

Chapter Four

Results and Discussion

This chapter provides the results of the study. This chapter presents the numerical data results from the SPSS program and explains it into words in the data analysis. This chapter also provides the discussion of the results.

Result of Students' Participation Level in Group Discussions at EED of UMY

To answer the first research question, the researcher distributed the questionnaire consist of 10 statements that measured students' participation level in group discussions. The data analysis used to find out the result regarding to students' participation level in group discussions was descriptive statistic. The researcher analyzed the frequency of students' participation in group discussions and measured the total mean of the data to determine the level of students' participation in group discussions. The researcher presented the frequency table of each questionnaire statement from the SPSS as follows:

Table 4.1 Students' participation in group discussions. Statement 1						
I actively speak in group discussion. (<i>Saya aktif berbicara dalam grup diskusi.</i>)						
	Category	Rating Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1	.8	.8	.8
	Sometimes	2	53	43.4	43.4	44.3
	Often	3	58	47.5	47.5	91.8
	Always	4	10	8.2	8.2	100.0
	Total		122	100.0	100.0	

From the frequency table above, there are 58 of 122 students (47.5%) who often actively speak in group discussions. Then, 53 students (43.4%) said that they are sometimes actively speaking in group discussions. There are only 10 students (8.2%) who always speak while there is one student who never speaks in group discussions.

Table 4.2 Students' participation in group discussions. Statement 2						
I speak clearly and to the point. (<i>Apa yang saya katakan jelas dan tidak bertele-tele.</i>)						
	Category	Rating Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2	1.6	1.6	1.6
	Sometimes	2	53	43.4	43.4	45.1
	Often	3	59	48.4	48.4	93.4
	Always	4	8	6.6	6.6	100.0
	Total		122	100.0	100.0	

The result of SPSS statistical data shows that of 122 students, there are 48.4% often speak directly, 43.4% sometimes speak directly and to the point. Then, there are only 6.6% or 8 students who always speak to the point in group discussions and only 1.6% or 2 students who never speak to the point in group discussions. It means those 2 students always express their opinion or ideas with lengthy monologue.

Table 4.3**Students' participation in group discussions.****Statement 3**

I listen well to the others. (<i>Saya mendengarkan orang lain dengan baik.</i>)						
	Category	Rating Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	0	0.0	0.0	0.0
	Sometimes	2	12	9.8	9.8	9.8
	Often	3	48	39.3	39.3	49.2
	Always	4	62	50.8	50.8	100.0
	Total		122	100.0	100.0	

The result of the frequency table above shows that, 12 of 122 students (9.8%) sometimes listen well to the others in group discussions. Then there are 48 students (39.3%) who often listen well to the others' ideas and there are 62 students (50.8%) who always listening well to the others opinions in group discussions.

Table 4.4**Students' participation in group discussions.****Statement 4**

I focus in the ongoing discussions. (<i>Saya fokus pada diskusi yang sedang berjalan.</i>)						
	Category	Rating Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	0.0	0.0	0.0	0.0
	Sometimes	2	22	18.0	18.0	18.0
	Often	3	64	52.5	52.5	70.5
	Always	4	36	29.5	29.5	100.0
	Total		122	100.0	100.0	

The researcher found that there are 64 of 122 students (52.5%) who often focus in group discussions while 22 students (18.0%) sometimes focus in group

discussions. Then, there are only 36 students (29.5%) who always focus in group discussions.

Table 4.5 Students' participation in group discussions. Statement 5						
I am excited to share my ideas. (<i>Saya senang berbagi ide-ide saya.</i>)						
	Category	Rating Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1	.8	.8	.8
	Sometimes	2	40	32.8	32.8	33.6
	Often	3	56	45.9	45.9	79.5
	Always	4	25	20.5	20.5	100.0
	Total		122	100.0	100.0	

The frequency table above shows that 45.9% of 122 students are often excited to share their ideas. 32.8% are sometimes excited to share their ideas and 20.5% always excited to share their ideas. The table above informs that there is only one student who never felt excited to share their ideas.

