

The influence of Google Sites on improving students' vocabulary mastery

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ABSTRACT

Language skills are crucial for communication and human learning, with vocabulary being essential for accurate writing, reading, and expression of view, and learning, especially for students. This study explores the influence of Google Sites on improving students' vocabulary mastery. The participants of this study were 50 students from two different classes at MA Darul Ulum Palangka Raya (classes XI A and XI D). The experimental group was given treatment using Google Sites, while the control group was given treatment using the lecture method. In this study quasi-experimental design and quantitative methods were used. The average pretest score for the experimental class was 72.20, the average posttest score was 83.60. Meanwhile, the control group had an average pretest score of 74.00 and an average posttest score of 81.60. The experimental class's average achievement vulnerability improved by 11.4 points, compared to 7.6 points in the control class. The result shows that students found it easier to master vocabulary better by using Google Sites as a learning media and proves that treatment using Google Sites media can encourage students' excitement or interest in learning to achieve better results. The implication of the research was choosing the right learning media can affect students' learning achievement, especially in mastering vocabulary.

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INTRODUCTION

Proficient language skills are crucial for regular conversation and signify a fundamental skill in the human learning process (Siminto, 2023). Vocabulary, a language component, plays an essential function in language learning. This is seen as a critical component for developing practical language skills. The purpose of it is similar to that of a foundation: to determine the lifetime of a structure (Sutrisna, 2021). Vocabulary is central to all language skills. It enables a person to communicate with language speakers (Ali Mansoor et al., 2023). Vocabulary helps the brain to think and learn more effectively, especially for students. It is a foundation for other language-related skills, including reading, writing, speaking, and listening (Teng, 2023). Students who grasp vocabulary effectively can write concepts, read material correctly, and comprehend the explanation of the words they hear. They

can also convey their thoughts, ideas, and desires effectively. This indicates that language plays a significant role in communication.

Students have to learn about vocabulary. Teachers should to create enjoyable learning experiences while teaching language and grab students' interest (Monica et al., 2023). However, vocabulary is still a challenge that needs to be overcome at MA Darul Ulum Palangka Raya. There needs to be more clarity between the criteria for students' English language skills and the facts in the field. Students need help achieving the general competency standards that apply to high school learning, which generally aims to ensure students' ability to communicate verbally and in writing using the appropriate variety of language fluently and precisely, manifested in each language skill. This was obtained during pre-observation and treatment during learning. Based on the prevailing situation, students need solutions to overcome this crisis. The teaching staff also suggested a learning facility to stimulate students' enthusiasm for learning again.

In their research, Rifai et al. (2023) stated that students' abilities in mastering vocabulary varied, with students having difficulty mastering new vocabulary and some students being faster at mastering new vocabulary. Rahmasari (2021) also found that students need more motivation to memorise foreign words they hear or read in texts. Even the students get bored and need more motivation to learn English because they think English is difficult. Students can only pronounce the word correctly with a sufficient foundation of vocabulary mastery. It starts with the monotonous use of learning media and impacts students' interest in learning. Therefore, this issue must be resolved to avoid students' difficulties in continuing to the next level or class.

One approach to overcoming students' vocabulary challenges is to update learning materials with contemporary advances, including technology. The introduction of technology in education can address various existing challenges. Technology has become one of the primary elements influencing education. Siminto (2023) also explains that broader access to learning materials, technology-based learning programmes, adaptive learning, and the use of technology in the classroom have given students several chances to develop their language abilities in the digital age. Technology can overcome space, cost, maintenance and labour limitations to provide interactive learning media. All students can access virtual media and various technology products, such as cell phones, laptops, and computers. With technology, learning media has become more varied and has the prospect of sustainable development. One use of technology in learning is e-learning. The combination of teachers and media makes the learning process more efficient. Media can improve critical thinking skills and the ability to understand the findings of anyone who uses them (Wicaksono et al., 2023).

One alternative technology that suits student capacity is easily accessible and multifunctional: Google Sites. Google Sites is an alternative media to boost learning activity to improve students' vocabulary mastery. In addition, Google sites are straight forward to access by students using gadgets or laptops connected to the internet network (Adzkiya & Suryaman, 2021; Khasanah & Mufliah, 2021; Thomas et al., 2022). Google Sites have several advantages. First, Google Sites are easy to create and free. Second, it allows users to collaborate in its use. Third, free online storage capacity. Fourth, it is searchable (easy to explore) (Nugroho & Hendrastomo, 2021; Fitriani, 2021). However, as a free website, Google Sites has a central weakness: it needs i-frame and script support. This can cause the appearance of the Google site to be monotonous, but this can be overcome by manually managing the site (Ulinuha & Parnawati 2023).

