

# The Students' Responses Toward the Use of Google Classroom for Learning Vocabulary In the Higher Education

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## Abstract

*This study was undertaken with the aim of eliciting students' perspectives concerning the utilization of Google Classroom as an instructional platform for enhancing vocabulary in the realm of higher education. Employing a descriptive quantitative methodology, the investigation was carried out among a cohort of 19 students in their fourth academic semester, all of whom were actively enrolled in the English Education Department at Blitar Islamic University. The primary research tool was a questionnaire. The finding revealed a positive inclination among students toward utilizing Google Classroom for vocabulary instruction. The study underscored the efficacy of Google Classroom in facilitating vocabulary acquisition through its interactive features, enabling seamless communication between peers and instructors for the dissemination of vocabulary materials. This is proved by the students' responses, for example; 84.2% of students agreed that Google Classroom can be downloaded easily on multiple devices, and another 84.2% of students agreed that they enjoy using Google Classroom for learning vocabulary because of its free accessibility. However, an element of uncertainty persists among students concerning the potential of Google Classroom to either supplement or supplant traditional classroom settings in vocabulary learning activities. This research sheds light on the promising role of technology-enhanced learning platforms like Google Classroom in fostering vocabulary development while also recognizing the need for further exploration of their integration within broader education.*

**Keywords:** Responses, Google Classroom, Vocabulary, Higher Education

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## 1. INTRODUCTION

Learning English as a foreign language in Indonesia has become an integral part of education, starting from an early age and extending to university levels (Ismayiah & Fadhilawati, 2022). The journey of English acquisition commences at the elementary school level, where it has evolved from being complementary to now being a compulsory subject in junior and senior schools (Maduwu, 2016). In 1990 there were many elementary schools took the pioneering step of introducing English education to students in grades 4-6 (Alwasilah, 2013). Furthermore, English is learned as a core discipline within English departments and as a vital supplementary component in non-English departments across Indonesian higher education institutions. In this vibrant educational landscape, non-English department students are offered a curriculum that parallels that of their counterparts in English departments. This holistic approach encompasses essential language skills: speaking, writing, reading, and listening. However, the English department curriculum takes students on a more profound journey, delving into the nuanced sub-skills that underpin these fundamental abilities (Akhiroh, 2017).

For those who embark on the journey of learning English as a foreign language in Indonesia, the acquisition of four pivotal language skills - speaking, reading, listening, and writing - stands as a paramount objective (Mansur & Fadhilawati, 2019). Yet, the pursuit of mastery extends beyond the surface, necessitating a firm grasp of crucial sub-skills such as pronunciation, vocabulary, and grammar (Wulandari & Fadhilawati, 2019).

From all three sub-skills above, Vocabulary, a cornerstone of language acquisition, emerges as a quintessential pillar in bolstering students' prowess in mastering English as a foreign language (H. P. Sari et al., 2018; L. I. Sari & Sutopo, 2018; Taebenu & Katemba, 2021; Zubaidah et al., 2020). Its indispensability transcends disciplinary bounds, permeating the realms of all language sub-skills. Within this intricate tapestry of language learning, vocabulary assumes a pivotal role as the catalyst that propels students towards proficiency across the four quintessential domains: listening, speaking, reading, and writing (Dian & Rina, 2018; Korlu & Mede, 2018). A repository of words not only demystifies linguistic intricacies but also serves as the keystone upon which comprehension and communication rest (Indrasari et al., 2018). This symbiotic relationship between vocabulary and comprehension resonates powerfully (Nurdiansyah et al., 2019). It elucidates how a robust vocabulary scaffold facilitates profound textual understanding.

