

## The Use of Google Map to Enhance Students' Speaking Skill in Learning English at Yasin 9 Darussalam Modern Boarding School

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> <i>Speaking Ability, Google Map, Classroom Action Research.</i></p> <p><b>DOI:</b> <a href="https://doi.org/10.22437/langue.v1i2.25341">https://doi.org/10.22437/langue.v1i2.25341</a></p> <p><b>Received:</b> May 24, 2023</p> <p><b>Reviewed:</b> May 28, 2023</p> <p><b>Accepted:</b> June 20, 2023</p>	<p><i>The presence of applications is one of the most important ways to improve students in learning English, particularly students' enthusiasm. In this case, the researcher used Google Maps to improve students' speaking skills while learning English and to describe students' reactions while learning speaking. Google Maps is a media that can be used in English learning because it is a collaborative tool, an interactive tool, and an innovative way to increase students' visualization of English material. The researcher employed the Classroom Action Research design method. Next, the data was gathered from students in the seventh grade who learned how to use Google Maps. The study discovered that each cycle saw an increase in student participation. Students appeared to be enthusiastic about applying their visualize trough learning English. Significant progress has been made, particularly in terms of student participation and performance. Comparing the researcher's notes, student interviews, observation sheets, and student tasks from cycle to cycle revealed it. The use of Google Maps as a learning medium helps to provide a fun learning activity in teaching and learning English. Two of the ten students must receive treatment in order to participate actively. Student 2 and Student 4 understood the steps of creating a text description well through concept simulation, but they were hesitant to practice speaking, and the students had difficulty recognizing unfamiliar words. It was shown through a review of students' tasks and responses. Nonetheless, they improve with each cycle; they become more motivated, and there is a desire to learn.</i></p>

## **1. Introduction**

Technology is a powerful device that can support and transform education in multiple ways, it is impossible to deny that the presence of technology applications is one of the most crucial practices for improving students' enthusiasm to learn English and build up their expressive skills (written or oral), it is a straightforward comprehension. The teacher must be creative to create pleasant learning activities, so using *Google Maps* can support the media of instruction for students, and the researcher assumes that this method can enhance students' learning of English because the researcher associates students based on their interests. There are software programs available to help students improve their English skills. Similarly, Maryam Bahadorfar and Reza Omidvar (2002) mention that by adding appropriate software through computers or hand phones, the students will be able to study again with their interest, attempting to develop their English skills, therefore which are crucial in the modernized technology world. In principle, each student has difficulty understanding text descriptions and conveying information orally. As a result, the researcher must devise an appropriate technique. In addition, Jack Richard (2002) explains that English teachers need to use teaching techniques that associate with their students' interests, given in a positive, enthusiastic manner, and students are explicitly aware of the approaches' aims.

In the seventh grade of junior high school basic competencies, the students can arrange oral and written transactional interaction text involving giving and asking for information. The researcher used *Google Maps* as the media to teach the students, and the researcher believed that the use of *Google Maps* and media of instruction in the learning process can assist the students more enthusiasm, to talk more, and increased their understanding of the topic, and also assisted them to deliver the lesson. Based on the researcher's observation, the teaching and learning process has been ongoing for three months in the second semester, the researcher chooses a description of the place in providing information because the researcher combined one text through kinds of descriptive text, and to express feelings about a special place. The researcher's statement, it is reinforced by Knapp and Watkins (2005) states that a description of a place can include both a physical, and emotional description, and a description of a place could include descriptions of objects or people associated with the location. So, the researcher motivates them to increase their interest and attract the students in learning English.

The researcher uses *Google Maps* and media of instruction in the learning process for a variety of reasons; Students' handbooks in learning are additionally still lacking, and the role of the researcher also as the teacher in the class, students in the seventh grade is the first generation of boarding school and only one class, the students were less enthusiastic about learning English, most students were still unsure about which words to use when producing and conveying descriptive text, students were perplexed when developing their ideas due to a lack of vocabulary. To solve the problem, the researcher will plan a fun learning activity and align learning on the topic to teach in the second semester, which broadly emphasizes asking and giving information related to the qualities of people, places, and things. Then, the students will learn how to identify, describe, and give comments.

In the globalized era, technology is a two-edged knife for its users. Thus the various technological innovations that have been present in our lives and each user could only restrict the use of it, but it cannot be denied, the existence of technology can also help the learning and teaching process. Because of this fact, the researcher provides a solution by using *Google Map*, and the students will be motivated to learn English in a fun way, to enrich students' vocabulary, to raise students' confidence in learning English by creating small group discussions. It is expected that they will receive feedback from one another and share their ideas at the end of the lesson, which will boost students' confidence in learning

English, which is related to the unity and culture of solidarity in boarding school. Jens P. et al. (2016) found that boarding school students spend more time with their friends and less time with their parents than day school pupils. It might encourage the formation of peer group participation.

