MTQ (Quizlet Modification Technology) in training Students’ Speaking Skills

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ABSTRACT
Sustainable Development Goals (SDGs) is a program to face the global issues set by the United Nations of General Assembly in 2015. Education is one the aspects related to the first pillar – human development. Some data about the quality of Indonesian education show that Indonesia is still facing many problems. The objectives of this paper are to describe the concepts and strategies of MTQ (Quizlet Modified Technology), in order to train critical thinking skills in English learning especially speaking skill and to describe the way of MTQ implementation in order to train critical thinking skills in English learning. The stage of discovery of the idea is done by observing the factual issues in the field of Indonesian education quality, especially in English subjects.

Quizlet is one of applications that people always use in learning English especially in improving their vocabulary. But, we can modify Quizlet becomes an application to use in training students’ speaking skills.

INTRODUCTION
Sustainable Development Goals (SDGs) is a program to face the global issues set by the United Nations of General Assembly in 2015. It has three main pillars of 17 goals of sustainable development goals: Human development, social and economic development and environment development. Particularly in the first pillar in which is education aspects, The discussion on Human Development will never be separated from the discussion of the current situation and quality of education (Sonny Harry B. Hamardi, 2015).

Education is one the aspects related to the first pillar – human development. Some data about the quality of Indonesian education show that Indonesia is still facing many problems. Data from PISA (Program for International Student Assessment) in 2018, for instance show that Indonesia students aged 15-16 always ranked bottom 10. Another data related to Indonesian’s English skills also show similar story. Current data from English Proficiency Index (EPI) released by EF English Global indicate that Indonesia ranked 61st of 100
countries surveyed in terms of their adult English proficiency. In fact, English language skills are really needed in this era especially speaking skills in order to enhance communication in interactive way and to help students to be able to express themselves in English without any misunderstanding and preparing themselves in global world competition (Thornbury, 2017).

In addition to these problems, data on Indonesian students’ critical thinking skills is also in low level. This can be seen from the results of PISA, in which Indonesia had ranked 64th from 65 countries in term of students critical thinking skills in 2015 (Zaini & Rezeki, 2018). This data implies that more than half of Indonesia students cannot conclude simple data using basic knowledge. It can be concluded that there are links between some of the surveys above. Because, children aged 15-16 in 2012 and 2015 (which at that time were the object of PISA’s survey) were more than 18 years old in 2018 and 2019, which means they are also responsible for the latest EF survey on low English proficiency of Indonesian people. It is undeniable that their involvement in the low quality of education at that time also contributed to the results of the survey conducted by EF.

Considering these data, here the writer proposes and idea named MTQ (Quizlet Modified Technology) as one of the solutions to solve the problem faced by Junior and Senior High school students especially in training their critical thinking skills and improving speaking skill. MTQ is an innovation in education field with technology modification of an application named Quizlet to train critical thinking skills in English learning. Quizlet is an application to improve vocabulary in English and critical thinking skills by utilizing the flashcard feature and set of critical words in it. The utilization of Quizlet is an idea which could attract students’ attention and build fun atmosphere in learning English. This application can make students easier to practice critical thinking skills in learning speaking, which is one of the demands of 21st century skills. There are three main variations of this modification discussed in this paper: solo speaking, duet speaking and group speaking. In brief, MTQ is an innovation that is proposed to help students in training their critical thinking skills and at the same time improving their speaking skills.

The objectives of this paper are to describe the concepts and strategies of MTQ (Quizlet Modified Technology), in order to train critical thinking skills in English learning especially speaking skill and to describe the way of MTQ implementation in order to train critical thinking skills in English learning. This paper can be very beneficial for all stakeholders in education field. For teacher, this paper and MTQ can be resource, preference, and new idea/input for all stakeholders in education field in order to create innovation in English learning. For student, this paper can be a media to transfer an unique and interactive innovation in English Learning. Moreover, this paper can be a consideration for all stakeholders in education field, in order to develop and increase new innovation in English learning.

