

USING A SMARTPHONE VIDEO CAMERA TO REDUCE ANXIETY IN SPEAKING ACTIVITY

Nur Asma*

Universitas Syiah Kuala, Banda Aceh, Indonesia

ABSTRACT

The common problems faced by students in English speaking are anxiety and the lack of confidence and ideas. This research was conducted to determine the relevant factors and to provide a solution by using the smartphone video camera. To obtain the data in this research, experimental research was performed inside and outside the classroom with a series of treatments and a questionnaire sheet as the instrument. The data were analyzed using a model proposed by Smeda, Dakich, and Sharda (2014) and a Likert scale questionnaire, which was adapted from Spratt, Humphreys, and Chan (2002). The result from the test showed a significant difference between the experimental and control classes as the carried t-test presented the score of -8.36, which was out of the limit (between -1.96 and 1.96). Another result was the students developed positively which was shown by: the anxiety tends to decrease as they were given time before performing thus prepared better, their self-confidence was increased and challenged by using the smartphone video camera method due to the application of innovation in the speaking class. The conclusion of this research is lecturer needs to apply new methods, one of which is using a smartphone application.

Keywords: *reducing anxiety, smartphone, speaking activity, video camera.*

* Corresponding author, email: acutwahyu@yahoo.co.id

INTRODUCTION

Teaching techniques in English language classes are strongly influenced by the teacher's ability in class management. Teaching speaking in the classroom is influenced by the teachers' skill and knowledge of English (Richards, 2013). In addition to that, in the principles of teaching, especially language teaching, it also has to consider the approach, method, and technique of the teaching (Brown, 2001). A teacher must understand the students' need to practice and focus on talking and emphasizing working in pairs or groups (Goh & Burns, 2012). When the approaches, methods, and techniques were not in accordance with the learning plan, the language learning process will be hampered and the target will not be achieved.

In learning English, the students are expected to be fluent in communicating with others. That is why speaking skill is very important since it is the most used skill when someone wants to convey a message and deliver information. Richards (2008) declared this for many second-language or foreign-language learners. In addition, students are also expected to master the four skills: reading, writing, listening, and speaking.

However, based on the researcher's personal experience in teaching a Conversation Class at UIN Ar-Raniry, Banda Aceh, Indonesia, the students faced difficulties while speaking without being given the themes, directions, methods, and media by the teachers. The researcher also interviewed some of the English students regarding their interest in speaking. Commonly, their English was good and they were active when they were invited to communicate. In spite of this situation, when the teacher gave an opportunity to speak in the class, they tend to be afraid, confused, and passive as if it was a boring activity and there was no topic to talk about. This phenomenon affects the attitude of the students towards English as a foreign language. Teachers can play a role by changing their teaching methods, such as using materials and activities to help the students achieve an understanding and appreciation of foreign languages (Brown, 2001). Another obstacle was the students realized their grammatical mistakes in speaking but they ignored it because they want to get things done quickly.

The most striking problem confronted by students is speaking anxiety is they were afraid and felt nervous when they speak in front of other people. Generally, anxiety can be associated with the treatment of affiliated self-efficacy as a threat (Pappamihiel, 2002), thus the study became unpleasant (Gegersen, 2005). They perceived it as a big or difficult problem. This condition leads students to a high level of frustration due to an excessive amount of anxiety. To overcome this problem in teaching speaking to EFL students, the researcher tried to use the smartphone video camera as the media to improve their speaking ability. The camera feature was not only used for shooting, but also for recording to make videos about English speaking.

Related to the problem, some researchers have conducted studies on how to overcome the speaking problems of students in the classroom. Among them is the study by Machmud and Abdulah (2017) that explained the smartphone integration had a very positive impact on student learning achievement in which students tend to be more prepared and brave to speak. Malasari (2017) described the concept of an android application called *e-talk* which can be used by students indoors or outdoors and is believed to be able to enrich vocabulary, understanding, pronunciation, and fluency with the acquisition of the maximum average value of the students. Finally, their quality of speaking motivation is increased.

Smartphone offers several applications. Students can choose one of their favorite applications to improve their language skills. By using these applications in the smartphone positively, students can learn faster, flexibly, and efficiently (Barakati, 2013). It also can be modified to change teaching materials and methods. Nurseto (2011) supports the basic learning must emphasize the correct concept and the role of media as a learning tool became very important. One of the applications is the video camera; an audio-visual application or feature which can be operated to enrich the creativity of teachers to support students' speaking activities and strengthen their self-confidence and ability to convey information through speaking English on various topics presented (Gromik, 2015).

