THE USE OF GOOGLE MAP TO ENHANCE STUDENTS’ SPEAKING SKILL IN LEARNING ENGLISH AT YASIN 9 DARUSSALAM MODERN BOARDING SCHOOL

A THESIS

Thesis Submitted in partial fulfillment of the Requirement for the degree for

Master of English Education

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MASTER OF ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
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JAMBI UNIVERSITY
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LETTER OF RATIFICATION

This thesis entitled "The Use of Google Map to Enhance Students' Speaking Skill in Learning English at Yasin 9 Darussalam Modern Boarding School" was written by Tri Wahyuni Sundari, student registration number P2A420004, and was defended in front of the board examiners on 6th June 2023, and was declared acceptable.

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DECLARATION OF ORIGINALITY

I am a student with the following identity:

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I honestly certify that the thesis with the title “The Use of Google Map to Enhance Students’ Speaking Skill in Learning English at Yasin 9 Darussalam Modern Boarding School”. Which I have written does not contain the other people work. I am completely responsible for the content of this thesis. Other’s opinion those cited in the question and references are quoted in accordance with the ethical standards of scientific paper.

Jambi, 6th June 2023

Tri Wahyuni Sundari
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And We taught him the fashioning of coats of armor to protect you from your [enemy in] battle. So will you then be grateful?.

(QS. Al-Anbiya: 80)

“We Have Plans And Expectations, But Allah Is the Best Planners”.

MOTTO

وَعَلَّمْنَا صِنَاعَةَ لُباسٍ لَّكُمْ لِتَحْصِنَكُمْ مِنْ بَأْسٍ فَهَلُّ أَوْتُمُ شَكْرًوْنَ
DEDICATION

In The Name of Allah the Most Gracious Merciful 
and Prophet Muhammad Sollallahu ‘alaihi Wasallam

First of all I would say the grateful to Allah SWT 
always gives me health and opportunity to finish this thesis. 
I would like to dedicate this thesis to:

My dearest Mama, Rosilawati (Alm)
I am who I am today because of you, thanks for always loving me.

My precious Bapak, M. Sardi (Alm)
It is not easy to survive without you, but I tried my best to make you proud.

My beloved Ibuk, Nurul Hidayah
Thank you for your beautiful patients to educate me so far.

My Favorite Siblings; Rudi Harianto, Norisma Elsa, and Al-Qori
Thank you for being there for me,
I truly do not know what I would have done without you
And

My Prettiest Friends
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Thank you for nice discussions about thesis that ended up with having fun.
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4. All the Lecturers and Staff of Master English Education Study Program Language and Art Department,
ABSTRACT

Sundari, Tri Wahyuni. 2023. The Use of Google Map to Enhance Students’ Speaking Skill in Learning English at Yasin 9 Darussalam Modern Boarding School Thesis. Jambi: Graduate of English Education in Academic Year 2022/2023, Jambi University. The first supervisor is Dr. Dra. Rachmawati M.Pd. and the second supervisor is Dr. RD. M. Ali, S.Pd, M.Pd.

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.

Keywords: Speaking Ability, Google Map, Classroom Action Research.
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CHAPTER I
INTRODUCTION

1.1 Background of the Research

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”.

1.2 Research Questions

Based on the background of the problem, the researcher makes the formulations of the research questions are arranged as follows:
1. How does the researcher use Google Map in teaching speaking?
2. How do the students respond toward the use of Google Map in learning speaking?

1.3 Purposes of the Research

Based on the research questions, the aims of this research:
1. To describe the process of using Google Maps in teaching speaking.
2. To discuss the students' responses through the use of Google Maps in learning English.

1.4 Significance of the Research

The researcher expected that this research would be useful for two distinct categories of individuals: first, the teachers who would learn how to use Google Maps in the classroom to teach seventh-grade students. Second, for other researchers, this study may provide information to those who want to conduct additional research in the same field. Finally, the findings would provide the researcher with new knowledge and information about how the use of Google Maps and media of interaction in the learning process could assist her in teaching early
adolescent learners, as well as assist the researcher in increasing students' enthusiasm.

1.5 Definition of the Key Terms

In order to avoid ambiguity, the researcher defines the key terms as follow:

1. **Google Map:** The researcher used Google Map as a learning medium to help students improve their English learning performance, particularly to enhance students’ speaking skill. The researcher displayed some pictures, asked few questions about the pictures, let them guess, and explained everything about the picture. The researcher explained how to collect all of the information that they found, the researcher guided them, and they attempted to recreate the researcher's example in a different format. Finally, the students discussed and presented their tasks.

2. **Speaking skill:** A person's ability to produce sounds that have meaning and can be comprehended by others. As a result, English teachers must encourage students to participate in speaking by providing communicative language activities and interesting media in the classroom, as well as opportunities for them to practice their speaking skills as much as possible.

3. **Classroom action research:** is a research conducted by the researcher at the school mentioned early, which is the research undertaken in the classroom by teacher in order to improve their teaching. It is a structured, methodical investigation into one element of teaching and learning in a given classroom.
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher will explain several points, Yasin 9 Darussalam and their characteristics, students’ difficulties in understanding description of place, teaching English at Yasin 9 Darussalam Modern School, Google Map and its implementation, and the previous research that related to the classroom action research.

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, Write Knapp and 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) 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 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 godsendss, 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.
CHAPTER III
RESEARCH METHODOLOGY

The researcher discusses the methodology in chapter three, emphasizing the research design, research participants, data collection, and research procedure.

3.1 Design of the Research

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 Research 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 Data Collection

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 Procedure of the Research

Each cycle of classroom action research has four key elements. It is divided into four sections: planning, action, observation, and reflection, with three meetings per cycle. The researcher will describe these explanations in several ways, as follows:
Figure 3.1 Adapted from Kemmis, and McTaggart (1988)
According to figure 3.1 there were some activities that done in each cycle, it can be seen in the following explanation;

a. Planning

In this planning, the researcher did some activity. The planning steps were as follow;

1. The researcher examined the Curriculum 13 syllabus.
   The lesson plans were created by the researcher based on the syllabus (See appendix 2). It includes the following methods: Standard competence; students understand a simple structure to express the phenomenon. b) Determine the basic competence, which is the ability to express the meaning in a simple description of the location, fluently and acceptably, in order to interact with the audiences in the form of a description of the place. c) Determine the indicator; describe, identify, and share the students' opinions in the form of a detailed description of the location. d) Arrange the material; the material taught was about the description of the place, e) Determine the teaching and learning activities. f) Determine the media and learning sources. g) Completed the evaluation.

3. The researcher devised several tasks to assess students' comprehension of the place's description.

4. 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 rememorize 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.
CHAPTER IV
FINDINGS AND DISCUSSION

4.1 Findings

Yasin 9 Darussalam students were discovered by the researcher. They were still uninterested in learning English in seventh grade. The majority of students did not understand when to produce and convey descriptive text, and they were not actively involved in the teaching and learning of English. Using Google Map to teach English is effective in capturing students' attention and increasing their enthusiasm. According to the researcher's experience, there were nine meetings of the English teaching process such as through Google Map. It was split into three cycles, each with three meetings. The following are the descriptions of the cycles:

4.1.1 Cycle One
Planning

The researcher prepared lesson plan, teaching materials, attendance list, notes, audio-visual recorder, and projector. All of instruments were used to observe and evaluate the teaching process. The researcher employed material from the syllabus of English topics used at Madrasah Tsanawiyah (MTs) based on the curriculum 2013.

Action

The first cycle had three meetings. The first meeting began on April 13th, 2022, at 08:00 a.m. The second meeting was on April 16th 2022 at 8:00 a.m. The third meeting was conducted on April 20, 2022, at 08:00 a.m. The second cycle, the first meeting was conducted on April 23rd, 2022 at 08:00 a.m. Second meeting on May 11th 2022, at 08:00 a.m. Third meeting on May, 14th 2022, at 10:00 a.m. In the cycle three, the first meeting was on May 18th 2022 at 08:00 a.m. The second meeting was on May, 21st 2022 at. 10:00 a.m. And the last meeting was on May 25th 2022 at 08:00 a.m.

First Meeting

The first meeting had on Wednesday, April 13th 2022, at 08:00 a.m. In pre-activity, the researcher began the class by making preparations and checking the readiness of all things in five minutes. The researcher started the lesson by greeting the
students and motivating them to improve their English. The researcher uses Google Map in teaching English.

At this stage, the researcher utilized visual assistance by showing a Sri Soedewi Orchid Garden on Google Map. The researcher asked students to see the picture and discuss it with their members to acquire general information. The researcher asked the question “Do you know this picture?” some students answered “Orchid Garden?” next, the researcher asked the second question “Where is that?” few students answered “At Telanai” “In front of the Governor’s office” then the researcher move to the next question “Have you been there?” all of the students silent, and the researcher mentions a simple sentence example “Yesterday, Ustadzah went to the orchid garden. How about you? have you visited orchid garden?” most of the students answered “Yes Ustadzah “every Sunday” a researcher asked one more question “Yes good! Please tell a little about the orchid garden”. One student mentioned, “Orchid garden is a place for family, a lot of toys”.

The second action is the practice stage controlled. At this point, the researcher requested the students to reproduce the example text given by the researcher. During this phase, several students attempted to repeat the example part by part. One student utilized the preposition this place to restate the introductory text and location, it started from general to specific information. The researcher asked students to do a discussion and complete the task. At the time, the researcher was choosing the Sengeti market as the topic of place. After that, the students concluded how to construct a description of the place, its characteristics, and criticism of place or praise of the place. Then the students report the discussion result. And the end of class, the researcher gave a reflection, and the
researcher asked students to prepare anything topic about tourism in Indonesia, and each group made a media presentation for the next meeting.

**Second Meeting In Cycle One**

Two students were late, one student was permitted to take his pen to the dormitory and the two students said “Assalamualaikum Ustadzah, sorry we came late”. And the other student said, “Excusme Ustadzah, I want to go to the dormitory because I want to take my pen”.

During the production stage, the use of Google Map in teaching English was extended to student presentations. The researcher gave five minutes for preparation before presenting the description of Indonesian tourism that had been discussed at the previous meeting. The teacher asked the students which group would be presented first. "I want Ustadzah," one student said, raising his hand. "Group A, are you ready?" replied the researcher. "Yes, ready," said all of the members. After standing in front of the class, they started with a greeting and one student as a moderator to guide their presentation. They also used Google Map to search for the tourist destination that they had chosen. They did the presentation in two groups of five students each. The presentation lasted about 45 minutes, with 22 minutes for each group to provide comments and suggestions.

Group A made up of five people who talk about the Prambanan temple. The first boy spoke about the place's identity; he was fluent and confident without the text; the second boy appeared nervous, and his voice was inaudible. The third boy explained confidently and fluently, but he made several mistakes, such as good he pronounced “guds.” The fourth boy appeared nervous and attempted to memorize the sentences. The fifth boy spoke fluently but was unconfident of himself.

![Picture 4.2: Group A Presentation](image-url)
Group B is a group of five members who talk about Jambi Zoo. A (boy) explained the opening and identity of the place, he looked very fluent and enjoyed without looking at the note, B (boy) explained where is Jambi Zoo location, he looked a little nervous but he spoke fluently, C (boy) he tried to memorize what he wants to say, D (girl) she spoke very slowly and she talked the fact in the zoo, E (boy) the last boy looked a little confused but he finished the general items at the Jambi zoo.

**Picture 4.3: Group B Presentation**

**Third Meeting**

The third meeting of cycle one was held on May 16th, 2022. The researcher began by welcoming students, confirming their attendance, motivating them, reminding them of the previous topic, and encouraging them to speak English even though they use code mixing. Finally, the researcher outlined the procedures and rules for presenting their task.

