



Google Maps App App Used to Enhance Students' Speaking Performance in Asking and Giving for Information

Eny Maulita Purnama Sari¹, Nurul Aini¹, Ahmad Efendi¹, Nihayatus Sholihah²

¹Universitas Nahdlatul Ulama Lampung, Indonesia

²MTs. N 2 Lampung Timur, Indonesia

Corresponding Author  ennymaulita42@gmail.com*

ABSTRACT

The Technology has proven to be a powerful instrument in enhancing students' enthusiasm and skills in learning English, both in written and spoken forms. Teachers are encouraged to implement creative, interest-based teaching strategies, such as the use of Google Maps App and educational software, to align with students' preferences and needs. This research investigated the effectiveness of the using Google Maps App as an interactive learning medium to enhance students' speaking performance in asking and giving for information at Madrasah Tsanawiyah Negeri 2 East Lampung. The research employs a qualitative descriptive method. The research involves the VIIa class, using a combination of observation, test and documentation for data collection. The findings describe that the using Google Maps App App in teaching speaking can enhance students' performance, motivation and engagement. The research also highlights the potential of using technology and internet-based learning to be an interactive learning medium. This research provides valuable insight for educators in the using technology to developing innovative teaching strategies to enhance students' speaking performance.

Keywords: *Role of Islamic Boarding Schools, Quality Islamic Education*

ARTICLE INFO

Article history:

Received

March 12, 2025

Revised

May 28, 2025

Accepted

June 15, 2025

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

The swift progression of information technology in today's globalized context has induced substantial transformations in the realm of education. The education sector must constantly adjust to technology advancements as global demands change, especially when attempting to improve the quality of instruction and learning. The integration of information and communication technology into educational practices is one of the most apparent manifestations of this adaptation (Buabeng, 2012). In today's society, technology plays a vital role in supporting various human activities, especially in professional and academic settings (Kalyani, 2024).

Technology has proven to be a powerful instrument in enhancing students' enthusiasm and skills in learning English, both in written and spoken forms. Teachers are encouraged to implement creative, interest-based teaching strategies, such as the use of *Google Maps App* and educational software, to align with students' preferences and needs. Bahadorfar and Omidvar (2010) stated that technology facilitates personalized learning experiences that can effectively support language development. However, challenges remain, particularly in students' ability to comprehend descriptive texts and convey information verbally. This underscores the importance of

applying appropriate and engaging teaching techniques, as emphasized by Ricards and Renandya (2002), who advocates for approaches that resonate with students' interests and are delivered in a motivating and purposeful manner.

Writing and speaking transactional interaction texts that entail providing and receiving information is one of the fundamental skills of seventh-grade junior high school students (Wahyuni, 2023). Researchers utilize *Google Maps App* as a learning medium to enhance the enthusiasm, speaking skills, and understanding of seventh-grade students in conveying information, particularly in descriptive texts about places. Based on observations, the use of *Google Maps App* is considered effective for students who have difficulty with vocabulary and structuring ideas (Wahyuni, 2023). In addition, the limitations of the textbooks and the conditions of students as the first generation in boarding schools are also considerations. To overcome these obstacles, researchers design fun and relevant learning activities so that students are able to identify, describe, and provide comments on people, places, and objects. Knapp and Watskin (2005) state that the description of a place can include a description of objects or people related to that location.

The researcher chose to use *Google Maps App* in the learning process. The researcher collaborated with teachers in grade seven of MTs. N 2 East Lampung. In the pre-survey, it was found that students were considered less enthusiastic about learning. Some students had difficulty choosing the right words when creating and conveying information about a place. To overcome this, the researcher designed fun and relevant learning activities with the second semester material, the main focus of which was on the skills of asking for and giving information about the characteristics of people, places, and objects. Thus, students are expected to be able to learn to identify, describe, and respond more effectively.

The advancement of technology used as visual media is expected to help prevent student misunderstandings; students can see and touch what is conveyed by the teacher. Students will see, understand, and remember the lesson. Lathuru (1988) stated that when someone hears, he will forget; when he sees, he will remember; when he is involved, he will learn. This statement shows that if the teacher only delivers material or information verbally, students will have difficulty remembering and understanding the information (Wahyuni, 2023).