Visual media can also help prevent misunderstandings since students can see and touch what the teacher conveys. The learner will have the opportunity to see, and they more easily understand and remember the lesson. Latuheru, (1988). Here an old proverb said that "I hear I will forget; I see I will remember; I get involved I will learn". It indicates that if the teacher usually presents the material or information verbally, thus the students would struggle to recall and grasp the information. Although it provides in the educational process utilizing appealing visual media such as images, miniatures, maps, cards, charts, and real items, it will be simpler if students have the chance to do or touch the things. Seeing the phenomenon, the researcher choose this topic because it is a suitable technique between students' textbook and 2013 curriculum in secondary school, which is emphasized to students' speaking skill. The researcher limits the problem to avoid the broadness in analyzing data. Consequently, the researcher focuses on the use of *Google Map* particularly how does the researcher implement *Google Map* in teaching speaking, and how does the students' respond. Based on those explanations, the researcher was interested to do a research entitled "The Use of *Google Map* to Enhance Students' Speaking Skill in Learning English At Yasin 9 Darussalam Modern Boarding School".

## **2. Literature Review**

### **2.1 Yasin 9 Darussalam Students and Their Characteristics**

In general, Yasin 9 Darussalam students are a fascinating group of early adolescent learners who are eager to learn something new, full of energy, curious, ready for adventure, social, and disarmingly honest, and they support each other in the classroom to achieve valuable learning. According to National Middle School Association (2003), students in early junior high school included in this category. Early adolescent learners range in age from 10 to 15 years. In addition, early adolescent learners differ from one another; in general, this stage defined by a shift from logical to abstract thinking. According to Atkinson and Sturges (2003), adolescence is a period in the growth process that leads to adulthood, and they engage in more interactions, many of which involve risk-taking behaviors, and transference of loyalty to the peer group.

Yasin 9 Darussalam students who live in boarding school areas have an identity that distinguishes them as visual learners, particularly in using technology. By drawing on the researcher's experience during the learning and teaching process for the previous semester, visual learning help students easily frequently visualize the picture in their minds. Commonly, every single day at boarding school is jam-packed with activities that help students develop their unique personalities, they always Students may feel as though the 24 hours in a day are passing by as they attend class, complete homework, and squeeze in some fun activities. Each hour is exciting and educational, yet balancing each assignment with excellence can be difficult. So, Character education has also been implemented in schools, homes, and communities, and as a result, students who participate in boarding schools should be friendly, hardworking, caring for their parents, and disciplined. Not to mention the students' varying abilities in mastering the lessons and activities in which they must participate, which causes the students to lose interest in learning English and students' difficulty in understanding descriptions of place. The researcher aims to develop learning innovations that are both enjoyable and compatible with their visual abilities. The values that have been attached to students will help teachers in implementing classroom assessments for successful learning.

Students who have good quality values and character will contribute to the success of students in the academic field. In addition, this can be strength in dealing with the challenges of life in the 21st Century.

Teaching English to early adolescent learners should be taught in a precise way. At this age, the teacher uses Google Map as a visual aid, then conducts teaching material such as descriptions and procedures, thus all students share their thoughts on the task in each cycle, as well as the students' perceptions and express their opinion. Similarly, when teaching Yasin 9 Darussalam students, each teacher has different techniques for increasing students' interest in learning English, such as providing learning innovation by incorporating Google Map in learning English. Furthermore, the teacher can create learning by integrating the curriculum with daily activities, and it allows students to think creatively.

## **2.2 Students' Difficulties in Understanding Description of Place**

Based on the 2013 curriculum, descriptive text is one type of text learned in the 7th grade and in the first semester. As stated that, the descriptive text is teach by introducing the students to the model text with a hope that they will be able to know the descriptive text by generic structure, they will be able to response how to convey the information well, and they are expected to know and understand the difference between one genre to another in English.

Descriptive text is used to describe a particular thing or object, place, and person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick (1987) states, "The researcher creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader." From the explanation above, it can be concluded that descriptive text is a kind of genre text that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning with more interesting.

However, the researcher focuses on students' difficulties in understanding description of the place. It is supported by the previous sub topic that have learned, the students think that learn about description of place it is more difficult rather than the kinds of descriptive text. As the result, most of students got low achievement records over three months starting in the second semester, and pre-teacher observation during the teaching and learning process. From those facts in the field, the researcher decided to take action by providing Google Map as a medium of instruction in the teaching and learning description of places. Specifically, a description of a place can include a physical and emotional description (Knapp & Watkins, 2005). Description of the place may include definitions of entities or people associated with the site. It means that providing complete information about the location makes it more impressive by including details that express feelings about this special place. In this circumstance, the researcher can analyze students' difficulties through producing and conveying information in descriptive text, such as developing ideas, delivering ideas, mechanics, and adequately using vocabulary. When students learn about descriptive places, they encounter several difficulties when writing descriptive paragraphs.