Moreover, vocabulary's omnipresence extends its embrace to interpersonal interactions, rendering communication a seamless conduit for the exchange of ideas, perspectives, and knowledge (Asyiah, 2017). Within the realm of reading, vocabulary unfurls a gateway to uncharted lexical territories, invigorating comprehension (Ismail et al., 2017). In the auditory

realm of listening, vocabulary assumes the role of aural navigators, empowering students to discern meanings within words and phrases, thus unraveling the enigma of content with ease (Tan & Goh, 2017). In essence, vocabulary's pervasive influence resonates as a bedrock for holistic language mastery, an indispensable foundation upon which students' linguistic aspirations are fortified and propelled toward resounding success. Amidst the undeniable significance of vocabulary in underpinning students' triumphant grasp of the four cornerstones of English language skills (Katemba, 2019), numerous students encounter formidable challenges during their expedition through the realm of English vocabulary acquisition. The labyrinthine intricacies of English pronunciation and spelling, often diverging strikingly from their written form, become a veritable stumbling block (Rohmatillah, 2014). Moreover, the chasm between English and Indonesian grammatical structures cast shadows over the path to comprehension as students grapple with deciphering word meanings within contextual sentences (H. Susanto, 2021). The landscape is further muddled by the existence of multiple English words that overlap in meaning, impeding understanding and memorization (Rohmatillah, 2014). The reverberations of this vocabulary conundrum reverberate resoundingly, impacting students' learning outcomes in a profound manner (A. Susanto, 2017). This deficiency in vocabulary acumen exerts a palpable influence on students' expressive capabilities, hindering their adeptness in articulating thoughts and intentions, ultimately curbing their linguistic efficacy in achieving specific communicative objectives. The repercussions extend beyond the confines of language to encompass waning enthusiasm for English learning (Solikhah, 2015). In essence, the labyrinthine challenges of vocabulary acquisition emerge as a formidable adversary, one that necessitates innovative pedagogical approaches and unwavering determination to surmount the relentless pursuit of linguistic mastery.

Moreover, the arduous journey of vocabulary acquisition casts its shadow even upon the hallowed halls of a private university in Blitar. Through illuminating insights garnered from interviews with two fourth-semester students (RI and HH) within the English Education Department at Balitar Islamic University, a vivid narrative unfolds. These students recounted their initial hesitance, stemming from a dearth of vocabulary upon their entry into the English Education Department. The challenge of comprehending unfamiliar words within English texts loomed large, coupled with the intricate quest for suitable antonyms and synonyms embedded within their course materials. RI further unveils the limitations of vocabulary learning during their senior high school years, constrained by conventional methods necessitating rote memorization of the language. The ensuing struggle to assimilate into classes, predominantly conducted in English, becomes a palpable ordeal. However, a transformative paradigm shift occurred upon their introduction to vocabulary through Google Classroom. The digital realm

breathed new life into their learning journey, infusing motivation through the liberty to review lessons seamlessly, transcending temporal and spatial confines. This information underscores the formidable hurdles encountered by learners, and yet, through the integration of innovative platforms, unveils the potential to reignite motivation and propel linguistic growth.

The realm of science and technology is hurtling forward with remarkable swiftness, particularly in the technology domain, where the pace of advancement is nothing short of extraordinary (Jano et al., 2015). This relentless progression has interwoven itself intricately with the fabric of education, as evidenced by the intrinsic fusion of educational activities with technological practices (Aagaard, 2017). Within the realm of higher education, students are embracing new technologies with fervor, reshaping reading and studying paradigms in the digital epoch, thereby catalyzing the ingenuity of academics and web designers in birthing transformative technological innovations (Albashtawi & Al Bataineh, 2020)

In the pedagogical realm, the symbiotic marriage of technology and traditional teaching methodologies finds manifestation as educators harness digital tools to captivate and engross students, adorning learning activities with a rich tapestry of online resources and applications (Al-Mekhlafi, 2020) A further horizon awaits as the baton of technological adeptness is passed onto millennial students, for whom effective technology integration into their studies and daily routines (Ambarwati & Mandasari, 2021) Amid this digital landscape, one beacon stands tall – Google Classroom, a digital application medium that beckons as a dynamic tool for vocabulary acquisition and learning.

