

Chapter Five

Conclusion and Recommendation

This chapter presents the conclusion of this study. Some main points from the previous chapters are also summarized in this chapter. Afterward, based on the result of this study, the researcher proposes some recommendations for some parties to whom this study may provide its significances.

Conclusion

Online Machine Translation (OMT) tool is an online-based application which is able to translate a text in one language into another automatically. OMT tool provides its users some advantages such as free, real-time, and multi-language translation. Those advantages make OMT tool now to become a renowned tool for translation task and its usage cannot but rise. Not only popular among its users, OMT also arouse the interest of many researchers to do so some experiments and studies regarding some of its aspects.

OMT tool, like some other technologies, apparently, can be applied in language learning activity. Its application by language learners becomes an inevitable circumstances when they find that OMT tool can assist them in some language learning tasks. Some researchers proposed numbers of uses of OMT tool in which it can be helpful and beneficial for language learning. Some of which are the use of OMT tool in for vocabulary reference and acquisition, the use of OMT tool in reading comprehension, the use of OMT tool in assisting writing, and the use of OMT tool in translation drilling. Positive view toward the usefulness of OMT

tool also makes some researchers to suggest that there is a need in integrating OMT tool in foreign language curricula.

Driven by the researcher' curiosity of how OMT tool is used by language learner to help them in their learning, this study was put into motion. There were two main objectives this study wanted to pursue, namely: to examine the use of OMT tool by students in their learning and to investigate the benefits that students obtain in using it. This study is a quantitative method and was designed in a form of survey design. This study was conducted at English Education Department of Universitas Muhammadiyah Yogyakarta. The subject of this study were 103 students from students of batch 2016 (year 1). The data were collected through administering questionnaire adapted from Clifford, Merschel, and Munne (2013).

From the result of the data analysis process, two findings were found. The first finding answered the first research question related to how students use OMT tool in their learning. It was found out that all of the students were already familiar with OMT tool, for all of them reported some uses of OMT tool. Among some OMT tools that students usually used, Google Translate was the most popular one as it was used by the majority of students.

The frequency of OMT tool use varied based on the type of assignment, the length of translation segment, and the type of purposes in multi-directional translation. Based on the type of assignment, students often used OMT tool in writing assignment and sometimes use it in reading, speaking, and listening assignment. Based on the length of the translation, students often used OMT tool in individual word translation, sometimes in translate short phrases and complete

sentence translation, while they rarely used it in paragraph translation. In terms of Indonesian – English translation, students sometimes used OMT tool in all of four purposes that this study proposed, namely: understanding reading text, re-checking writing, understanding instruction in doing assignment, and understanding audio or video tape. In terms of English – Indonesian translation, students often use OMT tool in understanding reading text, while they sometimes used it in re-checking writing, understanding instruction in doing assignment and understanding audio or video tape.

All students reported that they were already aware of the errors that OMT tool often produce. They often found grammar and word order errors, and sometimes they found idiomatic expression and vocabulary error. However, not all students did the editing process. Some students, in a low percentage, did not conduct editing process. Between two editing process that were available, pre- and post-editing, post-editing process was more frequently done by the students.

The second finding answered the second research question related to the usefulness of OMT tool in students' language learning. In general, all of the students perceived that OMT tool was very useful. There were some benefits proposed in this study to see students' view toward them. The result showed that students perceived that OMT tool was very useful in improving vocabulary mastery, sharpening translation skill, and understanding reading text while they perceived that OMT tool was useful in increasing confidence in learning English, improving grammar accuracy, attaining better assignment' score, producing native-like language, saving time in doing assignment, and improving writing skill.

Recommendations

This research is expected to be useful for some parties including students, lecturers, and other researchers. Therefore, some recommendations are proposed by the researcher based on the findings that were found.

For the students, they should be more aware of the effectiveness and the usefulness of OMT tool in their learning. They also need to be aware of the errors contained in OMT tool translation. Being aware of those aspects will help them to decide to use OMT tool in a way that they may feel it be most useful, so they may gain the optimal benefit from the use of it.

For the lecturers, since all of students of EED of UMY involved in this study used OMT tool, the lecturers are recommended to design a course to specifically introduce and train students in using OMT tool as well as give them an insight about its usefulness. The example is by including the subject about OMT tool in a translation course or another course, in which it can support students in the learning. By doing this, the lecturers facilitate and encourage students to use OMT tool to help them in learning English in a proper way.

For the other researchers, as the researcher aware that there are more scopes to be studied related to the use of OMT tool in English learning, the researcher, therefore, encouraged other researchers to study what may be the scope that this research has not covered yet. One of the topics that the researcher suggest is studying on how English proficiency of the students who use OMT tool can differ from those who do not use it.