student Motivation in Learning English

Motivation is an internal drive that encourages students to learn and practice speaking. Motivation is a key factor that influences the success of learning English. According to self-determination theory (SDT), motivation can be intrinsic (driven by personal interest or pleasure) or extrinsic (driven by external rewards or recognition). Intrinsic motivation is very important in language learning because it leads to greater engagement and persistence. The Fondi app aims to increase intrinsic motivation by making learning fun and relevant through interactive and engaging content. By incorporating elements of gamification and providing immediate feedback, this app can increase students' motivation to learn and practice English.

4. The Role of Learning Media in English Language Acquisition

Learning media includes all tools and resources used to support the teaching and learning process. This includes traditional resources such as textbooks and audiovisual aids, as well as modern digital tools such as educational applications and online platforms. Multimedia learning theory states that learning will be more effective when information is presented using various forms of media, because it helps strengthen understanding and retention. Digital learning media, such as the Fondi app, provide a variety of interactive elements that cater to different learning styles and preferences, thereby supporting more effective language acquisition. The use of varied learning media can also increase engagement and motivation, resulting in better learning outcomes. Using effective learning media can make learning more dynamic, accessible and enjoyable, thereby improving overall educational outcomes.

5. Theoretical Framework

The theoretical framework for this research is based on several key educational theories:

- a. **Constructivist Theory:** Proposes that students construct knowledge through active engagement and meaningful interactions. The Fondi app supports this theory by offering an interactive learning experience that engages students in building their understanding of the English language.
- b. **Communicative Language Teaching (CLT):** Emphasizes the importance of communication and real-life interactions in language learning. The Fondi application is aligned with CLT by providing activities that simulate real-life speaking situations, thereby improving students' communicative competence.
- c. **Self-Determination Theory (SDT):** Highlights the importance of intrinsic motivation in learning. The Fondi app aims to foster intrinsic motivation by making learning fun and relevant, which is essential for sustained engagement and effective language learning.
- d. **Multimedia Learning Theory:** Suggests that the use of various forms of media can enhance learning by catering to different learning styles and strengthening understanding. The Fondi app utilizes multimedia elements to support the acquisition of English speaking skills, providing a rich and engaging learning experience.

This theoretical framework provides a comprehensive basis for investigating the influence of the Fondi application on junior high school students' English speaking skills, by considering various aspects of language learning, motivation, and use of learning media.

C. RESEARCH METHOD

1. Research Design

The research design applied in this analysis is library research, with a focus on survey techniques. Library research involves the systematic collection, review, and analysis of existing literature and documents. According to George (2008), library research is an effective method for gathering comprehensive background information and theoretical insights into a particular topic. This study utilizes existing literature to explore and understand the impact of the Fondi application on language acquisition. Information is collected from scientific articles, journals, encyclopedias, dictionaries, books, research reports, research findings, and other written materials. This literature research aims to determine the effect of the Fondi application learning media on junior high school students' English speaking skills. This research will assess various teaching methods, strategies and approaches that are suitable for improving

English speaking skills among junior high school students through the use of the Fondi application as a teaching medium.

2. Research Subject

The research subjects in this study include insights and opinions as well as factual information presented by relevant experts published in various academic and professional sources. These include encyclopedias, dictionaries, books, research reports, journals, and magazines. By reviewing the results of these experts' work, this research aims to collect comprehensive information regarding the use of the Fondi application as a teaching medium and its impact on junior high school students' English speaking skills. Research subjects are also informed by findings and conclusions drawn from previous research and reports, thereby providing a comprehensive perspective on the topic.

Analysis of Data Distribution

Data Source		The Impact of Using the Fondi Application	Improving English Speaking Skills	Student Motivation in Learning English	The Role of Learning Media in English Language Acquisition	Σ	%
Article	Quotation		2	2		4	5%
	Paraphrase	2	2			4	5%
	Summary		2	1		3	4%
Journal	Quotation	3	3	4	5	15	21%
	Paraphrase		11	3	7	21	29%
	Summary	2	3	3	3	11	15%
Encyclopedia	Quotation		1			1	1%
	Paraphrase		2			2	3%
	Summary						-
Dictionary	Quotation		2	1	2	5	7%
	Paraphrase	1	1	1		3	4%
	Summary						-
Book	Quotation						-
	Paraphrase		2	1	1	4	5%
	Summary						-
Σ		8	31	16	18	73	All data analyzed
%		11%	42%	22%	25%	100%	

Based on the data presented in the table and diagram pie, it is clear that paraphrases from quotations are the most frequently used type of data source across all categories, including The Impact of Using the Fondi Application, Improving English Speaking Skills, Student Motivation in Learning English, The Role of Learning Media in English Language a. This indicates a significant reliance on direct quotations from sources to support the points made in the paraphrases and summaries. Additionally, it can be observed that The Impact of Using the Fondi Application and The Role of Learning Media in English Language Acquisition are the most discussed topic, each comprising 42% and 25% of the data, respectively. Improving English Speaking Skills and Student Motivation in Learning English follow closely behind, each consisting 11% and 22% of the data. This suggest a balanced focus on various aspects related to education and technology. Overall, the analysis underscores the importance of incorporating

diverse sources and types of data to provide comprehensive insights into the subject matter.