Google Classroom stands as an innovative online creation of Google Inc., meticulously crafted to serve the academic realm by facilitating seamless sharing, creation, distribution, and evaluation of assignments between educators and students online (Kassim, 2021). Operating as a free and collaborative platform, it empowers teachers to establish digital classrooms, extend invitations to students, and orchestrate the design and delegation of coursework (Okmawati, 2020) Beyond its pedagogical framework, Google Classroom emerges as a dynamic fusion of emails and documents, skillfully amalgamated to channel files, videos, links, announcements, and assignments into a unified repository accessible to students (Olumorin et al., 2022) In essence, Google Classroom epitomizes an invaluable, no-cost online application birthed by Google Inc., engineered to not only facilitate assignment-related interactions but also to foster seamless teacher-student communication within the realm of educational endeavors.

There are many advantages to using Google Classroom as a vocabulary-learning tool. The essential benefits of Google Classroom are its free availability, students' ability to set their schedules, and versatility (Brown & Hocutt, 2015). To help teachers save time, keep classes organized, and improve student communication, Google Classroom offers several powerful

features that make it an excellent tool for students (Iftakhar, 2016). The fact that Google Classroom is built on top of previously existing Google products like Google Drive and Google Docs has many benefits, including a quicker feedback process, straightforward communication, suitability for blended learning, and fully configurable classes suitable for vocabulary learning (Paramahita, 2021). Furthermore, Google Classroom has many exciting features and other advantages, such as an Interactive menu and user interface, which is purposefully simplified to make it easier for students to deliver and track assignments and communicate with just a push of notification (Janzen, M. 2014 as cited in Dorsah & Alhassan, 2021). Using Google Classroom can help students save more time with distributing materials that can be done simply with one click from anywhere (Beuning et al., 2014, as cited in Harjanto & Sumarni, 2021). Additionally, the lecturers can provide students access to an online discussion forum, openly distribute a scientific assessment, and assign an independent project (Wijaya, 2016).

Further, Google Classroom emerges as an invaluable asset in the realm of vocabulary learning, replete with an array of compelling advantages. Foremost among these is its accessibility without financial constraints, enabling students to shape their learning schedules autonomously (Brown & Hocutt, 2015). This platform's remarkable adaptability augments student engagement by offering tools for streamlined organization, heightened communication, and optimized time management. Leveraging the foundation of established Google tools like Drive and Docs, Google Classroom Users Inefficiencies like expedited feedback loops, seamless communication channels, and the harmonious integration of blended learning, all impeccably tailored to bolster vocabulary acquisition learning (Paramahita, 2021). The prowess of Google Classroom extends further, boasting user-friendly features like an interactive menu and simplified interface that seamlessly facilitates assignment management, communication, and timely notifications, in consonance with (Janzen, 2014 as cited in Dorsah & Alhassan, 2021). The transformative impact continues as the platform expedites content distribution, enabling students to effortlessly access materials from any vantage point (Beuning et al., 2014, as cited in Harjanto & Sumarni, 2019). Notably, educators wield this tool to cultivate vibrant learning ecosystems, offering online discussion forums, disseminating scholarly assessments, and entrusting students with self-directed projects, a transformative landscape (Wijaya, 2016). In essence, Google Classroom emerges as a potent catalyst, a conduit that not only harnesses technology for educational enrichment but also propels the acquisition of vocabulary skills, ushering learners into a realm where convenience, engagement, and comprehensive learning converge seamlessly.

The scholarly landscape surrounding the utilization of Google Classroom stands enriched by diverse investigations, each unveiling its multifaceted potential. Noteworthy among these

explorations is Rukmana, (2021), who unveiled the efficacy of Google Classroom in fostering English as a Foreign Language (EFL) learning and teaching at Ganesha University of Education, Indonesia. Warman (2022) ventured into uncharted territories by harnessing Google Classroom as a formidable learning medium during the unprecedented pandemic era, unveiling its transformative role as a surrogate for traditional classes across various universities in Pekanbaru, Riau, Indonesia (Suhroh & Cahyono, 2021). delving into the intricate fabric of English educators' responses to Google Classroom at SMKS Kesehatan Yannas Husada Bangkalan. Their findings showcased a spectrum of reactions, from resounding enthusiasm to lingering apprehension, elucidating the nuanced spectrum of viewpoints. Yet, amidst this scholarly tapestry, a pivotal dimension remained unexplored until now - the very responses of students towards the utilization of Google Classroom for vocabulary learning. This fertile ground of inquiry beckoned the researchers, igniting a curiosity that culminated in the inception of a significant study christened "The Students' Responses toward the Use of Google Classroom for Learning Vocabulary in Higher Education." In this bold endeavor, the researchers embarked on a quest to unravel the student perspectives, adding a new layer of insight to the multifaceted dialogue surrounding Google Classroom's potential and by extension, its invaluable contribution to the acquisition of vocabulary skills within the realm of higher education.

