

OVERCOMING STUDENTS' ANXIETY IN SPEAKING ENGLISH BY USING MOBILE PHONE". (An Experiment Research On The VIIth Grade Students Of Smp Negeri 3 Anggrek)

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Abstract

This study aims investigating whether there is influence of model of teaching and anxiety towards students' speaking ability. This study is an experimental study which conducted on the seventh-grade students of SMP Negeri 3 Anggrek focused on two classes. One class as the treatment class consists of 20 students and one class as the control class consists of 20 students. They were selected by purposive sampling. The method used in this research was experimental method, and the data was collected through questionnaire of foreign language anxiety classroom scale and oral test for speaking ability. The design used in this research is factorial design 2 x 2 by using ANOVA.

The result of this study has shown: (1) The score learning achievement in speaking English who were taught by using mobile phone application was higher than the students' who were taught by using conventional teaching. It means that students' speaking ability through "mobile phone" application gave the better influence towards students' speaking ability than through conventional teaching;(2) The learning achievement of the students with high anxiety in speaking English who were taught by using mobile phone application on high anxiety was higher than the students' anxiety in speaking English who were taught by conventional teaching;(3) The learning achievement in speaking English who were taught by using mobile phone application on low anxiety was higher than the students' anxiety in speaking English who were taught by conventional teaching;(4) there is an interaction between model of teaching and anxiety toward students' anxiety in speaking English. The applying the suitable model of teaching by seeing students anxiety gave the significant influence towards students' speaking ability.

Key words: *Speaking Ability, Anxiety and Model of Teaching.*

A. Introduction

Studying English language is not only study about vocabulary, grammar and all the language features, but also can practice it into the language skills. English skills are divided into two skills; they are receptive and productive skills. Receptive skills are the way in which people find the meanings by seeing and hearing. While productive skills are the way in which the people express their idea by saying and writing. It is clear that in practicing English language needed four main language skills based on the words "seeing" that implies reading, "hearing" means listening, "saying" as speaking and writing.

The four main skills cannot stand alone. They are completing each other. People are impossible to speak in a conversation if they don't listen first as well as they seldom write something without firstly gathering information through both of listening and reading. Therefore, the teacher also have the four skills practiced when she/he focuses on one particular skill as the basis in teaching and learning process.

Some problems that appear in teaching speaking are; firstly, the allocated of time is too little. Such in tenth standard competence at seventh grade, in two meeting or in 4 X 40 minutes teaching process the students are asked to describe something/someone with the students own words orally in front of the class. Then in second meeting the students asked to tell to their friends how to do or make something. From the explanation above it can be concluded that the teaching and learning process is no effective, because the allocated of time is too short while the teacher should explain the material firstly and then she/he should guide the students to pronounce some words.

The teacher has not enough time to ask the students practicing in front of the class one by

one. The teacher has 80 minutes. She/he should divide the time, for example, 30 minutes for explaining the material and 5 minutes for guiding the students to pronounce the difficult words. 5 minutes for preparing the students presentation and 40 minutes for the presentation. It means that the teacher has no time for asking the students problem and concluding the material.

The time allocation problem may cause the other problem when the students are asked to practice in front of the class that is anxiety. The students are difficult to control their worry. Brown, O'Leary & Barlow (2001) argue that the anxiety and worry are associated with three (or more) of the following six symptoms (with at least some symptoms present for more days than not for the past 6 months). They are; restlessness or feeling keyed up or on edge, being easily fatigued, difficulty concentrating or mind going blank, irritability, muscle tension and sleep disturbance (difficulty falling or staying asleep, or restless unsatisfying sleep).

(www.google.co.id/search?q=the+characteristics+of+anxiety+pdf&btnG=&hl=id).

The problems can be minimized by using Information and Communication Technology (ICT) tool. The teacher should realize that ICT has an influence to the students learning process. The ICT tools including computers, radio, television, mobile phone and some other devise. Among the ICT tools mostly owned and used among people is the mobile phone and it is very well if the teacher can guide the students to use mobile phone.

Mtega et al (2012 p. 119) define that Mobile phones have a potential of improving the teaching and learning processes as the tools are cheap compared to other ICTs which can be used for teaching and learning. Mobile phone became one of the tool that use in teaching process

because most of the students use mobile phone in their daily live.