In Ulinuha and Parnawati (2023) research on Students' Perspective on the Use of Google Sites in General English Classes at Higher Education, the findings showed that students gave their perception that reading websites does not spend their time during learning and is very enjoyable because this website is intended for students /student. They agreed that the website gave significant experience during the learning process. On the other hand, learning through a website may be more exciting than classroom activities and more pleasurable than other learning sources, provided a few changes are made to the website. Students thought that the website contained a lot of beneficial things that make learning enjoyable. Apart from that, research by Bangun et al. (2022) on Google Sites as learning media in the material development of advanced reading comprehension says Google's website

is one of the most fascinating. Google Sites was created in March 2008. The complexity of developing and maintaining a site frequently prevents users from doing so. Google is attempting to address this requirement by establishing Google Sites. It so fine to use simple high-level programming languages. This site has the following advantages: it is free, simple to use, offers 100 MB of free online storage, and is connected with other Google applications such as Google Forms, YouTube, Wikipedia, etc. This website is safely kept on Google's servers. It also provides time zones, calculators, translations, weather forecasts, and publicly available data. The latter, of course, is easily found on Google's search engine. This is slightly different from [Teng's \(2023\)](#) research, which used other types of technology-based media to improve students' vocabulary mastery, namely multimedia input. The following research results from the student perspective show a positive response that, in general, Technology has the potential to boost vocabulary mastery and student learning results.

This previous research shows many points about using Google Sites and technology-based media with quite good results. Even so, it cannot be denied that other studies still have yet to produce results as expected. As [Ramadannisa](#) and [Hartina \(2021\)](#) showed in their research, the learning design in the developed media could have been more relevant to learning objectives and essential competencies, affecting student learning outcomes. This encourages researchers to research with the same media and other aspects. These aspects include differences in research methods and focus, such as the competencies that want to be improved.

As a new research, this papers has the characteristics of novelty, which is its scientific benefit. Apart from using the website, which is applied to high school students, this website is also used as a learning media to improve mastery of English vocabulary. This is a significant novelty considering that previous research didn't combine Google Sites, mastery of English vocabulary and high school students as a research components. Using quantitative methods and a quasi-experimental design, the research was carried out by including the experimental and control groups. The method and design were chosen based on the research objective to determine the influence of using Google Sites on improving students' vocabulary mastery. The aim of this research is to investigate the effect of using Google Sites on improving students' vocabulary mastery.

LITERATURE REVIEW

Apart from material, media is one of the most essential learning components. Media is a communication tool between information sources and recipients while learning media is one component of a delivery strategy that contains messages/material to students. [Bangun et al. \(2022\)](#), in their research, stated that whether the media is good or bad and its use will significantly influence student learning outcomes. Therefore, media is needed that is attractive, easy to use, multifunctional, and suitable for students as a learning tool.

Google Sites

Google Sites was established in March 2008. It is a platform that makes it easier for users to create a website display quickly and easily. Google Sites is easy to use, primarily to support learning by maximising features such as Google Docs, sheets, forms, calendars, awesome tables, etc ([Bangun et al., 2022](#)). As previously explained, this research proposes a website-based media with a programming system that is easy to understand and has various features, namely Google Sites. Based on research by [Ulinuha](#) and [Parnawati \(2023\)](#), Google Sites is a web-based platform from Google that allows users to create personal websites. As an asynchronous medium, this site can be opened anytime so students can connect easily. The Google site has facilities that will attach videos, materials, assignments and tests as features to support its use as a learning medium.

Google Sites is a platform that allows people to develop website displays fast, effortlessly, and efficiently. The Google sites is beneficial for learning using tools like Google Docs, sheets, forms, calendars, unique tables, etc. Google Sites is also a website produced by Google that has many features and an easy-to-operate system. Apart from being designed with a simple programming language, it has online storage, is free, and is easy to connect to many sites, so it is very profitable to use as a

learning media (Bangun et al., 2022). Beginners such as students and even teachers will not experience significant problems when using this media because the system is easy to understand.