## **2. LITERATURE REVIEW**

In this part, the researcher presents some relevant literature to the study such as Vocabulary, and Google Classroom as explained in detail as follows:

### **2.1. Vocabulary**

Vocabulary refers to the complete set of words and terms that a person or a group of people understands and uses in their communication. According to Putri (2022), all words known that can be used to communicate effectively both in speaking and listening, can be defined as vocabulary. It encompasses both the words an individual recognizes when reading or hearing them and the words they can use to express their thoughts, ideas, and emotions when speaking or writing. Vocabulary is a fundamental component of language proficiency and communication skills. It reflects a person's language knowledge, comprehension, and ability to convey nuanced meanings. A diverse and extensive vocabulary allows individuals to express themselves more precisely, choose the appropriate words for different contexts, and comprehend various types of written and spoken content. Some experts often categorize vocabulary into different types: 1) Active Vocabulary: Words that an individual frequently uses in their speech and writing; 2) Passive Vocabulary: Words that an individual recognizes and understands when encountered in reading or listening, but may not use actively in their communication; 3) General Vocabulary: Words that are commonly used across a wide range of

contexts and subjects; 4) Specialized Vocabulary: Words that are specific to certain fields, subjects, or professions. For example, medical terminology or legal jargon. 5) Academic Vocabulary: Words that are commonly used in educational settings, often required for understanding and discussing academic content; 6) Technical Vocabulary: Words that pertain to specialized technical subjects, such as engineering or computer science.; 7) Idiomatic Vocabulary: Phrases or expressions that have a meaning beyond the literal interpretation of the individual words, often unique to a language or culture. 8) Slang and Colloquial Vocabulary: Informal words and phrases that are commonly used in casual conversations among specific groups or communities; 9) Cognates: Words that share a common origin and meaning across different languages; 10).False Friends: Words that appear similar in two languages but have different meanings. Developing a rich vocabulary involves continuous exposure to diverse forms of communication, such as reading books, articles, and essays, listening to various forms of spoken language, engaging in conversations, and actively learning new words through intentional study. A robust vocabulary is essential for mastering the four core language skills in English—listening, speaking, reading, and writing. It facilitates comprehension of spoken and written content, enables precise expression of thoughts and emotions, and enhances communication fluency. With a diverse vocabulary, individuals can navigate context, capture nuances, and convey ideas effectively, ultimately forming the cornerstone of successful language proficiency across all aspects of communication (Fadhilawati, 2015). In this research, the researchers wanted to gain students' views on the utilization of Google Classroom for Learning Vocabulary.

## **2.2. Google Classroom**

Google Classroom is an online learning management system developed by Google as part of its suite of educational tools for educators and students. According to Mohd Shahrane et al, (2016), Google Classroom is a new tool introduced in Google Apps for Education in 2014 that primarily functions to facilitate teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease. It provides a digital platform for teachers to create, distribute, and manage assignments, communicate with students, and facilitate collaborative learning activities. Students can access course materials, submit assignments, engage in discussions, and receive feedback within the platform. Google Classroom integrates seamlessly with other Google apps like Google Drive, Google Docs, and Google Calendar, offering a cohesive environment for both teachers and students to interact and participate in the learning process. It aims to streamline classroom workflows, enhance communication, and leverage technology to support modern educational practices. A few years after its release, Google Classroom has proven to be effective and made a significant impact in