Based on Mtega statement I choose SMP Negeri 1 Anggrek as my subject of research. SMP Negeri 1 Anggrek located at Tolanggo Village, Anggrek subdistrict, Gorontalo Utara regency. The students of SMP Negeri 1 Anggrek come from various villages they are *dudepo* village which located on the island. The students' parents job are farmer, fisherman and employee. From 53 students of seventh grade of SMP Negeri 1 Anggrek, 29 students bring their mobile phone to the school. Sometimes, when the teacher teaches them, they are busy with their mobile phone. They are playing game, update their status in facebook, chatting and some other activity. Relate to these phenomena I would like to use the students mobile phone in teaching and learning process, especially in teaching speaking.

There are some interesting ways to use mobile phone in teaching and learning process especially in teaching speaking such as the teacher are easy and effective to control the students. By using video or voice recorder the teacher just divide or separate the students in different place in a period time. Then they make their project to a video or record their voice. The other advantage of this way is the teacher get a document that can show to students and they can give some feed back to their project. Some tools in mobile phone that can be used in this project are mobile video, voice recorder, a digital Storytelling tool, or class video projects.

Video, Many students who have mobile phones have the ability to record video. When demonstrating a technical sequences get a class expert with a phone to record it. Then once video sent to you via Bluetooth/cable/wi-fi/whatever, you can place on LAN or share to class via Youtube or facebook. This can then be added to a class blog, added to an intranet/ VLE so forth and so on. Harmer (2004) stated that when students use video cameras themselves they are given potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video - making can provoke genuinely creative and communicative uses of the language, with students finding, them 'doing new things in English.

Voice Recorder, Use the voice recorder feature as a means of collecting audio evidence, feedback on work. Add to portfolio as evidence of peer feedback, learning, development transfer to machine via Bluetooth, wi-fi, email, etc and link up by embedding, storing on intranet etc. Voice recorder could be used for other purposes too such as: interview, recording instructions, podcast style notes and keywords for revision. Buchegger (2010 p.27) argue that most mobile phone can also record a voice. Children and young use their mobile phone to record their voice, watch and exchange videos.

Class Video Project, this way has some instructions firstly, invite students to prepare a minute video in class, then they may *prepare, negotiate, discuss and plan* for their project based on the class time, once they are ready, they use one mobile device to record their video. Then, they

can share the video file with the teacher using blue-tooth. The whole class can watch those videos using the class projector for feedback and follow-up discussions. Harmer (2004) stated that class video project or video creativity used to spark students' creativity by encouraging interpretation, provoking thought, asking for language use.

B. Literature Review

1. The Concept of Speaking

Speaking is to say something (word) to someone or to be able to talk in particular language. Spoken words are words those are produced by the movement of the lips and other elements that involve in producing the words itself and when people produce words by saying it, they have done speaking activity.

Burns & Joyce in Torky (2006, p. 31) state that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

2. The Concept of Anxiety

Anxiety is a normal condition or healthy response to a stressful of difficult event in our life. Cambridge (2008) define that anxiety is a comfortable feeling of nervousness or worry about something that is happening or might happen in the future.

Everyone have experiences in anxiety, the anxiety sometimes comes when we want to present something in from the audience or in front of the class. It is normal because everyone experiences it at times.

According to Brown, O'Leary & Barlow (2001 p. 155) that there some Diagnostic Criteria for Generalized Anxiety Disorder they are;

The first is excessive anxiety and worry (apprehensive expectation), occurring more days than not for at least 6 months, about a number of events or activities (such as work or school performance).

The second is the person finds it difficult to control the worry.

The third is the anxiety and worry are associated with three (or more) of the following six symptoms; restlessness or feeling keyed up or on edge, being easily fatigued, difficulty concentrating or mind going blank, irritability, muscle tension, and sleep disturbance (difficulty falling or staying asleep, or restless unsatisfying sleep).