Table 4.6 Students' participation in group discussions. Statement 6						
I am excited to be the first who open the discussion. (<i>Saya senang menjadi yang pertama memulai diskusi dalam grup.</i>)						
	Category	Rating Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	17	13.9	13.9	13.9
	Sometimes	2	73	59.8	59.8	73.8
	Often	3	23	18.9	18.9	92.6
	Always	4	9	7.4	7.4	100.0
	Total		122	100.0	100.0	

From the frequency table above, the researcher found that there are only 9 students (7.4%) who always want to be the first to participate in group discussions. There are 73 students (59.8%) who sometimes want to be the first to begin the discussions and 23 students (18.9%) who often willing to open the discussions. Then, there are 17 students (13.9%) who never want to be the first to participate in group discussions.

Table 4.7 Students' participation in group discussions. Statement 7 I am motivated to actively participate in group discussions. (<i>Saya termotivasi untuk aktif berpartisipasi dalam grup diskusi.</i>)						
	Category	Rating Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2	1.6	1.6	1.6
	Sometimes	2	35	28.7	28.7	30.3
	Often	3	65	53.3	53.3	83.6
	Always	4	20	16.4	16.4	100.0
	Total		122	100.0	100.0	

The SPSS statistical data above shows that most of students are motivated to participate in group discussions. There are 53.3% who often have motivation to participate in group discussions. 28.7% sometimes have motivation to participate in group discussions. 16.4% always have motivation to participate in group discussions and there are only 2 students (1.6%) who never have motivation to participate in group discussions.

Table 4.8**Students' participation in group discussions.****Statement 8**

I think that participating in group discussion help me to learn more. (<i>Saya rasa berpartisipasi dalam grup diskusi lebih membantu saya dalam belajar.</i>)						
	Cateegory	Rating Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2	1.6	1.6	1.6
	Sometimes	2	21	17.2	17.2	18.9
	Often	3	68	55.7	55.7	74.6
	Always	4	31	25.4	25.4	100.0
	Total		122	100.0	100.0	

The frequency table shows that there are 68 of 122 students (55.7%) who often feel that participation in group discussions help them to learn more. Next, there are 31 students (25.4%) who always feel that participation in group discussions help them to learn more. Then, there are 21 students (17.2%) who sometimes feel that participation in group discussions help them to learn more and there are only 2 students (1.6%) who never feel that participation in group discussions help them to learn more.

Table 4.9**Students' participation in group discussions.****Statement 9**

I enjoy the learning process more when participating in group discussions. (<i>Saya lebih bias menikmati proses belajar ketika berpartisipasi dalam grup diskusi.</i>)						
	Category	Rating Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	3	2.5	2.5	2.5
	Sometimes	2	39	32.0	32.0	34.4
	Often	3	62	50.8	50.8	85.2
	Always	4	18	14.8	14.8	100.0
	Total		122	100.0	100.0	

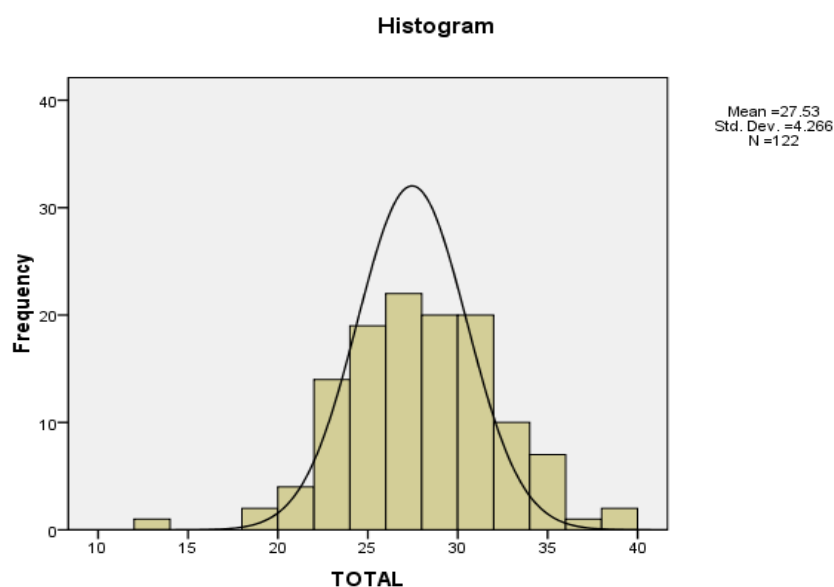
The SPSS statistical data above shows that 62 of 122 students (50.8%) often feel that they are more enjoy the learning process when actively participating in group discussions. Next, there are 39 students (32.0%) who sometimes feel that they more enjoy the learning process when active in group discussions. Then, there are 18 students (14.8%) who always enjoy the learning process better when they are actively participate in group discussions and there are only 3 students (2.5%) who never feel enjoy the discussions.

