

Fondi In Focus: Boost Student's Vocabulary Mastery in Senior High School

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ABSTRACT

This study investigates the effectiveness of the Fondi application in enhancing students' English vocabulary acquisition at the senior high school level. A quantitative method with a pre-experimental one-group pre-test and post-test design was employed. The research was conducted at SMA Negeri 1 Rumpin, Bogor, involving 27 tenth-grade students selected through cluster sampling. Data were collected through pre-test and post-test instruments and analysed using the Wilcoxon Signed-Rank Test. The findings revealed that the mean pre-test score was 44.48, while the mean post-test score increased to 71.25. The statistical analysis yielded a Z value of -4.542 with a significance level of 0.000 (<0.05), indicating a significant difference between the pre-test and post-test results. Consequently, the alternative hypothesis (H_1) was accepted, confirming that the Fondi application effectively enhances students' vocabulary mastery.

Keywords : *Quantitative Method, Fondi Application, Vocabulary Mastery, Senior High School, Educational Technology.*

INTRODUCTION

Vocabulary is the cornerstone of language competence, influencing learners' ability to communicate effectively across all four skills: listening, speaking, reading, and writing. According to Alqahtani (2015), vocabulary plays a crucial role in language acquisition because learners cannot utilise grammatical knowledge effectively without sufficient lexical resources. Nation (2013) further argues that vocabulary knowledge forms the basis for fluency and comprehension in both receptive and productive skills. Despite its importance, vocabulary acquisition remains one of the most challenging aspects of English language learning, particularly for learners in EFL contexts (Schmitt, 2020).

In the 21st century, technological innovation has transformed English language learning by integrating digital platforms into educational practice. Mobile-Assisted Language Learning (MALL) tools enable students to engage with language learning materials anytime and anywhere, increasing exposure and motivation (Kukulka-Hulme & Lee, 2020). Nevertheless, many Indonesian students still exhibit limited motivation to learn English and a lack of awareness regarding the importance of vocabulary mastery (Renandya et al., 2018). To address these issues, the Fondi application provides a gamified learning environment that supports independent learning while enhancing engagement. It incorporates elements such as points, levels, challenges, and interactive feedback to sustain motivation and make vocabulary learning more appealing (Amran, 2024).

Previous studies, such as Klimova (2020), found that mobile applications facilitate vocabulary retention and learner autonomy. Similarly, Siska (as cited in Erlita & Putri, 2024) reported significant improvements in students' performance after

using digital learning platforms. However, limited empirical research has specifically examined the effectiveness of the Fondi application in improving vocabulary mastery among senior high school students in Indonesia. Therefore, this study aims to evaluate the impact of the Fondi application on students' vocabulary achievement, focusing on its role as a technology-enhanced learning tool.

LITERATURE REVIEW

Vocabulary acquisition is central to second language development, as vocabulary size strongly correlates with overall language proficiency (Masrai & Milton, 2021). Schmitt (2020) emphasises that vocabulary learning involves both receptive and productive knowledge, requiring repeated exposure and contextual practice. Gamification, as defined by Deterding et al., refers to the integration of game-like elements such as scoring systems, levels, and rewards into non-game contexts to increase engagement and motivation. Research has shown that gamified learning enhances learners' intrinsic motivation and promotes active participation (Dörnyei, 2020; Reinders & Wattana, 2021).

In the context of MALL, applications such as Fondi offer multimodal interactions that facilitate meaningful learning experiences (Klimova, 2020). These tools allow students to practise vocabulary through visual, auditory, and interactive means, thereby reinforcing retention. Studies by Vakilifard et al. (2020) and Khalilova (2023) further demonstrate that digital vocabulary applications improve word recognition, recall, and contextual use. Thus, integrating technology-based learning platforms aligns with communicative and constructivist approaches, allowing learners to construct meaning through interactive engagement.

Stated by siska cited in Erlita Putri (2024 : 8) Found The scores before and after the test were very different. Before treatment, 19.99% of students passed the vocabulary test and 80.01% did not. On the other hand, 83.33% of students pass speaking tests after getting treatment, while 16.67% fail. According to Erlita Putri (2024 : 9) found that using the Fondi app to communicate with strangers leads to improved communication and speaking skills among students.