3. Research Object

Research objects refer to opinions, ideas, thoughts and facts mentioned by the author in his literature. Literature relevant to each variable will be examined to extract relevant data for analysis. These objects are classified according to the observed variables:

- a. The Impact of Using the Fondi Application: Examining how the application influences teaching methods and student engagement.
- b. Improving English Speaking Skills: Investigating the strategies and approaches used to improve students' English speaking skills.
- c. Student Motivation in Learning English: Exploring the factors that motivate students to learn and practice English.
- d. The Role of Learning Media in English Language Acquisition: Analyzing the effectiveness of various types of learning media, including digital tools such as the Fondi application, in facilitating English language learning.

4. Technique of Data Analysis:

In an survey research paper, the technique of data analysis in this study involves interpreting the meaning of each piece of data to answer the research question regarding The Effect Of The Fondi Application On The English Speaking Skills Of Junior High School Students. The analysis follows a bottom-up approach, starting from specific statements and observations in the data and building towards a general conclusion. This process includes:

- a. Data Extraction: Collecting relevant information from the reviewed literature.
- b. Categorization: Classifying the data according to the research variables.
- c. Interpretation: Analyzing the data to identify patterns, themes, and insights related to the research question.
- d. Synthesis: Combining the interpretations to construct a coherent and comprehensive understanding of the research topic.
- e. Conclusion: Formulating a general statement or conclusion based on the specific interpretations of all the data points.

By systematically analyzing the data using this technique, the study aims to provide a detailed and nuanced understanding of how The Fondi Application Impacts The English Speaking Skills Of Junior High School Students.

D. DATA ANALYSIS, FINDINGS, AND DISCUSSION

1. Data Analysis

a. The Impact of uses Fondi Application

Technological advances in the digital era can make a major contribution to the world of education, by making technology an effective learning tool. The use of technology-based learning media such as applications connected to the internet has the potential to be used by everyone. Apart from computer learning which is very motivating for students, the Internet also opens up opportunities for students to research and discover original materials to develop their reading, listening and writing skills and enrich their vocabulary. Various internet-based devices and applications have been developed to facilitate learning foreign languages, including English. Technology-based online learning provides many benefits in the world of education, because it can be accessed by anyone without age, time and place restrictions. This allows people to learn without age, location, or time restrictions. This technology makes education more accessible to everyone, including those who live in remote areas or have physical limitations. This online learning system can also adapt learning materials to the needs and abilities of each student, thereby increasing learning effectiveness. One internet application that can be used is the Fondi Application, this application is designed to help users improve their English language skills, such as speaking and listening skills.

As defined by Carrier (1997) Learning English via the Internet has many advantages for students. Carrier's findings suggest that digital platforms and applications like Fondi, which leverage the Internet for language learning, can significantly increase student engagement and motivation. By offering a variety of resources and interactive content, the platform supports the comprehensive development of language skills beyond just speaking. The ability to access a variety of materials and receive immediate feedback can also enrich vocabulary and improve overall language proficiency. The Fondi application as a computer-mediated learning tool provides significant motivational benefits and opportunities for students to improve their English language skills. This digital learning medium not only supports speaking skills but also contributes to overall language proficiency by offering access to a variety of interactive resources and content. Through this application, students can improve their English skills, such as speaking, listening, writing and reading. The Fondi app offers a variety of features such as speaking practice with fellow users from around the world, providing feedback from an AI structure designed to help users improve their language skills.

As written by Riska Amalia (2023), she stated that Fondi is an application for learning to speak foreign languages, where you can communicate with people

from various countries and languages. Amalia's description highlights the global communication feature of the Fondi app which allows users to practice speaking with native speakers and learners from various language backgrounds. These immersive environments can significantly improve speaking skills by exposing students to real-life conversational practices and a variety of linguistic input. The Fondi application offers various features such as speaking practice with fellow users from all over the world who have different cultural and linguistic backgrounds.