Table 4.10 Students' participation in group discussions. Statement 10 I have a lot of opinions to say, so I find it hard to give the chance to the others. (<i>Saya punya banyak pendapat yang dikatakan sehingga saya susah memberikan kesempatan kepada yang lain.</i>)						
	Category	Rating Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	37	30.3	30.3	30.3
	Sometimes	3	50	41.0	41.0	71.3
	Often	2	27	22.1	22.1	93.4
	Always	1	8	6.6	6.6	100.0
	Total		122	100.0	100.0	

The researcher found that based on the frequency table above there are 50 students (41%) who sometimes be the dominating person in group discussions because they have a lot of opinions to say and hard to give a chance to the others. Then, there are 37 students (30.3%) who never dominate the discussions and there are 27 students (22.1%) who often dominate in discussions. While, there are only 8 students (6.6%) who always dominate the discussions.

After the researcher measured the frequency of students' participation in group discussions, then the researcher measured the mean of total data to determine the level of students' participation in group discussions whether it is high, moderate, low or very low. The interval and categories of students' participation level in group discussions is provided at the table 3.1 in chapter three. Figure 4.1 below shows the statistical data of students' participation level in group discussions at EED of UMY.

Figure 4.1 the mean of students' participation level in group discussions at EED of UMY



The result of SPSS statistical data shows that the mean of overall questionnaire items was 2.75. It means the interval of students' participation level in group discussions is 2.75 and it is considered as moderate category.

Result of the Factors that Influence Students' Participation in Group

Discussions at EED of UMY

The second research question in this study aims to know the factors that influence students' participation in group discussions at EED of UMY. In order to answer the research question, the researcher distributed the questionnaire consists of 10 statements about the factors that influenced the students' to participate in group discussions. The data analysis used to present the results was descriptive statistic. The researcher checked the frequency of each questionnaire items to determine the influencing factors from the highest to the lowest.

There are several influencing factors of students' activeness in group discussions. Those factors below generally come up from students' personal desire and classroom environment. The researcher measured the frequency and percentage of each factors to know how high or low those factors influenced the students to participate in group discussions at EED of UMY. The frequency tables of each questionnaire items to surveys the influencing factors of students' participation in group discussions are organized as follows:

Table 4.11 Factors that influence students' participation in group discussions. Statement 1					
I am excited to participate in class activities. (<i>Saya senang berpartisipasi dalam kegiatan kelas.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	83	68.0	68.0	68.0
	No	39	32.0	32.0	100.0
	Total	122	100.0	100.0	

The result of SPSS statistical data above shows that there are 68% of 122 students who were willing to actively participate in group discussions because they are excited to participate in learning activities.

Table 4.12 Factors that influence students' participation in group discussions. Statement 2					
I learn better by participating in group discussions. (<i>Saya belajar lebih baik dengan berpartisipasi dalam grup diskusi.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	100	82.0	82.0	82.0
	No	22	18.0	18.0	100.0
	Total	122	100.0	100.0	

The frequency table above shows that most of students want to participate in group discussions because they learn better when they participate in group discussions. There are 100 of 122 students (82%) who feel that they learn best when they are active in group discussions.

Table 4.13 Factors that influence students' participation in group discussions. Statement 3					
I get the information about the topic from group discussions. (<i>Saya mendapat informasi tentang topic yang dibicarakan dalam grup diskusi.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	97	79.5	79.5	79.5
	No	25	20.5	20.5	100.0
	Total	122	100.0	100.0	

The frequency table above shows that 79.5% of 122 students want to be active in group discussions because they get a lot of information about the topic discussed.

Table 4.14 Factors that influence students' participation in group discussions. Statement 4 I am interested in the topic discussed. (<i>Saya merasa tertarik dengan topik yang didiskusikan.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	62	50.8	50.8	50.8
	No	60	49.2	49.2	100.0
	Total	122	100.0	100.0	

The result of frequency table above shows that there are only half of students (50.8%) who want to participate in group discussions because of the topic.

