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.