EFL Students’ Reflection on the Use of Madlipz in Listening Class

M K Rachman¹, Hanna², A Badara³, D Atikah⁴, S Nurfaidah⁵

¹,²,³ Universitas Halu Oleo, Kampus Hijau Bumi Tridharma, Kendari, Indonesia
⁴,⁵ IAIN Kendari, Jl. Sultan Qaimuddin, Kendari, Indonesia

E-mail: muhammadkurniawan1991@gmail.com

Abstract. The purpose of this paper is to investigate EFL students’ reflection using Madlipz in listening class. Madlipz refers to one smart phone application that enables the users to listen to some short conversations taken from certain movies and record their voice like a dubber. Madlipz aims to empower the students to learn independently. The research used qualitative study and involved 40 students studying at English Language Education of IAIN Kendari. The study was analyzed using reflection questions from 40 students who were taking listening II subject in their second semester. The result indicates how the students’ feel towards the application of Madlipz. It includes students’ difficulty when they first listened to the Madlipz audio, their preference when they need to work with a partner and their feeling when preparing their own script to make their Madlipz audio. In general, they show positive feeling to the use of Madlipz in listening class. However, there should be a longitudinal research to create more contribution on students’ listening skill.

1. Introduction

Utilizing technology in language teaching is gaining ground nowadays. This trend develops not only in the primary education, but also in secondary and tertiary education such as high schools and university. The use of technology in the classroom can be found in a form of online or offline platform such as social media, smart phone and computer applications. It is inevitable that these platforms bring a new positive atmosphere to the classroom activities, especially smart phone which is widely used in students’ daily life. Their life cannot be separated with this device since they could use it whenever and wherever they want. This phenomenon is also supported by [1] who indicate that smart phone application in language learning has been popular since its wide use of technology.

The implementation of smart phone application to assist language learning is also perceived by massive number of students. They assume that using smart phone application is able to let them enjoy the process of learning they have either in the classroom. Moreover, the teachers also could deliver the lesson efficiently by involving students in an independent learning using a platform they enjoy with more than using a computer application. It is supported by [2] who state that Mobile Application (smart phone) provides more in some aspects comparing to computer-assisted language learning or CALL. This technology allows students to have personal portable device which gives new insight in their learning. In another word, using smart phone application as a platform to assist language learning could be more practically efficient and interesting for both students and teacher. Students are able to do independent learning, while teacher could assist and assess the students to reach the goal of
students-centered class.

Independent learning as one of the parts of student-centered learning that is hugely implemented in Indonesian curriculum nowadays brings a high demand to the teacher to be more creative in the class. It supported by [3] who points out that “teacher can avoid the pitfalls of spoon feeding by presenting active learning method alternatives that will encourage students to become independent learners and thinkers”. Therefore, it can be said that one of the teacher efforts to achieve the goal of independent learning is giving an opportunity for students to develop their skills using online smart phone applications. In line with, [4] spells out that using mobile application let the users to be integrated to their life. In their daily activities mobile application would let students communicate easily and ease them to carry it out anytime. It can also be said that utilizing the smart phone application will let the students learn wherever they are staying with the assistance of the smart phone itself.

Considering the importance of the phenomenon, the researchers conducted a research utilizing one of a smart phone application that is Madlipz. Madlipz refers to one smart phone application that enables the users to listen to some short conversations taken from certain movies and record their voice like a dubber. Madlipz aims to empower the students to learn independently. In addition, this application allows the students to explore plenty videos to be dubbed using their own script creation or following the original script of the video. The researchers aim to see whether this application could create a fun independent learning which empowers students to be more independently creative in their learning process.

However, the above benefits are as a matter of fact the assumption of the researchers who think that Madlipz application can be a good assistance for students in their listening skill improvement. Therefore, the researchers thought that it is important to do reflective study related to this new application on students. It is vital to know how the students perceive the benefit of the application for their learning process. Besides, the research aims to investigate the students’ difficulty when they used this application in listening project.