Table 4.15 Factors that influence students' participation in group discussions. Statement 5 I have a lot of information about the topic discussed. (<i>Saya mempunyai banyak informasi tentang topik yang didiskusikan.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	44.3	44.3	44.3
	No	68	55.7	55.7	100.0
	Total	122	100.0	100.0	

From the information of the table above, there are 54 of 122 students (44.3%) who want to participate in group discussions because they already have a lot of information about the topic.

Table 4.16 Factors that influence students' participation in group discussions. Statement 6					
I want to improve my competencies in learning through group discussion. (<i>Saya ingin meningkatkan kemampuan dalam belajar melalui grup diskusi.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	98	80.3	80.3	80.3
	No	24	19.7	19.7	100.0
	Total	122	100.0	100.0	

The result of SPSS statistical data shows that most of students (80.3%) willingly to actively participate in group discussions because they want to increase their competencies in learning through group discussions.

Table 4.17 Factors that influence students' participation in group discussions. Statement 7					
Participating in group discussion increases my use of English. (<i>Berpartisipasi dalam grup diskusi meningkatkan penggunaan bahasa Inggris saya.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	104	85.2	85.2	85.2
	No	18	14.8	14.8	100.0
	Total	122	100.0	100.0	

The frequency table above shows that 85.2% (104 students) prefer to be active in group discussions because they feel that group discussion increase their use of English.

Table 4.18 Factors that influence students' participation in group discussions. Statement 8					
My classmates encourage me to be active in group discussion. (<i>Teman sekelas memotivasi saya untuk aktif berpartisipasi dalam grup diskusi.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	50.8	50.8	50.8
	No	58	49.2	49.2	100.0
	Total	122	100.0	100.0	

The SPSS statistical data shows that there are 64 of 122 students (50.8%) who willingly participate in group discussions because their classmates encourage them to be active.

Table 4.19 Factors that influence students' participation in group discussions. Statement 9					
I feel that I have to participate in group discussion. (<i>Saya merasa harus berpartisipasi dalam grup diskusi.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	80	65.6	65.6	65.6
	No	42	34.4	34.4	100.0
	Total	122	100.0	100.0	

The frequency table above shows that there are 80 of 122 students (65.6%) who want to participate in group discussions because they feel that as the student they have to participate in group discussions.

Table 4.20 Factors that influence students' participation in group discussions. Statement 10					
I try to make the discussion enjoyable and interesting. (<i>Saya mencoba membuat diskusi menjadi lebih santai dan menarik.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	69	56.6	56.6	56.6
	No	53	43.4	43.4	100.0
	Total	122	100.0	100.0	

From the result of frequency table above, there are 56.6% of 122 students who want to be active in group discussions because they want to make the discussion more enjoyable and attractive.

Result of the Factors that Influence Students' Nonparticipation in Group Discussions at EED of UMY

The third research question in this study aims to know the factors that influence students' nonparticipation in group discussions at EED of UMY. In order to answer the research question, the researcher distributed the questionnaire consists of 10 statements about the factors that influenced the students' to be nonparticipation in group discussions. The data analysis used to present the results was descriptive statistic. The researcher checked the frequency of each

questionnaire items to determine the influencing factors from the highest to the lowest.

There are several influencing factors of students' passiveness in group discussions. Those factors below generally come up from the common problem appear in group discussions implementation at EED of UMY. The researcher measured the frequency and percentage of each factors to know how high or low those factors influenced the students to not participate in group discussions at EED of UMY. The frequency tables of each questionnaire items to surveys the influencing factors of students' nonparticipation in group discussions at EED of UMY are organized as follows:

Table 4.21 Factors that influence students' nonparticipation in group discussions. Statement 1					
I am not interested in the topic discussed. (<i>Saya tidak tertarik dengan topik yang didiskusikan.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	34.4	34.4	34.4
	No	80	65.6	65.6	100.0
	Total	122	100.0	100.0	

The result of frequency table above shows that there are only few students who want to be passive in group discussions because they are not interest to the topic. The SPSS statistical data shows that there are only 42 students (34.4%) who feel disinterest to the topic discussed so that they prefer to be quiet in group discussions.

Table 4.22 Factors that influence students' nonparticipation in group discussions. Statement 2					
I have lack of information about the topic discussed. (<i>Saya merasa kurang tahu informasi tentang topik yang didiskusikan.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	59	48.4	48.4	48.4
	No	63	51.6	51.6	100.0
	Total	122	100.0	100.0	

The result of SPSS statistical data above shows that of 122 students 48.4% hesitant to be active in group discussions because they feel that they have lack of information about the topic.

