# CHAPTER V

# CONCLUSION AND SUGGESTION

## 5.1 CONCLUSION

This research uses a qualitative descriptive method to find out how the students use Google translate in writing descriptive text class VII at SMP Negeri 16 Medan and why do the students use Google translate as they do. After data analysis, several conclusions can be drawn after researching to overcome research problems. Based on the findings and discussion in the previous chapter, the following conclusions are drawn: To overcome the first problem, Based on data analysis, it was found that there were three steps to use Google Translate in English learning at SMP Negeri 16 Medan class VII, namely enter all text into Google Translate, Read the whole equivalent of words and the last is find the right equivalent and according to the structure of the target language, Among the three steps to use Google Translate, The first step is to enter all text into Google translate in this step 100% of students use it, and what is very rarely used is read the whole equivalent of words in this step only 32% of students use it.

To overcome the second problem, interviews were conducted with the students. Based on the theory used in this research, there are four reasons to use Google Translate namely can help EFL students enhance their English writing performance, Making few spelling errors, Making few grammatical errors, and Get advanced vocabulary. Based on data analysis, it was found that five students agreed that GT can help EFL students enhance their English writing performance, 10 students agreed with Gt making few spelling errors, six students agreed with

making few grammatical errors, and five students agreed with Get advanced vocabulary. It means that the students use GT in their writing because it helps them in the writing process. GT is believed to be able to make them improve their vocabulary, improve their writing skills, make them make little spelling errors, and make them not afraid to make grammatical mistakes. The students feel that GT is a very helpful tool because in addition to being practical, GT has many features that can be used in their learning process, especially in the writing process.

## 5.2 SUGGESTION

Based on the research results, suggestions are given on several matters.

1. For teachers:

   Through this research, English teachers can find out the use of Google Translate in writing that can be applied in the classroom, Teachers can encourage students to use Google Translate to translate texts, such as articles, poems, or short stories, into their native language or another language of interest. This can help students develop their writing skills by comparing and contrasting translations.

2. For students:

   Students can use Google Translate as a media to help when writing a descriptive or another texts. They can translate their text into their target language, allowing them to practice their writing skills and develop a deeper understanding of language and culture.

3. For other researchers:

   Future researchers can use this study as a foundation to explore other translation tools and platforms that students can use in the learning process, By expanding

on this research and exploring new avenues for investigation, future researchers can contribute to a deeper understanding of the role of translation in language learning and education, ultimately informing instructional design and improving student outcomes.