## **2.3 Speaking Ability**

Speaking is the most important of the four key language skills in learning English because it includes all other aspects of knowing that language. According to Chaney (1998) and Abrar (2019) separately argue that speaking is the process of creating and communicating meaning through the use of verbal and nonverbal symbols. So, speaking English while learning is an

effective way for students to express their ideas, emotions, desires, and anything else that needs to be demonstrated.

Speaking English is difficult for young adolescent learners, especially in seventh grade. The researcher should look into techniques that can help them improve students' speaking skills and enthusiasm for learning English. Singer et al (2003) said that teaching assists learners in acquiring new knowledge or skills. Teaching primarily consists of telling, showing, guiding the learner through performance tasks, and measuring the outcomes. In response to the statement above, the researcher must determine what types of classroom activities will be beneficial.

Teaching speaking English requires a variety of instructional media that can assist students in being more interested in receiving the lesson in the classroom. In other words, a variety of instruction can keep students from becoming bored. Through, technological tools have been viewed as ways to assist students in improving language skills such as speaking ability. English teachers can benefit greatly from instructional media. According to Kasbolah (1995), one of the media's roles is to draw students' attention and provide information. And according to Finocchiaro (19973), media can make the class atmosphere more alive because students are more interested and active in attending the class. The researcher can give and receive information more easily by using visual media, because the researcher can show what they are talking about and the students can see directly what the teachers mean. Here, Several actions should to do before the students' practice; giving the students time to comprehend and discuss all the information for speaking, showing the model how to practice the texts, choosing the way how speaking will be done; individual talk, pair work or group work, giving the students chance to practice in their desk, and asking the students to practice in front of the classroom.

### 2.3.1 Types of Speaking

Haris (1969) divided components of speaking ability into six types which are intensive, responsive, transactional (dialogue), Interpersonal (dialogue), and extensive (monologue).

#### 1) Imitative

A very small part of class term may be spent directly producing "human recorder" speech, in which students, for example, practice an intonation outline or attempt to identify a specific vowel sound. Instead of engaging in meaningful interaction, this type of imitation focuses on a specific element of language structure.

#### 2) Intensive

Intensive speaking includes any speaking performance designed to practice some phonological or grammatical aspect of language, in addition to imitative speaking. Intensive speaking can be started independently or as part of a pair work activity in which students "run over" specific forms of language.

#### 3) Responsive

In the classroom, a large portion of student speech is responsive: brief responses to questions or comments posed by the teacher or another student. These responses are usually sufficient and do not result in dialogues.

#### 4) Transactional (dialogue)

Transactional language is a kind of responsive language used to convey or exchange specific information.

#### 6) Extensive (monologue)

Subsequently, students at the intermediate to advanced levels must deliver extended monologues in the form of oral reports, summaries, or possibly short 18 speeches. In this case, the register is more formal and deliberate. These monologues can be prepared or unprepared.

## **2.4 Teaching English at Yasin 9 Darussalam Modern School**

Teaching students to speak English is the most vital aspect of learning English for academic purposes, as it allows students to produce the language themselves and boosts their confidence. According to Burns and Joyce (1997), speaking is frequently spontaneous, open-ended, and maturing. On the other hand, speaking may not always be unexpected. Speaking also requires learners to be experienced in language functions or patterns that prefer to reappear under certain discourse situations, including describing something or giving an opinion. For instance, when someone asks “Could you give me some information about the famous tourism in Jambi?” the expected discourse sequence includes a statement of need, a response to the need, praise, and a comment.

In this case, the researcher used Google Map to improve students' speaking ability, and there were several shortlists that the researcher should do. Each student was able to read all of the information on the Map and accepted pieces of information from the researcher. The first activity is a writing activity in which students compose a text using the form. And the end of the lesson, each student presented a presentation or provides information to others. It corresponds to basic competence in terms of illustrating characteristics and skills that enable and improve efficiency. Consequently, the researcher provided appropriate activities for the students' speaking stages to assist them in achieving their learning objectives. It also stated that the teacher's activities must be relevant and support fundamental competency.

## **2.5 Google Map and its Implementation**

Google Map is one of the media that can use in English learning that are a collaborative tool, interactive, innovative way, and increase students' visualization that is suitable for English material at all seventh-grade junior high school level. Google Maps launched in February of 2005 and Jens Eilstrup Rasmussen was the founder. To date, it has been used by more than 1 billion people all over the world every month.