2. Methods
The participants of this study included 48 students in their second semester. The students took listening II and were asked to create dubbing videos using Madlipz. The participants are students at Institut Agama Islam Negeri (IAIN) Kendari, Southeast Sulawesi.

The researchers conducted the project of dubbing video using Madlipz through several steps. First, the students were asked to download the app on app store. After that, they were told how to use the app to record their voice. Then, they were given an example of madlipz using Elsa’s voice in Frozen. It was chosen because this example was quite simple for the learners. Before they did record their voice, they were asked to choose one video from madlipz. The video options were Ernie has a question for Bert, Katty Perry cries during therapy, Emoji movie trailer- candy, Can’t make me talk, or The smoking caterpillar. In this project, the students were worked in pair. They were dubbing their voice based on the video’s scenario. After that, the students were asked to look another similar video to be dubbed with their partners as well. Therefore, at the end, every pair will have two video recordings; with the original script and non-original one. Finally, the students were then answered the questionnaire questions.

Descriptive study was used in this study to investigate the students’ reflection in EFL students listening class. All the respond regarding to students’ experience using Madlipz were documented through their reflection. The gathered data were then coded, categorized, and then analyzed based on the recurring theme.

3. Result and Discussion
In general, the students show positive respond towards the listening activity using Madlipz. We administered twelve questions in form of reflection questions. We draw the conclusion using four questions related to the general impression of using Madlipz application in their listening project during two weeks. The result indicates positive and negative responds.
3.1. Positive Responds

**Students: it is interesting, entertaining, and not boring**

Most of the students say that using Madlipz to do their listening project is not stressful and not boring. As a result, they could finish the project without any difficulties. At first, they said that they were difficult to know what the speakers say and pronounce. Using this application makes them like playing around and keeps laughing because of the audio. Some of the students said:

“Saya sangat menyukai belajar Listening dengan menggunakan madlipz. Meskipun sulit, tapi bagi saya ini tidak membosankan. Serta dengan madlipz bisa juga melatih listening saya dan pronouncation saya”. (S1)

“Iyah saya sangat menyukai belajar listening dengan menggunakan madlipz karena saya merasa terhibur saat mengerjakannya dan tidak membosankan. “ (S2).

**Translated script:** I like listening activity using Madlipz. Although it is difficult, the activity is not boring. Besides, I could practice my listening as well as my pronunciation. (S1).

Yes, I really like listening by Madlipz because it could entertain me while doing the assignment. It is not boring (S2).

The above statements indicate that the students like the activity using Madlipz because they could learn new things in a fun way. They also admitted that they were very happy about doing the assignment using the application.

**Students: it gives us a lot of benefits in learning**

Most of the students also admitted that this application gives some learning benefits. For example, they admit that they need also to practice what they have listened in the listening class. Using the application makes them practice what they have listen. Accordingly, they feel positive towards the application. Some students said:

“Menurut saya lebih menyukai belajar listening dengan madlipz kami dapat mendengarkan video tersebut dan kami dapat mempraktikan apa yang dikatakan sehingga kami juga tidak jenuh dalam belajar jika hanya mendengarkan saja tetapi tidak dipraktikan” (S4).

“Saya sangat suka karena melatih listening yang walaupun percakapannya sangat singkat tapi bermakna dan juga melatih speaking karena harus mengikuti pengucapan yang ada dalam video”(S5).

**Translated script:** In my opinion, I like listening by Madlipz because we do not only listen to audio, but also practice the conversation so that we are not bored in learning (S4).

I really like listening (using Madlipz). Although the conversation is really short, but meaningful and it could train my speaking ability because I need to follow what they audio says (S5).

The above statement from the students supports the conclusion of the researcher about positive attitude towards the application of Madlipz. They are aware of benefits that they could obtain during the process they encounter during the listening project.