The advantage of using a smartphone device is not only apparent in speaking, but also in integrating vocabulary acquisition through customer interaction (Stockwell, 2010; Thornton & Houser, 2005), exposing grammar training levels (Li & Hegelheimer, 2013),

and improving listening skills (de la Fuente, 2014). Gromik (2015) proposed that the students' ability to tell and explore stories in foreign languages sharpen and impact positively on self-confidence and reducing excessive fear. This has happened not only on students from education and language majors, but also on students from different majors (Parson, Reddy, Wood, & Senior, 2009). Essentially, students have different abilities in foreign languages. Hermawan (2012) argued that it is caused by internal factors, i.e. a person's ability to listen when the communication takes place based on the physical condition. The external factors like environment, medium, delivery style, method, and technique also play a role.

Considering the description of the study above, the researcher decided to investigate the usage of the smartphone video camera as a supporting tool for learning English creatively. Students can use the application to create their own video content in various conditions. The students and teachers are expected to use a smartphone to maximize the concept of teaching, create a pleasant atmosphere and develop their ideas for better speaking practices. Based on the previous explanation, the researcher is interested to conduct this research with the title "Using a Smartphone Video Camera to Reduce Anxiety in Speaking Skill (An Experimental Study to the Second Semester Students at UIN Ar-Raniry Banda Aceh, Indonesia)".

LITERATURE REVIEW

Definition of Speaking

Speaking is an act of communication to convey the speaker's feelings and ideas by using a language that people understand (Cameron, 2001). When people produce utterances, they deliver meanings, feelings, ideas, and desires. Bailey (2000, p. 25) defined speaking as a process that involves the interaction of both parties in which the speaker conveys intentions and meanings while the listener receives and processes the information. Generally, the ability to master speaking is perceived as the most important aspect of learning a second language to such an extent that the success is often measured by the terms of the ability in having conversations in the language.

The people who speak frequently can undertake conversations with others smoothly as they produce their words to such an extent that the people will be able to understand (Thornbury, 2005).

Consequently, Harmer (2007) described the ability to speak fluently requires not only the knowledge of the language features but also the ability to process the information and language in place. The importance of talking or asking something to others is aimed to melt the atmosphere and get a new relationship.

Speaking Activity

The speaking activity is easily conducted by the students without hesitation, awkwardness, or embarrassment in the class. Torky (2006) expressed that the students communicate to achieve certain goals or to express their opinions, intentions, hopes, and points of view. People who understand language are referred to as 'speakers' of that language. Almost all settings stated that speaking is urgent and must be used gradually to enhance skills maximally.

Richards (2006) concluded from all the references and said that the speaking activity includes three components; talks as an interaction which is served as the primary social function, talks as a transaction refers to a situation where the focus is said or done, and talk that should be distinguished as a performance. This is referring to public talks which transmit information to the audience such as morning talks, public announcements, and speeches.

Smartphone Video Camera in Teaching Speaking

Smartphone is a communication tool widely used by everyone. By using the device to record their communication and listen to their recordings in teaching speaking, the students they can be asked to improve their weak areas (El Hariry, 2015). Students can also record interviews or conversations outside the classroom and play them in class for feedback and discussion.

Moreover, some educational benefits for learning as what Gromik (2006) discussed about a digital video recorder is that it can be used by students to produce their English videos. Students have the opportunity to collaborate with one another and connect with their peers in various countries (Ababneh, 2017). In addition, it can be used as a high-tech alternative in avoiding boredom in class. For example, students can play a role in interactive assignments in the class to express their opinions, recording their experience during trips and making audio podcasts or blog posts. These activities greatly

support the process of learning a foreign language for students with difficulties in expressing speech in English.

The effectiveness in the usage of smartphone in EFL learning is expressed by Kiernan and Aizawa (2004) who evaluated the achievements of Japanese students through task-based mobile learning given, among others through messages, emails, and speaking activities with satisfying achievements. They found that the students understand English better while using the smartphone application as a medium in the EFL class. The successful usage of the smartphone shows that the system of learning a foreign language in each period of time needs to be modified and revised due to the advancement of the time and place (Liu & He, 2014).