The fourth is the focus of the anxiety and worry is not confined to features of an Axis I disorder, e.g., the anxiety or worry is not about having a panic attack (as in Panic Disorder), being embarrassed in public (as in Social Phobia), being contaminated (as in Obsessive-Compulsive Disorder), being away from home or close relatives (as in Separation Anxiety Disorder), gaining weight (as in Anorexia Nervosa), having multiple physical complaints (as in Somatization Disorder), or having a serious illness (as in Hypochondriasis), and the anxiety and worry do not occur exclusively during Posttraumatic Stress Disorder.

The fifth is anxiety, worry, or physical symptoms cause clinically significant distress or impairment in

social, occupational, or other important areas of functioning.

The last is disturbance is not due to the direct physiological effects of a substance (e.g., a drug of abuse, a medication) or a general medical condition (e.g., hyperthyroidism) and does not occur exclusively during a mood disorder, psychotic disorder, or a pervasive developmental disorder.

Brown, O'Leary & Barlow (2001 p. 155) also explain that the anxiety and worry are associated with three (or more) of the following six symptoms (with at least some symptoms present for more days than not for the past 6 months). They are; restlessness or feeling keyed up or on edge, being easily fatigued, difficulty concentrating or mind going blank, irritability, muscle tension and sleep disturbance (difficulty falling or staying asleep, or restless unsatisfying sleep). However Bailey's in Brown (2000) defined that anxiety in second language learning was the key to success.

From the explanation above we can conclude that sometimes anxiety hindered someone to progress and it also motivated someone to study hard.

3. The Concept of Mobile Phone

Mobile phone or known as smart phone now became a principal need. Everyone wants to own it. Banks & Burge (2004, p. 2) state that mobile phone technology is developing at an extraordinarily rapid pace and is being applied to an increasingly wide range of human activities and the environment in which we live. It brings both benefits and challenges.

Mobile phone is a telephone which is connected to the telephone system by radio instead of by a wire, and can therefore be used anywhere where its signals can be received (Cambridge, 2008, p.916).

There are many kind of mobile device manufactured they are; RIM, Samsung, Blackberry, BenQ, Palm, Sanyo, Sony Ericsson, LG, Apple, Nokia, Sharp, Motorola, Fujitsu, Kyocera (Sharon, p.9)

The kind of mobile device above some of that own by the students. There are some types of learning through mobile phones according to (Sevany 2012), they are; Learning through sound, learning through short text messages, learning through a graphical display, learning through information obtained from data, learning through internet search and learning through camera and video clips.

4. The Concept of Video

Most mobile phone can also record video. Children and young people use their mobile phone to record, watch and exchange video. (Buchegger. 2010) and video also is useful for teaching and learning process. Yassaei (2012) define that use videos into lessons creates enticing visuals and a special interactive environment in the EFL/ESL classroom. Teaching English through videos also allows teachers to be creative when designing language lessons. Harmer (2004 p. 282) There are some reason why use video in teaching and learning process, they are:

Seeing language-in-use: one of the main advantages of video is that students do not just

hear the language, they see it too. Video help among the students and the teacher to see/watch more than one time what they are studying.

Cross-culture awareness: video uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how American speaks to waiters. Video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

The power of creation: When students use video cameras themselves they are given potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video - making can provoke genuinely creative and communicative uses of the language, with students finding, them 'doing new things in English.

Motivation: for all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

5. The Concept of Voice Recorder

Voice recorder is a creative multimedia software with built in recording and audio playback. It allows you to record sound from a microphone, the line-in jack, or music played by another player in WMA or WAV formats. (<http://support-us.samsung.com>)

Use the voice recorder feature as a means of collecting audio evidence or feedback on work. Voice recorder could be used for other purposes too such as: interview, recording instructions, podcast style notes and keywords for revision.

6. The concept of conventional teaching

Conventional teaching method is known as a traditional teaching method wherein teacher is the source of information and the students is the receiver of information or message. Teacher being the main actor in teaching and learning process. They have responsibility to held a good teaching. They regard the students listens to the teachers' explanations and examples, so the students understand how use the knowledge. Conventional teaching methods based on "traditional view of education, where teachers serve as the source of knowledge while learners serve a passive receivers" (Kuzu, cited in Boumava, P. 11)

According to Lismawi (Cited in Damodharan and Rengarajan) there are some limitations of traditional teaching or conventional teaching they are:

- Teaching in classroom using chalk and talk is "one way flow" of information.
- Teachers often continuously talk for an hour without knowing students response and feedback.
- The material presented is only based on lecturer notes and textbooks.
- Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
- The handwriting of the lecturer decides the fate of the subject.

