

## **Chapter Five**

### **Conclusion and Recommendations**

The last chapter in this study provided the summary of the research based on the research results. Then, the researcher also gave the recommendation for the readers.

#### **Conclusion**

Based on the research questions, this study has three research results organized as follows. The first research question is to determine the students' participation level in group discussions at EED of UMY. The result shows that the mean of total frequency is 2.75. Based on the interval at the table 3.1 the score is considered as moderate category. Moderate category means that the students' participation level in group discussions at EED of UMY is in the average level it means that students' participation and nonparticipation level is equal. From this information, the researcher inferred that not all students of EED of UMY being active in group discussions. Half of students choose to be nonparticipant or being passive in group discussions. Thus, the researcher identified that students' activeness and passiveness in group discussions at EED of UMY is influenced by several factors.

Next, the second research question is to determine the factors that influence students' participation in group discussions at EED of UMY. The result shows that the most influencing factor of students' participation in group discussions is because group discussions increase the students' use of English as the foreign language. The percentage and frequency of this factor shows that

85.2% or 104 students feel that this factor influence them to actively participate in group discussions. From this result the researcher inferred that group discussions have positive contribution to the students' learning improvement. Being actively participate in group discussions will help students to improve their English proficiency. Then, the other influencing factor of students' participation in group discussions at EED of UMY is students learn best when they actively participate in group discussions, students want to increase their competencies through group discussions, students get the information of the topic from group discussions. Furthermore, the students are influenced to be active in group discussions because they are excited to participate in learning activities, students feel that they have to participate in group discussions, students try to make group discussions more enjoyable and attractive, classmate encourages the students to participate in group discussions, students interest to the topic in group discussions and students have a lot of information about the topic. From those influencing factors the researcher concluded that students' personal desire and classroom environment influenced them to be active or passive in group discussions.

Then, the third research question is to determine the factors that influence students' nonparticipation in group discussions at EED of UMY. Based on the result of this study, the most influencing factor of students' nonparticipation is the students' lack of preparation before discussions. The frequency table shows that 50.8% or 64 students prefer to be passive in group discussions because they are not well prepared before discussions. From this result the researcher concluded that to make a better group discussions implementation, the students should

maximize their preparation. For example, the students should gain more information about the topic and develop their ideas to prepare the discussions.

The other factors that influence students' nonparticipation are; there is the dominating person in the group, students feel that they have lack of information about the topic, there is a member of the group who force the opinion, there are too many members in one group and students are not interested in the topic. Furthermore, the students feel hesitant to be active in group discussions because they are afraid if the teacher will criticize their opinion, there is a student who suddenly criticizes another's opinion, there is an interpersonal conflict within a group and students feel that the teacher will not respect their opinion. Those several influencing factors of students' nonparticipation in group discussions at EED of UMY basically come up from the common problems appear in group discussions implementation.

### **Recommendations**

Based on the results of this study concerning in students' participation level in group discussions and the factors that influence students' participation and nonparticipation in group discussions at EED of UMY, the researcher provided several recommendations for the students, the teacher and other researcher as followed.

**For students.** Students should be able to maximize the preparation before discussions. They have to prepare more before discussion by looking for a lot of information about the topic and develop their ideas. By actively participating in group discussions they can improve their skill in speaking in English.

**For teachers.** The teachers should develop better implementation of group discussions in order to increase students' participation. A small group with only few members will increase the chance for the students to be active in group. Teachers are suggested to give preparation time for the students to prepare the discussion by looking for any information about the topic and try to not directly to the point criticize students' opinion.

**For other researchers.** The other researchers could conduct a similar study in wider area. Thus, the result will be more in-depth and generated. For the example, the researcher could find out the solutions of group discussions' problems from students' or teachers' perspective.