In teaching English, Google Map covers all four elements instructions of language acquisition: Listening instructions, Speaking as an interaction to describe what the students find, Students read all of the instructions or information, and they try to make a mind map or describe something based on their understanding by writing, it has several features; satellite imagery, aerial photography, street maps, 360° interactive panoramic views of streets (Street View), real-time traffic conditions, and route planning for traveling by foot, car, air (in beta) and public transportation. This free software is so widely used the students might be able to enhance their English ability the most students are already familiar with how to use it; with the right lesson plan, it is simple to integrate into a classroom setting and provides students

with concrete, visual way of understanding certain types of information. Based on Willis, (1981). The learning process using English through English consists of four basic learning experiences presentation stage, practice stage, controlled, further practice stage, and production stage. The researcher found many of the contents can use for implementation teaching and learning English by Google Map.

#### 1. Presentation

The researcher presents several visual aids and gives an example of how the language is used. It efficiently uses English while setting up and referring to simple visual aids to demonstrate how the visual mode can be used for language creation. The stage has several godsend, including making learners enjoy learning by illustration, stimulating the subject of learning, and assisting the teacher in explaining the lesson in the form of a visual object. The researcher helps the students by observing and training them to pay attention.

#### 2. Practice

During the practice stage, the researcher directs the students' practice repeatedly based on the researcher's example. It indicates that students imitate the language based on the researcher's instance.

#### 3. Further Practice

In this role model, the students practice the language based on the example, but the participants change it to a different form. It means that the students are experimenting with the new language they have just learned and are starting to use it for them.

#### 4. Production

The final step may be for the students to write and try to convey some information with the assistance of a teacher. The teacher provides a chance for students to express themselves more freely in the classroom. It means that the learners have to go through a specific process that involves collecting ideas, planning, writing the first draft, revising it, and editing it. In the case of the speaking skill, the learners have to structure their discourse, individually, in pairs, or in groups before actual production.

### **2.6 Review of Previous Studies**

Other researchers who discussed teacher techniques in teaching students by learning application in this thesis were: The first research entitled *The Use of Freeze Framing Technique in Teaching English to Young Learners at a Preschool in Jambi*. This research conducted by Pretty Elisa Ayu on 2017. It is similar to the use of Classroom Accents Research (CAR) and the use of technology in teaching speaking during classroom interaction. During cycle 1, most students were quiet and did not pay attention to the teachers' explanations. However, in cycle 2, some of them began to participate in the teaching and learning process, while four students remained uninvolved. The students became more active and involved during the classroom discussion.

Second, the research entitled *Enhancing Students' Vocabulary and Speaking Skills through Communicative Games*. This research conducted by Pajrini on 2016, this study included the following of Pajrini's topic focused on the Classroom Action Research method and her use of some techniques to increase students' participation in class. According to the findings of this study, the teaching and learning process through communicative games was fun and

challenging for students, and it also encouraged them to participate actively in class activities.

Third, the research entitled *Teaching English Speaking Skill Using Hello English Application*. This research conducted by Rina Hilmina, and she published the research on 2016. The researcher's study is similar in that the analyzed Hello application technique with different ways to teach the students. Rinas' research found that this application improved student performance, and it is an interactive educational application that helps children learns early academic skills, particularly speaking skills.

Fourth, Ghada Awada and Hassan B. Diab published an article entitled *The Effect of Google Earth and Wiki Models on Oral Presentation Skills of University EFL Learners* in 2018. The journal of the researchers shares similarities with the use of technological tools in ESL learning such as Google Maps or Google Earth in teaching to promote learner autonomy and increase student motivation. The study results were positive because the students who created EFL presentations using Google Earth. The means difference between post and pre-tests, and the study of those scoring more than 75 and those scoring more than 85.

According to previous findings, qualitative methods are the most commonly used by other researchers; thus, implementing technology in classrooms has the potential to increase student motivation, achievement, and performance. Given this phenomenon, classroom action research is an ideal solution that can be conducted conveniently during the teaching and learning process and allows teachers to improve their creative teaching skills through simple methodological research. However, while the prior studies are similar to the proposed study, the researchers discovered some differences. For instance, some researchers did not use Google Maps as a media instruction in the teaching and learning process. The researchers simply use other technology applications and media to teach the students, and they discuss it together. These techniques could make the classroom environment more pleasant and interesting, as well as increase the students' enthusiasm.

### **3. Research Methodology**

#### **3.1 Research Design**

This study was conducted in the researcher's classroom to address the issue of students' lack of participation in the teaching and learning process. According to McNiff (2002), the basic principles underlying action research include “trying to identify a possible problem, visualizing a solution, trying it out, evaluating it, and changing practice in light of the assessment”. Second, in Johnson's opinion (2012). One aim of action research is to help teachers develop new knowledge that appears to be applicable to their classrooms. Next, Hansen's (1996) statement promotes teacher empowerment. Next, action research, as proposed by Fueyo and Koorland (1997), is an effective and beneficial method of professional development and advancement. Based on the preceding arguments, it is possible to conclude that action research is essential for determining problem-solving processes. Consequently, the researcher should improve and develop teaching, and classroom research is required. O'Brien (1991) described four types of action research in the context of this study. But the researcher only used educational action research because it described the phenomenon that exists in classroom teaching and learning. The model developed by Kemmis and McTaggart (1988) was used by the researcher. It is considered a "classic," and it appears frequently in the literature of Classroom Action Research (CAR).