The development of information technology in education is the application of scientific knowledge to learning that aims to achieve effective and efficient learning (Salsabila & Agustian, 2021). In line with research conducted by Ahmad (2012), the majority of both students and teachers expressed strong support for incorporating technological tools in English language instruction. Researchers believed that media technology boosts students' active engagement, making the learning experience more student-centered and enjoyable. In line with the research by Wu and Huang (2007), Engagement has been seen as a key concept in understanding how well kids learn in classroom environments.

Students benefit significantly through a trial-and-error learning process. However, the teacher's role remains essential, as they provide the necessary guidance on how to effectively utilize media technology to develop language skills.

Google Maps App app was an interactive multimedia; the use of this interactive media was done by Praheto et al., (2020), as interactive multimedia, computer-based media or technology is crucial for language acquisition. A Research by Wahyuni (2023) described an increase in active participations by students so that it can help realizing enjoyable English learning with the support of technological advances. These findings

align with the fact that multimedia technology has played an important role in teaching English, especially to non-native speakers (Pun, 2014). This research investigates how the *Google Maps App* app, as an interactive medium can enhance students' speaking performs in giving and asking for information, especially in place direction at MTs. N 2 East Lampung.

METHOD

The research used a descriptive qualitative approach. Bogdan and Biklen (1992) stated that qualities of qualitative research include being natural, descriptive, and focused on the process rather than just the final product's results. They also have a tendency to evaluate their data inductively, which is a crucial aspect of the qualitative approach.

The research was conducted by the VII/A students of MTs. N 2 East Lampung in academic year 2024/2025. The application of *Google Maps App* is used to enhance students' speaking performance in giving and asking for information about a place.

The data collection techniques were observation, speaking tests, documentation, self-reflection, and field notes. The research investigated the students' speaking performance in giving and asking for information about a place. *Google Maps App* as an interactive medium can foster students' motivation in enhancing contextual understanding and active engagement in the learning process. Students can learn interactively and visually. Students can explore real-life locations, the names of places, directions, and environmental descriptions in English.

RESULTS AND DISCUSSION

The research was conducted in four sessions and started by conducting preliminary research. The primary research used to investigate the information and observe the English teaching, especially in speaking skills, at MTs. N 2 East Lampung. Asking for information is one of the competencies in teaching descriptive text. Descriptive text is one type of text learned by the 7th-grade students. It is used to describe a particular thing or object, place, or person. The students were constructing information about some things, especially about the location of places, using *Google Maps App* media to enhance their speaking performance. This research collaborated with teachers; the researcher explained to the teachers the use of *Google Maps App* for learning before the research was conducted.

In the first session, the researcher introduced *Google Maps App* as a medium for learning English. Students were seen paying attention to the teacher, who explained the material, asking and giving information about the place. When the teacher described the direction to a place using *Google Maps App*, students looked enthusiastic about learning English because *Google Maps App* also has a direction feature accompanied by sound (when walking), so that it is easier for students to follow how to convey directions. Students showed greater concentration and attention during the explanation given by the teacher and researcher. In the first session, students were given the task of making a short dialogue and practicing it regarding the location information of a place in groups of 5 students. 4 groups completed the task, but the results showed that most students had difficulty in pronunciation, even though they were still allowed to read the dialogue, and 2 groups had not completed the task and did not present their results. Based on their writing, the researcher found that students were unable to explain the direction of a place in a structured manner, and students were afraid to read their group's results.

In the second session, the researcher reviewed the use of *Google Maps App* in providing directions to a place; in this session, students were invited to practice using *Google Maps App* in finding directions to a place. Students were grouped into 4 groups, each group led by a research team. Each group will go to a different place, namely the bank (BRI Raman Utara), Raman Utara Post office, Raman Utara police station, and Bang Jarwo restaurant. Students walk to the place using the directions provided by *Google Maps App*, so that students can understand the commands from *Google Maps App*, as well as when returning to school. Upon arrival in class, students answered each other *turn left, turn right, around 100m*, etc.

The students' responses showed that students could understand the commands to go to a place. Students were given the task of describing the direction to the place they were visiting. Students were given the task of writing the directions to the place they visited, while the researcher directed students in compiling systematic directions. The researcher focused on the speaking of students who had not completed their assignments in session 1. It is known that 7 students had dared to describe the direction by looking at *Google Maps App*, although there were still mistakes in pronunciation and the sentence structure was not appropriate, and 3 students refused to describe it because they still found it difficult to pronounce. The pronunciation errors might be inevitable among beginner students (Adriana, 2015).