Table 4.23 Factors that influence students' nonparticipation in group discussions. Statement 3					
I have lack of preparation before discussion. (<i>Saya merasa kurang punya persiapan saat akan berdiskusi.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	62	50.8	50.8	50.8
	No	60	49.2	49.2	100.0
	Total	122	100.0	100.0	

From the frequency table above shows that there are 62 of 122 students or half of them (50.8%) who prefer to not participate in group discussions because they feel that they have lack of preparation before discussion.

Table 4.24

Factors that influence students' nonparticipation in group discussions.

Statement 4

I am afraid if the teacher will criticize my opinion. (*Saya takut jika pendapat saya akan dikritik oleh dosen.*)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	32.8	32.8	32.8
	No	82	67.2	67.2	100.0
	Total	122	100.0	100.0	

The frequency table above shows that there are 40 students (32.8%) choose to be passive in group discussions because they are afraid if the teacher will criticize their opinion.

Table 4.25

Factors that influence students' nonparticipation in group discussions.

Statement 5

I feel that the teacher will not respect my opinion. (*Saya merasa jika dosen tidak akan menghargai pendapat saya.*)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	16.4	16.4	16.4
	No	102	83.6	83.6	100.0
	Total	122	100.0	100.0	

From the information above shows that there are 20 students (16.4%) who feel that the teacher will not respect their opinion so that they prefer to be quiet in group discussions.

Table 4.26 Factors that influence students' nonparticipation in group discussions. Statement 6 There are too many members in group. (<i>Jumlah anggota grup terlalu banyak.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	44.3	44.3	44.3
	No	68	55.7	55.7	100.0
	Total	122	100.0	100.0	

The result of frequency table above shows that 54 of 122 students (44.3%) prefer not to participate in group discussions because there are too many members in one group so it decrease the chance of each members to be active in discussion.

Table 4.27 Factors that influence students' nonparticipation in group discussions. Statement 7 There is a member of the group who actively speaks too much. (<i>Ada anggota grup yang terlalu aktif berbicara.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	59	48.4	48.4	48.4
	No	63	51.6	51.6	100.0
	Total	122	100.0	100.0	

From the information of frequency table above shows that 59 students (48.4%) who choose to be passive in group discussions because there are any members of the group who actively speak too much (dominating person).

Table 4.28

Factors that influence students' nonparticipation in group discussions.

Statement 8

There is a member of the group who suddenly criticize my opinion. (*Ada anggota grup yang secara tiba-tiba mengkritik pendapat saya.*)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	29.5	29.5	29.5
	No	86	70.5	70.5	100.0
	Total	122	100.0	100.0	

The result of SPSS statistical data shows that there are 36 of 122 students (29.5%) who prefer not to participate in group discussions because there is a member of the group who suddenly criticize their opinion.

Table 4.29

Factors that influence students' nonparticipation in group discussions.

Statement 9

There is a member of the group who force the opinion. (*Ada anggota grup yang memaksakan pendapatnya.*)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	56	45.9	45.9	45.9
	No	66	54.1	54.1	100.0
	Total	122	100.0	100.0	

The information above shows that 45.9% of 122 students hesitant to participate in group discussions because there is a member of the group who force the opinion.

Table 4.30 Factors that influence students' nonparticipation in group discussions. Statement 10					
There is an individual conflict in group. (<i>Ada masalah individu dengan teman satu grup.</i>)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	28.7	28.7	28.7
	No	87	71.3	71.3	100.0
	Total	122	100.0	100.0	

The SPSS statistical data above show that there are 35 of 122 students (28.7%) who feel that interpersonal conflict within a group influenced them to be passive in group discussions.

Discussion

The result of SPSS statistical data shows that the mean of total questionnaire score of students' participation in group discussions is 2.75. Based on Supranto's formula (2006) at the table 3.1 it includes in interval 2.50-3.25 which means considered as moderate category. Moderate category means that students' participation in group discussions is in the average level. It means that not all students are actively participating in group discussions or the level of students' participation and nonparticipation in group discussions is equal and it is influenced by several factors.

There are several factors that influence students' participation in group discussions. Based on the statistical data of SPSS, the most influencing factor affecting students to participate in group discussion is because, participation in

group discussion increases the students' use of English as the foreign language.