**Observation In Cycle One**

**First Meeting**

The researcher observed the students' participation in main activities to collect data throughout the teaching and learning process. The researcher took data during the learning and teaching process from the first to the third meeting in each cycle. The researcher's note aims to prevent missing critical actions from the researcher's observation. The researcher recorded video or photographed crucial events that occurred during the teaching and learning process. The researcher also identified and analyzed students' difficulties faced when using Google Map in learning English.
In this research, the researcher explained that the use of *Google Map* in learning English happened in four stages, the first is the researcher presented the material, the second is the practice stage controlled, the third is a further stage, and the fourth is the production stage. Based on the presentation stage, the researcher paid attention to the students by holding small discussions and observing the image. At this point, the students were enthusiastic and receptive to what the researcher had to say. After the students have concentrated, the researcher teaches them how to write a simple description of the place. According to the researcher’s note, the researcher found some problems. First, the students had difficulty understanding what the researcher said if the researcher talked not slowly if the researcher not making stress each word, if the students were silent or not responded, the researcher used code-switching and familiar words. The second difficulty was the students' difficulty to make the general information until specific information. In the third students' difficulty is connecting the first sentence to the next sentence. Fourth, the students tendencies to speak in their native language. Therefore these situations needed revision.

**Second Meeting**

The second meeting began with production activities and continued to the students’ presentations. Two groups describe Indonesian tourism. The students were excited to present the result of their work in arranging the written description of the place. At this point, there were a few issues. First, some students' presentations were more concerned with memorization than with context knowledge. Second, the students had difficulty coming up with a paraphrase. Third, some students have difficulty pronouncing specific words. Fourth, based on their report text, the research identifies misspellings, grammatical problems, and the content of generating paragraphs, and the majority of them did not provide comments.

**Third Meeting**

The students were speaking tests and followed them at the last meeting on cycle one. The following researcher remark rewrites the description of the setting: Students were given the speaking exam by the researcher. The first step was to ask each student to prepare for the task. The researcher explained to rules of the speaking task and checked their writing. Before beginning the task, the researcher asked students that each
person must sit at a distance. After the researcher gives the topic, they should write first and prepare to present their report, and they should write first and prepare their performance. Then the researcher records the students’ performances one by one. Each student had 3-4 minutes. After the students had completed the tasks, the researcher concluded the meeting by saying salam and end the class.

Based on the researcher's notes, each meeting in cycle one began with the notes written by the researcher. This analysis discovered how to improve students' understanding through description of the place by using Google Map. After the researcher has collected the data, any problems found are inventoried, and improved planning for the next cycle has been made. The researcher described in the table below for performing a simple analysis:

<table>
<thead>
<tr>
<th>No.</th>
<th>Researcher’s activities</th>
<th>Students’ activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There are several times when the researcher said not slowly and not making stress in each word. For example, when the researcher showed the picture of Sri Soedewi orchid garden and asked them “where is that?”.</td>
<td>The students enthusiast to listen the researcher’s instruction and they saw the picture. After that, no one of students answered the researcher’s question.</td>
<td>The student’s difficulty to understand what the researcher said if the researcher said not spontaneous.</td>
</tr>
<tr>
<td>2.</td>
<td>The researcher gave one example about the Sri Soedewi orchid garden, and the researcher asked students to examine the picture to determine the description of place; identity and criticism of place; characteristics.</td>
<td>The students observed the picture, and then the students share their idea.</td>
<td>The student’s difficulty to make the general information to specific information.</td>
</tr>
<tr>
<td>3.</td>
<td>After the researcher asked students to observe the picture, and to find out description of place.</td>
<td>The students observe the picture, most of students stammered to make a sentence.</td>
<td>The student’s difficulty to connect the first sentence to the next sentence.</td>
</tr>
<tr>
<td>4.</td>
<td>After the researcher asked a simple question to students, for example; when the researcher asked “Can you tell me about this place?”.</td>
<td>Most of students responded spontaneity with their native language.</td>
<td>The students were tendency to speak in their native language.</td>
</tr>
</tbody>
</table>

The researcher provided numerous examples, including using body language explaining the material, paraphrasing the new word in a simple sentence, providing motivation, and providing clear rules for using English in the class, although not in full sentences. By the researcher's note, the researcher taught English using several activities
ranging from presentation through practice and additional practice, all the way to production. The researcher caught some challenges of the students during and after the teaching and learning process. In cycle one, the researcher discovered students’ difficulties in understanding what the researcher stated if it was not said spontaneously and slowly. However, students found it easier to comprehend if the researcher highlighted each point, used body language when talking, and modified basic sentences or terms. The second issue arises when students transition from general to specific information. However, they found it difficult to connect some sentences, so the researcher provided examples of prepositions of place to help students describe their ideas. The final issue is that most students prefer to speak in their native language, so they speak in Indonesian, and a member of their group assisted his friends in speaking English while using a mixed language.

The researcher developed several techniques for the skill taught through the use of Google Map in learning English. First, the researcher asked students to observe the location, gather information from it, and then teach the students how to create a simple description. Second, the students follow the researcher's example, using place prepositions and participial adjectives to conclude. Third, each group reports the outcome of the discussion in a simple point. Fourth, each group presented their report, and all of the students described the location in front of the class.

3. The Analysis of Students’ Interview in Cycle One

The interview report for the students would conclude with an analysis of their opinions. As shown in the table of student interviews below, this is one of the most important issues for the researcher to enhance subsequent teaching.
<table>
<thead>
<tr>
<th>Sn.</th>
<th>Researcher’s questions</th>
<th>Students’ answers</th>
<th>students’ statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-A</td>
<td>The second interviewer is from student A. When the researcher asked “How was your activeness in the classroom when study by using <em>Google Map</em>?”</td>
<td>“When I was as a member at the group B, I think I am very activeness person. I learned how to made description of text and tell what I know about the place. After that I learned to speak in English language in front of the class. I am very nervous to speak in English but I can do it”.</td>
<td>When the interview has started, student A answered all of question, but he looked very nervous and the third question the researcher caught one point from his opinion “I am very nervous to speak in English but I can do it”.</td>
</tr>
<tr>
<td>S-C</td>
<td>The third interviewer is from student C. When the researcher asked “How was your writing skill and speaking performance in the classroom?”</td>
<td>“Before Ustadzah told us, I only liked to speak direct, especially someone asked a familiar question, and I was so lazy to write. But making some notes before telling something is very useful”.</td>
<td>The student C do not really like to increase his writing skill, and he think this activity so bored rather than speaking in directly. But after the researcher teach English by implementation of <em>Google Map</em>, he believe that writing skill it also one of important things that have to learn”.</td>
</tr>
</tbody>
</table>

According to the data from the students' problems, student A made a fluent statement during the interview. He was active as a student when he was discussing and having to perform in a group, but he was nervous during the personal production stage. In contrast to student A. Student C was the next interviewed by the researcher, the researcher discovered that he was always lazy in writing, but after learning English through the use of *Google Map*, he realized that writing is also an important skill to learn. Finally, after interpreting these issues, the researcher summarized and offered some solutions in the following stages.

4. The Analysis of Students’ Tasks

After completing all stages and activities, the researcher examined their written text, speaking task, and each student performance randomly. After two sessions utilizing *Google Map* in teaching English, the research found students’ skills in English speaking. Here is the explanation of students' results in the first cycle:

The researcher should check their written description text about Jambi Town Square before all students begin the performance at random. According to video recording data from student 3, he said salam, introduced himself, and stated the title. Then he became nervous and froze for 5 seconds before inhaling and exhaling, and then
student 3 began to explain the identity of the place and location structurally. There are several pronunciation errors: "Mon," but he clarified the correct pronunciation "Mall," and "Kredit," for which he laughed and apologized for breaking the pronunciation. Following that, the researcher said the correct pronunciation "Crowded not kredit" while continuing to present well, and he also tried to control his nervousness until it was finished.

Student 5 is the next presenter. He started by greeting, said salam and began the presentation. The researcher can conclude from student 5 that he speaks very fluently, but in the middle of the text, he freezes in 2 minutes and forgets the rest of the explanation because he memorized all of the sentences from the concept.

According to student 4's performance, he appeared very nervous from the beginning until the end of the presentation. The researcher discovered some pronunciation errors in student 4, and after a while, his explanation of the correct pronunciation; he stated, "There are a lot of soft" The correct pronunciation is "There are a lot of shops", "I like very mec" should be "I like very much", "Bet" the truth is "But". The researcher concluded from student 4's performance that he did not understand what he wrote and explained, and he only concerned with memorizing word for word.

Based on student A's presentation, tell the audience about the Jambi Town Square's identity and location, from specific to general, such as “Jambi Town Square near from traffic light, in front of electronic shop, and it is located at Mayang, Jambi city”. Then he made several pronunciation errors; “Jambi Town Square has for floor” but he mispronounced it, and a few seconds later he clarified the correct pronunciation. After that, student A went over the items on each floor one by one, and he always took deep breaths because he appeared nervous.

Student B started his subsequent presentation by greeting the audience, and he appeared to be enjoying and at ease. However, in the middle of his presentation, he laughed and made a few pronunciation errors; for “In the sekon floor” he should have said "On the second floor," and for "There are cloth," he should have said "There are some clothes." He appeared frozen at times and tried hard not to laugh.

The next presenter is student 2, before starting the presentation, he asked “Ustadzah, I tidak ready persentasi. Boleh I lihat teks?” In the previous meeting, he did not attend English class, the researcher asked “Okay, but not all ya”. After that he
started the presentation, he spoke very quickly, there are a lot of miss pronunciations, and he did not understand.

Student 1 is the next presenter, he describe the Jambi Town Square very detail, quickly, and focused. When student 1 gave some comments, he freeze for 4 seconds, and the researcher found the miss pronunciation “I am don’t like” but he clarified the correct answer, “I don’t like this place”. “Cinema ticket very expensive” the truth is “Cinema ticket very expensive”.

The eighth presenter is student E. Before perform had started, he did not do the presentation and said “I tidak tahu speak Inggris Ustadzah, I kumpulkan saja text nya ya Ustadzah”. The researcher stated that “You can do it student E, tampil sebisa kamu”. At the time, the researcher prompts student E to present his task and he only memorizes the text. The last speaker is student C. He used new variations of the word rather than his friends, such as Jambi Town Square having a parking area. Because he appeared nervous, he spoke quickly and effectively in an unstable voice, and he appeared to freeze several times to remember what he was going to say.

From these findings result in cycle one; the researcher could conclude the several notes:

1. Most of students only memorize the text without their understanding.
2. The researcher found that the students break the pronunciation.
3. Two students did not want to present their work.
4. Based on their written work, the researcher found that most of students could not explain structurally.
5. The students felt so nervous when their speak English in front of the classroom.

After completing all stages and activities, the researcher examined their written text, and speaking task, and each student took the speaking task. After two sessions utilizing Google Map in learning English, the research found students’ skills in English speaking.

**Reflection**

During this stage, the researcher discussed the results of all actions conducted during teaching and learning. Which parts could run well or the difficulties faced by the researcher and students. To sum up, the researcher identifies and analyzes the
difficulties faced by the researcher and the students throughout the first cycle.

During the presentation stage, the researcher showed a picture on *Google Map*, following which the students observed and looked enthusiastically. The next phase is for the students to discuss the place; the researcher asked a simple question about the picture, and they respond orally. At this point, the researcher began to describe how to create a simple written description. Even though most of the students actively responded to the researcher's question, the researcher should pay attention to how to pronounce words or sentences clearly and slowly, and the researcher should also choose dictation that is easy to comprehend by students.

In the controlled practice stage, the students verbally repeated the researcher's example of how to describe the place based on the previous example. Students found it easy to repeat their identities and appreciate the location in this activity, but they found it difficult to repeat the characteristics from general to specific points, and it appeared difficult to arrange the sentences.

In a further stage, the researcher asked students to observe and know the name of place, as well as its identity, characteristics, and criticism or praise. Based on the subsequent stage activity, each group was enthusiastic to complete the task and observe the picture. On the other hand, the researcher discovered students' difficulty matching their perception of the place. Several students remained silent, while others spoke in Bahasa Indonesia and others in a mix of languages. Perhaps the researcher was not strict in enforcing the rules after discovering it. Thus, the researcher needs to revise this phase to provide punishment to those who do not use English vocabulary in each sentence, and the students read tongue twister and repeated it five times.