After being observed, the three students seemed uncooperative in using the media; it turned out that the students had never used *Google Maps App* before and had difficulty understanding directions. So, the researcher re-explained the use of *Google Maps App* to the three students with the hope that in the next meeting, the students would be able to understand the information provided by *Google Maps App*. The results of the assessment of students' speaking abilities in sessions 1 and 2 were pre-tests taken by the researcher, with an average student score of 54.73, still far from the minimum standard score of 65. At the end of session 2, students were given homework to make directions from school to their respective homes to be presented in the third session.

In the third session, students looked more enthusiastic and excited when the learning process began. Students who had not presented their assignments in the previous session looked more prepared and showed a more cooperative attitude. The researcher was confident that students would be more active in learning in this session. The researcher began the learning process by reviewing the activities in the previous session and directions to the bank. Furthermore, the learning process continued with student presentations on giving information a place.

The class was randomly divided into 4 groups; each student was given 5 minutes to present their assignments without reading. In this session, an assessment was carried out as post-test 1. It was found that the average score of students in post-test 1 was 69.87, which described the difficulty of students in interpreting their assignments marked by fairly good performance scores; they tended to memorize the entire sentence they had previously composed. However, all students were able to present the direction well and confidently. Some students were more active in asking questions in other students' presentations. Like, how far is your house from school? Simple questions, but able to enliven the atmosphere in the group. The researcher helped students who almost failed to answer by providing clues to the answers, intending to facilitate the process of asking for and giving information about the place.

The next activity is post-test 2 to see the students' overall speaking ability. With the same task, students are given several places to be used as destinations to be visited

using *Google Maps App*, namely describing the direction to the market, post office, police post, and bank from the student's house.

In the fourth session, the researcher assessed the students' speaking performance based on their presentation. The atmosphere looked quiet; some students were seen smiling, and some looked nervous. The class began with a reflection of the third session by re-explaining the use of *Google Maps App* in learning speaking, including asking and giving directions to the place. The class was divided into 4 random groups, and the researcher collaborated with the teacher to assess the students' speaking skills. The results showed an increase in students' speaking skills; most of the students were able to interpret the worksheet results well, some got almost perfect scores, and there were still some who had not achieved a high enough score but were able to exceed the minimum threshold. The lowest score was 68, the highest score was 86, and the average class score was 79.4. Table 1 was the average of students' speaking scores on the pre-test, post-test 1, and post-test 2.

Table 1. Average Speaking scores of students in the pre-test and post-test

Type	≤65	≥ 65	Average
Pre-test	21 students	9 students	54,73
Post-test 1	3 students	27 students	69,87
Post-test 2	0 student	30 students	79,4

Based on Table 1 it shows an increase in the results of speaking performance of class VIIa students of MTs. N 2 East Lampung. The average value of students' speaking before using Google Map media was 54.73, while the KKM was 75. After the researcher provided Google Map media, posttest 1 showed an increase in the average value of students, which was 69.87. This increase was still considered less than the KKM, so with the use of *Google Maps App* in collaboration with student activities, in posttest 2, the average value of students reached 79.4. This shows significant progress; students can achieve the KKM that has been determined at the beginning of learning. These results highlight the effectiveness of *Google Maps App* as a medium to improve students' speaking performances.

Several improvements were noted during the research process. First, the researcher needed to encourage students to speak, especially by using mixed languages. Second, the researcher also needed to guide students as they worked on the worksheets. Third, the researcher believed that with the increasing activity of both students and the researcher in the learning process, students' speaking skills also improved. The researcher made the decision to halt the activity after reflecting that the teaching and learning process was progressing more effectively and that students were actively engaging in class discussions. The choice to halt the activity was made despite the researcher's difficulties answering the students' claims.

This research confirmed that using technology leads, most of the time, to increased motivation in students and to greater classroom participation (Baniabdelrahman, 2013; Ilter, 2009; W. C. V. Wu et al., 2011). The using *Google Maps App* is a good interactive medium to encourage students to speak up; it could make the teaching and learning process more interesting, and the impact is that students could give their responses using their speaking performance and *Google Maps App*. Students more easily to identify and understand the use of *Google Maps App* (Dewi & Sari, 2018). Learning styles and daily living are greatly impacted by technology integration, and in language

learning institutions, the usage of mobile technology yields a variety of positive reactions (Khan et al., 2021).