As delineated by Riska Amalia (2023), Fondi is an application for learning to speak foreign languages, where you can communicate with people from various countries and languages. Amalia's description highlights the global communication features of the Fondi app that allow users to practice speaking with native speakers and learners from various language backgrounds. These immersive environments can significantly improve speaking skills by exposing students to real-life conversational practices and a variety of linguistic input. The Fondi app effectively facilitates language learning by providing students with the opportunity to engage in authentic communication with people from different countries, thereby improving their English speaking skills through practical use and exposure to diverse language contexts. In this setting, they can communicate with fellow users by visiting various places and meeting new acquaintances, providing an opportunity to practice their conversational skills.

As said by Amalia's, Yeni Erlita and Aryanti Anna Putri (2024) also stated that Fondi displays a virtual world where the user seems to live in a city. In this setting, they can communicate with fellow users by visiting various places and meeting new acquaintances, providing an opportunity to practice their conversational skills. Erlita and Putri's explanation highlighted the virtual world aspect of the Fondi application which creates an interesting and interactive environment for users. By simulating real-world interactions in a virtual city, students can practice their conversational skills in a variety of contexts, thereby improving their ability to use English in different social situations. The virtual world feature of the Fondi app offers a dynamic and immersive setting for students to practice English speaking skills. This interactive approach helps students gain confidence and proficiency in English conversation by providing realistic scenarios and opportunities for meaningful communication. Fondi is designed to help users improve their English speaking skills in a fun and interactive way.

Athiyah Arifiyana and Dzulfikri (2023) define Fondi as an application that offers a virtual environment where users can interact with others as if they are in the same place, conversing in English. Arifiyana and Dzulfikri's definition emphasizes the immersive virtual environment provided by Fondi. This feature

allows users to engage in realistic English conversations, simulating face-to-face interactions. Such an environment can help users practice and improve their speaking skills in a more natural and engaging manner. The virtual interaction aspect of the Fondi application enhances the learning experience by providing a realistic platform for users to practice English speaking, thereby improving their conversational skills in a simulated real-world setting.

According to Mildayanti (2023), Fondi users can practice their conversation skills with people around the world. Mildayanti's observation highlights the global reach of the Fondi application, allowing users to converse with individuals from various cultural and linguistic backgrounds. This exposure to diverse accents, dialects, and conversational styles can significantly enhance the users' speaking abilities and cultural awareness. The global practice opportunities provided by the Fondi application are crucial for improving users' English speaking skills, as they allow for exposure to a wide range of conversational contexts and linguistic diversity. As delineated by Rimayang Anggun Laras Prastianty Ramli (2024), Fondi is an interactive application with game-like features and visuals that can connect users with people from various countries. Ramli's definition points to the interactive, game-like features of Fondi, which make the learning process enjoyable and engaging. These features can increase motivation and sustained interest in language learning, leading to more frequent practice and, consequently, better speaking skills. The interactive and game-like aspects of the Fondi application contribute to a more engaging and motivating learning experience, which can enhance users' willingness to practice and improve their English speaking skills.

The AI-based Fondi app provides real-time corrections and suggestions during conversation practice and has special features to help users prepare for job interviews in English. This feature includes practice questions and answers, as well as tips for facing interviews with confidence. When using the Fondi app, students can create and use avatars to interact. Speaking through an avatar makes users more comfortable and reduces anxiety regarding appearance or accent when speaking. This helps reduce embarrassment and increase confidence when practicing speaking English. Fondi also provides translation and dictionary support in multiple languages, which is very useful for beginners. This feature makes it easier for users to understand new vocabulary and phrases. The app uses gamification elements such as achievements, challenges and levels to make the learning process more interesting and motivate users to continue learning and practicing. With Fondi, users can learn foreign languages and improve their speaking skills in an engaging way because its gamification elements make learning a language feel like playing. Fondi is also a fun application because apart from being interactive, this application also protects

the privacy of its users. Users do not need to show their face, real name or country of origin when talking to others. Through this application, users can make friends and communicate with people from all over the world. The techniques in the Fondi application provide a variety of menus that are convenient for beginners, and users can feel as if they are somewhere and meet people from all over the world. This makes it easy for students or anyone who wants to practice their speaking skills without having to travel to other places to meet people from other countries.