Each group described Indonesian tourism throughout the production stage. The researcher asked all students must have spoken in English in front of the class. It can state that most of the students were excited, although several students faced difficulty in pronouncing the word, and there were students only memorizing. After they presented, the researcher asked a question to the other group, and each group should comment. It is another way to check they understand the context.

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.

4.1.2 Cycle Two

Planning
The researcher designed teaching material in cycle two by constructing instruments to collect data. The researcher would create new plans and teaching materials as instructional materials were created to assist students in comprehending the lesson.

Action
In the action stage, the researcher applied the action guided by the action and lesson plan. It was conducted on April 23rd, May 11th, May 14th, 2022. The researcher taught the students by using the same implementation as in cycle one, by using Google Map in teaching English. The action stage was divided into three; pre-meeting, while-teaching, and post-teaching.

First Meeting
The researcher began the activity by making several preparations, checking readiness in five minutes, greeting the students, and motivating them to improve their English. The researcher set up the first meeting in cycle two by opening the Google Map website and searching for Muaro Jambi temple. While the students were looking at the picture, the researcher headed over how to arrange simple information about the location. Based on the first meeting in cycle one, the researcher discovered some solutions to break down students’ misunderstandings when it involves to remembering general information and making it specific information. Therefore, the researcher gave a simple explanation and showed the pyramid picture then the researcher rotated the pyramid picture like an inverted pyramid. At the same time, the researcher should also remind herself to speak clearly and quietly; making eye contact is crucial for students’ development to engage students and help them remember more of what the researcher said. While delivering the lesson, the researcher used familiar diction to avoid students’ misunderstanding. Last action, the researcher delivered how to make general and specific information in the description of the place. After that, the researcher gave examples of how to find information about the place.
First, if the students seemed to have understood the concept, the researcher asked them “I will show one of the popular places in Jambi, and you guess”. Most of the students respond “This is a Muaro Jambi temple” the next the researcher stated, “I will show you in front of Muaro Jambi picture until the content of this place”. Before each group started the discussion, the researcher gave a warning to the students “If you speak in your native language or speak in full Indonesia language, Ustadzah will give you a punishment. Do you understand?” only three students not answered, the researcher repeats the question and asked them “could you repeat my explanation” they took turns to answer. “In the classroom, we speak English and mix, because Ustadzah has punishment”. Then the students observed and caught information starting from general to specific information. Second, after the students observe the picture. The researcher instructed them to construct a pyramid table. Here is an illustration of a pyramid figure;

![Pyramid Diagram](image)

Figure 4.1

The researcher subsequently prompted each group to report on the discussion of their results. The researcher then demonstrated how to represent descriptive of the location in writing. At the time, groups A and B appeared to have been able to proceed with producing and conveying the description of the place with the researcher's instruction, and they concentrated on the researcher's explanation and the concept that had been written previously. Unlike the previous meeting in cycle one, the final activity is to improve their speaking skills using visual aid media such as Google Map pictures. The researcher reminded students to describe a location using pictures and pyramid
tables as guidelines. Both items are critical in supporting their understanding.

At the conclusion of the first meeting, the researcher explained several notes or inferences that only students had learned. Before beginning to write a description of the place, students should observe: What is the name of the location?, search for the precise spot on Google Map, next the students should first create the concept in writing, then connect sentence by sentence in a descriptive of the place, there are several keywords to use; Simple present tense, preposition of place, participial adjective, and opinion about the place. Next, to avoid memorizing or students getting stuck during the performance stage, the students can see the slide from Google Map's picture, and they are able to observe the image that they have not yet cleared. Before wrapping up the class, the researcher reminded students to prepare any topic related to Indonesian tourism, and that all groups would present their reports.

**Second Meeting**

The researcher reminded the students to speak in English or a mixed language during the teaching and learning process, and the researcher gave them 5 minutes to prepare. Furthermore, the researcher discovered a way to prevent students from pronouncing phrases incorrectly. After the students completed their preparation, the researcher conducted a simulation presentation to determine if there were any mistakes in the pronunciation of words and to assess their readiness before performing. The researcher stated that. "Before we started the presentation, Ustadzah wants every group to read your own text first". "Read or memorize, Ustadzah?". One student replied. The researcher subsequently said, "Read the text!" For example, in group A, there are students numbered one, two, three, and so on. Student number one read the text, followed by student number two, and so on. "Do you understand?". "Yes, Ustadzah!" said most of the students. "All right guys. I want group B to read first," the researcher said. If all of the groups well done, the researcher asked them to start the presentation.

Group B has five members, but D (a girl) did not come. They discuss Jomblo Park. While the students began the presentation, they all looked enthusiastic, with full smiles and body language. C (boy) explained the location's opening and identity; he seemed a little more fluent than before and enjoyed himself without looking at the note. E (boy) explained where Jambi Zoo is located, and in the middle of the explanation, he looked a little nervous and blank. B (boy) spoke slowly and clearly, and A (boy) the last
boy looked a little anxious, and spontaneously, he said in Bahasa Indonesia "Apresiasi," but he spoke clearly until finished. Next, group A consists of five people who talk about the Napal River. The researcher assisted in providing a clue when boy two delivered about the identity of the place, he was out the topic, "Napal river is the......" Without the text, the boy five spoke fluently and confidently. The first boy appeared to be having an enjoyable time and spoke very fluently. The fourth boy was so nervous that his voice was inaudible, and he spoke quickly. The third boy described himself as always confident, clear, and fluent.

Third Meeting

The third meeting happened on May 14th, 2022, when the students' presentations started, one student arrived late and said, "Assalamualaikum Ustadzah, I am sorry I am late." "Why did you come late?" inquired the researcher. "Because I made a glass of coffee for Ustadz". "Okay, please prepare for your presentation." Lastly, the researcher defined the procedures and rules for presenting their task

4.1.2.3 Observation in Cycle Two

First Meeting

While the teaching and learning process, the researcher monitored the students' participation in the main activities to gather data. The researcher collected data from the first to the third meeting of each cycle during the learning and teaching process. The researcher's note aims to prevent critical actions from being missed researcher's observation. The researcher captured or videotaped to find the important side moments that occurred during the teaching and learning process. The research also discovered and analyzed the problem that students faced while using Google Map in learning English.

During the presentation stage, the researcher grabbed the students' attention by showing Muaro Jambi temple. The students were excited and concentrated on what the researcher had to say at this moment. While the students were looking at the image, the researcher went through the prior method for producing and conveying information from text descriptive of the place. In this meeting, the researcher recreated a simple simulation. Due to time limits, the researcher discovered difficulties, but it is not complicated; the researcher should repeat the main explanation to ensure their comprehension. On the sidelines, the researcher must hold the students' attention.
Second Meeting

According to the researcher's note from the second meeting, it started with production activities and progressed to the student's presentations. Two groups depict Indonesian tourism, which is similar to the preceding subject but on a different issue. The students were excited to present the result of their work. At this stage, there were a few obstacles. Most of the students began to enjoy the performance at production stage one. When group B opened the presentation, they used a different opening variation to lure the other group. As a result, just one student broke the rules and spoke one word in Bahasa Indonesia. In group A, one student was so focused on memorizing the text consequently he forgot the concept, and the researcher assisted the student.

Third Meeting

At most meetings held on cycle two, the students were given speaking tasks and followed them. The researcher's comment which follows the rewrites the setting description: The researcher administered the speaking task to the students. The researcher reviewed their written text before starting the task, and asked them to sit apart. Following the researcher's topic disclosure, the researcher should write, prepare to deliver their report and perform. Then the researcher records each student's performance, and each student had three to four minutes. The researcher concluded the meeting by encouraging the students to improve their English skills.

According to the notes written by the researcher, all actions in cycle two had conducted. This analysis discovered ways to increase students' comprehension in the presence of a description of the place by utilizing Google Map. After the researcher has collected all of the data, there are issues found are inventoried to improve preparation for the following cycle will be created. The researcher described in the table below for performing a simple analysis
Table 4.3 Notes in Cycle Two

<table>
<thead>
<tr>
<th>No.</th>
<th>Researcher’s activities</th>
<th>Students’ activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In the first meeting on cycle two, the researcher should remind the students how to recreate a simple simulation several times.</td>
<td>The students listened to the researcher’s instructions; otherwise, three students looked so confused.</td>
<td>The three students had difficulty getting the point through the researcher's explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>The researcher monitored the group presentation.</td>
<td>All of the groups presented their work.</td>
<td>One of the members in group B broke the rules and he spoke in Bahasa Indonesia. The same phenomenon in group A. One student focused on memorizing the text and he forgot the concept.</td>
</tr>
<tr>
<td>3.</td>
<td>The researcher monitored and took video recording data from each student.</td>
<td>When students prepared the presentation, most of them looked very nervous and said that “Setiap third meeting, kami selalu nervous Ustadzah, and blank”.</td>
<td>When the researcher did not take a video recorder, most of the students felt not nervous. It needs more practice for individual presentation.</td>
</tr>
</tbody>
</table>

The researcher taught English by using *Google Map* to improve their understanding through a visual description of a place. The researcher provided a simple concept to help students understand the topic, such as using body language when explaining the material, paraphrasing the new word in a simple sentence, motivating students, and providing specific rules for using English in the classroom, though not in complete sentences.

Following the researcher's notes, the researcher taught English through a variety of activities ranging from presentation to practice and additional practice, all the way to production. The researcher documented the students' difficulties during and after the teaching and learning process. The researcher should remind them not to use the full Indonesian language in cycle two. At last, three students struggled to grasp the writing concept and convey the sentences. Most students were unconcerned at the third meeting of cycle two when the researcher did not take a video recorder. Individual presentations require more practice.

The researcher developed several techniques for adapting e-learning through the use of *Google Map* to enhance students’ speaking skill in learning English. First, the researcher instructed students to keep repeating how to create a description of a place using a simple concept. Second, students should practice pronouncing the words every day, and the researcher should always guide them outside of class.
3. The Analysis of Students’ Interview in Cycle Two

Student interviews were analyzed by identifying the most common feedback or responses from students. The conclusion of the students' interview report would be to analyze all of their opinions. As shown in the table of student interviews below, this is one of the most crucial issues for the researcher to improve in further teaching.

Table 4.4 Students’ Interview

<table>
<thead>
<tr>
<th>Sn.</th>
<th>Researcher’s questions</th>
<th>Students’ answers</th>
<th>Students’ statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-1</td>
<td>The first speaker is student 1. The researcher found the emphasis from his opinion when the researcher asked “How was your writing skill and speaking performance in the classroom?”</td>
<td>“It is good, Ustadzah said to write a concept before performing, and after that, I tell about the place. But I like to write and read than speak because writing is my hobby”.</td>
<td>Student 1 said the most positive opinion through the implementation of Google Map in learning English, he looked like a nice person and was proud of the unique place, especially tourism in Indonesia as a result he can explore and describe easily. On the other hand, student 1 feels enjoyed on the writing stage”.</td>
</tr>
<tr>
<td>S-E</td>
<td>The second interviewer is student E. When the researcher asked.“How was your activeness in the classroom when studying by using Google Map? (The researcher repeated and made the simple meaning of the question)”.</td>
<td>“I learned how to make a description of the text and explain about the place”.</td>
<td>When the interview started, Student E answered all of the questions although incoherently answered, he looked very enthusiastic when the researcher asked about his opinion on learning by using Google Map. Student E knew a little vocabulary when he observed the picture”.</td>
</tr>
<tr>
<td>S-4</td>
<td>The third interviewer is from student 4. When the researcher asked, “How was your activeness in the classroom when studying by using Google Map?”. How were your writing skill and speaking performance in the classroom?</td>
<td>only like discussing in a group, because my friends can teach, and I felt very nervous rather than writing stage”.</td>
<td>Student 4 had difficulty conveying information, so he preferred the writing stage.</td>
</tr>
</tbody>
</table>
Student interviews were analyzed by identifying the most common feedback or responses from students. It had discovered that most students hardly appreciate one of the skills of writing and speaking, so they try to avoid it. However, when the researcher introduced them to the pyramid table method before incorporating it into the text, student 4 found it helpful for organizing his personal opinions. Following that, based on Student 1’s statement. He was a self-conscious student who preferred writing activities over speaking, so the researcher should motivate him and provide more practice opportunities. On the other side, student E is one of the special students, because he was diagnosed as a dyslexic child it affects learning difficulty that primarily affects the skills involved in precise and fluent word reading and spelling. However student E was different from the other student, he was always enthusiastic when the researcher introduce the use of Google Map in learning English. And to be completely obvious, researchers have described the following stage

4. The Analysis of Students’ Tasks

After completing all stages and activities, the researcher examined their written speaking task, and each student took the speaking task. The study discovered students’ English-speaking abilities after two sessions of English instruction using Google Map. During this meeting, only one student was absent from class. After students submitted their written task, the researcher asked who would be the first speaker for this task. And student B responded, “I am Ustadzah.” Please pay close attention! Before you present the description of the place, you should read your work. Student B, are you ready? “Ready Ustadzah” “Okay let’s we started”.