Reducing Anxiety

Anxiety is one of the main factors that influence a person's mentality. It hinders the person's ability to process better thus needs to be overcome. The excessive anxiety in beginners in practicing English becomes an obstacle for them to speak foreign languages decently. Young (1991) identified several types of anxiety in foreign language classes; personal and interpersonal anxiety, students' and teachers' beliefs about foreign language learning, interactions between teacher and students, classroom management, and evaluation.

Dewaele (2013) investigated multilingualism from around the world and concluded how a language is learned will determine future speech and anxiety. Other aspects are the amount of comprehension for some languages also play an important role in the multilingual process and the use of the language to express positive and negative emotions. Kitano (2001) suggested teachers to prevent the students' fear and provide positive reinforcement for them. Teachers have to intervene in the classroom and create a sense of togetherness by forming group collaboration and making sure that students do not perceive it as a competition. Learning strategies are also closely related to anxiety. There are four basic strategies proposed by Wassid (2011) in learning; identifying the objectives of learning, choosing a suitable system of approach, establishing procedures, methods, and appropriate learning techniques, and establishing norms and minimum levels of achievement of success. If the strategies above

have been implemented, the obstacles faced by students in learning foreign languages will be able to be defeated.

RESEARCH METHODOLOGY

Research Method

The type of this research is experimental research. Fraenkel and Wallen (2000, p. 9) pointed out that experimental research is the most conclusive and scientific method of research regarding the fact that the research establishes different treatments and effects of the study. In addition to that, the researcher also wants to know the opinions of the students about the media used. Therefore, the researcher combines two research methods which resulted in a mixed method.

In conducting this research, the researcher experimented by teaching in the Intermediate Speaking class at the English Education Department of UIN Ar-Raniry Banda Aceh. This study utilized two instruments, namely; a test, where the results of the students' speaking skills are scored using the rubric from Smeda et al. (2014), and a Likert scale questionnaire, which was adapted from Spratt et al. (2002). The researcher modified the original questionnaire to adjust to the students' responses about their motivation and confidence in learning speaking by using a smartphone video camera and the students' view in using this media.

Research Instrument

Test

The test was carried out to measure some tasks performed by the students to produce a value related to their achievement. The result of the test was evaluated by a scoring rubric with different levels of aspects. According to Sadik (2008), it is appropriate to use an assessment instrument, such as a scoring rubric, to evaluate ICT-based learning projects. The researcher used a scoring rubric by Smeda et al. (2014) in this research.

There were two tests conducted, pre-test and post-test. In the pre-test, students were given a briefing to carry out oral performances on a free theme. It was aimed to see the students' speaking skills in a manual technique without any media. Just before the pre-test, the students were given themes such as hospital, library, supermarket,

university, and parking area. Later, they choose one of the themes to be described according to their prior knowledge. This performance was carried out without using a smartphone.

Afterward, the students were given some treatments using a smartphone and instructed by the teacher to make speaking videos according to the duration and themes specified. In the second to the fifth treatments, the researcher provided more tests with different themes, e.g., kitchen, property, traveling, language, and education. The technique remained the same, describing the theme in detail by using a smartphone video camera application. Likewise, for the post-test, the students were given certain themes, e.g., canteen, library, auditorium, mosque, traditional market, and museum. This performance was accompanied by the use of smartphone media and the project was carried outside the classroom according to the chosen theme. The treatments were held in seven meetings and the post-test was carried out at the end of the meeting. This test was performed to measure the students' achievement after treatment settled from using a smartphone.

Questionnaires

The questionnaire used in the research was a Likert scale questionnaire adapted from Spratt et al. (2002). This questionnaire was given to find out the students' opinions about the use of a smartphone video camera in their speaking practice. Through the questionnaire, the researcher also discovered out their attractiveness, inspiration, and motivation towards different formulas in learning English speaking.

Table 1. Questionnaire list.