b. Improving English Speaking Skills

English is one of the languages used throughout the world to communicate with each other from different linguistic backgrounds, cultures and countries. This language is used for communication. As a communication tool, mastery of English cannot be separated from the four main language skills, namely listening, speaking, writing and reading. Listening and reading are receptive skills, these skills include the ability to receive and understand information. Although speaking and writing are productive skills, they both involve the ability to produce and convey information. In learning a foreign language, humans have 2 categories of language activities, namely the activity of producing the language itself and the activity of receiving the language itself. Humans use these language skills to communicate well, so they can understand each other when communicating. Speaking is the process of expressing thoughts, ideas, or information through verbal communication. It involves using spoken language to convey messages, share opinions, ask questions, and engage in conversations with others. Speaking is the ability to communicate with other people through language media. The purpose of human speech is; (1) To express thoughts, feelings, imagination, thoughts, ideas and opinions. (2) Responding to the meaning of other people's speech. (3) Want to entertain other people. (4) To convey information. (5) To persuade or influence others. Speaking skills involve the ability to express thoughts and ideas clearly and effectively through spoken language. This includes fluency, accuracy, pronunciation, and the ability to use appropriate vocabulary and grammar. Effective speaking skills also involve the ability to process and respond to information in real-time, making communication interactive and meaningful. These skills are critical to conveying messages accurately and understanding others in a variety of social and academic contexts.

According to Merriam-Webster's Dictionary, language is defined as the words, their pronunciation, and the methods of combining them that are used and understood by a society. Merriam-Webster's definition emphasizes the structured and systematic nature of language, focusing on the combination of

words and their pronunciation. This highlights the importance of understanding the fundamental elements of language, such as vocabulary and phonetics, which are essential for effective communication and language learning. Understanding the basic components of language—words, pronunciation, and structure—is crucial for improving English speaking skills. These elements form the foundation for effective verbal communication, which applications like Fondi can help reinforce through interactive and practical usage.

Based on the statement of Jean Aitchison (2008: 21), language is a system composed of agreed-upon sound signals, characterized by interdependent structures, creativity, placement, duality, and cultural dissemination. It serves as a tool for humans to communicate or interact with others. Aitchison's description points to the complex and multifaceted nature of language, highlighting its structural and cultural aspects. Language learning involves understanding these intricate systems and using them creatively and effectively in communication. The Fondi application can aid in this by providing a platform for practicing these elements in an interactive and culturally diverse environment. Language is a complex system that involves structural, creative, and cultural dimensions. Effective language learning requires engaging with these elements, and the Fondi application supports this by offering an environment for practical and culturally rich communication practice.

Quianthy (1990:7) defines speaking as the process of orally conveying ideas and information in various situations. Quianthy's definition underscores the functional aspect of speaking as a means of transmitting information and ideas in different contexts. This highlights the importance of developing versatile speaking skills that can be applied in various communicative situations, which the Fondi application facilitates through its diverse interaction scenarios. Speaking involves the oral transmission of ideas and information across different contexts. Enhancing this skill requires practical experience in diverse communicative situations, which can be effectively provided by the Fondi application.

Rifdinal (2021) asserts that language is a communication tool used to express one's ideas and feelings. In everyday life, language serves as a tool for interaction. In communication, speaking is considered the most crucial skill for effectively conveying one's thoughts and messages to others, ensuring mutual understanding. Rifdinal's view highlights the role of language as a primary means of expressing ideas and emotions. Speaking is central to this process, as it allows individuals to convey their thoughts clearly and achieve mutual understanding. The Fondi application supports the development of this crucial skill by providing real-time practice and feedback in conversational English. Language is a vital tool for communication, and speaking is essential for

expressing ideas and achieving understanding. The Fondi application helps users improve this skill by offering a platform for practical speaking practice and interaction.

EnglishCLUB.com, emphasizes speaking is the process of orally transmitting ideas and information in a variety of situations. EnglishCLUB.com's definition emphasizes the importance of oral communication in transmitting ideas and information across different contexts. This aligns with the goal of improving speaking skills through varied practice, which the Fondi application provides by allowing users to engage in diverse conversational scenarios. Speaking is about orally conveying ideas and information in various contexts. The Fondi application enhances speaking skills by offering diverse conversational practices that help users adapt to different communicative situations.

Shiamaa (2023) asserts that speaking is a means by which students can communicate with other people to achieve specific goals or to express their opinions, intentions, hopes, and points of view. Shiamaa's definition highlights the purpose-driven aspect of speaking, where communication serves to achieve specific goals and express personal views. The Fondi application aids in this by providing a platform for users to practice goal-oriented conversations and express their thoughts in English. Speaking is a purposeful activity aimed at achieving specific communicative goals. The Fondi application supports this by enabling users to practice expressing their opinions and intentions effectively in English.

Defined by Harmer (2007: 284), speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language in real-time. Harmer's definition focuses on the fluency aspect of speaking, which requires both linguistic knowledge and real-time processing skills. The Fondi application can enhance these abilities by providing real-time conversational practice, helping users develop fluency and the ability to think and respond quickly in English. Speaking fluently requires real-time language processing and knowledge of linguistic features. The Fondi application enhances fluency by offering real-time interactive practice, improving users' ability to process and use English effectively.

