

## **CHAPTER II**

### **LITERATURE REVIEW**

After collecting and evaluating relevant sources, this chapter provides a better understanding of the research topic and strengthens the theoretical foundation. In addition, this chapter presents the research findings in a systematic and organized manner.

#### **A. Speaking Ability**

According to Harmer (2007) Speaking is productive skill that include ability to express thought, idea, and feeling orally and is an essential component of real-life communication. Similarly, Sihotang (2021) speaking ability are an effective way to convey messages. Furthermore, Guebba (2021) speaking is an important part of language teaching. Therefore, the ability to speak is indispensable for a means of communication between people to convey ideas, exchange opinions, express feelings, requests and information. Being able to communicate well is the goal of language learning, especially English.

According to Harmer (2015) communication strategies have become very important for learners and teachers of English because English language learning focuses on the ability to communicate effectively, which is more important than reading and writing skills. Speaking is considered more important than reading and writing because speaking ability are needed in real time for interactions such as interviews that someone does when applying for a job, they are required to do an interview first.

Therefore, success in language learning is not only measured by mastery of speaking but in academic activities, social interactions and the professional world requires speaking ability. Therefore, speaking ability are more developed with the help of conventional media or digital media so that students are more interested in improving their speaking ability. In learning English speaking, media is needed to attract students' interest because speaking is the most challenging skill that involves spontaneous responses.

There are many challenges in learning English such as many students feel anxious to speak in public, many students are confused in combining sentences when speaking, students' lack of vocabulary and difficulty in understanding language structures. The components of speaking namely vocabulary, grammar, pronunciation, fluency, and comprehension (Brown, 2004) are also one of the challenges in learning English. One of the components that inhibit speaking ability is grammar. Most students who learn English starting with grammar first will be more careful in speaking. They will think whether the use of grammar in the sentences they say is correct or not and it can even be the reason for the inhibition of speaking ability.

## **B. Teaching Speaking**

Teaching speaking is the way to teach student in developing their skills to express idea, give information, and interact in real life. As stated by Brown (2007) learning of speaking needs to involve improving communicative competence which includes fluency, accuracy, and he ability to interact as well as producing correct sounds. In teaching speaking, teacher gives knowledge that related with topic of

speaking ability such as the way to describe about things, tell something, infer information, and others with the good pronunciation and fluency, using various vocabularies, and how to be confident. Teachers should also use unique strategies so that students are interested to learn speaking and improve their speaking ability. There are many strategies of teaching for teachers to develop students' speaking ability like using media (Idayani et.al 2022).

The purpose of teaching English is to equip students and provide opportunities for students to practice speaking English by giving them feedback so that students can improve their speaking. Providing them with provisions for their future in facing academic challenges and the world of work is also the goal of the purpose of teaching English. According to Hongwilai et.al (2022) the first stage in the process of teaching speaking is that the teacher explains the language and its meaning, how to use the language, the grammatical structure of the language, pronunciation and writing. In the second stage, students use the opportunity given by the teacher to practice the language. Finally, the teacher gives a full explanation of the language.

### **C. Learning Media**

#### **1. Definition of Learning Media**

Media as a tool and means in the learning process is needed by teachers, whether it is technology-based or conventional media. Multimedia technology is an effective strategy in overcoming gaps in providing unlimited access to high-quality education, increasing student achievement and becoming a solution to the educational barriers of developing countries (Abdulrahman et.al, 2020). A relevant source of information for the public is conventional media such as newspapers and

television, which have been trusted by the public for a long time due to strong and controlled journalistic standards (Alzubi, 2023).

## 2. Type of Learning Media

There are types of learning media such as visual media (flashcard, picture, storyboard), audio media (audio recording and podcast), audiovisual media (YouTube, animations video, tiktok), printed media (book, magazine, worksheet), and digital media (elsa speak, duolingo, fondi). The purpose of using media to make learning easier. Teacher can use one of the media to make the learning process more creative and fun.

## 3. The Benefits of Learning Media

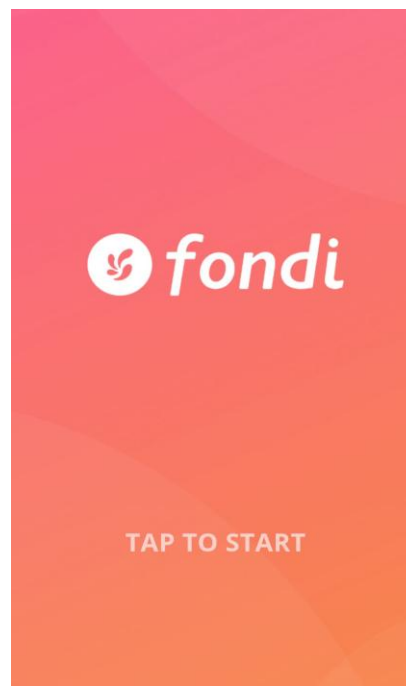
In speaking learning, media is very helpful in improving students' speaking ability because it can help students find ideas to talk about and can attract students to be more enthusiastic in speaking because of the media. The use of media not only helps students in improving their speaking ability but helps teachers in delivering material, making the learning process more interesting and not boring. Student interaction is also increased if media is provided as a means of learning.