### **3.2 Participants**

The research was conducted in the seventh grade at Yasin 9 Darussalam Modern Boarding School, located at Lintas Timur street, Putri Gadis hallway RT.10 Sekernan, Muaro Jambi. There were ten students involved in the study (nine boys and one girl) and only one class. They range in age from 10 to 12 years. Furthermore, the students come from various regions and economic levels, and they have difficulty learning English; the seventh grade was chosen because the participants had previously been taught by the researcher; the majority of the students were less enthusiastic in learning English; they are still unsure about which English word to use when producing and conveying descriptive text; the students are perplexed when developing their ideas due to a lack of vocabularies; and the students are perplexed when developing their ideas due to a lack of vocabularies.

### **3.3 Instruments**

There were several instruments of data collection in this research; researcher's notes, interview protocol, audio-visual recorder, and students' tasks. The following are the descriptions:

#### **1. Researcher's Notes**

In this stage, the researcher observed several components: the class situation, students' participation, teaching and learning process, that happened in the classroom during the actions to collect data on the teaching and learning process.

#### **2. Interview Protocol**

The researcher used semi-interview guidelines to identify existing problems. The observation guidelines were used to monitor activity and to explore participants' thoughts, feelings, and beliefs about a specific topic. The researcher has four questions to ask, to get the data about the students' opinions through the use of *Google Map* to enhance students' speaking skills in learning English.

#### **3. Audio-Visual Recorder**

The audio-visual recorder is used to observe the important process of teaching and learning, to observe the students' activity, to collect, and to evaluate the students' performance in completing tasks. This tool is used to help the researcher see all of the data. There was no Closed-Circuit Television (CCTV) in the classroom to monitor the teaching and learning process, because this is an independent study, the researcher could only embed the cost of using a camera phone by the researcher. Next, using a camera phone is more practical, it helped the researcher validate the student data and see the entire illustration.

#### **4. Students' Task**

The task examination was administered in the same format to all members of each group. This task divided into three parts for each cycle, and it is based on student presentations about their work.

#### **5. Observation**

Observation consists of several checklists in the observation sheet. It used to figure out the activities in the teaching and learning process. During doing observation, the researcher was

helped by a collaborator. The researcher used an observation sheet and asked the collaborator to fill the observation sheet based on several statements provided.

### **3.4 Data Analysis Procedures**

#### **a. Planning**

In this planning, the researcher did some activity. The planning steps were as follow; 1. The researcher examined the Curriculum 13 syllabus; 2. The researcher devised several tasks to assess students' comprehension of the place's description; and 3. The researcher set up the observation sheet.

#### **b. Action**

##### **Pre-Activities**

At this stage, the researcher greeted the students by verifying their attendance, asked the chairman to lead the prayer, and assessed students' knowledge by asking several questions about the previous topic. The researcher inspired the students and provided the material for discussion, explaining the aims of the learning material through the use of *Google Map*.

##### **While-Activities**

While activities were at the center of the learning process, they were designed to achieve basic competency. The presentation stage, the practitioner stage control, the further practice stage, and the production stage are all stages. First, the researcher used *Google Map* to observe the place by instructing students to look at the screen, and the teacher used a visual aid to request the location, which the students observed. Second, the researcher described how to present information using an inverted pyramid. This method is used by researchers to help students determine information from general to specific. Third, the researcher asked some questions about what they saw in the picture. Fourth, researchers and students gleaned information from the displayed photos. Fifth, students report on the outcomes of their inverted pyramid sketch discussion. The last, the researcher concluded the lesson by reminding the students of what they had learned. In this final activity, the researcher asks students questions about the material to assess their comprehension. The students inquired about the material they did not understand.

##### **Post-Activities**

At this step, the researcher has completed the material; how to provide information through place, and how to construct the text, and the researcher has guided the students to memorize

what they have learned. Following that, the researcher asked students how they felt after completing all activities and reflecting on the teaching and learning process; what they did not understand, and what difficulties they encountered during the learning process. And the researcher concludes the class by motivating and greeting the students.

### **Observation, Evaluation, and Reflection**

The collaborator assisted the researcher in collecting data, and the researcher analyzed the data in each cycle. The researcher chose the collaborator as an teacher; he is a member of the management staff and teachers, and he has a bachelor's degree. During this phase, the collaborator completed the observation sheet. Because the first cycle's results did not meet the researcher's expectations, the second cycle revised the plan and completed it. To be even more precise, the researcher decided to run cycle three.

