

## Chapter 5

### Conclusion and Recommendations

This chapter provided two parts including conclusion and recommendations. The first is a conclusion which aims to sum up the research findings of this research. The second part is recommendations which the researcher provides for the lecturer, the students, and the other researchers based on the results of this research.

#### Conclusion

This research discussed the use of GT as tool for learning media to improve all English skills in the learning English process. GT translate is machine translation made by Google for the internet user to translate many kinds of language in the world and English language is one of the language that provide by GT. GT is the top second online dictionary that the learner used as online dictionary (Jin & Deifeil, 2013). The researcher curious to reveal student's problems in using GT and also to find out student's strategies in overcoming their problem in using GT. This study used a descriptive qualitative in one of Islamic private university of Yogyakarta. The data collection method used interview with four participants.

The finding showed that there are two aspect problems and strategies when using GT are related to language competence and technology. The problems that student faced when using Google Translate in learning process was related to language competence divided into three problems. The first problem was students found it difficult to follow the speaker while listening because the speaker was so fast in speaking. The second problem is the difficulties in appropriate of translation result.

Hence, this made the students feel confused to choose which one the vocabulary that appropriates with contexts of text. The third problem was student's difficulty in the first language competence in Indonesian.

The problems that student faced when using Google Translate in learning process related technology of Google Translate were divided into seven problems. The first problem was that was no facilities to set up the speaker' speed when speaking. The second problem was GT not be able to translate slang language. The third problem was that GT not be able to translate idiom language. The fourth problem was the low accuracy of grammar in the result translation of GT. The fifth problem was that GT had limited word for translation (5000 words) and also GT limited size of a file for translation (1 MB each file format).

The students had strategies to solve the problem when using GT in the learning process related to language competence divided into five strategies. The first strategy was that students repeated the speaker's pronunciation while listening and the students should have understood the contexts of a word before practicing pronunciation. The second is students were reading the phonetic transcription in a dictionary to practice pronunciation while was listening to the speaker of GT. The third strategy was that students understood the main point of text when reading. The fourth strategy was that student reviewed the source language before translation and also made all the sentence correct in spelling to minimalize error of the result translation. The fifth strategy was that students reviewed grammar of the translation result. The other strategies to solve student's problem when using GT in learning process related to the technology of GT were divided into four strategies. The first

was that students must be using the headset to get clear listening to the speaker of GT while listening. The second strategy was setting a web address for setting accent speakers (British or American) based on students' interest in learning English accent. The third strategy was that students would search via the internet to get information and knowledge about slang language, vocabulary, and idiom. The fourth strategies were the student would be translating the sentences until maximum 5000 words or the student would translate using file feature by converting their files from MS Words format to PDF format.

The results can be concluded in the study the concerning problems faced by students when using GT and the strategies carried out by students to overcome these problems. There were two main aspects of the problem faced by students when using Google transit in the learning process. First that the lack of language skills of students in the first and second languages would affect the results of GT translations that are not accurate. The language skills include grammar, idiom understanding, language slang knowledge, and vocabulary business. The example, when students use ineffective language, incorrect spelling in Indonesia, the grammatical error when translating into English text using GT, the result will be a lot of errors.

GT translate is a translation engine made by Google which certainly still has many disadvantages for students. These shortcomings stem from limited facilities or features that don not work well. GT translation results cannot translate sentences that can be adapted to the context needed, so this is where students play the role of perfecting the translation of GT. The GT still has limitations in translating slang

language and idioms so that students must be able to be independent to add knowledge from various sources by not only relying on GT

### **Recommendations**

After knowing the result of this research, the researcher provides some recommendations. The recommendations are addressed to the teacher, the students, and also the other researcher. The explanations are presented as follows:

**For students.** After knowing from the results of this study, researchers have hope that students can use GT properly and wisely. Students are not advised to accept the GT translation results directly because the results of the GT translation cannot resemble the results of human translation. When students use GT, students must review and re-correct the GT translation results to be more optimal because GT is a translation engine managed by Google machines. so the translation results will be general.

Therefore, the researcher hopes that students are not advised to accept the GT translation results without reviewing the results of the translation. Hopefully, the students can learn from the mistakes and strategies of the participants in the research and apply all strategies in the process of learning English and can provide students with knowledge and skills from GT. Besides, the researchers also hope that students must be able to actively seek various kinds media of additional knowledge independently by not depending on GT, so students will get the benefit from GT and reduce the weakness of using GT as tools to help their learning process.

**For lecturers.** The results of this study revealed that almost all students used GT in the process of learning English. It shows that students had a lot of problems

when using it because they lacked language skills and did not understand the right way in using GT. So in this study, the researchers hope the lecturer can find a guide for students on how they use GT in the learning process because most lecturers forbid their students to use GT to translate. This can no longer be denied because nowadays students live in a digital age era whose lives are happy in practicality. The lecturers can learn the use of GT as best they can and make a guide on how to use GT. Then the lecturer conducts guidance and monitoring for students while using GT by referring to the guidelines that have been made by the lecturer.

**For other researchers.** The research aims to find out the problems faced by students when using GT and to find out students' strategies to overcome problems when using GT in the process of learning English. The results showed that there were two main problems when using GT, namely the lack of ability in language skills and lack of GT technology. Researchers hopes that this research can be a reference for further research to come