Based on Student B's video recording data, showed that he opened the presentation with said salam and introduced himself. He looked a little nervous after he made a mispronunciation, student B said “This place veli large” After that, he clarified the correct pronunciation “Very large” freeze in 4 seconds, and then he continued to describe it.

Following the analysis of video recording data from student 5, the researcher concluded that he delivered with more enjoyment than before, that no significant errors were found, and that he remained focused until the task finished. He did it, however student 5 speak very quickly. Student 2 is the third. He obtained several mispronunciations from the video recording data. "This museum has the Larji building,"
he should say "large". "The kalem is cream," he should say "the color," and "Siginjay museum is located at Telanaipura, Jambi city," he should say "Jambi city." He attempted to perform in front of the class based on students' presentations, despite numerous errors. And he stated, “I sudah belajar sama friend Ustadzah, tapi I not bisa”.

The researcher discovered that student A’s presentation stated different content than his friends. He described the facilities at the Siginjay Museum, such as the parking area, first floor, and second floor. Despite the fact, he appeared to freeze in three seconds during the previous presentation. Overall, student A has made a significant improvement than before. The fifth presentation was also about the "Siginjay Museum." Student 1 appeared to enjoy describing his final work; there were no significant problems found, but when student 1 read the text before it was presented. He could not pronounce the word "Learn" when he was talked the Siginjay museum.

Student 3 describes the Siginjay Museum with confidence. When he said the place of the museum, student 3 froze in two seconds “Siginjay museum is located at … Telanaipura”. After that, he smiled when said “Air conditioner”. It proved that he needs to be guided, and in this section, he explained carefully rather than the previous presentation. The next presenter is student E. Before the performance had started, he practices to read the text five times and as a result, student E presented a little enough than before although he had incorrect pronunciations, incorrect punctuation, ungrammatical, and incoherence in the sentences such as; “Siginjay museum is one of to len in Jambi” the correct pronunciation is “Siginjay museum is one of popular museum in Jambi”, “The history a lot visitor”, “I can watch cinema with may happy…” he clarified “With my friend” and did not use the punctuation like comma, and point.

Student C, the next presenter, appeared nervous and spoke in an unstable voice. Despite this phenomenon, the student made an effort to always practice how to pronounce each word. So there is no big issue with his presentation. The next speaker is student D. When she read the text, the researcher found there were some mispronunciations, grammatical errors, and incoherencies. The researcher gave three times to read her work. But she did not want to record her presentation, because student D felt so shy and she could not do the best rather than her friend. From this case, the researcher concluded that student B was not ready to present her work and in cycle one, especially at the few meetings, she not attended the English class.
From these findings result in cycle two, the researcher could conclude that several reminders:

1. The researcher discovered that the students broke the pronunciation, but the most of the students could clarify by themselves.
2. Three students had difficulties describing the text, and it affects on their presentation stage.
3. Some students felt so nervous when they presented the final task.
4. In cycle two, students’ appearance slightly improved than before; the students realized mispronunciation and justified it.
5. Each student has a good enough improvement, starting from their effort to practice, enthusiasm, awareness, and technical writing.

The researcher analyzed their written text speaking task after completing all stages, and each student took the speaking task. The research discovered students' English speaking skills after two sessions of teaching English using Google Map.

4.1.2.4 Reflection

The researcher discussed the final results, actions during in teaching and learning process. Which parts are likely to run effectively, as well as the difficulties encountered by the researcher and students. In brief, the researcher identifies and analyzes the challenges faced by the researcher and students during the second cycle.

During the presentation stage, the researcher explained pre-previews of how to make simple information structurally by introducing an inverted pyramid. In this stage, the researcher should remind the students several times. The next activity is the
researcher to verify that the students understood the writing concept. Secondly, discussion stage; the researcher shows one of the most popular places in Jambi, and the students guest it. At this point, the researcher guided them to observe the picture, find the things through the image, and make a simple concept. In the practice stage controlled, trying to describe their paper by repeating the researcher’s example of how to describe the place based on the previous example orally. In this activity, most of the students were easy to repeat identity of the place.

In the following stage, the researcher asked students to observe and find out the name of the place, as well as its identity and characteristics, and to critique or praise the place based on the next stage activity. Throughout the production process, each group described Indonesian tourism. The researcher required that all students speak in English in front of the class. Most of the students began to enjoy the performance; however, some students encountered difficulties, such as one student speaking in Bahasa Indonesia and another who was focused on memorizing the text and forgot the concept. After they presented, the researcher asked some questions, and each group should comment. It is another way to check their understanding. In this stage, there is one part that could enough run well rather than the previous cycle; the researcher held a presentation simulation before students’ performance to reduce the risk of pronunciation errors.

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.
4.1.3 Cycle Three

This cycle was conducted as the result of the reflection from the previous cycle where the researcher found some issues had to be solved.

Planning

The research prepared all instruments to conduct the study. There were five pictures of the place used in this cycle. It is divided into three meetings. Next, the researcher did some revisions based on reflection on the previous cycle; First, the researcher would trigger students’ comprehension in writing, students’ motivation to speak in English confidently, and the researcher also would trigger the three students who had difficulties in describing the text, and it affects the presentation stage. Although the researcher’s treatments were used in cycle two, it might add the other treatment to support the teaching and learning process.

Action

The researcher applied the action guided by the action and lesson plan. It was conducted on May 18th, 21st, and 25th 2022. At the beginning of the teaching and learning process, the action stages are divided into; pre-meeting, while-teaching, and post teaching.

First Meeting

The researcher started this activity by pre-reviews how to make simple information structurally about the description of the place. At the same time, the researcher would trigger students’ comprehension in writing, and students’ motivation to speak in English confidently, and the researcher also would trigger three students who had difficulties describing the text, and it affects the presentation stage.

By opening the Google Map website, the researcher had shown Sipin Lake. All of the students said “Aaaa I know Ustadzah” The other student stated, “It’s easy”. During the students saw the picture, the researcher pre-reviews how to make simple information structurally about the description of the place. Here, the researcher asked “Ustadzah, choose two members in each group and then, please tell Ustadzah how to make a simple concept about the description of the place. Okay, for group A, Ustadzah choose student 2 and student 4”. Student 4 responded that “In Bahasa Indonesia ya
ustadzah?” the researcher answered, “In English and Bahasa Indonesia, you can mix it”. Student 4 “Hmm okay ustadzah. Ustadzah said kita harus memberikan informasi dari specific and general” student 2 said “Like pyramid terbalik”. The researcher asked, “Show me the example, you can write on the whiteboard”. Two students freeze for a few seconds, and student 2 stated “Example nya Sipin lake. “One, about location; Kenali Besar, Jambi city”. At the same time, the researcher showed the place and student 4 made a pyramid table. Student 2 “Two, tell about apa saja yang ada di Danau Sipin. Seperti di depan Sipin Lake there is parking area, facility yang ada, and terakhir kasih kritik atau apresiasi. Finish Ustadzah, Cuma itu yang kami tahu”. The researcher said “Okay. Good job student 2 and student 4, please give applause!”.

The next is group B. ”Ustadzah choose, student D, and student E to make a description of the place based on the pyramid table. And student B, please help your friend”. Student E “Sipin Lake is one of the lakes in Jambi city” Student D “It’s located at Kenali Besar, Jambi city”. Student B “Tell apa yang ada di depan Sipin lake”. Student D “In front of Sipin Lake ada parking area, food, toys, and souvenir”. The researcher asked, “Student E, please tell me about Sipin Lake or the facility”. He was silent. The researcher asked “Okay, Apa yang kalian tahu mengenai Sipin Lake?” student D “Sipin lake has two sampai 6 meters”. The researcher said, “Great! The average depth of a lake is two to 6 meters, tell about facilities. Come on student E you can do it!”. Student E “Facility nya ada toilet, gazebo, hmm banyak makanan Ustadzah”. The researcher said, “Okay good! Jadi kalian tinggal menambahkan information yang lain agar lengkap ya, the last tell about how do you feel when visiting this place? And give a comment or appreciate”. Student B “Ayo bilang apa yang kalian rasakan”. Student D “I am so happy, karena bisa naik perahu dan photo sunset”. Student E “I am merasa bosan Ustadzah, tapi banyak food”. Lastly, the researcher gave some comments, motivation, and appreciation. The next activity is the further practice stage, all of the students discussed and complete the task. The last one is the researcher gave some reflections.

**Second Meeting**

The second meeting took place on May 21st, 2022. The researcher reminded the students to speak in English or a mixed language during the learning process during the second meeting of cycle three, and the researcher gave them 5 minutes to prepare. They told Jam Gadang that Group B has four members. When the students introduced
themselves and began the presentation, all of the members laughed and smiled. B (boy) spoke about the foreword right away, he spoke fluently, and there was no mispronunciation detection. Student A (boy) appeared to be enjoying himself rather than the previous presentation, which emphasized Jam Gadang's structure. Student C (boy) discussed the situation surrounding this location as well as the nearby access from Jam Gadang; he froze for two seconds because he remembered how to pronounce "Crowded" and he did it. The final student is D (a girl), who talks about the facilities, what activities tourists can do, and how much she enjoys the location. Student D smiled and appeared confident.

![Picture]

**Picture 4.5: Students’ Presentation**

Group A consists of three members who tell about Kerinci Tea Garden. Student 5 talked about the foreword of the place. Student 3 delivered about the identity and characteristic’s Kerinci Tea Garden, he spoke fluently, and there were no complicated difficulties. Student 1 explained about facilities inside and outside of the place, he looked enjoyed and presented their work, and spoke fluently. Speaker 5 said about how they felt when visited Kerinci Tea Garden, comments, and suggestions.

**Third Meeting**

The third meeting was held on Wednesday, May 25th 2022. The researcher started class with pre-activities by greeting students, confirming their attendance, motivating them, reminding them of the last topic, and encouraging them to use English even when they use code mixing throughout the teaching and learning process. Then, the researcher gave two kinds of tongue twisters to improve students’ pronunciation, also to stretch and strengthen the muscles. Last, the researcher explained the rule and procedures for presenting their task.
4.1.3.3 Observation in Cycle Three

First Meeting

The researcher still did observation during teaching and learning process. Based on cycle three’s observation, showed that most of the students were more enthusiastic and active in the group discussion. All members in a group help each other to involve sharing their idea. Here the researcher also discovered and analyzed the issues that students faced while using Google Map in learning English.

Based on the presentation stage, the researcher would trigger students’ comprehension in writing, and students’ confidence, and the researcher also would trigger three students who had difficulties describing the text. After the researcher pre-reviews the previous lesson, the researcher must give students opportunities to express their idea. This action was carried out to assess how well they understood the description of the place, particularly in terms of writing concepts and conveying information.

Second Meeting

The observation data revealed more progress, starting with production activities and progressing to student presentations. Two groups described Indonesian tourism, which is related to but not the same as the previous theme. The students were better prepared to present the assignment. There were no significant problems, and only one student had a mispronunciation. In short, the groups' presentations in this cycle run well.