## **4. Findings**

### **4.1. Cycle One**

The study discovered four indicators based on these reflected in cycle one. Firstly, students expressed an interest in studying English using *Google Map*. Second, most students were pleased after the lesson because they were eager to find out more about the place. Third, the students were more focused and attentive than previously, especially when the researcher gave a presentation. Fourth, most students believe that when they were using *Google Map* in English classes will help them better grasp the place's description.

Finally, the students completed the task. The task result described that most of the students only memorized the text without understanding, the researcher discovered that the students broke the pronunciation, and two students refused to present their work. Based on their written work, the researcher found that most of the students were unable to explain structurally, and the students felt extremely nervous when they spoke English in front of the classroom.

The problem faced during the teaching and learning process in cycle one is the list as follow:

1. Most students struggle to understand if the researcher does not speak slowly and clearly.
2. The students struggled to make the transition from general to specific information.
3. Some students lost their idea to arrange the sentence.
4. When discussing in groups, the students had a tendency to speak in their native language.
5. Based on the test result in cycle one, the students have the same problems in pronouncing the words.
6. Most of the students only memorize the text without their understanding.
7. Two students did not want to present their work.
8. The researcher discovered that the majority of the students could not be explained structurally based on their written work.
9. When they had to speak English in front of the class, the students were extremely nervous.

Based on the identification and analysis of all of the activities through the use of *Google Map* in learning English, The researcher concludes that the problem has been encountered in several notes, as well as by students. However, the success of these activities can also be seen in the learning process and the outcomes of the students' tasks. It may imply that some adjustments will be made for the next cycle, and it is not a difficult problem.

There was almost no revision planning phase due to being well-prepared. The most revision was action since it was essential for all activities of conducting the teaching practice. The vast majority part of the revision focused on the techniques and strategies for conducting the actual teaching. There are several revisions for the next cycle here:

1. Due to the students had difficulty understanding the unfamiliar word; the researcher should first arrange a simple sentence. On the other hand, the researcher should explain more clearly, emphasizing the key word. The researcher should pay more attention to the students' comprehension to determine where they do not understand. The researcher should use mixed language and body language to solve the problem at this point.
2. The second revision happened when the students had difficulty remembering and making the general information until specific information. Therefore, for the further cycle, the researchers gave a simple explanation and showed the pyramid picture, then rotate the pyramid picture like an inverted pyramid. In the last action, the researcher delivered how to make general and specific information on the description of the place. The next challenge is to connect the first and second sentences.
3. Some students also lost their idea of sharing the information from the place. After the students could connect the sentence by using the preposition of place, the other problem happened in this stage. When the students were giving a presentation, some of them struggled to continue the next sentence and looked blank. As a result, in cycle 2, the researcher gave students time to imagine the real picture, and they were in this location. The researcher would stimulate the students "When you are visiting a place, what you are looking at and what you have found from outside until inside the building. Then you can tell it to us.
4. When the students discussed in groups, they spoke in their native language. Before beginning the class, the researcher will warn the students that if they do not speak in English but rather in a mixed language, they will going penalized. The students must read and repeat the tongue twister five times.
5. To solve most students' difficulties in pronounce the words and to reduce student anxiety, particularly during the production stage. The researcher gave a simulation presentation and repeated which parts of the presentation were mispronounced by the students. In addition, the researcher instructs them on how to pronounce the words.

#### **4.2. Cycle Two**

Based on these reflected in cycle two, the study discovered four indicators; Students expressed an interest in learning English through *Google Map*. Second, most students were pleased with the lesson because they wanted to learn more about the location. Third, the

students were more focused and attentive than before, particularly during the researcher's presentation. Fourth, most students believe that using *Google Map* in English classes will help them better understand about the place's description.

Subsequently, the students were taking the task or the result of the task described in a task that in cycle two, students' appearance stood a slight improvement before; the students recognized and justified their mispronunciation. Each student has made sufficient progress as a result of their efforts in practice, enthusiasm, awareness, and technical writing.

The following are the obstacles encountered during the teaching and learning process in cycle two:

1. One member of Group B broke the rules by speaking in Bahasa Indonesia. The same thing happened in Group A. One student was so focused on memorizing the text that he forgot the concept.
2. Most of the students were unconcerned when the researcher did not take a video recorder. Individual presentations require more practice.
3. Students' appearance improved slightly in cycle two; students recognized and justified mispronunciation.
4. Each student has made sufficient progress; willingness to practice, has enthusiasm, awareness, and technical writing.

Based on the identification and analysis of all activities, it conducted through the use of *Google Map* to enhance students' speaking skill in learning English. The researcher concludes that the problem has been encountered in several aspects of learning, as well as by students. However, the success of these activities can also be seen in the teaching process and the results of the students' tasks. It may imply that some changes will be made for the next cycle, and it is not a difficult issue.