The Importance of Vocabulary Mastery

On the other hand, according to a study by Nazara & Pitriani (2019), vocabulary is one of the most essential parts of learning a language. It even mentions that vocabulary is necessary to properly develop communication and reading abilities. Students will experience difficulty communicating with each other due to their lack of vocabulary mastery. This statement is supported by research by Bahram (2019) which explains that a student can only communicate effectively with mastering sufficient vocabulary. All language skills, including speaking, writing, reading, and listening, are built based on vocabulary.

Then, Sanjaya et al. (2022) emphasise vocabulary as a necessary support factor for English language competency in diverse abilities. Amelia et al. (2023) stated in their research that vocabulary is essential in learning English because it will impact listening, speaking, reading, and writing skills. Reading, listening, writing, and speaking with basic vocabulary are all necessary components of English mastery. Students who master more vocabulary will quickly understand the learning material (Maharani, 2021).

Several studies have highlighted the relevance of having adequate vocabulary mastery in a language. Students with a good vocabulary will find it easy to apply English to any skill. Recognising the significance of teaching vocabulary in language development is critical; of course, learning needs to be made fun of to trigger students' motivation and achieve better learning outcomes. Apart from that, vocabulary is more than simply the words that students must know; this phrase relates to this research, which states that when students acquire English vocabulary, they must know and grasp the meaning of the terms in order to communicate effectively. In this case, the discussion will continue with learning to improve vocabulary mastery using media assistance.

Improving Vocabulary Mastery by using the Media

Teaching and learning are processes that are crucial to how well students know and comprehend language, particularly in the English language. In teaching, especially in English, teachers should to know students' learning needs and solutions to problems in the classroom. One way to overcome this is by using media as a learning tool (Nurrizal & Septiani, 2021). Teachers have to use creative teaching and learning technologies to boost students' learning motivation. With the correct media, it may boost students' excitement for learning (Maharani, 2021). The use of media is also aimed at minimising students' difficulties in learning vocabulary (Nurrizal & Septiani, 2021).

Media is not a new concept for English teachers and students. Teachers utilise media to give specific information on the subject or themes covered in students' studies. It may be simpler to present content in several formats when learning is done via the use of media. As was done in Nurrizal and Septiani's (2021) research, they tried to improve students' vocabulary mastery using audio-visual media. The results show a significant increase with the t test result = 3.665 which exceeds the critical value of the t-table = 2.045, at $p = 0.05$ with $df = 29$ ($3.665 > 2.045$). This is an indication of success in classifying students' pretest to posttest results.

In this case, the media used as a learning tool to improve vocabulary mastery is Google Sites. As in previous research, Ulinuha and Parnawati (2023) showed positive results in their research that Google Sites has the potential to be used as an adequate learning media. Most students were interested in learning to use it and stated that reading the website didn't waste time and was enjoyable. Furthermore, this research uses Google Sites as an English learning media to improve students' vocabulary mastery by adding various materials such as reading texts and dialogues, images, audio and video, and vocabulary houses to support existing learning. It was become a novelty because previous research did not use Google Sites.

METHOD

Type of Research

This research used quantitative methods and is categorised as a quasi-experimental design. Quantitative research is focuses on measurement and analysis causal relationships between various variables. In addition, a quasi-experimental design was used because it has a purpose that is in accordance with this research to determine the influence of treatment involving a control group that wasn't randomly selected as a comparison to the experimental group (Sidik & Sunarsi, 2021). Furthermore, this research aimed to determine the influence of Google Sites on students' vocabulary mastery. This research was conducted with the aim of finding out the effect of using Google Sites media on students' mastery of English vocabulary before and after treatment, which lasted for around 6 weeks with 5 meetings for each class apart from giving the pretest and posttest. The pretest is used at the start to determine whether or not the two classes are already familiar with the various types of vocabulary covered in the following courses. In the meantime, the posttest is utilised to determine if the study participants comprehend the material and vocabulary that has been delivered by the researcher (Amin & Wahyudin, 2022).

Participants of the Research

This research consisted of the target population of all class XI students at MA Darul Ulum Palangka Raya by considering the suitability of the research criteria. However, based on limited time, capability and costs, researchers narrowed the scope to two classes as samples/research participants. The research was conducted on 50 students from two different classes at MA Darul Ulum Palangka Raya (classes XI A and XI D) which were divided into experimental and control classes. The experimental class was treated using Google Sites media, while the control class used the lecture and book method as usual. Details of students selected as samples are as follows.