Third Meeting

The researcher began the third meeting by giving two types of tongue twisters to improve students' pronunciation as well as to push and strengthen the muscles. The students were subsequently provided with the speaking task by the researcher. Each student was immediately told to study for their task. Before starting the task, the researcher reviewed their writing and instructed the participants to sit apart. Following the disclosure of the researcher's topic, the researcher should write first, and then prepare to deliver their report and perform. The researcher then keeps track of each student's performance. Each student had between three and four minutes. After the students completed the task, the researcher concluded the meeting by encouraging them to improve their English skills. After all actions in cycle three had been completed, the
use of *Google Map* in this study was to discover ways to improve students' comprehension in the presence of a description of the place. After the researcher collected all the data, there were challenges found inventoried to push which students had problems. The researcher described in the table below.

**Table 4.5 Notes in Cycle Three**

<table>
<thead>
<tr>
<th>No.</th>
<th>Researcher’s activities</th>
<th>Students’ activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>At the beginning of the teaching and learning process, the researcher chose two students to explain how to make a simple concept about the description of the place, and three students delivered how to make a description of place based on the pyramid table.</td>
<td>Five students listened to the researcher’s instructions, and they did it.</td>
<td>All of the students enough understand both of the researcher’s instructions, but only student E had a little confused and he was not very active to explain.</td>
</tr>
<tr>
<td>2.</td>
<td>The researcher monitored and took video recording data from each student.</td>
<td>When students prepared the presentation, most of them looked very nervous and said that “Setiap third meeting, kami selalu nervous Ustadzah, and blank”.</td>
<td>When the researcher did not take a video recorder, most of the students felt not nervous. It needs more practice for individual presentation.</td>
</tr>
</tbody>
</table>

The researcher taught English by using *Google Map* to improve their understanding through a visual description of a place. The researcher provided a simple concept to help students understand the topic, such as using body language when explaining the material, paraphrasing the new word in a simple sentence, motivating students, and providing specific rules for using English in the classroom, though not in complete sentences.

Following the researcher's notes, the researcher taught English through a variety of activities ranging from presentation to practice and additional practice, all the way to production. The researcher documented the students' difficulties during and after the learning process. The researcher should remind them not to use the full Indonesian language. At last, three students struggled to grasp the writing concept and convey the sentences. Most students were unconcerned at the third meeting of cycle two when the researcher did not take a video recorder. Individual presentations require more practice.

The researcher developed several techniques for adapting e-learning through the use of *Google Map* in learning English. First, the researcher instructed students to keep repeating how to create a description of a place using a simple concept. Second, students should practice pronouncing the words every day, and the researcher should always guide them outside of class.
3. The Analysis of Students’ Interview in Cycle Three

The most common feedback or students' responses were identifying during the analysis of student interviews. The conclusion of the students' interview report would be to analyze all their opinions. As shown in the table of student interviews below, this is one of the most crucial issues for the researcher to improve in further teaching.

Table 4.6 Students’ Interview

<table>
<thead>
<tr>
<th>Ns.</th>
<th>Researcher’s questions</th>
<th>Students’ answers</th>
<th>students’ statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-B</td>
<td>The first speaker is student B. The researcher found the emphasis from his opinion when the researcher asked “How was your writing skill and speaking performance in the classroom?”</td>
<td>“For the first time, I am so lazy to write the concept, and I like to speak directly although it is hard to pronounce. The fact is I always lose my mind when performing in the classroom and the story unconnected, so I am trying to increase both”.</td>
<td>He said the improvement through the implementation of Google Map in learning English, it is proved that he felt so lazy in the writing stage until he motivated to learn English.</td>
</tr>
<tr>
<td>S-5</td>
<td>The next interviewer is from student 5. When the researcher asked, “How was your activeness in the classroom when studying by using Google Map?”. And “How was your writing skill and speaking performance in the classroom?”</td>
<td>“I always feel confident when studying with my friend in a group, because we can discuss and learn together”. “I am grateful to learn English through the implementation of Google Map, because I learn how to write descriptions of places and practice my English”.</td>
<td>From the first answer, student 5 feels confident in a discussion form and group presentation. And the next statement, he was so happy and grateful because student 5 could improve his English skill although before did this action his English so bad.</td>
</tr>
<tr>
<td>S-D</td>
<td>“How was your activeness in the classroom when studying by using Google Map?”. “How were your writing skill and speaking performance in the classroom?”.</td>
<td>“Hmm. Not active, because I was not very active and even I missed the lesson a few times”. “I am too excited to perform but I still have to learn to speak English”.</td>
<td>From those statements there were some problems; Due to her poor attendance in the English lesson, student D felt inferior and had difficulty in comprehending the topic.</td>
</tr>
</tbody>
</table>

The researcher did not identify a significant issue that needed resolving from the interview data. It was just that researcher kept fostering students' interest in the learning process and giving them chances to speak up about their needs and challenges with the teaching and learning process.
4. The Analysis of Students’ Task

The researcher analyzed their tasks after completing all stages and activities, and each student took the speaking task. The researchers discovered students’ English speaking skills after two sessions of learning English using Google Map. Students' third cycle presentation or production results are shown below.

Student 3 raised his hand before the researcher began the class and said, "Ustadzah, I am the first." "Okay, let me start the class first, and please submit your written text," the researcher replied. Some students arrived during the researcher-led presentation and wanted to correct their pronunciation. He greeted the audience with salam and introduced the title, according to student 3 video recording data. He appeared to be having an enjoyable moment and was well prepared. There were no complex errors discovered, and the researcher discovered information that differs from the other students in student three's written text. The Arabic and Indonesian meanings of Gentala Arasy's name.

Following that, the researcher examined video recording data from student 5. The researcher frequently laughed while filming his video. Because, there was something funny when he had visited this place. The researcher discovered two incorrect pronunciations of "At efening" without stress. He made the same mistake two times. From student A presentation, he greet the reseracher by saying. “Good morning Ustadzah”. Student A described Gentala Arasy based on what she saw, and also shared Santris’ experience when visiting this location. Based on his performance, he explained in more detail, structurally, fluently, and good pronunciation, for example; he pronounces the letter R sound in British English.

The next is student 4. The researcher discovered an improvement throughout the previous presentation in cycle one and two, using video recording data; the first is student 4 appeared to enjoy telling about Gentala Arasy, he spoke a little fluently without freezing, he inquired about this place based on researcher's form, he received two mispronunciations “This place has a lot of food court like mat bal” the correct pronunciation is “meat ball” and “I really like this place bekaus” he should pronounce “Because”.

In this meeting, student B looked enthusiastic when describing his final task, there is no significant difficulty found, but in the middle of the presentation, he said “And the eders” he must pronounce “And the others. After that he looked unfocused
because one student bother him, so student B spoke very fast and there is one sentence that was not clear and he repeated it.

Student C as the next presenter looked a little more enjoyable than before. Student C got an error pronunciation of “There are a lot of small ships” the true pronunciation. From his written text, student C made a similar concept as before, because he used a simple explanation without telling his experience, not too specific but the information could be understood. After presented, he asked “Ustadzah I tidak nervous kan? Tapi sebenarnya I masih takut dan mencoba untuk keep calm”.

Before student 2 started the presentation, he asked “Ustadzah anna tidak ready tampil, selesai lomba saya izin pulang and baru sampai semalam”. The researcher responded, “Come on student 2, Ustadzah believe you can do it!”. “Not yet Ustadzah” “Okay. Ustadzah dan teman-teman akan bantu you, perform sebisa kamu!” He nodded when the researcher asked, “let’s start, fighting kamu bisa!” During student 2 described Gentala Arasy, he always freeze and tried to remember the next sentence. Occasionally, student 2 looked at the researcher and his group mates. The researcher appreciated it, and it was made motivated. Although, student 2 made a lot of mistakes and error pronunciations.

The next speaker is student D. When she described this place, the researcher found something different from the previous cycle, student D looked enthusiastic and said “Ustadzah, InsyaAllah I am ready!”. From her presentation, the researcher found three mispronunciations and two grammatical errors, and in the middle of the performance she freezes in 7 seconds.

The researcher concluded that student B has made a few improvements, and once she was motivated, she always asked questions to ensure she understood her task. E is the final presenter. The researcher attempted to persuade him during this meeting, but he refused to perform and did not complete the task.

![Picture 4.6: Students’ Presentation](image-url)
From these findings result in cycle three, the researcher concluded the several reminders;

1. In each cycle, the researcher often found students’ mispronunciations. From video recording data, almost all of the students got one mispronunciation. It shows that in this meeting, the students have significant improvement.

2. Most of the students could describe the text, they understand the writing concept.

3. The students built their confident, and they also motivated each other.

4. Started three students, in this cycle the researcher found only one student cooperated with the treatments properly.

The researcher analyzed students’ written and speaking task after completing all activities, and each student took the speaking task. The research discovered students’ English speaking skills after two sessions of learning English using *Google Map*.

### 4.1.3.4 Reflection

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 faced a 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.

4.2 Discussions

4.2.1 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.

### 4.2.2 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.
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.
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SECIDZERPA
Appendix 1
SYLABUS

Satuan Pendidikan : MTs Tarbiyah Islamiyah
Mata Pelajaran     : Bahasa Inggris
Kelas/Semester     : VII/2 (Genap)

Standar Kompetensi (KI):

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial dana lam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok dan Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Sumber</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5</td>
<td><strong>Fungsi sosial</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, tempat, dan benda dari segi sifatnya.</td>
<td><strong>Menyimak dan menirukan guru menanyakan serta berdiskusi dengan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</strong></td>
<td>Mampu mengidentifikasi, mendeskripsikan, dan mengkritisi orang, hewan, benda, berdasarkan konteks</td>
<td>When English Rings a Bell Kelas VII Cetakan Ke-3</td>
</tr>
<tr>
<td></td>
<td><strong>Struktur teks</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Memulai</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>✓ Menanggapi (diharapkan/di luar dugaan)</td>
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<td></td>
<td><strong>Unsur kebahasaan</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Pernyataan dan pertanyaan terkait sifat orang, benda, binatang</td>
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<td></td>
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<tr>
<td></td>
<td>✓ Kosa kata, terkait dengan ciri fisik (a.l. red, big, dark, loud), selera (a.l. nice, beautiful, cute), mental (a.l. clever, smart), psikologis (a.l. happy, sad),</td>
<td></td>
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<tr>
<td></td>
<td><strong>Menyimak dan menirukan guru menanyakan serta berdiskusi dengan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</strong></td>
<td>Mampu mengidentifikasi, mendeskripsikan, dan mengkritisi orang, hewan, benda, berdasarkan konteks</td>
<td>When English Rings a Bell Kelas VII Cetakan Ke-3</td>
<td></td>
</tr>
</tbody>
</table>
| disapponted, angry, wild), budi (a.l. kind, good, polite) | • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah  
• Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya  
• Bertanya jawab tentang sifat orang, benda, binatang terkenal  
• Melakukan refleksi tentang proses dan hasil belajarnya |
| Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | Topik  
- Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI |
<table>
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<th>Kompetensi Dasar</th>
<th>Materi Pokok dan Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Sumber</th>
</tr>
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<tbody>
<tr>
<td>3.6</td>
<td>mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunanya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)</td>
<td>Topik</td>
<td>✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik</td>
<td>When English Rings a Bell Kelas VII Cetakan Ke-3</td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial</td>
<td>Menyimak guru membaca beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar • Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar • Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal • Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya</td>
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<td></td>
<td>Struktur teks</td>
<td>✓ Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unsur kebahasaan</td>
<td>✓ Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda ✓ Kalimat deklaratif (positif dan negatif) dalam simple present tense ✓ Kalimat interogatif: Yes/No question; Wh-question ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks</td>
<td>Topik</td>
<td>✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik</td>
<td>When English Rings a Bell Kelas VII Cetakan Ke-3</td>
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<tr>
<td>Kompetensi Dasar</td>
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<tr>
<td>3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td><strong>Fungsi sosial</strong>&lt;br&gt;✓ Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik</td>
<td>• Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik&lt;br&gt;• Bertanya tentang informasi yang terkait di dalam teks tersebut.&lt;br&gt;• Menggunakan alat analisis (tabel atau bagan mind-map) untuk</td>
<td>✓ Sikap social dan spiritual : observasi&lt;br&gt;✓ Pengetahuan: Tulis PG&lt;br&gt;✓ Keterampilan: Praktik</td>
<td>When English Rings a Bell Kelas VII Cetakan Ke-3</td>
</tr>
<tr>
<td>4.7 Teks Deskriptif</td>
<td><strong>Struktur teks</strong>&lt;br&gt;1. Dapat mencakup:&lt;br&gt;✓ identifikasi (nama keseluruhan dan bagian)&lt;br&gt;✓ sifat yang menjadi pencirinya&lt;br&gt;✓ fungsi, perilaku, manfaat, tindakan,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4.72 | Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks  