There were almost no revisions planning phase due to well prepared. Most revision was action since it was essential all activities of conducting the teaching practice. The revision were most done on the techniques and strategies in conducting the teaching itself. Here there are several revisions for the further cycle:

1. To be effective, the researcher must hold students' attention, particularly during the presentation stage during the researcher's instruction. It is expected when students perform activities on the practice, further practice, and production stages. They can improve their ability to create and communicate information.
2. Some students were nervous when they presented the final task. In this case, the researcher should motivate students by asking them to appreciate each other more and practice more.

### **4.3. Cycle Three**

In this stage, it showed that almost all students made significant improvements during cycle three. First, the researcher grabs students' attention to be more focused. Second, most of the students felt so happy when the researcher uses *Google Map* in learning English, it was proven in the students' interviews. Third, most students were motivated to improve their production and communication skills, as evidenced by their activities and interactions.

Fourth, the students gained confidence in speaking English. Fifth, most of the students were excited to learn together and appreciative in the discussion group, as evidenced by their responses and production stage. Sixth, most students understand the simulation concept and how to construct a description of the place.

From those improvements, there were several noted; first, the researcher must trigger the students to talk, furthermore in mixed languages. Second, the researcher must guide the students in doing their worksheets. Third, the researcher believed that if students and the researcher were more active during teaching in the learning process, most of the students improved their speaking skills. Considering those reflections that showed the teaching and learning process was better, and the students were involved during the classroom discussion actively. The researcher decided to stop the action. Although there was a fact that the researcher a faced problem in responding to the students' statements, the decision of stopping the action was chosen.

According to indicators of learning outcomes in cycle one, most students are unable to describe the place naturally and instead focus solely on memorizing each sentence without understanding the text. Second, only a few students actively participated in discussions or responded to the researcher. Third, students do not know how to express themselves or criticize a location. The researcher discovered a more effective way to increase students' understanding of the content of the description text in the second cycle. At this point, the researcher demonstrated how to construct a simple information structure by using an inverted pyramid, and students become more active in the group, particularly in completing group tasks. The research has seen significant improvements in the last cycle from the use of *Google Map* in assisting students to understand the description of a location. It was provided at student activities and interactions.

## **5. Discussion**

### **5.1 The Researcher's Ways in Using Google Map**

According to Awada and Diab journal (2018), the use of Google Earth is one of the tools for improving the oral presentation skills of English as a Foreign Language (EFL) learners and boosting their motivation for learning. Here, the researcher only made specific maps, especially around Jambi city. By using Google Map in teaching descriptions of places, the researcher could explore more and use various ways in teaching English. On the other side, the students also knew how to operate technology in learning English, they used visual aids from maps to describe the place, the students saw short descriptions about the place, and they listened to several pieces of information and which helped the researcher to give them the correct pronunciation.

In this study, the researcher used Willis's theory (1981). There are four stages for researcher guidelines; presentation, practice, further practice, and production. The researcher applied these stages during the teaching and learning process, and the use of Willis's theory was proven effective in making students more understanding. It was proven from teaching activities and students' learning improvement. During the presentation stage of cycle one, the students eagerly observed the location. The researcher began to describe how to create a simple written description, to which the students responded well but did not understand. During cycle two, the researcher demonstrated how to make simple information structurally by introducing an inverted pyramid, which made it easier for the students to organize the information from general to specific information. In cycle three, the majority of students

could describe the text and understood the writing concept. During the controlled practice stage of cycle one, the students verbally repeated the researcher's example of how to describe the place based on the previous example, but they struggled to repeat the characteristic from general to specific information, and they appeared to struggle to arrange the sentences. In cycle two, most students repeat the identity based on the inverted pyramid. In cycle three, the students structured repeat the example of their friends described. During the second stage of cycle one, students discuss and complete the assigned assignments and they explain based on the outline. On the other hand, the researcher discovered students' difficulty matching their perception of the place. To reduce the risk of pronunciation errors, the researcher held a presentation simulation before students' performances in cycle two. Cycle three, like cycle two, emphasizes the importance of practice, which will make it easier for students to pass the next stage. The final stage is production. The researcher discovered significant changes in students' performance from the first to the last cycle, as evidenced by the analysis of students' tasks. Besides this theory, the researcher added other actions to make it better such as; when started the class, the researcher invited the students to practice, inviting less-active students to get involved in the presentation stage.

The findings also showed that by using Google Map in teaching English, the researcher could make students understand about description of the place. It was proven by the student's improvements in each cycle. In cycle one the students felt enthusiastic, in cycle two the students shared their idea in group discussion, and they could detect their mistaken, especially in pronouncing the words. In the third cycle, the students felt more confident to speak English, most of the students understand how to make a writing concept, and they knew how to construct description text. The students were motivated to speak English during the teaching and learning process.