**Students: it is convenient because we could access it anytime and anywhere**
Some of the students feel positive towards the application because of the flexibility of the application use in the listening activity. They are aware of the high frequency of using mobile phone in their daily life. For example, some students said:

“Saya sangat menyukai pembelajaran listening untuk membuat rekaman madlipz karena tugas ini sangat simple dan bisa dilakukan dimanapun dan kapanpun.” (S8)

“Awalnya saya bingung apa hubungannya tugas kami dengan aplikasi madlipz dan saat dijelaskan tugas ini saya baru paham dan ini adalah hal baru juga yang saya lakukan. Menurut saya ide ini sangat keren karena dapat memanfaatkan sesuatu yang hampir tiap detik kami pegang yaitu smartphone” (S9).

Translated script: I like this listening project using this application because the project is so simple and can be done anywhere and anytime (S8).

At first, I was confused about the relationship between Madlipz application and our assignment. I understood when the teacher explained it to me because this is the first time I did something like this. In my opinion, the idea is awesome because we use our smartphone all the time (S9).

Based on the above statements, the students are aware that they could not leave their mobile phone; they will always carry it everywhere. Therefore, it is very convenient for them to have such listening project using mobile phone because they could practice their own listening using the closest device they have.

To sum up, most of the respondents give positive responds towards the use of Madlipz. The main reason amongst others is because it is entertaining and it does not give pressure to the students compared to other similar assignment. However, although many students show positive responds, some of them tended to respond the application negatively. They have their own reasons as follow:

3.2. Negative Responds

Students: the application is difficult

Most of the students who responded negatively towards the use of Madlipz admitted that they have difficulty in doing the assignment. As a result, they need more time and space to do the assignment. Some of the students said:

“Kalau saya pribadi saya kurang suka, karena susah sekali untuk kita meniru suara orang. Itu sih, yang membuat saya kurang suka” (S13).

“Dalam mendengarkan suara rekaman video madlipz yang asli awalnya saya dan teman saya merasa kesulitan untuk mendengarkanya karna kami kurang tahu pronunciation dari beberapa kosa kata yang digunakan dalam video tersebut. Namun setelah saya dan teman saya mendengarkannya dengan saksama akhirnya kami dapat mengetahui apa yang dimaksud dalam video tersebut” (S14).

“Pada saat membuat rekaman madlipz, saya dan teman saya mengalami kesulitan dalam mencocokan ucapan dan ekspresi kartoon yang ada di madlipz. (S15).

Translated script: to me, I do not like this application because it is very difficult to imitate the speakers in the video. That is why I do not like it (S13).

In listening the audio using Madlipz, at first I and my friends have difficult time to
understand because we do not have idea what the speakers are talking about because of the pronunciation of the words used in the audio. After we listened to it closely, we finally could understand (S14).

When I record my audio using this application, I and my friends have difficulty in matching the voice and the expressions of the speakers (S15).

To sum up, the use of Madlipz has a lot of benefits in students’ learning process, especially in listening class. However, the negative responds of the students cannot be neglected either. Therefore, the teacher who use this application can make this way as one option to enhance the students’ independent practice outside the classroom.

4. Conclusion
Based on the research result, the researchers can conclude that the use of this new application for students receives positive and negative responds when it is implemented in the listening class. The researchers assumed that this type of application could enhance the students’ independent learning using their own mobile phone. They believe that utilizing the application from mobile phone could make them learn even more conveniently because they could access their mobile phone anytime and anywhere. They even argue that the use of the application is interesting, entertaining, yet challenging. Some of the students are aware of the positive effects. However, some of them do not respond positively because they have difficulty when they did the assignment using this application. The thing is this application can be a practice tool for students which lead to independent learning at home.

References
[1] Guler D, Gunseli O, and Nuray, G 2015 Research trends in mobile assisted language learning from 2000 to 2012 (Bolu; ReCALL)
[3] Suzanne D 2009 Teaching Methods to Encourage Independent Learning and Thinking (Westpoint: Center of Teaching Excellence)