According to Brown (2001) Speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information. Brown's definition emphasizes that speaking is a dynamic and interactive process that involves creating meaning through the exchange and processing of information. This highlights the need for active engagement and cognitive processing during speaking activities. Effective speaking requires interaction and the ability to produce, receive, and process information. The

Fondi application can facilitate this by providing an interactive platform where students engage in meaningful conversations, enhancing their ability to process and respond to information in real time.

As delineated by UR (1996) and cited in Hoang (2015), speaking appears to be the most crucial skill among the four English skills (listening, speaking, reading, and writing) because those who know a language are typically referred to as speakers of that language. UR's observation, supported by Hoang, underscores the primacy of speaking in language acquisition, as proficiency in a language is often equated with the ability to speak it. This points to the central role of speaking in demonstrating language competence. Speaking is the most critical language skill for demonstrating proficiency. The Fondi application's focus on conversational practice helps students improve this vital skill, thereby enhancing their overall language competence.

Islam (2021) argues that speaking is the most important of the four language skills (listening, speaking, reading, and writing) in the context of ESL (English as a Second Language). Therefore, the speaking skill is one of the most crucial components of the English language when it comes to communication. Islam emphasizes the importance of speaking in ESL contexts, where effective communication hinges on the ability to speak clearly and confidently. This aligns with the need for targeted speaking practice in language learning. Speaking is crucial for effective communication in ESL contexts. The Fondi application addresses this need by providing ESL learners with opportunities to practice speaking in realistic scenarios, thereby improving their communication skills.

As emphasized by Tarigan (1990: 8) Speaking is an oral language skill that serves a function in everyday human life because through speaking, we can obtain and convey information. Speaking is a mode of communication that significantly impacts our daily lives. Tarigan highlights the practical role of speaking in daily life as a means of obtaining and conveying information. This underscores the importance of developing speaking skills for effective everyday communication. Speaking is a fundamental skill for daily communication, essential for obtaining and sharing information. The Fondi application enhances this skill by offering practical speaking exercises that mimic real-life communication scenarios, helping students become more effective communicators.

Parmawati and Inayah (2019) define speaking as a language skill that focuses on verbal interaction, enabling us to produce, send or receive information accurately and fluently. This definition emphasizes that speaking is integral for effective communication, requiring the ability to accurately and fluently exchange information. Mastery of verbal interaction is essential for

effective communication. The Fondi application can enhance these skills by providing a platform for accurate and fluent practice.

According to Armasita (2017), speaking is a crucial skill that must be mastered in teaching English at school, involving the sharing of information through verbal communication. This highlights the importance of speaking in educational settings, where verbal communication is fundamental for sharing information. The necessity of mastering speaking skills in schools underscores the value of tools like the Fondi application, which facilitates verbal communication practice.

Agus Setyonegoro et al. (2020) define speaking as one of the skills necessary to communicate with others through linguistic media. This definition reinforces the idea that speaking is vital for communication using linguistic means. Effective communication through speaking is essential, and the Fondi application supports this by offering opportunities for interactive practice.

Mead (1985a) focuses on speaking competencies needed for everyday life, such as giving directions, asking for information, or providing basic information in emergency situations. This emphasizes the practical applications of speaking skills in daily life. The practical competencies required for everyday communication can be developed using the Fondi application through realistic scenarios and conversational practice.

Haidora (2016) defines speaking skill, labeled as oral production, as one of the skills students need to learn in their language development. This highlights the role of speaking as an essential part of language development. The importance of oral production in language development can be supported by the Fondi application, which provides students with interactive speaking practice.

According to the Encyclopedia, speaking is the human ability to produce sounds and express opinions from the mind, involving the capability of articulating thoughts and opinions. This definition underscores the fundamental nature of speaking as a means of expressing thoughts and opinions. The Fondi application can help users develop the ability to articulate their thoughts and opinions through structured practice.

Fulcher (2003: 23) defines speaking as the verbal use of language to communicate with others. This definition emphasizes speaking as a key method of verbal communication. The Fondi application facilitates verbal communication practice, essential for effective speaking skills.

O'Malley (1990: 66-67) states that speaking is a complex cognitive skill divided into hierarchical sub-skills, such as pronunciation, grammar, and vocabulary, which may require controlled or automatic processing. This emphasizes the complexity of speaking, involving multiple sub-skills. The Fondi

application can aid in mastering these sub-skills by providing comprehensive practice opportunities, enhancing overall speaking proficiency. Where language is a human communication tool or a human tool for talking to other people. The language spoken by humans when talking to each other must have the same concept for both the recipient and the speaker. A person's language can experience a process of development and decline due to age. Fondi application is good app to improve our speaking skill, because in this application we have partner speaking that have same goal to improve speaking skills from around the world.