No.	Questions	Answers
1	English is your favorite subject and it is fun to learn in class	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
2	Learning English, especially speaking is the most interesting thing in class.	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

Using a smartphone video camera to reduce anxiety in speaking activity (N. Asma)

3	The practice of speaking is a bit complicated if it is not supported by certain media; for example projector, video, and smartphones camera	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
4	The practice of speaking through a smartphone video camera makes you motivated and challenged while repeating the practice in a different theme.	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
5	After the practice of speaking through a smartphone video camera you are more confident to talk in front of friends without being awkward.	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
6	Smartphone video camera application helps to improve your speaking skills.	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
7	When recording speaking through a smartphone video camera, you need to be given a theme by the lecturer to be more focused.	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
8	The practice of speaking using a smartphone video camera makes you appear bolder even though you realize there is an error pronunciation.	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
9	If there is a duty from the lecturer to make a recording of speaking through a smartphone video camera, you are enthusiastic in the practice.	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
10	Smartphone is one of the most interesting tools for learning English	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
11	Smartphone applications; <i>video camera, YouTube, e-talk and TOEFL Application</i> can support learning your English	a. Strongly agree b. Agree c. Neutral d. Disagree

		e. Strongly disagree
12	Smartphone is one of the electronic media that has many benefits for learning English.	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
13	The most frequently of using a smartphone can help you in learning English	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
14	The use of smartphone media can be integrated into the foreign language learning curriculum.	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree
15	As future teacher candidates, you will include a smartphone as a means of teaching English, especially speaking	a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

Techniques of Data Collection

Treatment

In obtaining the data, the researcher conducted the treatment for seven times, consisting of pre-test as the first treatment and closing with post-test action as the seventh treatment. Students were firstly given a pre-test to find out their basic speaking skills without using a smartphone. Furthermore, they were given six more treatments including the post-test activity which was carried out outside the classroom. This project was carried out using a smartphone video camera and given themes.

Questionnaire distribution

The data were analyzed through a questionnaire which is consisted of 15 items close-ended. The items referred to the Likert scale; strongly agree to strongly disagree. The questionnaires were distributed in Microsoft Word format via the WhatsApp group of the learning classes due to the Covid-19 pandemic that renders the learning only available to be carried out online. The researcher guided the students to assign the text by coloring their selected item

of the questionnaire. Participants filled out the questionnaires according to personal experience in using a video camera and their motivation in doing so.

Techniques of Data Analysis

Data from test

Regarding data analysis of the test, the researcher analyzed the data on the English proficiency test score. The researcher adopted several appropriate procedures proposed by Creswell (2012). Meanwhile, the English language assessment category by Smeda et al. (2014) consisted of eight aspects, i.e., purpose, plot, face narrative, dramatic questions, story content, grammar and language use, technological competence and emotional content, and content economy.

Data from questionnaire

In analyzing the data from the questionnaire, the researcher used the simple percentage formula as mentioned by Creswell (2012, p. 189):

$$P = \frac{f}{n} \times 100\%$$

Where: p = percentage
f = frequency
n = total participants
100 = n constant valuation

Hypothesis testing

Hypothesis testing was performed to prove whether the hypothesis of the research was accepted or not. SPSS was used to know the effect of improvement from the treatment. The hypothesis analyzed the significance level of 0.05 in which the hypothesis was approved if $\text{Sig} < \alpha$. The probability of errors offered in the hypothesis was about 5%.

RESULTS AND DISCUSSIONS

This research was conducted to find out the effect of smartphone video camera usage in speaking activities. The data of the research were collected by giving tests and questionnaires. The sample of this research was the second-semester students at UIN Ar-Raniry Banda Aceh. The result was showed the students' speaking scores were improved after learning speaking by using the smartphone video camera. It can be seen by the significant difference in the result of the post-test and pre-test where the mean of the post-test score was higher than the mean of the pre-test score. It was statistically significant between pre-test and post-test scores. However, the more detailed information concerning the experimental research result was presented in the table below.

Table 2. The raw scores of the experimental and control classes.

No.	Experimental class			Control class		
	Name	Pre-test	Post-test	Name	Pre-test	Post-test
1	AS	78	84	SNU	81	84
2	PRF	81	91	SR	78	81
3	RA	81	91	SIF	84	84
4	MI	78	91	SAI	81	84
5	CNN	84	91	SAN	84	88
6	FIA	81	91	SNB	78	81
7	NF	81	88	SZR	84	84
8	TM	81	91	SMU	91	94
9	RAH	91	94	SMM	81	84
10	NR	75	81	SNU	91	94
11	RR	91	97	SLT	84	88
12	SF	84	88	SUL	81	84
13	HNM	91	94	SUR	81	84
14	FF	94	97	SUS	81	88
15	DB	81	88	SIM	78	81
16	KR	75	88	SIF	84	84
17	NAF	84	91	TAT	81	84
18	RPA	91	94	TMI	78	81
19	IRD	81	88	TMS	72	78
20	AAA	84	88	TA	81	84
21	KM	84	88	UUP	81	84
22	ZI	75	78			
23	RF	78	81			