## 4. Fondi Application as a Digital Tool

An application that can help people learn English better by interacting directly with either native speakers or other people from around the world with the features provided by this platform (Rembe & Arman, 2024). The features available on this platform are AI instructor, voice chat, 3D avatar, virtual space, real-time. The function of this platform is to help students hone their speaking ability. Students can use this application by logging in with email, facebook, or apple for iOS users.



*Figure 2. 1 Fondi application in google play*



*Figure 2. 2 Dashboard of Fondi*

In the fondi application, students are assigned a topic by the teacher. They create an account and log in with that account. They choose an avatar as themselves and give a username. The teacher gives the topic to the students that they will discuss, they can meet in the lounge of the meeting place that has been set up as a meeting

place or they can make an appointment in advance where they meet. In fondi application there are several places to chat with each other such as plaza, bar, park, and home. They can make an appointment at one of them. In this application there is a map of the place, users can choose the place directly using the map. Their conversations are recorded with the phone feature “recorder” and collect the results of their conversations via google drive.



*Figure 2. 3 Fondi Display*



***Figure 2. 4 Avatar Fondi***

Fondi is an application that creates a virtual world where users seem to live in a city and can interact with others by going to various locations. They can also learn to speak to new acquaintances by talking to them (Erlita & Putri, 2024). In addition, the fondi application can make users more confident in speaking because it uses the avatar feature in the application. In this application there are also tutorial missions along with levels as follows:

1. Level 1 (English Practice)
  - Practice English phrases with AI
2. Level 2 (Trial Conversation)
  - Having a chat with fondi mates
3. Level 3 (New Meetings)
  - Meet fondi mates with similar interests
4. Level 4 (Building Connections)

Connect with fondi mates in advance

There is also a daily reminder in the fondi application and a certificate is provided for users if they complete the mission.



*Figure 2. 5 Barcode to Download Fondi Application*

#### 4.1 Advantages of Fondi Application

According to Rambe (2024) students felt more confidence, motivated and interest to practice English speaking because it has a 3D avatar feature, provides virtual environment such as plaza, park, and lounge. It has attractive gamification feature such as challenges, points, and levels. Thus, it can encourage students to interact and collaborate using fondi application. When students use this app, they can practice speaking anytime and anywhere. It also has live voice chat as training equipment to practice English speaking between fellow learners or native speakers in virtual environment. Then, it can help students speak freely and casually, as well as interact with users from various countries.

#### 4.2 Disadvantages of Fondi Application

Disadvantages of using it are technical disruptions such as signal, server, or application problems can hinder learning (Rambe, 2024). Lack of training for students and teachers to maximize the application's feature. Not all students can use

the application because it requires internet access and adequate devices (mobile phones or laptops). Then, Students' focus can be diverted to the application's features rather than the learning objectives.

#### 4.3 Steps for Using Fondi Application

- 1) Open google play store or app store, search “Fondi”, then download it.
- 2) After download, open the application and make new account (sign up) or login using google account, Facebook, or apple ID.
- 3) After login, user choose 3D avatar and give username for avatar. Avatar as a user in virtual world.
- 4) Choose the level of fondi (beginner, intermediate, or advanced) and learning objective to be able to adjust activities and challenges.
- 5) After that, user choose virtual place (plaza, park, home, and lounge) for start to interaction.
- 6) Use live voice chat feature to practice English speaking.
- 7) Train English speaking with virtual friends or AI instructor.
- 8) Use record feature as assessment material by teachers.
- 9) Finish the mission and get the certificate.
- 10) Use daily reminder.

#### 5. Picture Series as a Visual Learning Media

Picture series is a medium that helps students to channel their imagination by expressing their ideas. In addition to helping channel the imagination, picture series also provide guidance on the content of the story or essay that will be expressed by students. In addition, picture series are expected to increase learners' desire to

participate in English learning activities. The picture series is also expected to improve their writing skills in terms of vocabulary and spelling. According to Hertanti & Santoso (2022), picture series can be used as learning media by selecting appropriate pictures and making speaking learning more effective.

Sequential pictures can make students express their ideas according to the pictures they see. In this case, they make creativity and imagination in the use of vocabulary and expressions according to the topic of the picture. In class implementation, the teacher shows the pictures one by one to describe by students. Then, they will describe in groups to tell their opinions about what they see and they tell it depend on the time provided by the teacher. It can develop of students' speaking ability and their confidence in expressing any ideas.