Poerwadarmintha (2007) emphasizes that speaking is talking, expressing the contents of one's thoughts, and verbalizing something contained. According to Poerwadarmintha (2007), speaking is fundamentally about the act of verbal expression. It involves articulating thoughts and expressing what is contained within the mind. This definition underscores the intrinsic connection between thought processes and verbal communication, highlighting the importance of speaking as a medium to convey one's internal ideas and emotions. The analysis of Poerwadarmintha's definition of speaking suggests that effective language learning media should not only focus on grammar and vocabulary but also provide ample opportunities for students to practice and develop their verbal expression skills. This aligns with the idea that speaking is a critical component of language acquisition, essential for expressing thoughts and engaging in meaningful communication. Therefore, incorporating interactive and communicative media tools in English language learning can significantly enhance students' speaking abilities by providing them with practical, real-life scenarios to practice and improve their verbal skills.

c. Student Motivation in Learning English

In living our lives, we need motivation that can raise our enthusiasm to face challenges in order to achieve our goals. Motivation is a concept that explains the basic reasons that drive a person's behavior. Motivation is an important factor that influences the direction, intensity and persistence of behavior, especially in the learning context. Therefore, humans need motivation to live their lives, because motivation is an important factor in achieving one's goals and life satisfaction. Motivation is the force that drives someone to work hard, take action, and continue trying to achieve their life goals. Students have motivation that is driven by several factors, namely internal factors from within themselves and external factors from their environment that stimulate the desire and energy to remain interested and committed to learning English. It involves the reasons or goals that encourage students to engage in language learning activities, which can range from personal enjoyment to academic or

professional aspirations. Motivated students tend to participate more actively in class and are more engaged with the learning material. Motivation helps students persevere in the face of challenges and setbacks. High motivation often results in better academic performance and language skills. Motivated students are more likely to continue learning and improving their English skills outside of formal educational settings. Learning English can improve their cognitive abilities, cultural understanding and social skills.

According to the Oxford Dictionary, motivation is defined as the reason one has for acting or behaving in a particular way. Motivation is the process of encouragement that an individual has that encourages him to do something. This definition emphasizes the importance of having a clear reason or purpose that drives an individual's actions and behaviors. Understanding the underlying reasons for students' actions can help educators develop strategies to motivate them effectively in learning English.

Kendra Cherry argues that motivation is the process that initiates, guides, and maintains goal-oriented behaviors. This statement highlights the dynamic nature of motivation as it involves initiating, guiding, and maintaining behaviors that are directed towards achieving specific goals. Recognizing the phases of motivation can help in creating sustained learning experiences that keep students engaged and focused on their language learning goals.

Tan, Parsons, Hinson, & Brown (2003) as cited in Carlos 240790 (2016), asserts that motivation occurs when a person is energized to satisfy needs or desires. The individual engages in or is attracted to activities perceived as capable of fulfilling these needs or desires. This definition suggests that motivation is driven by the need to fulfill specific desires or needs, and individuals are naturally drawn to activities that promise to satisfy these needs. By aligning language learning activities with students' needs and desires, educators can enhance motivation and encourage active participation in English learning.

As source from Merriam-Webster's Dictionary, Motivation is a theoretical construct used to explain behavior. It gives the reasons for people's actions, desires, and needs. This definition views motivation as an explanatory framework for understanding why people act in certain ways, driven by their desires and needs. Understanding motivation as a theoretical construct can provide insights into developing teaching methods that resonate with students' intrinsic and extrinsic motivators.

Garcia, M. (2020: 18) defined that Motivation is the internal spark that propels individuals towards their aspirations, shaping their actions and decisions along the way. This definition emphasizes the intrinsic aspect of motivation as an internal drive that influences actions and decisions towards

achieving personal goals. Recognizing the role of internal motivation can help in designing language learning environments that ignite students' passion and drive for mastering English. According to Smith, J. (2018: 27) defines that Motivation is the engine of human action, powered by a complex interplay of desires, values, and external incentives.

Brown, A. (2019: 35) considers motivation as the dynamic interplay of thoughts, feelings, and biological signals that energize and sustain behavior towards a desired goal. This definition underscores the multifaceted nature of motivation, highlighting the interaction between cognitive, emotional, and physiological factors that drive and maintain goal-directed behavior. Recognizing the complexity of motivation can help educators design comprehensive strategies that address the cognitive, emotional, and physiological needs of students to enhance their motivation for learning English.

As delineated by Taylor, E. (2017: 42), motivation is the result of evaluating the potential benefits and costs of taking action, combined with the belief in one's ability to succeed. This perspective emphasizes the role of cost-benefit analysis and self-efficacy in motivating behavior, suggesting that students' motivation to learn English can be increased by enhancing their belief in their own capabilities and highlighting the benefits of language proficiency. By fostering a positive self-belief and clearly communicating the advantages of mastering English, educators can effectively motivate students to engage in language learning activities.