24	SS	81	84			
Total		1985	2137	Total	1715	1778
Mean Score		82.70	89.04	Mean Score	81.66	84.66

Based on the table above, a significant difference is shown between the two means of the pre-test and post-test of the experimental class. The mean score of the post-test (89.04) was higher than the mean score of the pre-test (82.70). Whereas, the mean score of the pre-test in the control class was 81.66 and the mean score of the post-test was 84.66. This indicated a difference between pre-test and post-test results in the control class. In short, the treatment gave a positive effect on the experimental and control class. The detailed result can be seen in the next explanation. The pre-test for the experimental class was given in the first meeting before the researcher gave the treatment to the students. Meanwhile, the result of the statistical description for the experimental class was presented in the following table.

Table 3. Descriptive statistics of students' pre-test scores of experimental classes.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental Class	24	75.00	94.00	82.7083	5.43322
Valid N (list wise)	24				

Table 3 showed the descriptive statistics of the students' pre-test scores of the experimental class. The result of the pre-test scores analysis of the experimental class shows the highest score for the pre-test was 94 and the lowest score was 75. Thus, the range of the data was 19. The table also shows the mean of the pre-test scores for the experimental class was 82.70 and the standard deviation was 5.43. The post-test was given in the last meeting after the researcher gave the treatment in the experimental class. The output of data analysis from the post-test was presented in the following table.

Table 4. Descriptive statistics of students' post-test scores of experimental classes.

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Experimental Class	24	78.00	97.00	89.0417	4.83177
Valid N (list wise)	24				

Table 4 presented the lowest score of the post-test in the experimental class was 78 and the highest score was 97. Furthermore, the mean of the post-test scores was 89.04 and the standard deviation was 4.83. The result shows that the mean of the post-test was higher than the mean of the pre-test after the researcher taught speaking by using a smartphone video camera in the experimental class.

The result of the questionnaires proved there were positive responses toward the application of the smartphone video camera in speaking class. Students agreed that the smartphone was one of the most interesting tools for learning English. Smartphone video camera applications helped them to improve their speaking skills. Almost all of the students said that learning speaking by using a smartphone video camera made them more confident to talk in front of their friends without being awkward. They also said that the speaking practice through a smartphone video camera makes them motivated and challenged while repeating the practice in a different theme.

CONCLUSION AND SUGGESTION

The result shows there was a significant increase in the speaking practices that have been shown by the students when using a smartphone video camera. They tended to be more participative by utilizing this media because they usually learned speaking without using this media even though they were given a theme by the lecturer. This is shown by the mean post-test value of the experimental class in the number of 89.04 compared to the control class which obtained a mean score of 84.66. This means that there were differences in the acquisition of numbers ranging from -1.96 and 1.96. In addition to that, the students were ready to perform their abilities better because of the few minutes given times to prepare.

The students were also replied positively and seen to be more interested in using the new methods of learning speaking, especially the smartphone video camera application. Generally, the students own a smartphone but they were not initially interested to apply it in learning speaking by recording their videos in English. After gaining some experience in using this media, they tended to be more motivated in learning something new about the English language.

Nevertheless, the researcher suggests that it is important to solve the problem appropriately. Every student had shown a different quality in what they have worked on. The result of this research has verified that the students need to learn English, especially speaking, with a new and different concept. One of the concepts is using the smartphone video camera media to encourage the students' confidence in speaking practices.

REFERENCES

- Ababneh, S. (2017). Using mobile phones in learning English: The case of Jordan. *Journal of Education and Human Development*, 6(4), 120-128.
- Bailey, K. M. (2000). *Practical English language teaching speaking*. New York: The McGraw Hill Companies.
- Barakati, D. P. (2013). *Dampak penggunaan smartphone dalam pembelajaran Bahasa Inggris (persepsi mahasiswa) [The impact of smartphone usage in English learning (students' percetion)]*. Manado: Universitas Sam Ratulangi.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language. pedagogy* (2nd ed.). New York: Longman.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). PEARSON.
- de la Fuente, M. J. (2014). Learners' attention to input during focus on form listening tasks: The role of mobile technology in the second language classroom. *Computer Assisted Language Learning*, 27(3), 261-276.