The study reveals important information about technology as a learning tool. Which is information and communication technology that can help students improve their academic performance while also increasing their self-awareness, motivation, and ease of learning. Specifically, the Fondi app can help you improve your English speaking skills. The Fondi app is an underutilized platform for learning English in several countries. This study adds to the existing knowledge of language learning applications used by some people in different countries.

METHODOLOGY

This study adopted a quantitative research design with a one-group pre-test and post-test pre-experimental approach. According to Creswell (2018), this design is suitable for examining the effect of an intervention by comparing participants' performance before and after treatment.

- Participants

The participants were 27 tenth-grade students from SMA Negeri 1 Rumpin, Bogor, selected using cluster sampling. All participants attended regular English classes and voluntarily participated in this study.

- Instruments

Two vocabulary tests a pre-test and a post-test were designed to assess students' vocabulary mastery. Each test consisted of 20 multiple-choice questions and 5 essays covering common English words appropriate for the students' proficiency level.

- Procedure

1. Pre-test: Administered to assess baseline vocabulary knowledge before treatment.
2. Treatment: Students used the Fondi application over four meeting during English learning sessions.
3. Post-test: Conducted to measure progress of vocabulary knowledge after the treatment.

Table.1 Scoring and Classification

No	Score of Range	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Fairly poor
7	0-35	Poor

Data Analysis

Data were analysed using the Wilcoxon Signed-Rank Test in SPSS to determine whether there was a statistically significant difference between the pre-test and post-test results. The significance threshold was set at 0.05.

RESULTS AND DISCUSION

Table.2 Pre-test Results

Score Interval	Total Students	Relative %
0 – 35	8	29,6%
36 – 55	15	55,5%
56 – 65	1	3,7%
66 – 75	0	0%
76 – 85	1	3,7%
86 – 95	2	7,4%
95 – 100	0	0%

According to the results shown in table 4.2 above, 8 students (29.6%) received scores ranging from 0 to 35, 15 students (55.5%) received scores ranging from 36 to 55, 1 student (3.7%) received scores ranging from 56 to 65, 1 student (3.7%) received

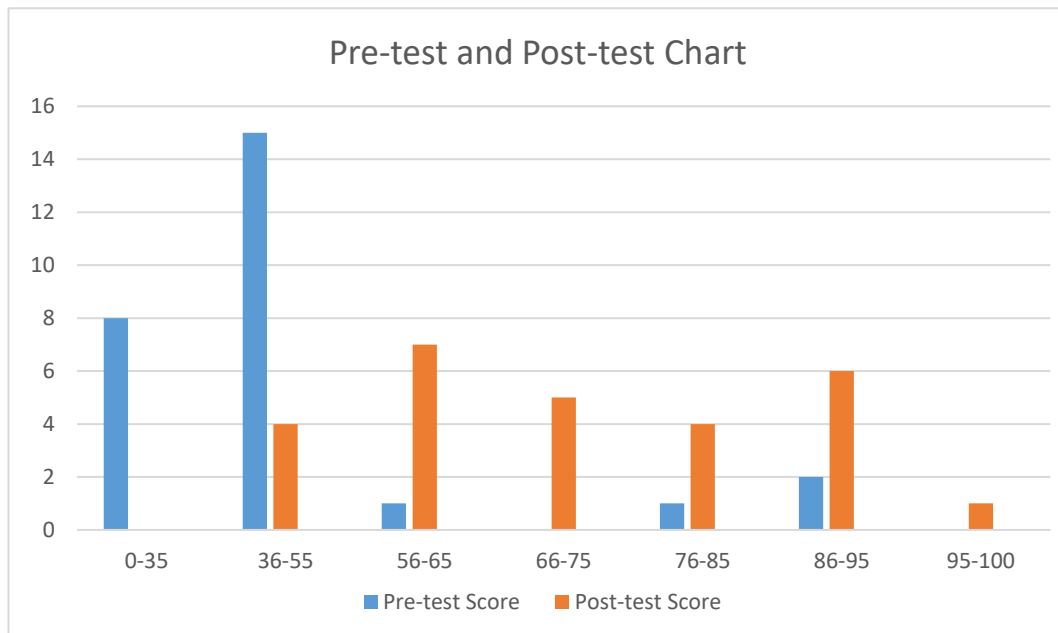
scores ranging from 76 to 85, and 2 students (7.4%) received scores between 86 and 95. Meanwhile, 0 students (0%) received scores ranging from 66 to 75, and 0 students (0%) received scores between 95 and 100. As a result, the majority of students received scores ranging from 36 to 55 on the vocabulary pre-test.