classroom teaching, both from students' and teachers' perspectives (Azhar & Iqbal, 2018) Using Google Classroom offers several advantages for both educators and students, revolutionizing the way education is delivered and experienced. Some key advantages include: 1) Simplified Workflow: Google Classroom streamlines the process of creating, distributing, and collecting assignments. Teachers can easily organize materials, share resources, and set deadlines, while students can access all course materials in one place, reducing confusion and simplifying their learning experience. 2) Real-time Collaboration: The platform fosters collaborative learning by allowing students to work together on assignments and projects in real-time. 3) It promotes communication and teamwork, preparing students for collaborative work environments., 4) Immediate Feedback: Teachers can provide timely feedback on assignments and assessments, enabling students to understand their strengths and areas for improvement. This promotes continuous learning and helps students make necessary adjustments quickly., 5) Digital Organization: Both educators and students can keep track of assignments, due dates, and class announcements through Google Classroom's integrated calendar and notifications. This digital organization reduces the likelihood of missed deadlines or important updates, 6) Access Anytime, anywhere: Google Classroom is cloud-based, allowing students and teachers to access course materials and resources from any device with an internet connection. This flexibility is especially beneficial for remote or hybrid learning environments, 7) Integration with Google Apps: Google Classroom seamlessly integrates with other Google apps like Google Drive, Docs, Sheets, and Slides. This integration enables easy sharing of documents, collaborative editing, and multimedia-rich assignments, 8) Paperless Environment: By digitizing assignments and communications, Google Classroom contributes to a more environmentally friendly approach to education, reducing paper usage and waste, 9) Inclusive Learning: The platform provides options for differentiated instruction, enabling teachers to tailor assignments or resources to cater to individual student needs and learning styles, 10)) Parental Involvement: Google Classroom allows parents and guardians to receive regular updates about their child's assignments, grades, and class announcements. This promotes transparency and enhances communication between educators and families, 11) Engagement and Motivation: The interactive and multimedia-rich nature of Google Classroom can engage students more effectively than traditional methods, sparking interest and motivating them to actively participate in their learning, 12) Time Efficiency: The automation of certain tasks, such as distributing and collecting assignments, free up teachers' time, allowing them to focus on instructional planning and engaging with students, 13) Digital Literacy Skills: Using Google Classroom introduces students to digital tools and platforms, helping them develop essential digital literacy skills that are relevant in today's technology-driven world. Incorporating Google



Classroom into education not only enhances the teaching and learning experience but also prepares students for the digital demands of the modern world, fostering a more dynamic and effective educational environment. In this case, Google Classroom has been used as a learning platform especially vocabulary for the fourth semester at the Islamic University of Balitar.

### 3. METHODS

This research used a descriptive quantitative method. Descriptive Quantitative research relies on precise measurement and statistical, mathematical, or numerical analysis of data to manage statistical data (Taebenu & Katemba, 2021). The research was conducted at Blitar Islamic University with participants that consist of 6 male and 13 female students in the fourth semester from the English Education Department. The instrument of the research was a questionnaire. The questionnaire consisted of 20 statements by 5 options of scale Likert. It was intended to gain students' responses toward the use of Google Classroom in learning vocabulary at Balitar Islamic University. The questionnaire was adopted from previous research conducted by (Arifin & Merdekawati, 2020; Azmy & Bahing, 2020; Kurniawan et al., 2022). Moreover, the questionnaire results were analyzed by grouping the student's answers into tabulations and charts, then analyzed and interpreted to form a conclusion.

### 4. RESULTS

From the questionnaire given to the students on Tuesday, August 2nd, 2023, via Google form, the researchers achieved the results as presented in Table 1 as follows:

**Table 1. The Students' Perspective Toward the Use of Google Classroom for Learning Vocabulary**

No	Statements	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
1	I can download Google Classroom easily	15.8	84.2	0.00	0.00	0.00
2	I can access Google Classroom from my devices (mobile, laptop, computer) easily	21.1	73.7	5.3	0.00	0.00
3	I think the menu of Google Classroom is interactive and easy to understand	15.8	47.4	31.6	5.3	0.00