Table 1

Demographic description of the experimental class

The number of students	25
Female	10
Male	15

Table 2

Demographic description of the control class

The number of students	25
Female	13
Male	12

The research was carried out at MA Darul Ulum Palangka Raya, Central Kalimantan, Indonesia. Then, the sample was chosen based on a purposive sampling approach, which is a strategy for choosing samples with specific concerns (Sugiyono, 2015). Several things that factor into sample selection include recording student learning outcomes/grades, an adequate number of students per class as a representation of all students in the school, and suggestions from teachers that the selected sample needs refreshing in learning.

Data Source

The data source in this research was taken from the results of instruments in the form of pre-test and post-test which were applied equally to the two sample classes. This research uses tests as the

instrument. This research used test as a single instrument after considering the factors objectives, problems, variables, scope, number of samples, time, ease of use of the subject and capacity of the object to determine the influence of students' vocabulary mastery before and after using Google Sites, the weak students' English vocabulary mastery at the research location, Google Sites and the students as an involved variables, the small scope and number of participating samples, limited time and availability of facilities and the ability of the sample to be participant became the basis decision for researchers with subject teachers that tests are a better way for conducting research and helping students to improve their vocabulary mastery.

In addition, the test questions were taken based on the subject teacher's suggestions from the English for Change SMA/MA Class XI English language package book and developed into multiple choice and short answer questions. The questions created have been validated by the instrument validator as an expert lecturer and approved by the English subject teacher concerned.

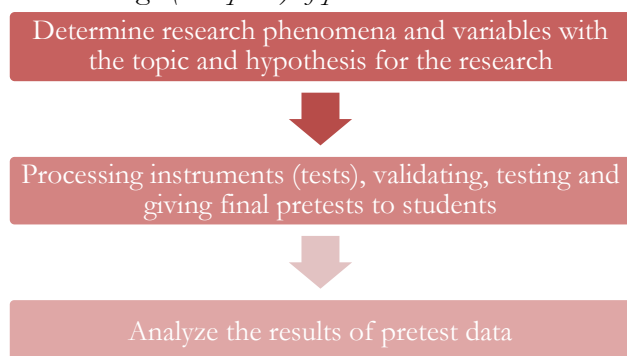
Meanwhile during the development process, this test was formed based on a research objectives, consulted with validators and teachers to review the instrument, repeated revisions and try it out until the instrument was declared suitable for use.

Pretest

In this study, researchers conducted pretesting on students as a first step before being given treatment as a media or procedur with the aimed to determine students ability. The pretest has the same questions and it was given to the experimental and control classes. The test used are modifications of text material, audio and practice questions in the English book English for Change SMA/MA Class XI which are designed in such a way that they become new test questions. Even though this book has gone through careful testing and validation, the test questions still go through a stage of guidance from expert validators and English teachers to ensure the suitability of the test questions. After the pretest, researchers collected and analyzed students' scores to determine the extent of students' vocabulary mastery.

Figure 1

Research design (blue print) of pretest



The types of vocabulary tests in this research mostly included choose the correct words and translating words. Pretest and posttest made in 20 questions of the multiple choice and short essay types. The test is kept short and concise to accommodate time constraints.

Treatment

While the experimental class was treated using Google Sites, the control class was still treated using commonly used media. The researcher demonstrated how to use Google Sites to the experimental group before treatment and directed students to utilize all web features to get more vocabulary information. The following is an overview of the treatment steps between the two classes.