- There is insufficient interaction with students in classroom.
- More emphasis has been given on theory without any practical and real life time situations.
- Learning from memorization but not understanding.
- Marks rather than result oriented.

7. The concept of teaching by using ICT (Mobile Phone)

Buchegger (2010) argue that mobiles are not just for making calls or sending text messages. In recent years, the mobile one's pockets has become a multifunctional device. Many children and young use their mobiles to take picture and videos, to listen to music, to play games and to record their activity.

Many schools forbid mobiles because of the disturbance they cause. Nowadays the mobile phone is much more than a phone, in technical and also in social terms. For school-age young people the mobile phone is an important part of everyday life and of growing up in general.

Buchegger (2010, p. 33) also explain how the teaching procedure using mobile video story, they are: firstly the class is divided into small groups which choose a school-related topic for their video story (e.g. a current event in the class). Secondly, all the necessary elements of the film are then decided (location, equipment, actors, etc). Thirdly, role and tasks allocated and a script prepared. Fourthly, scenes are then filmed and edited using mobile video function. Fifthly, the groups then present and discuss the results in the class, and lastly are depending on their content, videos can be uploaded to the school website.

C. Methodology

The method of this study is experiment method. Fraenkel and Wallen (1993,p.241) stated that it is the only type of study that directly attempts to influences a particular variable, and it is the only type that can really test hypotheses about cause and effect relationship. Based on the explanation, experimental research is the best way to establish cause and effect relationship between variables. The objective of this research is to know the effect of the independent variable, "mobile phone application" and the attribute variable, "students' anxiety (high anxiety and low anxiety) toward the dependent variable, "students' speaking English.

D. Findings and discussion

1. Finding

The findings discuss about the data description of the study, the data analysis of requirement and the homogeneity test.

a. The data description of the study.

This section described the data of the students' anxiety in speaking English by using mobile phone. This study conducted on seventh grade students of SMP Negeri 1 Anggrek in 2015/2016 academic years. The data are presented in eight groups, as follows: (1) The data of students' anxiety in speaking English who were by taught using mobile phone (A 1); (2) The data of students' anxiety in speaking English who were taught by using conventional teaching (A 2); (3) The data of students' anxiety in speaking English who have high

anxiety (B 1); (4) The data of students' anxiety in speaking English who have low anxiety (B 2); (5) The data of students' anxiety in speaking English who have high anxiety taught by using mobile phone (A1 B1); (6) The data of students' anxiety in speaking English who have low anxiety taught by using mobile phone (A1 B2); (7) The data of students anxiety in speaking English who have high anxiety taught by using conventional teaching (A2 B1) and (8) The data of students' anxiety in speaking English who have low anxiety taught using conventional teaching (A2 B2).

The data description that was obtained in this study can be seen further from the table below

Table 7 The data description of students' anxiety in speaking English

| Data Group | N | Skor Min | Skor Max | Mean (x) | Modus (Mo) | Median (Me) | St. dev (S) | Varians (S ²) |
|------------|----|----------|----------|----------|------------|-------------|-------------|---------------------------|
| A1 | 20 | 9 | 19 | 14.20 | 15.16 | 14.5 | 3.06 | 9.38 |
| A2 | 20 | 8 | 16 | 12.10 | 12.84 | 12.5 | 2.39 | 5.73 |
| B1 | 20 | 8 | 18 | 12.40 | 14.08 | 11.5 | 2.86 | 8.20 |
| B2 | 20 | 9 | 19 | 13.80 | 12.64 | 12.7 | 2.99 | 8.96 |
| A1 B1 | 10 | 9 | 18 | 14.70 | 13.5 | 13.1 | 2.63 | 6.93 |
| A1 B2 | 10 | 10 | 19 | 15.30 | 16.7 | 16 | 2.70 | 7.29 |
| A2 B1 | 10 | 8 | 15 | 12.30 | 13.7 | 13.5 | 2.70 | 7.29 |
| A2 B2 | 10 | 9 | 16 | 12.30 | 12.7 | 12.8 | 2.57 | 6.62 |

