CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

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.
5.2 Suggestions

According to the conclusion, the researcher recommended that other English teachers, particularly those who taught early adolescent learners, use this technique in their classrooms. Yet, before implementing this technique, the researcher should understand their students' needs and interests. Teachers were required to use tools to assist students in their learning process. Aside from using Google Maps, the teacher should prepare other ideas to help students understand, such as introducing an inverted pyramid. The teacher's methods would also have a significant impact on the student's motivation and interest in learning.

At the end of this research, the researcher suggested to the other teachers, researchers, and educational practitioners it needs to conduct the cause of why the students found difficulties in learning, how to solve the problem, how to think creatively and make the teaching better than before. In this study, the researcher recommends other researchers conduct different topics on the use of Google Map in learning English and used the other skill. The researcher also needs to research why the students found difficulties in pronouncing the words.