- Dewaele, J. M. (2013). *Emotions in multiple languages* (2nd ed.). Basingstoke: Palgrave Macmillan.
- El Hariry, N. A. (2015). Mobile phones as useful language learning tools. *European Scientific Journal*, 11(16), 302.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education* (4th ed.). New York: McGraw Hill Company.
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge: Cambridge University Press.
- Gregersen, T. S. (2005). Nonverbal cues: Clues to the detection of foreign language anxiety. *Foreign Language Annual*, 38(3), 388-400.
- Gromik, N. (2006). Filming editing in the EFL classroom. *JALTCALL Journal*, 2(1), 27-36.
- Gromik, N. (2015). The effect of smartphone video camera as a tool to create digital stories for English learning purposes. *Journal of Education and Learning*, 4(4), 64-79. ISSN 1927-5250.
- Harmer, J. (2007). *How to teach English* (2nd ed.). Longman: Pearson Education Limited.
- Hermawan, H. (2012). *Menyimak keterampilan berkomunikasi yang terabaikan [Looking to the neglected communication skill]*. Yogyakarta: Graha Ilmu.
- Kiernan, P. J., & Aizawa, K. (2004). Cell phones in task based learning: are cell phones useful language learning tools?. *ReCALL*. 16(1), 71-84.
- Kitano, K. (2001). Anxiety in the college Japanese language classroom. *The Modern Language Journal*, 85(4), 549-566.
- Li, Z., & Hegelheimer, V. (2013). Mobile-assisted grammar exercises: Effects on self-editing in L2 writing. *Language Learning & Technology*, 17(3), 135–156.
- Liu, Q., & He, X. (2014). *Using mobile apps to facilitate English learning for college students in China* (Bachelor's thesis, School of Business and IT, University of Borås, Borås, Sweden). Retrieved from <http://www.diva-portal.org/smash/get/diva2:896787/FULLTEXT01>
- Machmud, K., & Abdulah, R. (2017). Using smartphone-integrated model of teaching to overcome students' speaking anxiety in learning English as foreign language. *Journal of Arts & Humanities*, 6(9), 01-11.

- Malasari, S. (2017). *Android application to improve senior high school students' speaking skill* (Master's thesis). Sanata Dharma University, Yogyakarta, Indonesia.
- Nurseto, T. (2011). Membuat media pembelajaran yang menarik [Creating an interesting instructional media]. *Jurnal Ekonomi dan Pendidikan*, 8(1), 19-35.
- Pappamihel, N. E. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. *ProQuest Educational Journal*, 36(3), 327- 355.
- Parson, V., & Reddy, P., & Wood, J., & Senior, C. (2009). Educating the *iPod* generation: Undergraduate attitudes, experiences and knowledge of vodcast and podcast use. *Learning Media & Technology*, 34(3), 215-228.
- Richards, J. C. (2006). Developing classroom speaking activities; From theory to practice. *Guidelines, (RELC, Singapore)*, 28(2), 3-9. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/developing-classroom-speaking-activities.pdf>
- Richards, J. C. (2008). *Teaching listening and speaking from theory to practice*. Cambridge: Cambridge University Press.
- Richards, J. C. (2013). Creativity in language teaching. *Iranian Journal of Language Teaching Research*, 1(3), 19-43.
- Sadik, A. (2008). Digital storytelling: A powerful technology-integrated approach for engaged student learning. *Educational Technology Resource Development*, 64(4), 487-506.
- Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classroom: A comprehensive study. *Smart Learning Environments*, 1(6), 1-21. doi:10.1186/s40561-014-0006-3
- Spratt, M., Humphreys, G., & Chan, V. (2002). Autonomy and motivation: Which comes first?. *Language Teaching Research*, 6(3), 245-266. doi:10.1191/1362168802lr106oa
- Stockwell, G. (2010). Using mobile phones for vocabulary activities: examining the effect of the platform. *Language Learning & Technology*, 14(2), 95-110.
- Thornbury, S. (2005). *How to teach speaking*. Harlow, United Kingdom: Pearson Education Limited.

- Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*, 21(3), 217-228. doi:10.1111/j.1365.2729.2005.00129.x.
- Torky, S. A. F. (2006). *The effectiveness of a task-based instruction program in developing English learning speaking skill of secondary stage students* (Doctoral dissertation). Women's College, Ain Shams University, Cairo, Egypt.
- Wassid, I. (2011). *Strategi pembelajaran bahasa [Language learning strategies]*. Bandung: PT Remaja Rosdakarya.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *Modern Language Journal*, 75(4), 426-437.