85.2% or 104 of 122 students are eager to participate because they feel that actively participating in group discussions increases their speaking English ability.

The result above is in line with the previous study conducted by Juan (2014), who studied about group discussion-based English reading teaching. In the study, Juan stated that group discussion increase communication between students to students and students to teacher which mean increase the use of English as the second or foreign language. Furthermore, this result is in line with the other study by Abrar and Mukminin (2016), who studied about international graduate classroom discussion engagement, challenges, and solving strategies. In the study Abrar and Mukminin found that to actively engage in discussion, the students have to interact with the others, thus it increases the students' chance to speak English and improve their English proficiency. From the result of this study and two previous studies above, the researcher inferred that generally the students are eager to actively participate in group discussions because group discussion helps them to improve their English proficiency.

The researcher listed the influencing factor of students' participation in group discussions from the highest to the lowest according to the frequencies. Table 4.1 below shows the factors that influence students' participation in group discussions, from the highest to the lowest.

Table 4.31**Factors that influence students' participation in group discussions**

No	Factors	Frequency	Percentage
1	Participation in group discussion increases the use of English as the foreign language.	104 students	85.2%
2	Students learn best when they actively participate in group discussion.	100 students	82%
3	Students want to increase their competencies through group discussion.	98 students	80.3%
4	Students get the information of the topic from group discussion.	97 students	79.5%
5	Students are excited to participate in learning activities.	83 students	68%
6	Students feel that they have to participate in group discussion.	80 students	65.6%
7	Students try to make group discussion more enjoyable and attractive.	69 students	56.6%
8	Classmate encourages the students to participate in group discussion.	64 students	52.5%
9	Students were interested in the topic in group discussion.	62 students	50.8%
10	Students have a lot of information about the topic in group discussion.	54 students	44.3%
11	Group discussions improve the self confidence in	1 student	0.81%

	public speaking.		
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Information of the table 4.1 above shows that the first three points have the percentage more than 80%. Thus, the researcher concluded that most of students are eager to actively participate because they feel that participation in group discussions does not only increase their English proficiency but also their competencies and the quality of learning. This result is in line with Juan (2014) who stated that students' participation in group discussions develop students speaking and listening abilities, it also help them to build the confidence and responsibility to take part in learning activities.

Then, the next three points of the table 4.1 above shows the percentage from 79.5% to 65.6%. It means the average students are willingly to participate in group discussions because several factors. First, they feel that they will get some information of the topic. As Thomton (2001) said that group discussions helps the students to explore the knowledge with each other. Then, Beebe and Masterson (2003) said that group discussions provide a lot of information rather than individual learning. Next, there are 83 students who willing to participate in group discussions because they feel exited to be active in learning activities. Turner and Patrick (2004) said that students who have high personal goals feels more interest and excited to be active in learning activities. Then, the responsibility as the student is also made them have to actively participate in group discussions.

Furthermore, points 7 to 10 of the table 4.1 above shows the percentage from 56.6% to 44.3%. It means half of students are willing to actively participate because several factors. First, they want to make the discussion more enjoyable.

Thomton (2001) said that students want to be group tension-relieving by present a joke to relax the others and make discussion more enjoyable. Second, some of their friends encourage them to actively participate in group discussions. Thomton (2001) said that some of students will encourage the others to participate more and create a relaxed atmosphere to make the others feel free to active in group discussions. Third, students interested in the topic discuss. Turner and Patrick (2004) said that students are willing to participate in group discussions when the teacher provided an interesting topic. Fourth, students have a lot of information about the topic. Juan (2014) said that students willing to actively participate in group discussions because most of them feel familiar and have much information with the topic.

The last points of table 4.1 above shows that there is one student from 122 participants who said that she is willingly to be active in group discussions because group discussions helps encourage her self- confident in public speaking and it is in line with Tesyafe and Berhanu (2015) who said that group discussions enhance the students to repeat the information or express the ideas to the others in small group or larger population in classroom activities.

There are several factors that influence students' nonparticipation in group discussions. Based on the statistical data of SPSS shows that the most influencing factors affecting students' nonparticipation in group discussion is because, the students have lack of preparation before discussion. 50.8% or 62 of 122 students are hesitant to participate because they feel that they are not prepared for the discussions.