Table 3

Steps of treatment

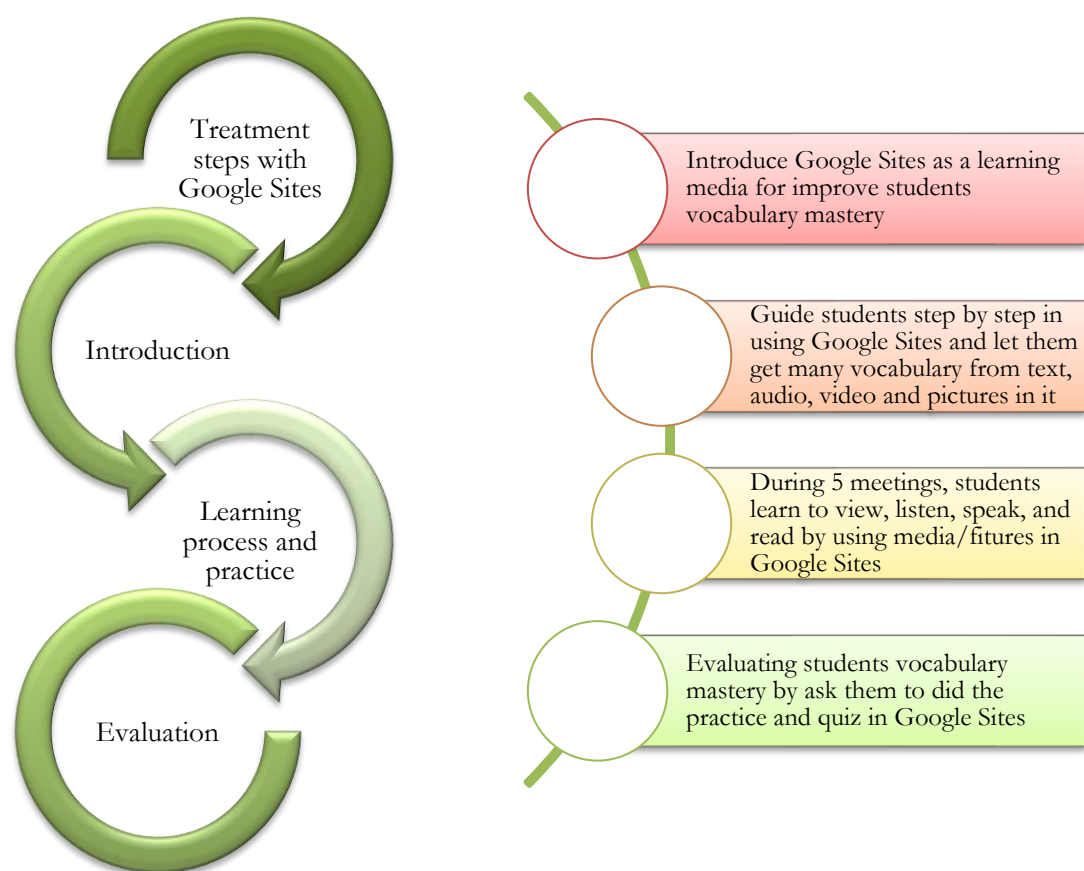
O ₁		O ₂
	X	
O ₃		O ₄

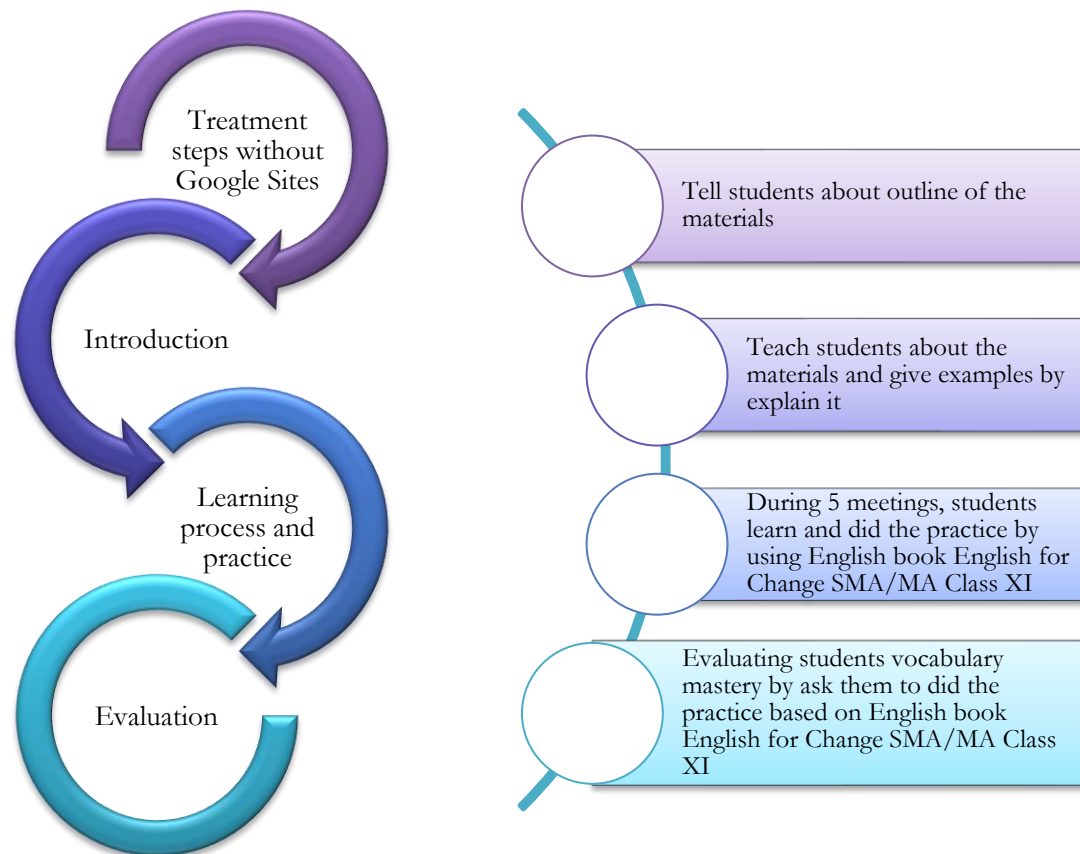
Information:

- O₁ : Pretest of experimental class
- O₃ : Pretest of control class
- X : Treatment
- O₂ : Posttest with the treatment by used media
- O₄ : Posttest with the treatment without media

Figure 2

Steps of treatment



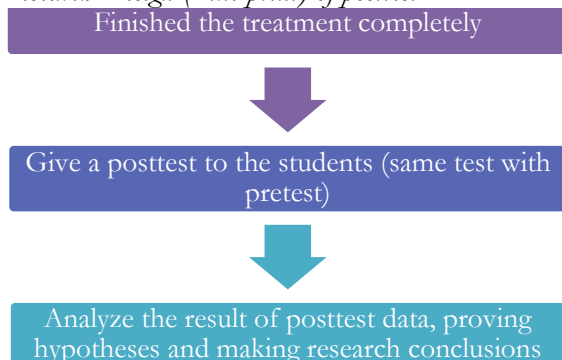


Posttest

If the pretest is used to determine students' initial abilities and knowledge of the material to be presented, the posttest aims to determine whether there is an influence of treatment on students' skills and learning outcomes. The types of vocabulary tests in posttest made similar with pretest. Posttest was conducted after the treatment has finished. Specifically, after students received the treatment, a posttest was administered to collect their scores. Scores were assigned to both the experimental and control classes. The results were evaluated using SPSS statistics 25.

Figure 3

Research Design (Blue print) of posttest



Data Collection Technique

This study obtains data through the use of tests. Tests are used to assess student learning outcomes after completing specific educational programmes (Keshavarz, 2011). The research test is a written test that uses materials at the exact same level as the students' learning materials. As explained before,

the written test material was adopted from the English package book English for Change SMA/MA Class XI according to the recommendations of the subject teacher. The test questions for the pretest and posttest have been made similar. The tests used have been modified and developed in such a way before being given to students. Assessment guidelines include the ability to translate the meaning of at least the highlighted words/sentences, deduce the meaning of words according to the context of the text (keywords/sentences), understand the entire content of the text using several translated and memorised keywords as well as the skill of memorising the vocabulary taught during the treatment.

Data Analysis

The test results in this research were processed using the Wilcoxon Signed Ranks Test from SPSS version 25. It was used to comparing two groups of related data to determine the differences both (Fadilatunnisyyah et al., 2024). This test is an alternative to the Paired Sample T-test when the data wasn't normally distributed as the results in this research. Wilcoxon test was used to test the hypothesis that using Google Sites media significantly affected students' vocabulary mastery. The assumptions on this test is as follows.

- a. Asymp value. sig. (2-tailed) > 0,05 value then H_a is accepted.
- b. Asymp value. sig. (2-tailed) < 0,05 value then H_o is rejected.

FINDINGS

Mean Scores of Pretest and Posttest

The treatment/learning went well and was quite enjoyable. Researchers ensure students can access all Google Sites service features, such as material pages, image displays, audio, video (YouTube), and assignment collection sites. Thus, the availability of all these features supports the learning process and simplifies the learning process for students and master more vocabulary.

This section details the results of quasi-experimental research, which explains the significance of the influence of using Google Sites media on students' vocabulary mastery. The pretest and posttest results demonstrate student's vocabulary levels before and after treatment. The average pretest and posttest scores for each class are as follows.

Table 4

Paired samples statistics of experimental group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest Experimental	83.6000	25	12.37605	2.47521
	Pre-test Experimental	72.2000	25	13.46910	2.69382

Based on the Table 4 above, the average posttest score is higher than the pretest score. The significance of the pretest value is 72.20, while the posttest value is 83.60. This shows the positive impact of using Google Sites media on students' learning mastery. Meanwhile, the average value for the control class is as follows.