Table.3 Post-test Results

Score Interval	Total Students	Relative %
0 – 35	0	0%
36 – 55	4	14,8%
56 – 65	7	25,9%
66 – 75	5	18,5%
76 – 85	4	14,8%
86 – 95	6	22,2%
95 – 100	1	3,7%

Post-test results demonstrated, 0 students (0%) received scores ranging from 0 to 35. Four students (14.8%) received scores between 36 and 55. 7 students (25.9%) received scores between 56 and 65. 5 students (18.5%) I got a score between 66 and 75. 4 students (14.8 percent) I got a score between 76 and 85. 6 students (22.2 percent) got a score between 86 and 95, 1 student (3.7%) received a score between 95 and 100. As a result, the majority of students received scores ranging from 56 to 65 on the vocabulary post-test.

Diagram.1 Comparison of Pre-test and Post-test Scores



The diagram visually represents the increase in students' vocabulary test scores after treatment, showing a significant upward shift in performance.

Statistical Findings

The Wilcoxon Signed-Rank Test yielded $Z = -4.542$, $p = 0.000$ ($p < 0.05$). These results confirm a statistically significant difference between pre-test and post-test scores, indicating that the Fondi application had a positive effect on students' vocabulary mastery.

Discussion

The results demonstrate a marked improvement in vocabulary mastery after the use of the Fondi application. This aligns with previous findings by Klimova and Polakova (2020) and Reinders and Wattana (2021), who reported that mobile-assisted and gamified learning environments enhance learner motivation and retention. The gamification features of Fondi, such as immediate feedback and progression tracking, appear to have increased students' engagement and time-on-task, leading to better learning outcomes.

The findings also support Dörnyei's (2020) motivational theory, which posits that task engagement is crucial for language learning success. Students who perceive learning as enjoyable are more likely to sustain attention and effort. The Fondi application provided an authentic, low-anxiety context for vocabulary practice, allowing learners to internalise new words through repetition and meaningful use.

Furthermore, our results contribute to the growing body of literature on vocabulary growth and MALL (Kukulka-Hulme & Lee, 2020; Poormand et al., 2023). The use of digital platforms in English language instruction aligns with 21st-century pedagogical goals by promoting learner autonomy, motivation, and customized learning experiences. By adding interactive and gamified content to traditional training, the Fondi app effectively supports blended learning environments that encourage active engagement.

The statistical findings provide more evidence in favor of this conclusion. With a Z value of -4.542 and an Asymp. Sig. (2-tailed) of 0.000, the Wilcoxon Signed-Rank Test results demonstrated a significant difference between pretest and posttest scores. All 27 participants displayed positive ranks, indicating that posttest scores were consistently higher than pretest scores. As a result, the null hypothesis (H_0) "*Fondi Application is not effective to improve students vocabulary mastery.*" was rejected and the alternative hypothesis (H_1) "*Fondi Application is effective to improve the students vocabulary mastery.*", which claims that using the Fondi application effectively enhances students' vocabulary mastery, was accepted. These results unequivocally show that the Fondi application has a beneficial and quantifiable effect on students' vocabulary learning outcomes.

CONCLUSION

This study concludes that the **Fondi application significantly enhances vocabulary mastery** among senior high school students. Its interactive and gamified features effectively improve motivation, engagement, and vocabulary retention. The findings affirm the potential of technology-based learning tools in modern English language teaching, particularly in enhancing vocabulary acquisition.

SUGGESTIONS

1. **For Teachers:** Integrate the Fondi application as a supplementary tool to create engaging and interactive vocabulary lessons.
2. **For Students:** Use Fondi independently for vocabulary practice to enhance retention and develop autonomous learning habits.
3. **For Schools:** Incorporate technology-enhanced learning tools into English language curricula to foster digital literacy.
4. **For Future Researchers:** Conduct longitudinal or mixed-method studies to explore the long-term impact of the Fondi application on vocabulary development and learner motivation.

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