

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research, implication of the study, limitation of the research and the suggestions for the further research.

#### **5.1. Conclusions**

As stated in first chapter of the study, this research is aimed to answer two objectives of research: (1) to identify and analyze how Google Docs is implemented in translation class; (2) to find out students' responses towards the use of Google Docs in the classroom. After doing the research and analyzing the data several points that could be drawn from this research.

The first point was related to the implementation of Google Docs in translation class. According to the result of the observation, the students did not have any problems related to the use of Google Docs as an online learning tool in the classroom. Despite it was the first time utilizing Google Docs in the class for most of the participant students, they found it was easy to operate since it shared similar features with Ms. Word. However, the problems occurred at that time were the internet connection and the cable extension. These technical difficulties according to Erben et al., (2009) could made frustration to the students and educators. Educators need to check the technology being used in the classroom in advance to prevent the technical difficulties.

Second, it was aimed at finding out students' responses toward the use of Google Docs in translation class. From the analysis of the questionnaire, it is found that the students had positive response to the experience and knowledge in using Google Docs in the translation class. They were agreed that Google Docs application was easy to use (80.6%), it is also supported by the result from the interview which mentioned that the students had not difficulty in operating the tool. However, the technical difficulties such as internet connection and cable extension were become the problems faced by the students.

They relied much on the WIFI connection provided by the university, to prevent the technological difficulty such as slow internet connection, students were required to use their own hotspot connection to provide better connection. Regarding the problem of cable extension, the lecturer should facilitate students with computer supported classroom such as laboratory.

84% of the students agreed that Google Docs is a useful tool for learning translation collaboratively. Since they were doing the translation works on the same document, they could monitor everything happened on that documents. Multiple authors allowed them to do collaboration in the same documents. Besides, the features of Google Docs could encourage collaboration between students.

## **5.2 Implication of the Study**

In this present study, the implementation and students' response of the use of Google Docs as an online collaborative tool were investigated. Based on the findings, it implied that Google Docs could be used to support students to work collaboratively. Using Google Docs to edit or revise translation works is effective and efficient for the students. They can simultaneously post their translation work to all their friends for editing, making comments, and giving feedback in or outside of the classroom. One of the contributions of this study is a call for the integration of Google Docs, as an online tool, into the translation class. Most of the educators do not know yet the potential of Google Docs as an online collaborative tool. The educators were recommended to facilitate the students by providing the classroom that can support technology integration such as using computer laboratory.

## **5.3 Limitation of the Study**

This study has several limitations when the results were interpreted. The first limitation is derived from the small number of students involved in this study. Further research of the study with a larger population probably contribute to obtaining more statistically significant results and analysis. Another limitation is derived from the observation conducted in the classroom. The researcher was

Winy Nur Ardy Sudrajat, 2019

*THE USE OF GOOGLE DOCS AS AN ONLINE COLLABORATIVE TOOL IN TRANSLATION CLASS*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

invited as a viewer in the Google Docs, therefore, not all the activities can be captured during the implementation of Google Docs in the classroom.

#### **5.4 Suggestions for Further Research**

The research shows descriptions about the implementation of Google Docs as an online collaborative tool in translation class. Based on the findings and conclusion of this research, this study offer suggestion that can be useful for further researchers who are interested in analyzing the use of Google Docs in translation study. Future studies might explore and compare the learners' attitudes and perception towards the use of Google Docs in the classroom in both Google Docs and traditional classroom. Moreover, research on the effectiveness of using Google Docs in the classroom might also be explored to find out in what aspects Google Docs improving students' translation skills.