In this study, the researcher uses digital picture series as digital media presented through a series of related pictures that form a story. In digital version, students will watch the picture directly on screen. They will understand sequence of events based on the pictures. Therefore, students feel confidence and develop their speaking ability with interest learning.

### 5.1 Advantages of Picture Series

The advantages of using picture series were can help students to understand something that happens in sequence because there is picture about people, places, or other objects. Then, students can practice their speaking skill with watching picture (Haryanto, 2022). Students used some of picture for practicing English speaking. They can mention and tell everything at pictures. Picture series was used as tool by teacher so that students did not get stuck when speaking. In the other

hand, student's speaking will be more coherent with understanding sequence of activities.

### 5.2 Disadvantages of Picture Series

Picture Series did not display important aspects of speech, movement, or intonation in verbal communication. This can make students felt boring if using too often without variation in activities. Each student may describe picture differently, which can lead to differences from what teacher expects. Picture series are effective for topic that has sequence of events but are less suitable for topics that can not clearly visualized through picture such us feeling, opinion, and language structure.

### 5.3 Steps for Using Picture Series

- 1) Look and observe picture series both in digital or printed.
- 2) Observe people, place, and what are they doing at the picture.
- 3) Arrange some of pictures in the correct order so that the storyline is not random.
- 4) Try to speak based on picture one by one.
- 5) Train to practice English speaking as shown in the picture.

## **D. Previous Study**

The researcher finds some of relevant previous studies to support the research about using fondi application on speaking ability. The first study was conducted by Arifiyana (2023) with title "*Analysis of Students' Perception Toward the Use of the Fondi Application to Learn Speaking English in Junior High School*". This research used descriptive qualitative method and was conducted at junior high school. The result of this research showed that students had the positive perception towards the use of fondi application. They felt happy, enthusiastic, and more excited to speak

English. In contrast to that, this study did not measure the direct impact of fondi application through testing students' speaking ability. This research only addressed students' perceptions.

The second research was conducted by Rambe and Arman (2024) with the title "*Using Fondi Application to Escalate the Speaking Ability of EFL High School Students*". This research used qualitative method and focused on senior high school. The result showed that fondi application developed students' speaking skill because interactive features and accessed easier. However, the object research was senior high school and no one had researched junior high school.

The third study was conducted by Prayogo, Ardy, and Chandrawan (2024) with the title "*User Perceptions of the Fondi Application in Several Countries as a Learning Media for Speaking English.*" This study was qualitative in nature with the aim of exploring the perceptions of Fondi application users from various countries. The results showed that most respondents felt helped by the features provided by the application in helping communication. However, this research neglects to focus on a particular level of education. Instead, the study will be conducted at the junior high school level and measure the direct impact on students' speaking ability.

### **E. Research Gap**

The researcher finds some of differences from previous studies which has discussed about fondi application in improving speaking ability. Some of previous study showed fondi application is the best application for developing English skill

and get more confidence for user but there are still some elements that had not been studied thoroughly. Then, the researcher finds differences in next research.

The first study was conducted by Qirani et al. (2025) entitled "*The Effect of Using Fondi Application on Students' Speaking Skill*" at SMP Kemala Bhayangkari Makassar. The purpose of this study was to know whether Fondi application can develop Speaking ability. The authors took one group with using pre-experimental quantitative design and used pre-test and post-test as instrument to measure student's performance. Last, the result of this study was there were significant differences between pre-test (58.50) and post-test (77.60). There was increasing for about 19.1 point after using fondi application.

The research was conducted by Qirani et al (2025) only involves one group in using fondi application without control group. In the other hand, the authors did not know how students interact wit fondi's feature and what factors most influence in developing English speaking. Thus, the researcher gets research gap about fondi application in English speaking ability using quasi experimental design (experimental class and control class). Then, the researcher chooses fondi application as learning tool for experimental class while picture series as learning media for control class.

The second study was conducted by Maudy (2025) with title "Students' Perception of the Fondi Application in Improving Speaking and Listening Skills: Strengths and Challenges". Understanding students' perceptions of improving speaking and listening skills using the Fondi application was the goal of this study. However, the author used descriptive qualitative design in this study so that she

used responded for collecting the data with interview and questioner to know experiences user's fondi application. The result showed that students have good perceptions on this application because can develop pronunciation, fluency, and confidence in speaking English even though internet connection was often a hindrance.

After read this study, the researcher got gap there are the focus of this study was perceptions in using fondi. This study did not measure speaking skill using pre-test and post-test. Used qualitative method and focused on fondi application, not in other visual media that can also support speaking ability such us picture series. Thus, the researcher uses this gap to refine research on fondi application.