CHAPTER 5
CONCLUSION

This chapter concludes findings and discussions which have been mentioned in preceding chapter. This also presents implication and limitation of the study. The recommendations are also include for future study in the end of this chapter.

5.1 Conclusion

English academic writing may be one such challenge to non-native students. However it is essential for them as it is become one of the requirements in University. In order to deal with academic writing, they should discover what makes it difficult for them to construct academic writing. Bearing this in mind, the researcher aimed to discover students' difficulties in academic writing and the employment of machine translation to overcome Mechanical Engineering Vocational Education students' difficulties in academic writing.

Difficulties in academic writing are varied, students all over the world experience different difficulties depending on their level of English proficiency. As being mentioned above, Asians tend to experience more difficulties in academic writing. Students from Asian universities typically find it difficult to meet the criteria of English academic writing. One possible reason for this could be the difference cultural background. They have different rules, patterns, and structures from their mother language.

Since academic writing presents such a challenge to the students, language experts have reacted by trying to find ways included taking the advantages of advent technologies and online sources such as Machine Translation (MT). Therefore, this study also aims to discover the employment of machine translation to overcome Mechanical Engineering Vocational Education students' difficulties in academic writing.

The results revealed that 27 students of Mechanical Engineering Vocational Education in Universitas Negeri Jakarta encountered several academic writing difficulties such as grammar (construct grammatically correct sentences, the use of appropriate tenses), expressions (discourse markers, part of speech) and vocabulary (proper vocabulary choices and finding synonyms). However the vast majority of the students considered academic writing in terms of grammar is extremely difficult.

The results also revealed that employing machine translation could help students to overcome academic writing difficulties in terms of grammar, expressions and vocabulary. But the significant numbers of them considered machine translation as a very good tool to overcome vocabulary difficulties. It is also revealed that the majority of the students use machine translation to help their writing and they choose Google translate as their machine translation. This indicated that Google Translate is currently the most commonly used free machine translation by them.

In conclusion, academic writing difficulties are various, and to overcome those, the employment of machine translation is needed. According to the findings the most difficulties students encountered falls into grammar aspect. However, the students believed that machine translation could help them the most to overcome vocabulary difficulties.

5.2 Implication of the study

The main results of the current research have a number of implications. As seen from the findings, the students considered academic writing as a difficult task. Therefore it needs much consideration for English academic writing couldn't be mastered instantly, let alone for non-native students. Students' views on the academic difficulties in their writing provides a reality of the difficulties experienced by the students and what they expect from their lecturers and the university. Furthermore the employment of machine translation also needs much attention to assist the students overcome academic writing difficulties.

