

CHAPTER V

CONCLUSION AND SUGGESTION

A Conclusion

Based on the research findings presented in the previous chapter, the researcher draws conclusions that address the research question. The conclusion of this study are as follows:

1. Teacher–Student Interaction during the Learning Process Using the DRTA Method at SMP N 1 Kemiri

Based on the questionnaire aspect observed in this research, it can be concluded from the ten questionnaire statements that the application of the Drta method in class VIII SMPN 1 Kemiri received a generally positive response. The data shows that 68% of students felt “quite satisfied,” while 56% expressed that they were “satisfied” with the implementation of the DRTA method. However more than 38% of students also indicated “dissatisfaction” with its application. The large number of students who responded with “satisfied” and “very useful” indicates that the DRTA method is an effective and beneficial teaching strategy in improving students’ reading comprehension. Mistakes in choosing an appropriate teaching method can lead to students disengagement and boredom, which in turn makes the learning process less effective and more difficult to comprehend. Therefore, selection an appropriate and effective teaching method requires a thorough and reflective effort by the teacher, with a strong focus on enhancing students’ English reading skills in a structured and meaningful way. The use of the Drta method can enhance the quality of the learning process, making it more effective, engaging, and beneficial for students. Through the

implementation of this method, it is expected that students' English reading skills will improve, enabling them to comprehend texts more confidently and perform better in reading assessments.

2. Aspects of Interaction in the Use of the DRTA Method at SMP N 1 Kemiri

Based on the interview data obtained in this research, it can be concluded that the implementation of the DRTA method is highly effective. The majority of interview responses indicated that both teachers and students were satisfied with the outcome of using the DRTA method, suggesting that it serves as a valuable instruction strategy. Its effectiveness is supported by structured steps and engaging activities, as well as by the students' adequate vocabulary knowledge, which enables them to follow the learning process more effectively. The DRTA method fosters collaborative and communicative classroom dynamics. Teachers do not act as the sole source of information but instead facilitate student engagement through questioning, feedback, and guided discussion. These interactions help students develop confidence in expressing their thoughts and allow for continuous two-way communication between teacher and students. Moreover, the DRTA method enables teachers to apply the strategy creatively, leading to a more dynamic and student-centered learning environment. This makes students feel more comfortable and motivated to participate, thereby enhancing their reading comprehension. These findings highlight that the key aspects of interaction in using the DRTA method involve teacher guidance, student engagement, mutual communication, and collaborative exploration of the text.

From the research findings above, it can be concluded that the Drta method can improve students' English reading.

B Suggestion

After drawing conclusions from this research, the researcher would like to offer several suggestions that may be beneficial for various parties, particularly English teachers, students, and future researchers. The suggestions are as follows:

1. For Student

Students are encouraged to actively engage in classroom learning, especially during the implementation of the DRTA method. This method requires students to participate in each stage—predicting, reading, and confirming—through meaningful interaction with the teacher. By being responsive, asking questions, and expressing opinions, students can strengthen their English reading skills and develop critical thinking. Students are also advised to work collaboratively with their peers and make use of feedback provided by the teacher to improve their comprehension and vocabulary mastery.

2. For teacher

Teachers are expected to maintain and enhance interactive learning environments by implementing the DRTA method creatively and consistently. Teachers should facilitate open communication, encourage student participation, and provide guidance throughout the learning process. Through question-and-answer sessions, group discussions, and feedback, teachers can promote a two-way interaction that helps students feel more involved and motivated. In addition, teachers should continuously reflect on and adapt their teaching strategies to meet students' needs and support the development of reading comprehension.

3. Future researchers

Future researchers are recommended to conduct similar studies by involving more participants or using a mixed-methods approach to gain deeper insights into teacher–student interaction using DRTA. Further studies could explore the long-term effects of DRTA on student engagement and reading achievement. Researchers may also investigate how teacher characteristics or classroom environment influence the success of DRTA implementation. This will help broaden the understanding of how interaction dynamics affect learning outcomes in English as a foreign language (EFL) contexts.