4	I think the user interface of Google Classroom is interactive for vocabulary learning	5.3	47.4	42.1	5.3	0.00
5	I can join the class in Google Classroom through the invite link and code easily	15.8	78.9	5.3	0.00	0.00
6	I can discuss vocabulary material easily with the lecturer and my friend in Google Classroom	10.5	57.9	26.3	5.3	0.00
7	I can share documents and data about vocabulary materials in Google Classroom with ease	10.5	57.9	31.6	0.00	0.00
8	I can view and download vocabulary materials given by the lecturer in Google Classroom with ease	5.3	84.2	5.3	5.3	0.00
9	It is easy for me to answer vocabulary quizzes provided by the lecturer in Google Classroom	0.00	68.4	26.3	5.3	0.00
10	I think Google Classroom can complement regular classes in vocabulary learning	5.3	57.9	26.3	10.3	0.00
11	I think Google Classroom can replace regular classes in vocabulary learning	5.3	31.6	31.6	26.3	5.3
12	I like using Google Classroom for vocabulary learning because it is free	0.00	78.9	15.8	5.3	0.00
13	I think accessing Google Classroom takes a lot of internet data	5.3	15.8	47.4	26.3	5.3
14	I can receive the announcements and information in Google Classroom easily	15.8	68.4	15.8	0.00	0.00
15	I always get new vocabulary materials and assignments every meeting from my lecturer in my Google Classroom	0.00	52.6	47.4	0.00	0.00

16	I think Google Classroom can save vocabulary materials and documents with ease	10.5	57.9	31.6	0.00	0.00
17	I would be happy if my lecturer gave me a score in Google Classroom directly	10.5	52.6	36.8	0.00	0.00
18	I can save time by learning vocabulary in Google Classroom	0.00	63.2	21.1	15.8	0.00
19	I enjoy using Google Classroom to study vocabulary materials at home	10.5	57.9	15.8	15.8	0.00
20	I feel motivated to do exercises given by my lecturer in Google Classroom	5.3	36.8	47.4	5.3	5.3

The study investigated students' perspectives on the use of Google Classroom for learning vocabulary. The results, obtained through a questionnaire administered on Tuesday, August 2nd, 2023, via Google Form, are presented in Table 1. The table displays the students' responses to statements related to their experiences with Google Classroom. From the results presented, we know that the majority of students (84.2%) found it easy to download Google Classroom 73.7% of students reported easy access to Google Classroom from various devices. While 47.4% agreed, 31.6% remained neutral about the interactivity and ease of understanding of Google Classroom's menu. A substantial portion (42.1%) considered the user interface interactive for vocabulary learning, but some (5.3%) disagreed. Joining classes through invite links and codes was easy for 78.9% of students. 57.9% of students found it convenient to discuss vocabulary materials with both the lecturer and peers on Google Classroom. Similar to the previous statement, 57.9% of students reported that they are sharing vocabulary documents and data. Viewing and downloading materials provided by the lecturer was easy for 84.2% of students. A notable portion (68.4%) found it easy to answer vocabulary quizzes on Google Classroom. A majority (57.9%) believed that Google Classroom could complement regular classes in vocabulary learning. However, only 31.6% believed it could replace regular classes. The cost-free nature of Google Classroom was a significant factor for 78.9% of students. 47.4% expressed concerns about high data usage for accessing Google Classroom. Students found it easy to receive announcements and information (68.4%). Around half of the students (52.6%) reported receiving new vocabulary materials and assignments at each meeting. Students (57.9%) believed that Google Classroom enabled easy storage of vocabulary materials and documents. 52.6% would appreciate direct score assignments in Google Classroom. 63.2% believed that

using Google Classroom saved them time in learning vocabulary. While 57.9% enjoyed using Google Classroom for studying at home, 15.8% remained neutral. Nearly half of the students (47.4%) felt motivated to do exercises given on Google Classroom.

The results reflect a positive outlook among students regarding the use of Google Classroom for vocabulary learning. The platform's accessibility, interactivity, ease of use, and document-sharing features were well-received. Students found value in receiving materials, assignments, and quizzes through Google Classroom, with a notable preference for its supplementary role in traditional classes. However, while students acknowledged its cost-effectiveness, concerns about data usage and a more comprehensive replacement of regular classes surfaced. Overall, the findings highlight Google Classroom's potential to enhance vocabulary learning experiences, motivate students, and offer valuable resources for both educators and learners. Further exploration into addressing concerns and maximizing benefits can lead to more effective integration of technology in education.