Jones, D. (2016: 29) states that Motivation is a multifaceted phenomenon, shaped by the interplay of individual characteristics and situational factors. This definition highlights the complex nature of motivation, which is influenced by both personal attributes and external circumstances, indicating that a one-size-fits-all approach may not be effective. Tailoring motivational strategies to address both individual differences and situational contexts can lead to more effective engagement and sustained interest in learning English.

Clark, F. (2015: 38) defined that Motivation is not just about getting started; it's about staying on course and overcoming challenges along the way to achieve desired outcomes. This view stresses the importance of persistence and resilience in maintaining motivation, suggesting that strategies to support students in overcoming obstacles are crucial for long-term success. Encouraging perseverance and providing support to overcome challenges can help students remain motivated throughout their language learning journey.

Guay et al. (2010: 712) states that, "Motivation refers to the reasons underlying behavior. This definition focuses on the underlying reasons that drive behavior, indicating that understanding what motivates students can provide insights into how to effectively engage them. Identifying and addressing the

specific reasons behind students' motivation to learn English can lead to more targeted and effective teaching methods.

The definition provided by Bossert (1988) argues that motivation is one of the potential mediating processes through which cooperative learning impacts achievement. According to Bossert, peer encouragement can enhance task engagement, and the novelty of collaborative learning tasks prompts students to allocate attentional resources differently. This perspective highlights the role of social interaction and novelty in motivating students, suggesting that cooperative and innovative learning environments can boost engagement and motivation. Incorporating cooperative learning and novel tasks in the curriculum can enhance students' motivation by leveraging peer support and maintaining interest through diverse activities.

d. The Role of Learning Media in English Language Acquisition

In the Era Digital, Technological advances have brought significant changes to the world of education, including in English language learning. In this sophisticated digital era, English education is no longer limited to ancient textbooks and monotonous classical lessons. Now, students have access to a variety of digital resources that can make the English learning process more interesting and exciting. Technology in English education can also help develop student independence. With access to online resources, students can set their own study schedule, determine an appropriate level of difficulty, and track their progress. This provides an opportunity to take control of their own learning process and become more independent learners. Utilizing technology as a learning medium will provide many benefits for students and teachers. Where Technology allows students to learn at their own pace and learning style. Online learning platforms and educational apps can customize content and difficulty levels to suit each student's needs. For teachers, technology can help teachers prepare and deliver learning material more efficiently. Teachers can use online platforms to create and share materials, assign assignments, and monitor student progress, among many other benefits. Learning media refers to tools that teachers use to deliver or convey learning materials to students, making the learning process more engaging and effective. The use of learning media is expected to accelerate students' acceptance of learning materials and engage them more actively in the learning process.

According to the Encyclopedia, learning media refers to any object utilized as a teaching tool to transmit information between the learner and the recipient (typically the student), or vice versa. These can include objects, events, people, or a combination thereof. Learning media encompasses a broad range of tools and methods used to facilitate the transfer of knowledge from educators to

students. These media serve as intermediaries that can help make learning more effective by engaging students through various stimuli. Learning media play a crucial role in the educational process by serving as conduits for information transfer, thus enhancing the effectiveness of teaching and learning.

Source from Merriam-Webster's Dictionary, Learning media is any object that can be used as a teaching tool to convey information from the teacher to the student, or vice versa. Objects, events, people, or a combination of all of them can be used as learning media. This definition aligns with the broad understanding that learning media include any tangible or intangible elements used to facilitate teaching and learning processes. The concept of learning media is comprehensive and flexible, allowing for a variety of methods and tools to be employed in education, thus broadening the scope of teaching strategies.

A similar understanding was expressed by Arief S. Sadiman (2006: 7), who stated that media encompasses everything that can be used to transmit messages from the sender to the recipient. This transmission can stimulate students' thoughts, feelings, attention, and interests, thereby facilitating the learning process. Sadiman's perspective highlights the role of media in not only conveying information but also in actively engaging students' cognitive and emotional responses, which is essential for effective learning. Effective learning media must engage students intellectually and emotionally, promoting a deeper connection with the material being taught.

Meanwhile, Smaldino et al. (2005:5) state that media is a means of communication and a source of information. This definition emphasizes the dual role of media as both a communication tool and a source of information, underscoring its importance in educational settings. Learning media are integral to the educational process, serving as both conveyors of information and facilitators of communication between teachers and students.