2. **Unsur kebahasaan**  
   ✓ Kalimat deklaratif (positif dan negatif), dan interrogatif (*Yes/No question; Wh-question*), dalam *simple present tense*  
   ✓ Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.  
   ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  

**Topik**  
✓ Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI  

mempelajari sistematika deskripsi yang diterapkan  
- Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/mempromosikan  
- Dalam kelompok membuat proyek kecil: dengan bantuan *mind-map*, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan  
- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya  
- Melakukan refleksi tentang proses dan hasil belajarnya |
### Chapter 8 | alokasi Waktu : 4 JP (2 Pertemuan)

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok dan Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Sumber</th>
</tr>
</thead>
</table>
| 3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *passive voice*) | **Fungsi sosial**  
✓ Mendeskripsikan, memaparkan secara obyektif  
**Struktur teks**  
✓ Memulai  
✓ Menanggapi (diharapkan/di luar dugaan)  
**Unsur kebahasaan**  
✓ Kalimat *deklaratif* dan *interogatif* dalam *passive voice*  
✓ Preposisiby  
✓ *Nomina singular* dan *plural* dengan atau tanpa *a, the, this, those, my, their, dsb.*  
✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | • Membaca dan mencermati beberapa deskripsi tentang makanan khas dengan banyak menggunakan kalimat pasif  
• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil dari teks dengan ejaan dan tanda baca yang benar  
• Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif  
• Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar  
• Melakukan refleksi tentang proses dan hasil belajarnya | ✓ Sikap social dan spiritual : observasi  
✓ Pengetahuan: Tulis PG  
✓ Keterampilan: Praktik | When English Rings a Bell Kelas VII Cetakan Ke-3 |
| 4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasiterkaitkeadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dansesuaitekonteks. (perhatikan unsur kebahasaan *passive voice*) | | | |
Appendix 2
## LESSON PLAN

<table>
<thead>
<tr>
<th>A. Kompetensi Inti</th>
<th>B. Kompetensi Dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata</td>
<td>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda, dan tempat sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)</td>
</tr>
<tr>
<td>Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</td>
<td>Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, benda, dan tempat dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</td>
</tr>
</tbody>
</table>

### C. Tujuan Pembelajaran

Melalui Kegiatan pembelajaran ini Siswa diharapkan mampu:

1. Menghayati dan mengamalkan materi It’s a beautiful day! sebagai bentuk penghayatan dan pengamalan ajaran agama yang dianutnya.
2. Berperilaku disiplin, percaya diri, dan mampu melakukan percakapan Ask for and give information related to the qualities of people, animals and things, in order to describe, to criticize or praise them dengan ucapan dan tekanan kata yang benar.
3. Menulis ungkapan mengenai tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda.

### D. INDIKATOR HASIL PEMBELAJARAN

Setelah mempelajari materi pembelajaran ini, peserta didik diharapkan dapat:

1. Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, benda, dan tempat secara lisan dan tulisan.
2. Bertanya dan mendeskripsikan benda, binatang, orang, dan tempat.
3. Memuji ataupun mengkritik.

### E. Tujuan Pembelajaran

1. Text khusus dalam bentuk descriptive text.
2. Klasifikasi kata yang digunakan dalam text descriptive (identification, description, criticize, and to praise).
3. Action verb (simple present tense, adjective, and preposition of place).
F. Metode Pembelajaran
Pendekatan: Scientific Learning
Strategi: Diskusi kelompok dan penugasan
Model pembelajaran: Discovery Learning

G. Media, Alat, dan Sumber Pembelajaran
Media: Buku guru, buku siswa, text descriptive, and Google Map
Alat: Laptop and projector

H. Langkah-langkah Pembelajaran

CYCLE 1
Pertemuan ke-1:

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Guru masuk ke kelas 10 menit lebih awal dengan menyiapkan semua alat yang akan digunakan dalam proses pembelajaran.</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td>Guru mengucapkan salam, memberi sapaan, dan menanyakan kondisi siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru meminta ketua kelas untuk memimpin do’a dalam instruksi bahasa inggris yang telah diajarkan dan mengabsen kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru memberikan informasi mengenai tujuan pembelajaran dan bagaimana guru akan mengimplementasikan Google Map di dalam pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru meminta peserta didik untuk duduk per kelompok.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>5. Presentation Stage</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>Guru memperlihatkan foto Taman Anggrek Sri Sudewi yang di ambil dari Google Map.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru dan siswa melakukan tanya jawab terkait apa yang mereka tenukan di foto.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru dan siswa menemukan informasi umum dari foto yang ditampilkan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru memberikan contoh bagaimana mendeskripsikan serta memberi tanggapan secara tulisan dan lisan.</td>
<td></td>
</tr>
<tr>
<td>Practice Stage Control</td>
<td>20 menit</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>• Siswa mengulangi kembali contoh yang diberikan guru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Siswa mengulangi dimana lokasi itu berada atau menggunakan preposition of place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Siswa menceritakan ciri-ciri dari gambar yang ditampilkan mulai dari bentuk general ke spesifik.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Siswa menggunakan kata sifat untuk mendeskripsikan suatu tempat (participial adjective).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pada conclusion, siswa memberikan komentar mereka dan memuji keistimewaan tempat tersebut.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further Practice Stage</th>
<th>20 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa berdiskusi dalam kelompok</td>
<td></td>
</tr>
<tr>
<td>• Peserta didik berdiskusi menyelesaikan tugas yang diberikan berupa gambar tempat yang ditampilkan pada slide (Sengeti market). Kemudian siswa menggambarkan tempat berdasarkan outline yang sudah guru berikan.</td>
<td></td>
</tr>
<tr>
<td>• Siswa melaporkan hasil diskusi.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penutup</th>
<th>5 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru melakukan proses Tanya jawab terhadap materi yang telah diajarkan.</td>
<td></td>
</tr>
<tr>
<td>• Guru melakukan refleksi terhadap proses pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan materi pembelajaran untuk pertemuan selanjutnya dengan menyiapkan topic yang mereka pilih tentang objek wisata yang ada di Indonesia.</td>
<td></td>
</tr>
<tr>
<td>• Guru mengakhiri kegiatan pembelajaran dengan memberikan motivasi dan menutup pelajaran.</td>
<td></td>
</tr>
</tbody>
</table>
## Pertemuan ke-2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | - Guru masuk ke kelas 10 menit lebih awal dengan menyiapkan semua peralatan yang akan digunakan dalam proses pembelajaran.  
- Guru mengucapkan salam, memberi sapaan, dan menanyakan kondisi siswa.  
- Guru meminta ketua kelas untuk memimpin do’a dalam instruksi bahasa inggris yang telah diajarkan dan mengabsen kehadiran siswa.  
- Guru mereview materi sebelumnya. | 5 menit       |
| Inti       | 6. Production Stage  
- Guru memberikan waktu untuk mempersiapkan persentasi.  
- Siswa mepersentasikan hasil diskusi mereka per grup.  
- Siswa memberikan komentar terhadap persentasi teman nya.  
- Siswa mengumpulkan tugas tertulis secara berkelompok. | 5 menit 45 menit |
| Penutup    | - Guru dan siswa memberikan kesimpulan  
- Guru melakukan proses Tanya jawab dan secara tidak langsung dapat merangkum materi yang telah diajarakan.  
- Guru melakukan refleksi tentang kegiatan pembelajaran hari ini  
- Guru mengakhiri kegiatan pembelajaran. | 10 menit     |
Pertemuan ke-3  
Final Task 1

<table>
<thead>
<tr>
<th>Deskripsi Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan</strong></td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan salam, menyapa siswa, dan melakukan absensi kehadiran.</td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan tentang struktur penilaian.</td>
<td>5 menit</td>
</tr>
<tr>
<td><strong>Inti</strong></td>
<td></td>
</tr>
<tr>
<td>Siswa mengumpulkan task dan melakukan persentasi</td>
<td>60 menit</td>
</tr>
</tbody>
</table>

**CYCLE 2**

**Pertemuan ke-1:**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan</strong></td>
<td></td>
<td>5 menit</td>
</tr>
<tr>
<td>- Guru masuk ke kelas 10 menit lebih awal dengan menyiapkan semua peralatan yang akan digunakan dalam proses pembelajaran.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru mengucapkan salam, memberi sapaan, dan menanyakan kondisi siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru meminta ketua kelas untuk memimpin do’a dalam instruksi bahasa inggris yang telah diajarkan dan mengabsen kehadiran siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan infomasi mengenai tujuan pembelajaran dan bagaimana guru akan mengimplementasikan Google Map di dalam pembelajaran.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru meminta peserta didik untuk duduk per kelompok.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inti</strong></td>
<td>7. <strong>Presentation Stage</strong></td>
<td>15 menit</td>
</tr>
<tr>
<td>- Guru membuka Google Map dan memperlihatkan foto Candi Muaro Jambi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan penjelasan bagaimana menyajikan informasi yang didapatkan melalui piramida terbalik, cara ini</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
digunakan guru untuk memudahkan siswa menentukan informasi dari umum ke khusus.

- Guru dan siswa melakukan tanya jawab terkait apa yang mereka temukan di foto.
- Guru dan siswa menemukan informasi dari foto yang ditampilkan.
- Siswa melaporkan hasil diskusi dari sketsa pyramid yang mereka buat.

<table>
<thead>
<tr>
<th>Practice Stage Control</th>
<th>20 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa mengulangi kembali contoh yang telah diberikan.</td>
<td></td>
</tr>
<tr>
<td>• Siswa menjelaskan bagaimana cara mepresentasikan ulang tentang Candi Muaro jambi kedalam bentuk tulisan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further Practice Stage</th>
<th>20 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa berdiskusi dan berlatih bagaimana cara mengucapkan setiap kalimat.</td>
<td></td>
</tr>
<tr>
<td>• Guru membantu siswa yang masih kesulitan dalam mengucapkan kalimat Bahasa Inggris.</td>
<td></td>
</tr>
<tr>
<td>• Guru mengarahkan siswa untuk melihat gambar yang telah disajikan dan mengingat point-point pyramid saat menjelaskan secara lisan.</td>
<td></td>
</tr>
</tbody>
</table>

