CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter summarizes the key findings from the data analysis presented in Chapter 4 and provides recommendations based on these findings. The conclusions address the research question: "What is the students' perception in using Google Translate as a media in translation class?" The recommendations offer strategies for effectively integrating Google Translate into translation classes while mitigating its drawbacks.

5.1 Conclusion

The data analysis revealed several important insights into students' perceptions of using Google Translate (GT) in their translation classes:

Google Translate is widely accepted and utilized by students in the English Education Study Program. Its integration into academic activities underscores its importance as a translation tool. Google Translate serves as a valuable learning aid, helping students with vocabulary acquisition, sentence structure understanding, and quick comprehension of foreign texts. While students appreciate the practical benefits of Google Translate, they are also aware of its limitations. The mixed emotional responses reflect a balanced perception, recognizing both the tool's utility and its shortcomings. The concerns about accuracy and over-reliance suggest a need for caution in using Google Translate. Students should be encouraged to use Google Translate as a supplementary resource rather than the primary tool for translation tasks.

Google Translate is a helpful tool for students in translation classes, offering significant advantages in terms of speed and ease of use. However, it should be used as a supplementary aid rather than a primary resource to ensure the development of proper translation skills. Students generally perceive GT positively but emphasize the importance of critical use and the need for additional verification to avoid inaccuracies

Google Translate is a widely used and valuable tool in translation classes, offering numerous benefits such as time efficiency and ease of access. However, its limitations necessitate a balanced approach to its use. By critically evaluating translations, using Google Translate as a supplementary resource, and focusing on skill development, educators can help students maximize the benefits of Google Translate while minimizing its drawbacks. The recommendations provided aim to guide the effective integration of Google Translate into translation education, enhancing both learning outcomes and students' translation capabilities.

5.2 Suggestions

To optimize the use of Google Translate in translation classes and enhance students' learning experiences, the following recommendations are proposed:

1. **For Students**:

   Students should use GT to complement their learning, ensuring they also practice manual translation to improve their language skills and avoid over-reliance on technology.

2. **For Teachers**:

Teachers should guide students on the effective use of GT, highlighting its benefits and limitations. They should also encourage students to develop their translation skills independently.

3. **For Future Researchers**:

Further research could explore more in-depth the long-term impacts of using GT on students' translation abilities and language proficiency, considering different contexts and educational settings.