

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion drawn from the research findings and discussion detailed in the previous chapter. Additionally, it offers constructive suggestions aimed at students, lecturers, and future researchers regarding the implementation of Google Translate in English language learning.

5.1 Conclusion

Based on the descriptive statistical analysis and discussion concerning the 4th-semester English Education students' perceptions towards the use of Google Translate at Universitas Kristen Artha Wacana (UKAW) Kupang, it can be concluded that the students hold a highly positive perception toward this tool. This is supported by the total average mean score of all perception indicators, which stands at 4.50, falling squarely within the "Very High" interpretation bracket.

Relating to perceived usefulness, which achieved a total mean score of 4.57 (Very High), the findings demonstrate that the students find the tool highly beneficial for enhancing their academic tasks and language proficiency. It significantly assists them in understanding English texts and acquiring difficult words and expressions easily.

Relating to the perceived ease of use, which achieved the highest score among all indicators with a mean score of 4.59 (Very High), the findings prove that the user interface, rapid processing, and mobile accessibility of Google

Translate provide a seamless user experience. The students encounter no technical obstacles in operating the application anytime and anywhere.

Furthermore, in terms of effectiveness, which stands at a mean score of 4.52 (Very High), the tool is deemed highly effective in minimizing study time and optimizing learning efficiency. It acts as an immediate cognitive scaffolding mechanism when students encounter dense learning materials or unfamiliar idioms.

Regarding students' satisfaction, which achieved a mean score of 4.46 (Very High), students express immense satisfaction with both the operational performance and the linguistic output of the tool. They genuinely enjoy integrating Google Translate into their academic workflow to meet their dynamic learning needs.

Concerning learning support, which obtained a mean score of 4.40 (Very High), Google Translate serves as a reliable motivator for independent study. It boosts students' confidence, which indirectly enhances active participation during classroom interactions and group discussions.

In summary, while Google Translate is heavily utilized, these English Education students do not rely on it blindly. They leverage its accessibility and speed as a tactical bridge to overcome vocabulary barriers, while maintaining a critical awareness of its grammatical limitations.

5.2 Suggestions

In light of the conclusions mentioned above, the researcher puts forward several constructive suggestions for the following parties:

5.2.1 For English Education Students

Students are encouraged to maintain their active role as editors (post-editing). While Google Translate is an excellent tool for speed and vocabulary lookup, students must continuously cross-check the output with official dictionaries or grammar checkers to avoid semantic inaccuracies and grammatical dependencies.

5.2.2 For English Lecturers

Lecturers are suggested to acknowledge the integration of machine translation in the digital era. Instead of prohibiting its use, lecturers can guide students on how to use Google Translate wisely, such as using it as a tool to analyze structural differences between Indonesian and English sentences.

5.2.3 For Future Researchers

Future researchers are advised to expand the scope of this study by investigating the actual correlation between students' frequency of using Google Translate and their academic performance (e.g., Writing or Translation scores). Additionally, qualitative methods such as interviews could be deployed to gain a deeper, more nuanced understanding of students' post-editing habits.