Penutup

- Guru memberikan catatan penting terhadap apa yang telah mereka pelajari (observe); the name of place, making the illustration of a pyramid figure, and connecting in each sentence. Remember the several keywords; using simple present tense, the preposition of place, participial adjective and giving opinion.
- Guru memberikan materi pembelajaran untuk pertemuan selanjutnya dengan menyiapkan topic yang mereka pilih tentang objek wisata yang ada di Indonesia.
- Guru menutup pelajaran.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>5 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru memberikan catatan penting terhadap apa yang telah mereka pelajari (observe); the name of place, making the illustration of a pyramid figure, and connecting in each sentence. Remember the several keywords; using simple present tense, the preposition of place, participial adjective and giving opinion.</td>
<td></td>
</tr>
<tr>
<td>• Guru memberikan materi pembelajaran untuk pertemuan selanjutnya dengan menyiapkan topic yang mereka pilih tentang objek wisata yang ada di Indonesia.</td>
<td></td>
</tr>
<tr>
<td>• Guru menutup pelajaran.</td>
<td></td>
</tr>
<tr>
<td>Kegiatan</td>
<td>Deskripsi Pembelajaran</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pendahuluan</td>
<td>• Guru masuk ke kelas 10 menit lebih awal dengan menyiapkan semua peralatan yang akan digunakan dalam proses pembelajaran. • Guru mengucapkan salam, memberi sapaan, dan menanyakan kondisi siswa. • Guru meminta ketua kelas untuk memimpin do’a dalam instruksi bahasa inggris yang telah diajarkan dan mengabsen kehadiran siswa. • Guru mereview materi sebelumnya.</td>
</tr>
<tr>
<td>Inti</td>
<td><strong>8. Production Stage</strong></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan waktu untuk mepersiapkan persentasi. • Siswa mepersentasikan hasil diskusi mereka per grup. • Siswa memberikan komentar terhadap persentasi teman nya. • Siswa mengumpulkan tugas tertulis secara berkelompok.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Penutup</td>
<td>• Guru dan siswa memberikan kesimpulan • Guru melakukan proses Tanya jawab dan secara tidak langsung dapat merangkum materi yang telah diajarakan. • Guru melakukan refleksi tentang kegiatan pembelajaran hari ini • Guru menutup pelajaran.</td>
</tr>
</tbody>
</table>
Pertemuan ke-3
Final Task 1

<table>
<thead>
<tr>
<th>Deskripsi Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td></td>
</tr>
<tr>
<td>· Guru memberikan salam, menyapa siswa, dan melakukan absensi kehadiran.</td>
<td>5 menit</td>
</tr>
<tr>
<td>· Guru menjelaskan tentang struktur penilaian.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>Siswa mengumpulkan task dan melakukan persentasi 60 menit</td>
</tr>
</tbody>
</table>

**CYCLE 3**

Pertemuan ke-1:

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Guru masuk ke kelas 10 menit lebih awal dengan menyiapkan semua peralatan yang akan digunakan dalam proses pembelajaran.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Guru mengucapkan salam, memberi sapaan, dan menanyakan kondisi siswa.</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td>· Guru meminta ketua kelas untuk memimpin do’a dalam instruksi bahasa inggris yang telah diajarkan dan mengabsen kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>9. Presentation Stage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Guru memperlihatkan foto Danau Sipin</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>· Guru meriview kembali bagaimana menyusun ilustrasi konsep dari pyramida terbalik</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Guru dan siswa melakukan tanya jawab terkait apa yang mereka temukan di foto.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Siswa menemukan informasi dari foto yang ditampilkan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Setiap grup ada 2 siswa memberikan pendapat terkait informasi yang telah mereka dapatkan.</td>
<td></td>
</tr>
<tr>
<td>Practice Stage Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Dua siswa yang lainnya dalam tiap grup mengulangi kembali contoh yang diberikan oleh temannya dan menyayikan kedalam bentuk teks singkat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa mengulangi dimana lokasi itu berada atau menggunakan preposition of place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa menceritakan ciri-ciri dari gambar yang ditampilkan mulai dari bentuk general ke spesifik.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa menggunakan kata sifat untuk mendeskripsikan suatu tempat (participial adjective).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pada conclusion, siswa memberikan komentar mereka dan memuji keistimewaan tempat tersebut.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further Practice Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Siswa berdiskusi dalam kelompok</td>
</tr>
<tr>
<td>- Peserta didik berdiskusi menyelesaikan tugas yang diberikan berupa gambar tempat yang ditampilkan pada slide (Jambi Paradise). Kemudian siswa menggambarkan tempat berdasarkan outline yang sudah guru berikan.</td>
</tr>
<tr>
<td>- Siswa melaporkan hasil diskusi.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru melakukan proses Tanya jawab terhadap materi yang telah diajarkan.</td>
</tr>
<tr>
<td>- Guru melakukan refleksi terhadap proses pembelajaran.</td>
</tr>
<tr>
<td>- Guru memberikan materi pembelajaran untuk pertemuan selanjutnya dengan menyiapkan topic yang mereka pilih tentang objek wisata yang ada di Indonesia.</td>
</tr>
<tr>
<td>- Guru mengakhiri kegiatan pembelajaran.</td>
</tr>
</tbody>
</table>
### Pertemuan ke-2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan</strong></td>
<td>• Guru masuk ke kelas 10 menit lebih awal dengan menyiapkan semua peralatan yang akan digunakan dalam proses pembelajaran. • Guru mengucapkan salam, memberi sapaan, dan menanyakan kondisi siswa. • Guru meminta ketua kelas untuk memimpin do’a dalam instruksi bahasa inggris yang telah diajarkan dan mengabsen kehadiran siswa. • Guru mereview materi sebelumnya.</td>
<td>5 menit</td>
</tr>
<tr>
<td><strong>Inti</strong></td>
<td><strong>10. Production Stage</strong>&lt;br&gt;• Guru memberikan waktu untuk mepersiapkan persentasi. • Siswa mepersentasikan hasil diskusi mereka per grup. • Siswa memberikan komentar terhadap persentasi teman nya. • Siswa mengumpulkan tugas tertulis secara berkelompok.</td>
<td>5 menit 45 menit</td>
</tr>
<tr>
<td><strong>Penutup</strong></td>
<td>• Guru dan siswa memberikan kesimpulan&lt;br&gt;• Guru melakukan proses Tanya jawab dan secara tidak langsung dapat merangkum materi yang telah diajarkan.&lt;br&gt;• Guru melakukan refleksi tentang kegiatan pembelajaran hari ini&lt;br&gt;• Guru menutup pelajaran.</td>
<td>10 menit</td>
</tr>
</tbody>
</table>

### Pertemuan ke-3 (Final Task 1)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan</strong></td>
<td>• Guru memberikan salam, menyapa siswa, dan melakukan asbsensi kehadiran. • Guru menjelaskan tentang struktur penilaian.</td>
<td>5 menit</td>
</tr>
<tr>
<td><strong>Inti</strong></td>
<td>Siswa mengumpulkan task dan melakukan persentasi</td>
<td>60 menit</td>
</tr>
</tbody>
</table>
Appendix 3
### RESEARCHER'S NOTES

#### Cycle One

<table>
<thead>
<tr>
<th>No.</th>
<th>Researcher’s activities</th>
<th>Students’ activities</th>
<th>Problems based on the researcher’s note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There are several times when the researcher said not slowly and not making stress in each word. For example, when the researcher showed the picture of Sri Soedewi orchid garden and asked them “where is that?”</td>
<td>The students enthusiast to listen the researcher’s instruction and they saw the picture. After that, no one of students answered the researcher’s question.</td>
<td>The students difficult to understand what the researcher said if the researcher said not spontaneous slowly.</td>
</tr>
<tr>
<td>2.</td>
<td>The researcher gave one example about Sri Soedewi orchid garden, after that the researcher asked students to observe the picture, to find out Description of Place; Identity and criticize of place or praise of place; characteristics.</td>
<td>The students observed the picture, and then the students share their idea.</td>
<td>The students difficult to made the general information until specific information.</td>
</tr>
<tr>
<td>3.</td>
<td>After the researcher asked students to observe the picture, and to find out description of place.</td>
<td>The students observe the picture, most of students stammered to made a sentence. Third students’ difficulty is to connect the first sentence to the next sentence.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>After the researcher asked a simple question to students, for example; when the researcher asked “Can you tell me about this place?”.</td>
<td>Most of students responded spontaneity with their native language.</td>
<td>The students were tendency to speak in their native language.</td>
</tr>
</tbody>
</table>

#### Cycle Two

<table>
<thead>
<tr>
<th>No.</th>
<th>Researcher’s activities</th>
<th>Students’ activities</th>
<th>Problems based on the researcher’s note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In the first meeting on cycle two, the researcher should to remind the students how to recreate a simple simulation in the several times.</td>
<td>The students listened the researcher’s instruction; the otherwise there are three students looked so confused.</td>
<td>The three students difficult to get the point trough the researcher explain.</td>
</tr>
<tr>
<td>2.</td>
<td>The researcher monitored the group presentation.</td>
<td>All of group presented their work.</td>
<td>One of member in group B broke the rules and he spoke in Bahasa Indonesia. The same phenomenon in a group A. one student focused on memorizing the text and he forgot the concept.</td>
</tr>
<tr>
<td>3.</td>
<td>The researcher monitored and took video recording data from each student.</td>
<td>When students preparing the presentation, most of them looked very nervous and said that “Setiap third meeting, kami selalu nervous Ustadzah, and blank”</td>
<td>“When the researcher did not taking video recorder, most of students felt not nervous. It need more practice for individual presentation”.</td>
</tr>
</tbody>
</table>
Cycle Three

<table>
<thead>
<tr>
<th>No.</th>
<th>Researcher’s activities</th>
<th>Students’ activities</th>
<th>Problems based on the researcher’s note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In the beginning of teaching and learning process, the researcher chosen two students explained how to make a simple concept about description place, and three students delivered how to make a description of place based on the pyramid table.</td>
<td>Five students listened the researcher’s instruction, and they did it.</td>
<td>All of students enough understand both of researcher’s instruction, but only student E had little confused and he not very active to explained.</td>
</tr>
<tr>
<td>2.</td>
<td>The researcher monitored and took video recording data from each student.</td>
<td>When students preparing the presentation, most of them looked very nervous and said that “Setiap third meeting, kami selalu nervous Ustadzah, and blank”.</td>
<td>“When the researcher did not taking video recorder, most of students felt not nervous. It need more practice for individual presentation”.</td>
</tr>
</tbody>
</table>
Appendix 4
INTERVIEW TRANSCRIPTION

1. Students’ interview in cycle one

The researcher interviewed the students after they completed all aspects in the learning and teaching process activities, which included three meetings in a cycle, and the students, replied to the researcher's questions. Before the students gave their views, the researcher explained the rules of the interview and inquired about whatever parts they did not understand.

There were 3 students which randomly did interview at class, and then the researcher asked to all of students that in this cycle only two students that have been interviewed. When interviewed has started, all of students waited outside the classroom expected two students. Here the summarized transcript from interview in cycle one. The researcher greeted to student 1 and the student introduced himself and the student responded the researcher’s said.

(After the researcher asked the first question. To be sure, the researcher repeated the essence of the question).

Student 3 : “I am so happy”
Researcher : “What is the reason?”
Student 3 : “Because, I can see the picture directly and I can easily describe the place”.

Researcher : “Do you know description text?” (The researcher repeated the question more slowly until the student got the point).

Student 3 : “Description of the text is to tell something, like people, things, and place” (He said not people but table, thus he clarified the true answered. Next he said not things but text, thus the researcher repeated his answered and the student 1 said things).

Researcher : “How was your activeness in the classroom when study by using Google Map?”

Student 3 : “I am very activeness, because I like to try speaking in English especially in a group and presentation”.

Researcher : “How was your writing skill and speaking performance in the classroom?”

Student 3 : “I feel great Ustadzah, before I perform in front of the class I always made concept to write description of the text but I really like to speak directly”.
**The next interviewer**

**Researcher** : “How do you feel when you learn English using Google Map?”
**Student A** : “I am so happy, because we can see clearly the place and I would find it difficult to make a description of the place without looking at the object”.

**Researcher** : “Do you know description text?”
**Student A** : “Yes, I know. Description of the text is describe or to tell something. There are three types of description of the text; description of place, description of people, description of things”.

**Researcher** : “How was your activeness in the classroom when study by using Google Map?” (The researcher repeated and made the simple meaning of the question)

**Student A** : “When I was in group B, I think I am very activeness person. I learned how to made description of text and tell what I know about the place. After that I learned to speak in English language in front of the class. I am very nervous to speak in English but I can do it”.

**Researcher** : “The last question for you, How was your writing skill and speaking performance in the classroom?”
**Student A** : “In writing skill, I can train my brain to make a simple concept from Google Map by using my visual and. In speaking skill, I learned how to speak in English. And I must to study hard about it”.

**Next interviewer**

**Researcher** : “How do you feel when you learn English using Google Map?”
**Student C** : “I am happy. Because after seeing the picture, we can discuss how to describe the place, and if I do not understand, my friend taught and helped me”.