Note:

- A1 Students' anxiety in speaking English who are taught by using mobile phone application which is consists of 20 students.
- A2 Students' anxiety in speaking English who are taught by using conventional teaching which is consists of 20 students.
- B1 Students' anxiety with high anxiety in speaking English which is consists of 20 students.
- B2 Students' with low anxiety in speaking English which is consists of 20 students.
- A1 B1 Students' with high anxiety in speaking English taught by using mobile phone application which is consists of 10 students.
- A1 B2 Students' with low anxiety in speaking English taught by using mobile phone application which is consist of 10 students.
- A2 B1 Students' with high anxiety in speaking English taught by using conventional teaching which is consist of 10 students
- A2 B2 Students' with low anxiety in speaking English taught by using conventional teaching which is consists of 10 students.

b. Test data analysis of requirements.

Hypothesis testing in this study was used analysis of variant (ANOVA) factorial 2x2 but, I did analysis requirement testing which involved normality testing and homogeneity testing before.

Normality data.

The result of calculation and significant testing of normality index in all groups was presented below:

Table 16 The result of data normality testing of students' anxiety in speaking English

| No | The Group of Data | N | Lo | Li(= 0.05) | Explanation |
|----|-------------------|----|--------|-------------|-------------|
| 1 | A1 | 20 | 0.0776 | 0.190 | Normal |
| 2 | A2 | 20 | 0.1289 | 0.190 | Normal |
| 3 | B1 | 20 | 0.1078 | 0.190 | Normal |
| 4 | B2 | 20 | 0.1103 | 0.190 | Normal |
| 5 | A1B1 | 10 | 0.1192 | 0.258 | Normal |
| 6 | A1B2 | 10 | 0.1025 | 0.258 | Normal |
| 7 | A2B1 | 10 | 0.1974 | 0.258 | Normal |
| 8 | A2B2 | 10 | 0.1413 | 0.258 | Normal |

Note:

- A1 : The group of students' anxiety in speaking English who were taught by using mobile phone application.
- A2 : The group of students' anxiety in speaking English who were taught by conventional teaching.
- B1 : The group of students' anxiety in speaking English who have high anxiety.
- B2 : The group of students' anxiety in speaking English who have low anxiety.
- A1 B1 : The group of students' anxiety in speaking English who have high anxiety taught by using mobile phone application.
- A1 B2 : The group of students' anxiety in speaking English who have low anxiety taught by using mobile phone application.
- A2B1 : The group of students' anxiety in speaking English who have high anxiety taught by using conventional teaching.

Table 22 the conclusion of ANOVA factorial design 2 x 2 and Tuckey test

| Technique Students Anxiety (B) | Techniques (A) | | Total (Σ) |
|--------------------------------------|-------------------------------|----------------------------|-----------|
| | Mobile Phone Application (A1) | Conventional Teaching (A2) | |
| High Anxiety (B1) | (A1B1) | (A2B1) | |
| Low Anxiety (B2) | (A1B2) | (A2B2) | |
| Total (Σ) | (A.) | (B2) | |

2. Discussion

Based on the finding study or the data analysis, now I do the next analysis on my study as follows:

Students' anxiety score in speaking English who are taught by using mobile phone application and conventional teaching.

Harmer (2004) stated that when students use video cameras themselves they are given potential to create something memorable and enjoyable. Using mobile phone application especially video and voice recorder in teaching and learning process gave a good impact to the

students. They may turning it again and correction when they are making mistakes.

Interaction between model of teaching and students' anxiety level toward students' speaking English.

Yassaei (2012) define that use videos into lessons creates enticing visuals and a special interactive environment in the EFL/ESL classroom. Teaching English through videos also allows teachers to be creative when designing language lessons. Harmer (2004 p. 282) There are some reason why use video in teaching and learning process, they are: seeing language-in-use, cross-culture awareness, the power of creation and motivation.

The using of mobile phone application gave positive effect and motivated the students to more creative it show from the result of the students score in speaking English. The students' score who were taught by using mobile phone application is higher than the students who were taught by conventional teaching.

Difference of students' anxiety in speaking English between students who were taught by using mobile phone application and conventional teaching who have high anxiety.