METHODOLOGY

The stage of discovery of the idea is done by observing the factual issues in the field of Indonesian education quality, especially in English subjects. Observation is also done by collecting and then comparing the data from the survey of the world's leading agencies on the quality of education and English proficiency in Indonesia. These things are then used as additional materials and references in the relation of observation results that is done in the field. The results of observations that have been done will be an ingredient in formulating the actual problems occurring in the research object, which then authors formulate the ideas that can be a solution in answering the problems. The invention of the idea is based on the concept of a leading and creative thinking author. To realize the idea, the first thing that the
Andri: MTQ (Quizlet Modification Technology) ...

The author did is collecting data from relevant literature sources. The data that has been compiled, will be things that we analyzed to answer the existing problems and then the formulation of problem solving way through the idea that the authors found. After the completion of the problem, the author draws a conclusion and recommends suggestions based on results that obtained in the resolution of the problem.

The methods that did in discovering and realizing the idea of MTQ (Modification of Quizlet technology) is a method of literature review based on literature survey and Internet search. Materials that can be used as a data source are books, journals, articles and other similar sources (Nabilah, Lubis 2007). Sugiyono (in Revelation, 2015:50), explains that the literature study relates to theoretical studies and other references relating to the value, culture and norms that develop on the social and researched situation, and literature studies are crucial in conducting research, this is because the research will not be separated from scientific literatures.

The authors' literature review began with collecting data from internet sources and visiting the library. Compiled data and sources are the data that is relevant to the author's research. When the data and reference sources are deemed sufficient, then the authors read and analyze the data sources that have been found. The analysis results will be integrated and linked to existing issues, which aims to find ideas for solving existing problems. Analysis and discovery of ideas in solving problems will be written in the form of scientific article.

RESULT AND DISCUSSION

Media comes from word “medium” which means “mediator” or “deliver.” Media is every things people use in delivery process (Azhari Arsyad, 2011). Wilbur Schram, 2010 also said that media is one of technologies to use in learning needed. From those terms, we can conclude that media is something which human use to deliver something due to learning process and it makes people easily to deliver what they want to. There are many media in learning needed and one of them is the using of application.

The using of technology (application) in learning English is a common media for people to use. According to Sudjana dan Rivai in Muntaha’s (2018) Journal tittled the role of smartphone in learning English for English Education students IAIN Surakarta said that the using of media in learning English especially technologies can motivate students, makes them more comfortable and makes the material more understandable. Also, technologies are able to make students more focus in the class (Arsyad, 2010). Talking about English learning application, Quizlet is one of applications that people always use in learning English especially in improving their vocabulary. But, we can modify Quizlet becomes an application to use in training students’ speaking skills. Speaking is one of people’s ways to express and communicate to others orally. Gert and Hans in Efrizal (2012) stated that speaking is speech or utterances produced by speaker with an intention of being known. Furthermore, the success of learning a new language can be seen from their speaking skills. However, it is hard for people to speak foreign language because of many problems. In speaking class, there are some problems faced by students, those are: (a) The lack of vocabulary, (b) Students don’t know what to say or how to say, (c) The lack of grammar, (d) The lack of pronunciation, (e) Students too afraid in expressing themselves.

Based on those problems, writers try to analyze the solutions of the lack of speaking skills. We need to look at this data to take the conclusion. This research was conducted to 23 Hasyim Asy’ari’s English Students in purpose to know whether story telling can improve their speaking skill or not. This research was done by speaking test that separated into two cycles.

The table below present scoring rubric for speaking aspects that was adapted by Maulany,
2013.