CONCLUSION

The research was conducted at MTs. N 2 East Lampung. The research aims to enhance students' English-speaking performance in the VII/a grade through *Google Maps App* as a medium. Several effective techniques have been identified, including encouraging students to memorize English direction vocabulary, allowing independent discussion, allowing mistakes to build confidence, and using presentations to enhance speaking performance. The research showed significant progress in students' speaking performances. Students demonstrated increased engagement in the learning process, enhanced their pronunciation skills, developed greater self-confidence, and exhibited higher levels of motivation. Educators also acknowledged that the use of Rubik's Cube as a learning medium was an effective strategy for expanding students' vocabulary. The assessment results indicated a marked improvement in student performance.

REFERENCES

- Adriana, C. T. G. (2015). *Technical University of Cotopaxi* (Issue January 2013).
- Ahmad, J. (2012). English Language Teaching (ELT) and Integration of Media Technology. *Procedia-Social and Behavioral Sciences*, 47, 924–929.
- Bahadorfar, M., & Omidvar, and R. (2010). Technology in teaching speaking skills. *Acme International Journal of Multidisciplinary Research*, II(IV), 9–13.
- Baniabdelrahman, A. A. (2013). Effect of Using Internet Tools on Enhancing EFL Students' Speaking Skill. *International Journal of Contemporary Educational Research*, 3(6), 79–87.
- Buabeng, A. C. (2012). Factors influencing teachers ' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development Using Information and Communication Technology*, 8(1), 136–155.
- Dewi, R., & Sari, D. M. . (2018). *Teaching Speaking Using Asking Direction on The Google Map Picture for Vocational School Rosa Dewi, Sulistyaningsih, Dina Merris M.* STKIP PGRI Sidoarjo.
- Ilter, B. G. (2009). Effect of technology on motivation in EFL classrooms. *Turkish Online Journal of Distance Education*, 10(4), 136–158.
- Ishtiaq Khan, R. M., Radzuan, N. R. M., Farooqi, S. U. H., Shahbaz, M., & Khan, M. S. (2021). Learners' perceptions on WhatsApp integration as a learning tool to develop EFL vocabulary for speaking skill. *International Journal of Language Education*, 5(2), 1–14. <https://doi.org/10.26858/ijole.v5i2.15787>
- Kalyani, L. K. (2024). The Role of Technology in Education: Enhancing Learning Outcomes and 21st Century Skills. *International Journal of Scientific Research in Modern Science and Technology*, 3(4), 05–10. <https://doi.org/10.59828/ijrmst.v3i4.199>
- Knapp, P., & Watskin, M. (2005). *Genre, text, grammar technologies for trsching and assessing writing*. University of New South Wales.
- Latuheru, J. D. (1988). *Instructional media and today learning process*. Dekdikbud Dirjen Dikti Proyek Pengembangan Lembaga Pendidikan Tenaga Pendidikan.
- Praheto, B. E., Andayani, Rohmadi, M., & Wardani, N. E. (2020). The effectiveness of interactive multimedia in learning Indonesian language skills in higher education.

- Rupkatha Journal on Interdisciplinary Studies in Humanities*, 12(1), 1-11.
<https://doi.org/10.21659/rupkatha.v12n1.34>
- Pun, M. (2014). The Use of Multimedia Technology in English Language Teaching: A Global Perspective. *Crossing the Border: International Journal of Interdisciplinary Studies*, 1(1), 29-38. <https://doi.org/10.3126/ctbijis.v1i1.10466>
- Ricards, J. C., & Renandya, W. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Salsabila, U. H., & Agustian, N. (2021). Peran Teknologi Pendidikan Dalam Pembelajaran. *Islamika: Jurnal Keislaman Dan Ilmu Pendidikan*, 3(1), 123-133. <https://doi.org/10.55681/sentri.v3i7.3115>
- Wahyuni, S. T. (2023). the Implementation of Google Map To Enhance Students' Speaking Skill in Learning English At Yasin 9 Darussalam Modern Boarding School. *Langue (Journal of Language and Education)*, 1(2), 131-149. <https://doi.org/10.22437/langue.v1i2.25341>
- Wu, H., & Huang, Y. (2007). Ninth-grade student engagement in teacher-centered and student-centered technology-enhanced learning environments. *Science Education*, 91(5), 727-749.
- Wu, W. C. V., Yen, L. L., & Marek, M. (2011). Using online EFL interaction to increase confidence, motivation, and ability. *Journal of Educational Technology and Society*, 14(3), 118-129.