USING MADLIPZ IN AN ORAL COMMUNICATION CLASSROOM: L2 LEARNERS' PERCEPTION

Abstract

Speaking fluently in English is regarded as one of the important skills required in international communication. However, it is found that L2 learners are having problems to speak English fluently. One of the ways to enhance L2 learners' English-speaking skill is by using MadLipz. MadLipz is an application that could be downloaded to mobile phones. The application allows L2 learners to dub their voice and create their own dialogue or monologue based on the video clips they chose. With regard to this, this study investigates L2 learners' perception on the use of MadLipz in an oral communication class. A qualitative interpretive research approach, utilizing the semi-structured interviews, was used to collect data for the study. A thematic analysis was used to analyse the data obtained from the semi structured interviews. The findings of this study revealed that MadLipz has improved L2 learners' pronunciation in English, their self-esteem and confidence to speak English. The study is significant to the pedagogical teaching of speaking skill, particularly on integrating technology in the teaching and learning process in the classroom.

MADLIPZ

Introduction

Utilizing technology in language teaching:

- engages L2 learners in learning (Shyamlee, 2012; Ferreira et al., 2015)
- creates a learning environment centered around the L2 learners that results in positive changes (Gilakjani, 2014; Ahmadi, 2018)
- enhances their motivation to learn the target language; English language (Arifah, 2014; Moreno & Vermeulen, 2015)
- increases L2 learners' cooperative skills; create task and learn from each other (Keser et al., 2011)

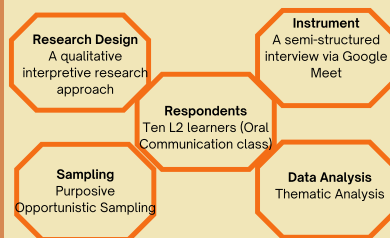Benefits of Madlipz (Rachman et al., 2020)
- is downloadable
- allows users to do a voice-over on various video clips
- enhances L2 learners' speaking proficiency in English
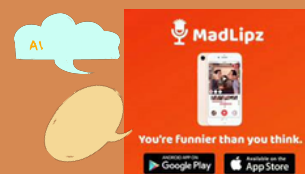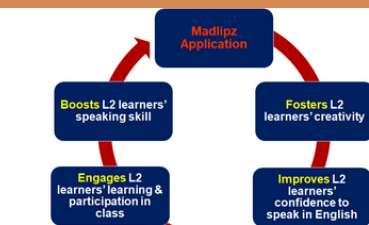
Objective (OB) & Research Question (RQ)

OB: To investigate the L2 learners' perception of Madlipz application in an oral communication class.

RQ: What are the L2 learners' perception of Madlipz application in an oral communication class?

Methodology

Research Design
A qualitative interpretive research approach

Instrument
A semi-structured interview via Google Meet

Respondents
Ten L2 learners (Oral Communication class)

Sampling
Purposive Opportunistic Sampling

Data Analysis
Thematic Analysis

Innovation on the Teaching and Learning of English Language

Madlipz Application
- Boosts L2 learners' speaking skill
- Fosters L2 learners' creativity
- Improves L2 learners' confidence to speak in English
- Engages L2 learners' learning & participation in class

MadLipz — You're funnier than you think.

Result & Analysis

RQ: What are the L2 learners' perceptions of Madlipz application in an oral communication class?

- They find Madlipz fun, user friendly and educational.
- They find Madlipz uses a lot of data, has short video clips, and contains too many advertisements.
- They suggest to use Madlipz in an oral communication class.

Table 1: L2 Learners' Positive Perception of Madlipz

Themes	No. of Respondent (N=10)	Exemplars
Fun	6	"I find the application fun"(R2); "Fun, enjoyable and great app"(R9); "It's fun because we can use our own dialogue."(R4)
User-friendly	6	"The application is user-friendly."(R8); "The application is easy to use and edit."(R2); "Madlipz is easy and interesting application."(R4)
Educational	6	"The application helps me to improve my English because it helps me to rearrange my speaking sentences."(R5); "It gives me a lot of ideas and teaches me how to speak English."(R3); "It helps me to be creative."(R4)

**Table 2: L2 Learners' Negative Perception of Madlipz**

Themes	No. of Respondent (N=10)	Exemplars
A lot of data usage	6	"The application uses a lot of data."(R1); "Needs more data to use the application."(R8); "Takes a lot of data..."(R4)
Short video clips	6	"The videos are too short."(R3); "It has limited time for each video."(R5); "The duration of the video is too short."(R1)
Many advertisements	7	"It contains a lot of advertisement."(R8); "The app is slow coz of too many ads."(R1); "The app has too much ads."(R7)

Table 3: L2 Learners' Suggestions of Using Madlipz in an Oral Communication Class

Theme	No. of Respondent (N=10)	Exemplars
Suggestions to use Madlipz in an oral communication class	6	"This app should be used every week for students to improve their confidence level."(R4); "Watch videos that use English and try to follow the way they speak."(R6); "To do the task with a partner."(R5); "Apply a specific topic or theme when choosing the video, so students could create the dialogue or monologue based on the theme."(R7); "Students present their video to the class and share their view and comments for improvement."(R8); "Teacher should assign task for students from the app."(R10)

Publications

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- Abu Bakar, A. L., Osman, W. H., Abd. Rahim, S.Rahman, N. D. (2021). Student Perception In Using MadLipz In An English Oral Communication Classroom: A Case Study In University Malaysia Sabah. International Journal of Education, Psychology and Counseling, 6 (41), 01-13.
- Abu Bakar, A. L., Osman, W. H., Abd. Rahim, S., Rahman, N. D., Othman, I. W. & Tobi, B. The Implementation of Madlipz in Oral Communication Class. (Mock Teaching Report, 2021).
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- Abu Bakar, A. L. & Mohd. Nor, N. A. (2018). Enhancing Oral Proficiency among Undergraduate Students in Using Madlipz : A Case Study in Universiti Malaysia Sabah. MELTA KK Chapter National Conference.
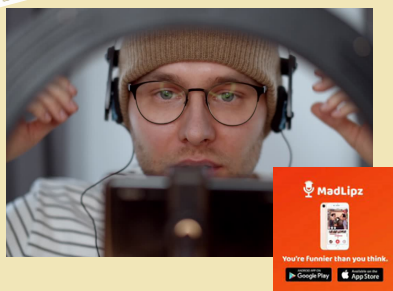
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