5.3 Limitation of the study

In the meantime, as this research only examined a limited number of participants who are 27 Mechanical Engineering Vocational Education students in Universitas Negeri Jakarta and only examined limited number of academic writing difficulties, the result of this study cannot be generalized to other contexts. Therefore, further research is needed in which a more significant number of participants and various academic writing difficulties should take part in, and a variety of research instruments should be employed to gain depth insight about the employment of machine translation to overcome students' academic writing difficulties.
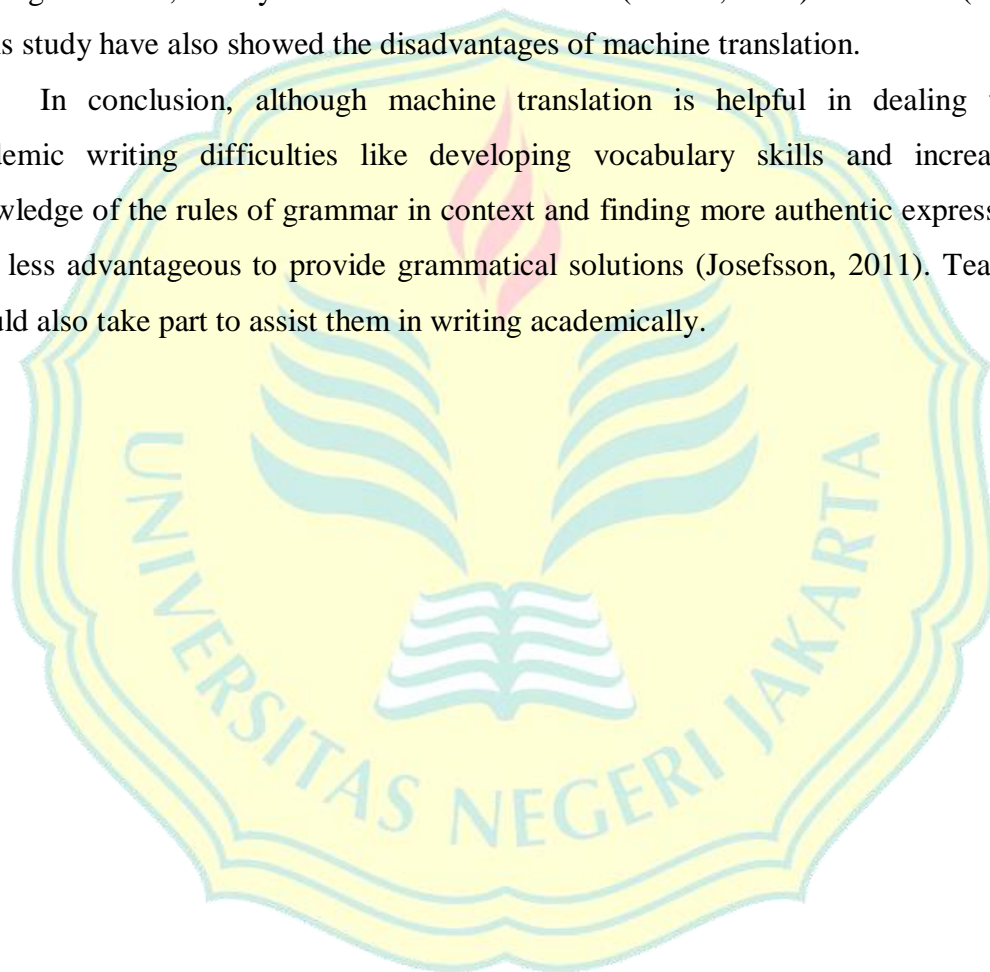
5.4 Recommendation

According to the findings in preceding section, the current study made some recommendations:

Firstly, teaching academic writing in English should be taken into serious consideration. Lectures should take a note that language use is the greatest difficulty encountered by students in academic writing. For that reason, to remove their language obstacles, they should adopt and enhance their teaching strategies. The English level of engineering students is usually low due to the fact that more challenging practical courses are offered and that they have not as much of time to participate in English learning. Consequently, teachers are suggested to elaborately choose model compositions before the writing activities, which can afford meaningful reference for students and can assist as comprehensible input.

Students should be exposed to the sample articles in dealing with vocabulary choice, lectures should give them guidance to notice to the language features in the model compositions, and encourage them to process and store the valuable language items in their memory. In this process, machine translation is take role. When they meet unfamiliar words, lectures should allow them to open their dictionaries or machine translation to make them easier to find the meanings, so they can use the words in their academic writing. Bernardini (2016) preserved that in language

classroom, the machine operates to close a corpus willing to adapt to the one's needs and likings of the learner. (p. 16). Consequently, this leads to data-driven learning, which has been revealed to be efficient for English as second language or foreign language learners, mainly those who is at low levels (Nation, 2001). S. M. Lee (2020) in his study have also showed the disadvantages of machine translation.

In conclusion, although machine translation is helpful in dealing with academic writing difficulties like developing vocabulary skills and increasing knowledge of the rules of grammar in context and finding more authentic expression, It is less advantageous to provide grammatical solutions (Josefsson, 2011). Teacher should also take part to assist them in writing academically.