## 5. DISCUSSION

Based on the result of the research above, for the most part, students have a positive attitude toward Google Classroom in vocabulary learning. Students generally agreed with the statement that Google Classroom is easy to download and access on multiple devices. This statement is in line with (Arifin & Merdekawati, 2020), which states that students have no trouble accessing Google Classroom to acquire vocabulary at the university level, as well as many of its helpful tools that can aid students in their learning process. Moreover, students mostly disagreed with the statement that accessing Google Classroom takes too much internet data. This statement is further supported by (Kurniawan et al., 2022), in which students had no issues accessing the application. It indicates that using Google Classroom removed any barriers to learning for the students. Besides its ease of access, students agreed that Google Classroom has a simple and interactive user interface and menu, majority of students answered with agreed. This result is in line with a previous study conducted (Arifin & Merdekawati, 2020), which states that the students easily understand the appearance of Google Classroom due to its simplicity. Moreover, the research result also shows students have a positive attitude toward many features of Google Classroom. In the question about the ease of saving, sharing, and viewing vocabulary materials in Google Classroom, most students agreed with the statement. Rukmana (2021), also mention that Google Classroom allows students to complete their assignments and submit them without the use of paper, as well as create their schedules to save more time. Additionally, Google Classroom is immediately linked to Google Drive and

Cloud, making it easy to view the teaching materials acquired through it as well as download them to a particular folder within the app (Warman, 2022).

According to the result in the statement about Google Classroom making it easier to discuss and communicate between other students and the lecturer, many of the students answered with agree followed by neutral by the rest. With the lecturer's active participation in class, students can easily discuss and interact with their friends and the lecturer during class. Azmy & Bahing (2020), supported this statement by saying that through the use of Google Classroom, most students find it easier to share their tasks with classmates, submit their assignments, talk with lecturers, and reduce paper usage. Furthermore, Google Classroom is capable of making lecturers and students have better interaction among each other (Suhroh & Cahyono, 2021). However, despite most of the positive responses, students are unsure whether Google Classroom should replace the use of regular classrooms altogether. This is shown by polarizing student responses with the answers that split into either agree, neutral, or disagree. Students, however, mostly agree that Google Classroom can work well as a complement to real classrooms in vocabulary learning. This is in line with a statement by (Harjanto & Sumarni, 2021) which states that even though Google Classroom is effective to use alongside a normal classroom, full use of Google Classroom can create a chance to distract students while learning, such as notification messages and playing games while in class.

## 6. CONCLUSION AND SUGGESTIONS

In summation, the comprehensive exploration of Google Classroom's role in vocabulary learning yields a resounding verdict – an array of benefits and compelling features converging to create an indispensable educational tool. Serving as a dynamic bridge, Google Classroom not only facilitates learning but catalyzes communication and interaction, nurturing the development and deepening the understanding of vocabulary acquisition. Its user-centric design encompasses a seamlessly accessible interactive menu, empowering students to effortlessly navigate, retrieve, and exchange materials, tasks, and announcements fostering an immersive and enriched learning experience. Remarkably, the allure of Google Classroom is magnified by its cost-free accessibility, an incentive that amplifies students' motivation to engage with and master vocabulary. The platform's inherent capacity for seamless student-teacher and peer-to-peer communication further enhances its stature as an invaluable educational conduit. As the digital horizon beckons, one question lingers – the potential role of Google Classroom vis-à-vis traditional classrooms. Amidst this transformative landscape, the verdict remains a mosaic of uncertainty, where the decision to complement or supplant traditional learning methods with Google Classroom emerges as a complex consideration. In the realm of vocabulary acquisition,

Google Classroom stands as a formidable ally, a versatile and potent tool that empowers students to traverse the ever-evolving terrain of knowledge with heightened proficiency and technological finesse.

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