Table 5

Paired samples statistics of control group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest Control	81.6000	25	17.00000	3.40000
	Pre-test Control	74.0000	25	13.22876	2.64575

Table 5 shows that the average posttest score is higher than the pretest data. The pretest value has a significance level of 74.00, whereas the posttest value is 81.60. Despite having a higher average pretest score, the experimental class had a higher and more significant average post-treatment score.

The average performance increased by 11.4 points in the experimental class, which is compared to 7.6 in the control class. This demonstrates that studying using Google Sites media has more of an influence on students' vocabulary mastery.

Testing of Hypothesis

The data in the prerequisite test was not normally distributed, but it remained homogenous. Alternatively, researchers employed the Wilcoxon test to determine the influence of utilising Google Sites media on students' vocabulary mastery. This test serves as an alternative for the paired sample T-test. The Wilcoxon Test output produces the following data.

Table 6

Wilcoxon signed ranks test

		N	Mean Rank	Sum of Ranks
Post-test Eksperimen - Pre-test Eksperimen	Negative Ranks	2 ^a	8.25	16.50
	Positive Ranks	18 ^b	10.75	193.50
	Ties	5 ^c		
	Total	25		

a. Post-test Eksperimen < Pre-test Eksperimen

b. Post-test Eksperimen > Pre-test Eksperimen

c. Post-test Eksperimen = Pre-test Eksperimen

According to [Table 6](#), the Wilcoxon Signed Ranks Test results indicate a Negative Rank or difference (negative) between the pretest and posttest. There are two negative data points (N), indicating that both samples decreased from pretest to posttest. The average loss in rank was 8.25 points, while the sum of all of negative rankings was 16.50.

Aside from that, there were 18 positive data points (N), indicating that 18 samples increased between the pretest and posttest. The Mean Rank was 10.75 points, with a total of 193.50 points from positive ranks. There were also 5 Ties (N) data, indicating that five samples had similar values at the pretest and posttest.

Table 7

Wilcoxon signed ranks test

		N	Mean Rank	Sum of Ranks
Post-test Kontrol - Pre-test Kontrol	Negative Ranks	8 ^a	11.00	88.00
	Positive Ranks	16 ^b	13.25	212.00
	Ties	1 ^c		
	Total	25		

a. Post-test Kontrol < Pre-test Kontrol

b. Post-test Kontrol > Pre-test Kontrol

c. Post-test Kontrol = Pre-test Kontrol

According to [Table 7](#), the Wilcoxon Signed Ranks Test result in Negative Ranks, which represent the difference (negative) between the pretest and posttest. There are 8 negative data points (N), suggesting that the 8 samples declined between pretest and posttest. The Mean Rank, or average reduction, is 11.00 points, while the Sum of Ranks, or total of negative rankings, is 88.00.

Aside from that, there were 16 positive data points (N), indicating that the 16 samples increased between pretest and posttest. The average increase is 13.25 points, and the sum of positive rankings

is 212.00. There is also one Tie (N) data point, which indicates that one sample scored the same on both the pretest and posttest.

Table 8

Test statistics

	Post-test - Pre-test Experimental Group	Post-test - Pre-test Control Group
Z	-3.325 ^b	-1.782b
Asymp. Sig. (2-tailed)	.001	.075
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

The results of the analysis in Table 8 of the posttest-pretest experimental group obtained a significance value of 0.001. H_0 is rejected because the significance value is less than the alpha value (<0.05). There is a considerable difference between the experimental class pretest and posttest. This also indicates a considerable influence of using Google Sites web-based media on students' vocabulary mastery at MA Darul Ulum Palangka Raya for the experimental class.

Meanwhile, the results of the analysis in posttest-pretest control group obtained a significance value of 0.075. H_0 is failed to be rejected since the significance value is higher than the alpha value (>0.05). There is smaller statistically differences between the pretest and posttest of control class. This implies that used of Google Sites media was better to improve students' vocabulary mastery on learning processed. This statement implies that using Google Sites as a learning media can improve students' vocabulary mastery better.

