

CHAPTER FIVE

CONCLUSION AND SUGGESTION

This Chapter provides the conclusion of the study and suggestion for further study on the similar discussion.

5.1 General Conclusion

The goal of this study was to find the answer of two research questions as mentioned in chapter one. The first question tried to seek the answer whether or not the use of Google Translate in English language learning activity in the classroom gives or helps them to improve their translation ability. This study believes that translation skill is important to understand text. The second question tried to reveal the students' opinion toward the application of Google Translate in English language learning. This second question was also responsible to know the students' experience of the involvement of Google Translate in English language learning.

In order to answer the first research question, this study conducted experiment by selecting two groups of vocational school students, gave them pre-test, a group was given treatment while the other was not, and finally gave them post-test. The treatment itself was adapting the task-based method where students were given the task to translate. The entire treatments from treatment 1 to the last treatment used the bottom-up process where in the beginning they had to translate words and finally in the end they had to translate and interpret text. On each

treatment, teacher gave them feedback by redirecting them regarding the process of translation.

The first measurement was to find the progress and improvement on only just experimental group. This measurement chose the paired sample t-test procedure where the pre-test and post-test of experimental group was calculated and analyzed. Based on the paired sample t-test calculation, the researcher got -3.847 for the t calculation score. Refer to the t distribution table with 13 degree of freedom and 0.05 of alpha, the t-table score is -2.160. Based on the condition of hypothesis made which tells that if the t-calculation score is bigger than the t-table score, therefore the null hypothesis is rejected. It means that the experimental group translation skill improves after the treatment.

The next stage of measurement was conducted by using the independent sample t-test. This measurement compared the post-test score of the experimental group which got the treatment and the control group which got no treatment. The score got from this independent sample t-test or the t-calculation score is 4.341. Refer to t-distribution table with degree of freedom 26 taken from the sum of all 28 samples minus 1, and the 0.05 of alpha; the t-table score is 2.056. Therefore the null hypothesis was rejected and it automatically accepts the alternative hypothesis. This null hypothesis rejection means that the t-calculation score reflects the significant different between the experimental and the control group. So the conclusion for this stage of measurement is that the use of Google Translate as a learning media in English language learning impacts to students' translation skill progression.

The positive result of the quantitative stage is trying to strengthen by the explanation of the qualitative stage. This qualitative measurement was only conducted to experimental group. This stage consists of four discussions which include the Google Translate aid to students English language learning, the effectiveness of Google Translate use in English language learning, students' experience of learning by using Google Translate, and the students' skill progression. Therefore, there are two categories here, the first is the Google Translate aspect, and the second is the student's aspect.

On the first Google Translate aspect, all students mentioned that Google Translate helps them in English language. Meanwhile, on the second Google Translate aspect, the alignment is fairly divided into 50% to 50%, where 50% of them said that Google Translate is effective to use in English language learning, and the rest said that it is not effective. However, the next category or the students' experience aspect tells that 85% of students had good experience to learn English by using Google Translate, the rest of it had bad experience. In term of the students' progression aspect, 57% of them measured that their translation skill are progress, while 42% stayed in uncertain condition.

Considering the four categories in qualitative stage which gives three positive results and one uncertain result on Google Translate effectiveness, the positive result in quantitative stage at least strengthened by 3 out of 1 positive result in qualitative stage. In conclusion, the reason why the experimental students' translation skill improves is that they were helped by Google Translate and they had good experience to use Google Translate as a learning media.

The resume of the finding of this study above concludes that the use of Google Translate as a learning media helps improve students' translation skill. This is in line with Zengin (2011) statement which tells that online translation tools and search engines were found beneficial in enhancing the quality of existing translation practices. However, the role of teacher's feedback on translation and the adaptation of TBL in the classroom give significant contribution. Black and William (1998 in Harmer, 2007a: 137) says that feedback on students' work probably has more effect on achievement than any other single factor. TBL is also has an enjoyable and motivating advantage to use in as shown in www.teachingenglish.org. The students also gave positive response to the use of Google Translate as a product of ICT as a learning media in classroom for improving translation skill. This positive response tells that the use of ICT product has a fun factor as mentioned by Brown (2001: 145). However the use of Google Translate as a learning media had not fully effective regarding the device such as laptop and connection.

5.2 Suggestion

The writer realizes that although this study has made a clear conclusion, but the researcher approves it still has weakness whether on its technique, procedure, and so on. However, the writer bears the other researchers who are interested in ICT and its relation to English language learning to conduct the other research on Google Translate. There are many discussions regarding Google Translate which will not be covered by this study, for instance, the pronunciation

feature on Google Translate, the students behavior to use Google Translate, or etc. The discussion of how they learn English through Google Translate – whether speaking, listening, reading, writing, and etc. – should become an interesting topic for the next research for the researcher himself and for those who interested.

Moreover, by the growing of portable ICT device such as smartphone and tablet and the popularity of Android OS, Google Corporation as the producer of Google Translate itself has made the Android version of Google Translate which is more interactive and rich of new features. The new features such as *photo translation* and *speak to translate* are the interesting features to be applied in language learning and translation, and those are very researchable. The photo translation feature is the feature of Android version of Google Translate which is able to translate text in a photo. For instance, we find English text on the book, we capture the text, and then Google Translate tries to translate it. The next new feature is *speak to translate* feature which allows the user to translate their speaking by directly speaking to the device, and Google Translate will translate it for the user. The writer wonders how if both features above are applied into language learning. More or less, this study hopefully provides valuable information for the direction of English Language Learning in the future, and finally, this study hopefully at least enriches the discussion of the ICT and English language learning.