During this study, the researcher explained the lesson using simple instructions, questions, parable statements, and body language. The most important thing to support the teaching process is for the researcher to motivate all students, particularly passive students, and for the researcher to develop creative thinking skills in order to express ideas when the action does not run well.

From those findings, the researcher concluded that the use of Google Map in learning English that effective to be used, particularly create students comprehending about description of places and increase students' speaking skills. It helped the researcher to make students communicatively, especially in the production stage. It showed that to be beneficial to boost students' performance in front of the class. In short, using Google Map as visual medium to support teaching and learning was more effective.

## **5.2 Students' Responds toward the Use of Google Map**

From those findings, the researcher concluded that the use of Google Map in learning English was effective to be used especially to build students' comprehension of the description of places and to increase students' speaking skills. The researcher used this medium to help students become more communicative, particularly during the production phase. The advantages of empowering students to perform in front of the class are established. In short, utilizing Google Map as visual media to aid in teaching and learning was more successful.

When talking about students' responses to teaching English, related to the characteristics of young learners are described by Moon (200) states that, if they are happy and secure, they are more likely to enjoy and benefit from their language learning. It means that when the students

feel comfortable with the learning activities, they are likely to be more active and confident in participating in the activities so that they can practice their new language more.

According to this research finding, almost students were active. They are always motivated to learn during the teaching and learning process. They like visual media to support the teaching process and were easy to describe the place. The use of Google Map in this study was able to make them interested. Yang (2009) believes that if the lesson content is perceived to be relevant by the learners, their motivation is more likely to increase and effective learning can then be promoted. In other words when students, in this case, are young learners, who enjoy the learning activities they will be interested to continue the lesson, and the use of media can catch their attention and increase their motivation. It was proven from the analysis of students' interview in cycle, the researcher discovered that the students felt lazy in the writing stage, but after learning through the use of Google Maps, they realized that writing is also an important skill to support their performance. Based on students' responses in cycle two, the students felt that the researcher's treatments, such as; introducing the students to make a simple description of place through an inverted pyramid, and the researcher guided the students to more practice. It made the students feel this treatment was so helpful. Lastly the students responded positively and improved their English learning through the use of Google Maps.

Briefly, the use of Google Map in learning English could assist and support the researcher to grab the students' attention and increase their motivation. This finding was similar to Awada and. Diab who found that the use of Google Map made students easy to access, find lots of information, and see parts of the places, facilitates students' work, shows regions, and is fun. And the use of Google Map in teaching English is one of the tools for improving the oral presentation skills of English as a Foreign Language (EFL) learners and boosting their motivation for learning, and O'Dowd, R. (2015) states that used this media for improving the oral presentation skills of learners and for increasing their motivation for learning. To sum up, the students in grade seventh gave positive responses through the use of Google Map in learning English. During students' interviews in each cycle, all of the students stated it was happy and motivating for them when the researcher taught by using Google Map in learning English. It was also shown in the recording data, the students were expressive to share their idea.

## **6. Conclusion**

To sum up, the students in grade seventh gave positive responses through the use of *Google Map* in learning English. During students' interviews in each cycle, all of the students stated it was happy and motivating for them when the researcher taught by using *Google Map* in learning English. It was also shown in the recording data, the students were expressive to share their idea. The use of *Google Maps* in English learning could assist the researcher in making students enthusiastic and understanding the description of the place. Furthermore, this technique may assist the researcher in getting the students more involved in the discussion session.

After finishing conducting data on the study of classroom action research at Yasin 9 Darussalam Modern Boarding School Muaro Jambi in the academic year 2012/2022 by using *Google Map* in learning English, it can be concluded that the researcher grabs students' attention to more focused. Second, most of the students felt so happy when the researcher uses *Google Map* in learning English, it was proven in the students' interviews. Third, most of the



students were motivated to increase their production skill and conveying skills, which was proven by students' activities and students' interactions. Fourth, after passing cycle one until cycle two, the students improved their confidence in speaking English. Fifth, most of the students felt enthusiastic to learn together and they were grateful in the discussion group, it was proven in students' responses and production stage. Sixth, actually most students understand the simulation concept and the ways to construct a description of the place.

From 10 students that had learned about the description of places by using *Google Map*, three students must get treatment to be actively involved. Student 2 and Student 4 could understand well the steps of making a description of text through concept simulation, but they were reluctant to practice speaking and, the students have limitations in recognizing unfamiliar words. It was proven from the analysis of students' tasks and students' respond. Nevertheless, in each cycle they show improvement; they begin to be motivated and there was a desire to learn. But on the other hand, student E has difficulty reading and writing in Indonesian. This is what causes student E to not be able to accept well the lessons that have been taught.

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