The students' anxiety in speaking English who have high anxiety where taught by using mobile phone application gets the higher score than the students teaching by using conventional teaching. It means that there is any difference of students' anxiety in speaking English in speaking English between students teaching by using mobile phone application and students teaching by using conventional teaching.

The students who were taught by using mobile phone application more enjoy and fun than the students' who were taught by using conventional teaching. The students who were taught by using conventional teaching tend to show unconcerned to the material. They were panic, sweating, trembling and shaking their body. Dixon (2011 p. 8-9) stated that there are five main types of anxiety disorder, one of them is panic disorder: The focus here is on attacks of panic that appear to come on for no reason ('out of the blue'). Involving racing heartbeat (palpitations), chest pain, sweating, trembling and shaking, many people fear that they are having a heart attack or stroke, dying or going mad.

Difference of students' anxiety in speaking English between students who were taught by using mobile phone application and conventional who have low anxiety.

Bailey's in Brown (2000) defined that anxiety in second language learning was the key to success. Anxiety causes many potential problems to the students who were learn foreign language. It does not mean that the students' anxiety can not be reduced. The students' anxiety can be reduced by using a suitable method in teaching and learning process.

The interaction between model of teaching and anxiety level towards students' speaking ability can be shown in the following picture:

Speaking Ability

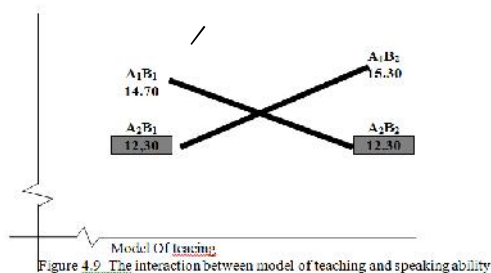


Figure 4.9 The interaction between model of teaching and speaking ability

Figure 4.9 The interaction between model of teaching and speaking ability

E. Conclusion, Implication, and Recommendation

1. Conclusion

Based on study finding and discussion that had presented in the previous chapter, I would like to take some conclusion in the following.

First, there is difference of the students' anxiety in speaking English between the students' who were taught by mobile phone application and the students' who are taught by conventional teaching. The score learning achievement in speaking English who are taught by using mobile phone application is higher than the students' who are taught by using conventional teaching.

Second, there is difference of the score in speaking English of students who have high anxiety which is taught by mobile phone application and conventional teaching. The learning achievement of the students with high anxiety in speaking English who are taught by using mobile phone application on high anxiety is higher than the students' anxiety in speaking English who were taught by conventional teaching.

Third, there is difference of the learning achievement in speaking English of the students with low anxiety who are taught by using mobile phone application and conventional teaching. The learning achievement in speaking English who are taught by using mobile phone application on low anxiety is higher than the students' anxiety in speaking English who are taught by conventional teaching.

Fourth, there is an interaction between model of teaching and anxiety toward students' anxiety in speaking English.

2. Implication

This study finding can give a good contribution for the teacher especially for the English teachers in learning process. This gives assumption in teaching English especially in teaching speaking skill.

First, to increase students' speaking English the teacher should know the characteristic of the students. It can give information to the teacher for determining the students who have high anxiety and who have low anxiety. The students who have high and low anxiety which is taught by mobile phone application gets the higher score in speaking because their high and low anxiety is lower down so, the students are enjoy, and relax in learning process.

Second, the teachers should be create and more innovative in the classroom, in order students enjoy and interest in English learning process. This case gave good effect to the students' in learning process especially in speaking subject.

3. Recommendation

There are several suggestion related to the finding in this study, firstly the teachers should be consider to the approaches that applied in teaching process. Teaching English is very different with teaching the other subject. There are many aspects that should be mastered in teaching English.

Second, the teachers should know the students psychological condition. Which students taught by using mobile phone application and which one taught by using conventional teaching.

Third, using mobile phone application can reduce the students' anxiety in English learning process and it is can increase students' speaking ability. So, it is good applying it in teaching and learning process.

Fourth, anxiety is one the affective factor in teaching and learning process, so it is should get more attention from the English teacher because it have bad impact to the students in teaching and learning process.

The last, the other research can do investigate about model of teaching to improve students' speaking ability and the effect of anxiety towards another skill of language learning.

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