**Researcher** : “Do you know description text?”
**Student C** : “Description of the text is to describe about something; place, things, and people”.

**Researcher** : “How was your activeness in the classroom when study by using Google Map?”
**Student C** : “I like to do a presentation in groups and one by one. When Ustadzah asked us to create a description of the place about Siginjay Museum because last year we visited this place and my friend can help me to share their idea”.

**Researcher** : “The last question for you, How was your writing skill and speaking performance in the classroom?”
**Student C** : “Before Ustadzah told us, I only liked to speak direct, especially someone asked a familiar question, and I was so lazy to write. But making some notes before telling something is very useful”.

---

2. **Students’ interview in cycle two**

Similarly to the previous cycle, in the second cycle, the researcher recorded data from students’ interviews at the end of the meeting. There are three students were interviewed randomly in this session. The researcher subsequently informed
that three students would be interviewing. Before starting it, other students waited outside the classroom. The following is an overview of the transcript from the first cycle interview. The researcher greeted student 1, who introduced himself and reacted to what the researcher said. The researcher greeted to student 1 and the interviewer introduced himself.

(After the researcher asked the first question. To be sure, the researcher repeated the essence of the question).

Student 1 : “I am so great”

Researcher : “Why do you feel so great?”

Student 1 : “Because, I am very proud, because I can see and describe a lot of tourism in Indonesia. And through Google Map can make it easier for me to create text”.

Researcher : “Do you know description text?” (The researcher repeated the question more slowly until the student got the point).

Student 1 : “Description of the text is to describe something, such as to tell about our boarding school or description of the place, people, and things.” (He said not place but things, then the researcher assisted student 1 to repeat his statement, and he clarified the true answer).

Researcher : “How was your activeness in the classroom when study by using Google Map?”

Student 1 : “Not very active, because I like the discussion stage when Ustadzah asked me to observe the picture”.

Researcher : “How was your writing skill and speaking performance in the classroom?”

Student 1 : “It is a good, ustadzah said to wrote a concept before perform, after that I tell about description of the place. But I like to write and read than speak, because writing is my hobby”.

Researcher : “How about speaking performance? Are you nervous?”

Student 1 : “No, because I am used to writing and drafting so when performing speaking, I am used to it”.

Next interviewer

Researcher : “How do you feel when you learn English using Google Map?“

Student E : “I am happy, because I can see picture and it is easy to me to write and tell something”.

Researcher : “Do you know description text?” (The researcher repeated the question several times and changed it into a simple question).

Student E : “Description of the text to describe about people, things, and place

Researcher : “How was your activeness in the classroom when study by using Google Map?” (The researcher repeated and made the simple meaning of the question).

Student E : “I learned how to made description of text and explain about
the place”.

Researcher: “The last question for you, How was your writing skill and speaking performance in the classroom?”.

Student E: “In writing stage, I am too lazy to write, and I like speak”.

**Next interviewer**

Researcher: “How do you feel when you learn English using Google Map?”

Student 4: “I am good. Learning English with Google Map it is so fun, because I can explore the place from the picture”.

Researcher: “Question number two, do you know description text?”.

Student 4: “I know, description of the text is to describe about something; places, friends, and things”.

Researcher: “How was your activeness in the classroom when study by using Google Map?”.

Student 4: “I only like discuss in a group, because my friends can teach”

Researcher: “The last question, How was your writing skill and speaking performance in the classroom?”.

Student 4: “I felt very nervous rather than writing stage”.

**3. Students’ interview in cycle three**

Similarly to the previous cycle, in the second cycle, the researcher recorded data from students’ interviews at the end of the meeting. There are three students were interviewed randomly in this session. The researcher subsequently informed that three students would be interviewing. Before starting it, other students waited outside the classroom. The following is an overview of the transcript from the first cycle interview. The researcher greeted student 1, who introduced himself and reacted to what the researcher said. The researcher greeted to student 1 and the interviewer introduced himself.

**Next interviewer**

Researcher: “How do you feel when you learn English using Google Map?”

(After the researcher asked the first question. To be sure, the researcher paraphrase with the simple question).

Student B: “I am so happy, because learning English by using picture is very interesting, and then it can help me to describe about the place”

Researcher: “Do you know description text?” (The researcher repeated the question for 2 times).

Student B: “Description of the text is to describe about the place, things, and people.” (He said very slowly).

Researcher: “How was your activeness in the classroom when study by using Google Map?”.
Student B: “There are so many activities in the classroom during learning English by using Google Map, such as discussion, writing, and presentation. From all activities if I prepare make a good concept I will enjoy to present in the classroom”.

Researcher: “How was your writing skill and speaking performance in the classroom?”.

Student B: “For the first time, I am so lazy to write the concept, and I really like to speak directly although it hard to pronounce. The fact is I always lose my mind when perform in the classroom and the story unconnected, so now I am trying to increase both”.

Next interviewer
Researcher: “How do you feel when you learn English using Google Map?”
Student 5: “I feel good, because it easy to know where is the place and I can observe the picture”.
Researcher: “Do you know description text?”.
Student 5: “We learn describe about things, people, and description of the place”.
Researcher: “How was your activeness in the classroom when study by using Google Map?”. (The researcher repeated and made the simple meaning of the question)”.
Student 5: “I always feel confident when study with my friend in a group, because we can discuss and learn together”.
Researcher: “The last question for you, How was your writing skill and speaking performance in the classroom?”.
Student 5: “I am grateful to learn English trough implementation of Google Map, because I learn how to write description of place and practice my English. I got a lot of idea when writing stage in a group and also presented the text with my friend it reduced self-confidence”.

Next interviewer
Researcher: “How do you feel when you learn English using Google Map?”
Student 2: “It’s so fun. Because I can see the real picture about the place and it can help me to describe”.
Researcher: “Do you know description text?”.
Student 2: “For example is tables, it made from wood, tell about the size
Researcher: “So. You tell about the table, which types of descriptive does it belong to?”.
Student 2: “Description of thing. The other type is people and place”.
Researcher: “How was your activeness in the classroom when study by using Google Map?”.
Student 2: “I can learn to English with my friend”. (Student 2 only feel active when learn in a group, because he always memorize word by word without understand the meaning)
Researcher: “The last question for you, How was your writing skill and speaking performance in the classroom?”.
Student 4: “In writing skill, Ustadzah and friends always teach me such as arranging the sentences, giving some vocabularies. In speaking skill I really confused. because I am so nervous, I do know to
pronounce, and I do not really understand in some words”.

**Next interviewer**

**Researcher**: “How do you feel when you learn English using Google Map? “

**Student D**: “It’s very nice Ustadzah”

**Researcher**: “Can you tell me, why?”

**Student D**: “Because, I have been feeling more excited when use technology to describe something”.

**Researcher**: “Do you know description text?”.

**Student D**: “We talk about place, people, things”.

**Researcher**: “How was your activeness in the classroom when study by using Google Map?”.

**Student D**: “Hmm. Not really active, because I was not very active and even I missed the lesson a few times.

**Researcher**: “How was your writing skill and speaking performance in the classroom?”.

**Student D**: “I am too excited to perform but I still have to learn to speak English”.
## CLASSROOM OBSERVATION CHECKLIST

**Date**: April 13th, 2022  
**Cycle**: 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Explanation</th>
<th>Observation</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning</td>
<td>The researcher prepared lesson plan, teaching materials, attendance list, notes, audio-visual recorder, and projector. All of instruments were used to observe and evaluate the teaching process. The researcher employed textbook material from the syllabus of English topics used at Madrasah Tsanawiyah (MTs) based on the curriculum 2013.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Action</td>
<td>The researcher explained the use of Google Map trough description of place, how to find the information, to construct the text, and the feature of Google Map that can be used as a learning medium in teaching English.</td>
<td>No</td>
<td>- Greet the students and warm up the classroom atmosphere</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The researcher and students did questions and answers about what they found in the picture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The researcher and students find general information from the picture displayed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The researcher giving example; how to describe and respond in writing and verbally.</td>
</tr>
<tr>
<td>3</td>
<td>Observation</td>
<td>The researcher observed the students' participation in main activities to collect data throughout the teaching and learning process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reflection / evaluation</td>
<td>The researcher discussed the results of all actions conducted during teaching and learning. Which parts could run well or the difficulties faced by the researcher and students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Date: April 23rd May 11th and May 14th 2022  
Cycle: 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Explanation</th>
<th>Observation</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Revised</td>
<td>The researcher created new plan and teaching material as instructional</td>
<td>Yes</td>
<td>- The researcher greeted the students and started the class.</td>
</tr>
<tr>
<td></td>
<td>Planning</td>
<td>materials was creating to assist students in comprehending the</td>
<td>No</td>
<td>- The researcher provides an explanation of how to present information obtained through an</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lesson. Most revision was action since it was essential all activities of</td>
<td></td>
<td>inverted pyramid, this method is used by the teacher to make it easier for students to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>conducting the teaching practice. The revision were most done on the</td>
<td></td>
<td>determine information from general to specific.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>techniques and strategies in conducting the teaching itself.</td>
<td></td>
<td>- The researcher and students conduct the questions and answers related to what they find in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>photos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The researcher and students find information from photos displayed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students report the results of discussions from the pyramid sketches they made.</td>
</tr>
<tr>
<td>2.</td>
<td>Action</td>
<td>It was carried out in three meetings. The researcher explained descriptive</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>of place text. The students studied descriptive text and the theme;</td>
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<tr>
<td></td>
<td></td>
<td>tourism in Indonesia. Then the researcher gave them some tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Observation</td>
<td>The researcher documented the students' difficulties during and after the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>teaching and learning process. The researcher should remind them not to</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>use the full Indonesian language in cycle two. At last, three students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>struggled to grasp the writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
concept and convey the sentences. Most students were unconcerned at the third meeting of cycle two when the researcher did not take a video recorder. Individual presentations require more practice.

<p>| 4. Reflection / evaluation | Based on these reflected in cycle two, the study discovered four indicators; Students expressed an interest in learning English through <em>Google Map</em>. 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 <em>Google Map</em> in English classes will help them better understand the place's description. |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Explanation</th>
<th>Observation</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Revised Planning</td>
<td>The revision were most done on the techniques and strategies in conducting the teaching itself. Here there are several revisions for the further cycle: First. 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. Secondly, 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.</td>
<td>Yes</td>
<td>- The researcher would trigger to students’ comprehend in writing, students’ motivation to speak in English confidently, and the researcher also would to trigger three students who had difficulties describing the text, and it affects the presentation stage. Although the researcher’s treatments were used in cycle two, it might add the other treatment to support teaching and learning process.</td>
</tr>
<tr>
<td>2.</td>
<td>Action</td>
<td>The researcher followed up the previous action in cycle 1; The researcher presented and gave some pictures of the place. And the students complete task.</td>
<td>No</td>
<td>- The researcher gave picture and the students observed described the picture.</td>
</tr>
</tbody>
</table>
| 3.  | Observation | The researcher provided a simple concept to help students understand the topic, such as using body language when explaining the material, paraphrasing the new word in a simple                                                                                                                                                                                                                                                                                                                                                                                   |             | - The researcher gave the students task, the students discussed, and presented.  
- The students should make the concepts trough pyramid first, and they construct the text.                                                                                                                                                                                                                                                                                                                                 |
sentence, motivating students, and providing specific rules for using English in the classroom, though not in complete sentences.

| 4. Reflection / evaluation | In this stage, it showed that almost students’ great improvements while cycle three. First, the researcher grabs students’ attention to more focused. Second, most of students felt so happy when the researcher implements *Google Map* in teaching English, it was proven in the students’ interview. Third, most of students motivated to increase their production skill and conveying skill, it was proven at students’ activities and students’ interaction. Fourth, after passed cycle one until cycle two, the students improved their confident in speaking English. Fifth, most of students felt enthusiast to learn together and they was grateful in the discussion group, it was proven at students’ responds and production stage. Sixth, actually most of students understand the simulation concept and the ways to constructed description of place. | Student's participation and achievement. |