Table 1. The Criteria of Speaking Aspects

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Fluency</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Appears to understand everything without difficulty</td>
<td>Speaks in L2 with accurate English words</td>
<td>Produces complete and accurate sentences</td>
<td>Speaks in L2 very fluently and effortlessly</td>
<td>Speaks in L2 Intelligibly and has few traces of foreign accent</td>
</tr>
<tr>
<td>4</td>
<td>Understands nearly everything at normal speed, although occasional repetition may be necessary</td>
<td>Speaks mostly in L2 with few L1 words</td>
<td>Produces some phrases instead of complete sentences with consistent and accurate word order or produces consistent omitted sentence</td>
<td>Speaks in L2 less fluently due to few problems of vocabulary / selection of word.</td>
<td>Speaks mostly in L2 intelligibly with mother tongue accent</td>
</tr>
<tr>
<td>3</td>
<td>Understands most of what is said at slower than normal speed with many repetitions</td>
<td>Produces 4-6 English words</td>
<td>Produces inconsistent and incorrect sentences/phrases</td>
<td>Speaks mostly in L2 with some long pauses and hesitancy</td>
<td>Speaks mostly in L1, but produces 1-3 English words and pronounce them in intelligible mother tongue accent</td>
</tr>
<tr>
<td>2</td>
<td>Has great difficulty understanding what is said, often misunderstands the Qs</td>
<td>Produces 1-3 English words (brands or place names such as</td>
<td>Answers mostly in L1, with 1-3 English words/phrases</td>
<td>Speaks mostly in L1, Tries to speak in L2 but so halting with so many</td>
<td>Speaks mostly in L1, but produces 1-3 English words, Needs some</td>
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</table>
### Table 1. Criteria of Speaking Test

<table>
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<tr>
<th>Criteria</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Fluency</th>
<th>Pronunciation</th>
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</thead>
</table>
|          | KFC, Roppan, etc. do not count as English word/vocabulary | Unidentified because of speaking in L1 all the time | Unidentified because of speaking in L1 all the time | Unidentified because of speaking in L1 all the time | |}

Source: (Zuhriyah, 2017)

The first and second cycles have the same steps and the writers saw the improvement of students speaking skills after they are given story telling as the new treatment to improve their speaking skills. Here is the activities they have done in the class. Teacher Activities: (1) The lecturer asked the students to sit in the groups of five, (2) The lecturer got the students to pay attention to the reading text in their module while she was reading and translating the reading text, (3) The lecturer had the students to discuss about the content of the reading text by using their own words in seven minutes, (4) The lecturer asked every group to present their discussion result in three minutes, (5) The lecturer gave the review of the presentations done by the students dealing with the speaking aspects. Students activities: (1) The students sat in the groups of five, (2) The students were paying attention to the reading text in their module while the lecturer was reading and translating the reading text, (3) The students discussed about the content of the reading text by using their own words in seven minutes, (4) The representatives of the groups presented their discussion results in three minutes, (5) The students listened and paid attention to the review given by the lecturer.

#### Table 2. Results of Speaking Test

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pre-Test</th>
<th>Post-Test I</th>
<th>Post-Test II</th>
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From this table we can see that students passing the grade of each speaking aspect in post-test I was less than 75%, which means cycle one was unsuccessful. Furthermore, the percentage of students passing the grade of speaking aspects in post-test II have reached 75% which means cycles two was successful. Students got their improvement in all aspects like comprehension, fluency, vocabulary, grammar and pronunciation.

Similar with the way of Quizlet modification in training students speaking skills, storytelling becomes a key to make students get their comprehension in speaking skills. As writer mentioned, there are some problems faced by students in speaking. Those problems can be solved if we apply the modification of Quizlet in the class.

Class activities with Quizlet modification: (1) The teacher asks the students to sit in the groups of five (or adjusted), (2) The teacher give every students different theme to talk about in front of the class,(4) The teacher asks students to search sets of word based on the theme given by teacher, (5) The teacher gives the students 5 minutes to discuss about what they are going to say based on the theme given by the teacher, (6) The teacher asks every group to present their discussion result in story/speech form in 3 minutes, (7) The teacher gives the review of their presentation.

This idea related with storytelling as the key, but with Quizlet teacher can help students to solve all problems they have because: (1) It provides many set of vocabularies (It solves the students’ lack of vocabulary). (2) It provides theme to students so they know what to say (It solves the students-don’t-know-what-to-say). (3) Teacher as the corrector (It solves the lack of grammar). (4) It provides the right pronunciation (It solves the lack of pronunciation). (5) Teacher will set them to work in pair (It solves students unconfident).

CONCLUSION
Quizlet is one of applications that people always use in learning English especially in improving their vocabulary. But, we can modify Quizlet becomes an application to use in training students’ speaking skills. The modification of Quizlet using storytelling as a part of learning which has been proven it can improve students speaking skills. The results of analysis could be applied in the class to train students speaking skills.
REFERENCES


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