DISCUSSION

Based on these results, it stated that the use of Google Sites has better influence on student learning outcomes and students vocabulary mastery if compared to treatment without media. The significance value for each group shows 0.001 and 0.075, which means there are differences in the final results after treatment. Even though it doesn't categories in significant differences, the experimental group has a bigger influence compared to the control group. This score wasn't calculated using the T-test as it should be because the data wasn't normally distributed so it didn't fulfill the applicable requirements. Alternative statistical Wilcoxon tests were chosen because it looked at the freedom of data distribution.

Additionally, students found it easier to master vocabulary better by using Google Sites as a learning media. This also proves that treatment using Google Sites media can encourage students' excitement or interest in learning to achieve better results. As stated in the student learning outcomes, the difference in scores between the experimental and control classes is quite clear. Students have an interest and enthusiasm for learning that is satisfying with media, especially new media that has never been used before. Many features can be used during treatment, such as displaying images, video, audio, text, and a place for collecting assignments, which have been packaged in just one website. The method of delivering and presenting the material is effective because using Google Sites media can still provide reasonable explanations. With this media, students can study comfortably at school or anywhere without fear of the material they are learning being lost or deleted.

The research results prove that Google Sites learning media can improve vocabulary mastery, as shown in the average student learning outcomes. A learning process that presents a variety of materials in visual, audio, and audio-visual form with good language structure certainly provides a good learning experience. Learning becomes more effective and efficient, considering that all material has been uploaded on the Google Sites web page. Students can operate the media well because the system is quite simple, and teachers who have optimally used the media so that student's abilities and skills, especially in mastering vocabulary, are maximised. This emphasises the influence of Google Sites media in learning English.

Google Sites learning media helps students remember more vocabulary in their study material. As explained in the research study by [Bangun et al., \(2022\)](#), the Google site is relatively easy to use. Google Sites is also connected with Google Apps. This implies that Google Sites features like maps, YouTube, Google Forms, Wikipedia, calendars, and documents can be included on the user's website. Users can operate many functions on one website. Users can also access all features easily because of the uncomplicated web interface. This opens up as many opportunities as possible for students to access the material they need in addition to the material that has been provided. Students can access more words rarely used in texts and master vocabulary with the help of various images, videos, and audio. In this way, students continue to increase their vocabulary while learning to use this media.

Learning English using Google Sites media influences students' ability to master vocabulary. Students learn more types of vocabulary from previous learning experiences. This was confirmed through test results after the treatment ended. Since vocabulary mastery increases, students become more responsive and active during learning. [Ulinuha and Parnawati \(2023\)](#) convey research findings based on students' opinions that reading websites does not waste time studying and is highly pleasurable because this website is designed for students. They agreed that the website provided good learning experiences. [Bangun et al., \(2022\)](#) found that using Google Sites media can influence the ability of students in understanding the content. This is support that Google Sites media can facilitate learning well to achieve more optimal learning outcomes.

CONCLUSION

This research found that Google Sites can be considered to be a learning media to improve students learning outcomes, especially vocabulary mastery. Although the results of this study don't have a significant comparison between the two sample groups, the results of the treatment group with Google Sites had higher scores on the pretest through posttest. This answers the hypothesis of this research that the influence of Google Sites can positively improve students' mastery of English vocabulary. The existence of Google Sites is also a trigger for students to create a new and fun learning atmosphere. However, this research has limitations. Even though there was an increase in vocabulary mastery as a result of media use and the susceptibility to increase in scores (pretest-posttest) shown by the experimental class was higher than the control class, the significance of the scores between the pretest-posttest for each class was less than satisfactory. Researchers hope that at least the general average learning achievement of students in the experimental class will reach an almost perfect score. The main factor in this occurrence is students' unstable interest in learning, and researchers cannot fully cover this with the media. Students tend to get bored quickly, so researchers have to look for learning refreshers several times. Apart from less than optimal learning outcomes, data that is not normally distributed because of the distribution of data gathered at one point is also a weakness of this research. This causes hypothesis testing to not be carried out using previously planned tests and using other alternative tests.

However, this research is still a novelty compared to previous research. Google Sites media has never been used for English language learning with a focus on increasing students' vocabulary mastery. Researchers choose this focus so that other researchers have references for research that uses the same media or skill focus. Suggestions for future researchers so that future research can be carried out better so that they do not experience similar obstacles and can create interactive learning using Google Sites media. The researcher hopes that other researchers can use Google Sites and optimise the functions of existing features to help students get maximum learning results.

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CONFLICT OF INTEREST STATEMENT:

The authors declare that the research was conducted without any commercial or financial relationships that could create a conflict of interest.

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