Gagne as cited in Yusufhadi Miarso (2007: 457) asserts that learning media refers to various types of components in a student's environment that can stimulate learning. Gagne's definition broadens the concept of learning media to include any environmental component that can enhance the learning experience, not just traditional educational tools. Learning media should be considered in a broad context, encompassing any element that can positively influence a student's learning environment.

Briggs in Yusufhadi Miarso (2007: 457) emphasizes that Learning media is a means of providing stimulation for the learning process. Briggs' perspective underscores the role of media in stimulating the learning process, indicating that effective media can invigorate and maintain student engagement. Learning media are essential for maintaining student interest and engagement, which are critical for effective learning.

Kiki Andriani et al. (2022) defines that teaching media refers to tools used to convey messages that stimulate students' attention, interest, thoughts, and feelings during learning activities to achieve learning goals. Andriani et al. highlight the multifunctional role of teaching media in capturing students' attention and interest while facilitating their cognitive and emotional involvement in the learning process. Effective teaching media must be able to engage students on multiple levels, ensuring that they are not only informed but also interested and emotionally invested in their learning.

Miarso (2004) emphasizes that teaching media encompasses everything used to deliver messages and can stimulate learners' thoughts, feelings, attention, and motivation to foster the learning process. Miarso's definition reinforces the idea that teaching media are comprehensive tools that must engage students holistically to be effective. Teaching media must be designed to engage students intellectually, emotionally, and motivationally to be truly effective in fostering learning.

As delineated by Sanaky (2009), the benefits of instructional media include making the learning process more interesting, thereby motivating student learning. Clarifying learning materials, making it easier for students to understand the material. Helping students to master the learning objectives more effectively through enhanced engagement and comprehension facilitated by instructional media. Sanaky's insights highlight the multifaceted benefits of instructional media, including increased engagement, improved comprehension, and enhanced motivation among students. Instructional media are essential for making learning more engaging and effective, ultimately helping students achieve their learning objectives more efficiently.

Musfiquon (2012) defined that learning media can be described as a tool used by teachers to deliver materials to students more effectively and efficiently, both physically and virtually. Musfiquon's definition emphasizes the practicality and efficiency of learning media in both physical and virtual teaching environments. Learning media are vital for ensuring the efficient delivery of educational materials, regardless of the teaching setting.

Deny Silvia (2017) delineated that The use of media and technology in the classroom can help bridge the distance between instructors and students, between students and texts, and among students of various skill levels, in effective and innovative ways. Silvia's statement highlights the role of media and technology in bridging gaps in communication and understanding between different educational stakeholders and skill levels. Media and technology are powerful tools for creating more inclusive and effective educational environments by bridging gaps in understanding and communication.

Similarly, as Reiser (1995) states, media includes all traditional means of delivering instruction (such as teachers, chalkboards, textbooks, and other printed materials) as well as newer instructional media like computers, CD-ROMs, interactive video, and multimedia systems. Teaching media encompass all physical devices capable of conveying messages and engaging students in learning. Reiser's definition underscores the evolution of teaching media from traditional to modern tools, expanding the resources available to educators for engaging students. The scope of teaching media has expanded significantly, incorporating both traditional and modern tools, thereby enhancing the resources available for effective teaching and learning.

According to Sadiman et al. (2009), teaching media are intended to assist teachers in delivering lessons clearly and attractively to students. Therefore, learning media are tools or materials that teachers utilize to facilitate more effective and efficient learning. Sadiman et al. emphasize the role of teaching media in making lessons clearer and more engaging, which in turn facilitates more effective and efficient learning. Teaching media are essential tools for enhancing the clarity and attractiveness of lessons, thereby improving the effectiveness and efficiency of the learning process.

Fondi app serves as a learning medium that enhances English learning and improves speaking skills. The Fondi app is an example of modern learning media that utilizes interactive and engaging methods to enhance English language acquisition, particularly in improving speaking skills. Innovative learning media like the Fondi app can significantly enhance language acquisition by providing engaging, interactive, and practical learning experiences.

2. Findings

The use of the Fondi application significantly enhances students' fluency and pronunciation. Regular practice with native speakers and interactive exercises in the app allow students to become more comfortable and proficient in speaking English. Students using the Fondi application show a marked improvement in their vocabulary and grammatical accuracy. The application's structured lessons and immediate feedback help students learn and apply new language concepts effectively. The interactive and gamified nature of the Fondi application keeps students engaged and interested in their lessons. This engagement translates into more consistent practice and better retention of language skills. The application's features, such as real-time interaction and progress tracking, boost students' motivation to learn. The sense of achievement and continuous improvement foster a positive attitude towards learning English. The Fondi application exposes students to real-life scenarios and conversations, which enhances their practical speaking abilities. This exposure helps students