The result above is in line with the previous study conducted by Atwood (2004), who studied about redefining participation towards the creation and understanding of an inclusive definition. In the study, Atwood found that the lack of preparation and time allocation influence students to actively participate in classroom activities. The other previous study conducted by Tesyafe and Berhanu (2015) who studied about improving students' participation in active learning through group discussion, presentation and demonstration also has the similar result with this study. In the study, Tesyafe and Berhanu found that the major challenges that influence students to participate in group discussion, presentation and demonstration were shortage of time, lack of preparation, shyness, low academic background and low of communication skill. From the result of this study and two previous studies above, the researcher inferred that generally students are hesitant to be active in group discussions because they lack of preparation before discussions.

The researcher lists the influencing factor of students' nonparticipation in group discussions from the highest to the lowest according to the frequencies. Table 4.2 below shows the factors that influence students' nonparticipation in group discussions from the highest to lowest.

Table 4.32**Factors that influence students' nonparticipation in group discussions**

No	Factors	Frequency	Percentage
1	Students have lack of preparation before discussion.	62 students	50.8%
2	There is the dominating person in the group discussion.	59 students	48.4%
3	Students feel that they lack of information about the topic.	59 students	48.4%
4	There is a member of the group who force the opinion.	56 students	45.9%
5	There are too many members in one group.	54 students	44.3%
6	Students are not interested in the topic.	42 students	34.4%
7	Students are afraid if the teacher will criticize their opinion.	40 students	32.8%
8	There is a student who suddenly criticizes another's opinion.	36 students	29.5%
9	There is an interpersonal conflict within a group.	35 students	28.7%
10	Students feel that the teacher will not respect their opinion.	20 students	16.4%
11	Student feels shy to express the ideas.	1 student	0.81%
12	Student has not good emotional feeling.	1 student	0.81%

The information of the table 4.2 above shows that the first five points have the percentage from 44.3% to 50.8%. It means only half of students who choose not to be actively participates in group discussions because of several factors. First, the lack of preparation influenced the students to be passive in group discussions. Atwood (2004) stated in the previous study that the lack of preparation and time allocation influenced the students' to be active in group discussion. Second, there is the dominating person in a group. Atwood (2004) said that when discussion only enrolled by one or two dominating person, it makes the other members have no chance to participate. Third, students have lack of information about the topic discussed. Turner and Patrick (2004) found that because of the lack of information about the topic, make the students have less idea about the issue and find it difficult to discuss. Fourth, there is member of the group who force the opinion. Burke (2011) stated that there may be pressure from the member to follow the opinion, and it makes the students not gaining the satisfaction of decision-making in group discussion. Fifth, there are too many members in group. Mukminin (2016) said that the smaller group discussion is better than the whole-class discussion, because it provides bigger opportunities for the students to speak.

Then, points 6 to 10 of the table 4.2 above shows the percentage from 34.4% to 16.4%. First, 34.4% or 42 students feel hesitant to participate in group discussions because they are not interested in the topic. Juan (2014) said that teacher should provide a common topic in the current situations to help the students' activeness in group discussions because most of them feel familiar and have much information about the topic. Next, 32.8% or 40 students are afraid if

the teacher will criticize their opinion and 29.5% or 36 students are keep in silent because there is the member who suddenly criticizes their opinion. This is in line with Atwood's (2004) statement that students feel hesitant to constantly participate in group discussion because teacher criticizes their ideas and seems disinterest with the students' opinions. Furthermore, Thomton (2001) found that interrupting is a common problem in group discussions and it makes the students being passive because there is a member who interrupt to criticize their opinion. Last, 28.7% or 35 students feel that interpersonal conflict within a group will influence their participation in group discussions and 16.4% or 20 students feel that teacher will not respect their opinion.

Moreover, the last two points of the table 4.2 above shows that there is only one student who feel shy to express the ideas thus it made her keep in silent during the discussions and feel that emotional feeling becomes the factor not to participate in group discussions. She feels that if she is not in a good mood she will just keep silent and follow the discussions. It is in line with Tesyafe and Berhanu (2015) research result in the previous study that shyness is become one of the challenges that make the students hesitant to active in group discussions. Then, Harihaj (2015) stated that every student should speak freely without emotions. Harihaj added that students' personal behavior will influence them to be active in group discussions, because it will build positive attitudes toward learning.