

Chapter Four

Finding and Discussion

This chapter presents finding and discussion of the study on students' perception on the factors affecting their performance in group discussions. The researcher gets the information about the students' perception on the factors affecting their performance in group discussion. This study used Brindly (1987) factors.

Knowledge. According to Brindly (1987), the first factor was knowledge. Knowledge in group discussion is to developing the students' ideas for stating their views. It was stated by Marsya who said that knowledge was very important to be applied in group discussion. She further said that if she did not have any preparation before the discussion, she did not have opinion to be shared in group discussion as she did not has any knowledge. Hence, it made her quite or not engaged in group discussion. Then, Marsya added that ability was also important because the more critical they were in mastery of the material group discussion, the more valuable or meaningful the group discussion was. Furthermore, Aira as another participant also had the same statement that she was already familiar with the group discussion, so her knowledge had been trained. If she had prepared the material before joining the group discussion, she was able to share her opinions and ideas. However, if she did not prepare the material before group discussion, she just concluded what she heard from the other members of group discussion.

In another opinion, Aira stated that she had prepared the materials and she could share the opinion and ideas. However, if she got some points that were not really understood, she asked to other members in group discussion otherwise she would share the point that she really understood to other members who did not really understand about the materials. In fact, they would be confused during the group discussion. It is in line with the Aira's statement which knowledge is important in group discussion. For example, she experienced to not prepare the materials. Then, some members asked her to share their ideas, but she could not do anything. She felt so nervous and confused, and did not know what she had to share. She just kept silent during the discussion, At the end of the class, she was still confused as she was not able to absorb the material well.

From the finding above, knowledge became one of important aspects that affect students' performance in group discussion. Brindly (1987) argued that knowledge is influential to affect the students' performance in group discussion, if the students prepared before doing the group discussion. (Pearson & Jhonson, 1972), as cited in Nunan (2004) said that there were learner factors and also there was a difference between internal and external factors. The internal factors mean that all participants of group discussion tried to solve the task with processing and producing language such as background knowledge, interest, and motivation, so it was from the students themselves. Meanwhile, the external factors mean that some participants of group discussion overcame the case besides background knowledge, motivation, and

interest. It enabled for students adding the input and also it influenced the students' confidence. They shared their opinion although they were less in speaking skill. Knowledge helped the students to support their ability in doing group discussion.

Confidence. Confidence is one of the factors that affects performance in group discussion. Through feeling confident, students can share their idea or their opinion without thinking about their grammatical error. It can make students active in doing group discussion. In addition, Ur (1994) agreed that students who participate passively in group discussion sometimes know the material well, but they feel shy to share their opinion, and it can affect the students' performance in group discussion. There are some students who really understand about the material, but the students just keep silent during the group discussion because they think too much about grammatical error. Meanwhile, there are the students who do not really understand about the material, but they dare to speak in group discussion. According to Brindly (1987), the second factor which influences students' performance in group discussion was confidence. Both of the participants agreed that confidence affected students' performance in doing group discussion. Marsya, as the first participant, stated that confidence was really important because it enabled the students to be brave to speak in group discussion. Furthermore, they would get response from the other members. It could make and add some knowledge to the students. In addition, Aira as the second participant, gave the explanation based on her experience when she was joining group discussion. Aira said that confidence drove students to speak in group

discussion without any fear of grammatical mistakes. The member of group discussion shares their idea without thinking about their grammatical mistake.

Based on the findings, confidence was very important to affect students' performance in group discussion of ELED of university in Yogyakarta in learning activity. Both of the participants stated that confidence was very important. Based on Brindy (1987), confidence was one of factors that affect performance in group discussion. With confidence, students shared their idea or opinion without thinking about their grammatical error. It made the students active in doing group discussion. On other hand, Sedhu, Choy, and Lee (2015) stated that there were some internal factors. The challenge arising in group discussion was lack of communication skill. There were students who spoke bravely, and also there were students who just keep silent during group discussion. Some students who spoke bravely were not afraid of making grammatical mistake when they spoke, even though they did not really understand the material.

Motivation. The first thing that students have in joining group discussion is motivation. Students should have motivation first before joining group discussion since motivation affects their performance in doing group discussion. Argawati (2014) stated that motivation is very influential to affect students' performance. If the students have a good of motivation, the students have a sense of interest to follow group discussion. Students will be more active in preparing the material and

understanding the material used in group discussion. Students explore their knowledge and get in-depth information.

According to Brindly (1987) the third factor proposed was motivation. Participant argued that they also felt that motivation influenced their performance in group discussion. Marsya mentioned that she felt interested in joining group discussion after seeing other members of group discussion, as looking at other members who had a good in critical thinking makes her motivated to deepen the material. If the other members did not have a good critical thinking, she was not interested in joining group discussion, so it made the group discussion not effective.

Meanwhile, Marsya added some arguments that motivation was important since it enabled the students to have motivation to learn and to deepen the material. It is in line with Aira who also stated that she was interested in joining group discussion when she saw the other members of group discussion being enthusiastic. If the other members lack of knowledge, she was no longer interested in group discussion. Furthermore, Aira also stated that she felt motivated in group discussion based on the materials. If the topic made her interested, she would learn the material. However, if she was not interested about the materials, she felt reluctant to read the materials. In addition, the language of material in group discussion was difficult to understand. It made her reluctant to read the material.

Based on the findings above, it was known that motivation was one of the factors affecting performance in group discussion. The participants experienced the motivation influencing their performance in group discussion. It was supported by Argawati (2014) who explained that motivation was very influential to affect students' performance. The students were being motivated in joining group discussion by looking at their opponents in group discussion and from the topic, it could affect the students' motivation in joining group discussion. Sometimes, the topic also made the students not interested in joining group discussion because the language of the topic was difficult to understand. If the students had a good motivation, the students would have a sense of interest in following group discussion. The students would be more active in preparing the materials and they more more understanding the materials used in group discussion.

Ability. Ability is one of factors that affect the students' performance in group discussion. Ability can help the students to share their idea or their opinion in group discussion. It is in line with the statement of Ornstein (2000) who stated that ability provides an opportunity for students to become more actively in doing group discussion. Argawati (2004) stated that group discussion is one of good methods of learning speaking in foreign language. In group discussion, students have an opportunity to use English among themselves and practice it with their friends. According to the last factor was ability based on Brindly(1987). In this case, the meaning of ability was the target language. It was argued by Marsya that when she

was joining group discussion, it enabled her to deliver argument in group discussion. Furthermore, her language skills were well trained, and she had done some preparation before the discussion. Both of them stated that ability in the language was important. If they did not know the vocabularies, they mixed the target language with Bahasa Indonesia. Also, if the students could not speak English well, the students just kept silent. It was really important to affect students' performance in group discussion. If the students had lack of ability, it made the group discussion not effective.

Based on the finding above, the ability was also important because it was affecting students' performance. As mentioned by Marsya, the ability was important because the more they were active in speaking joining group discussion, the more valuable or meaningful group discussion was. Brindley (1987) mentioned that the ability was one of factors that affected students' performance in group discussion. The ability helped the students to share their idea or opinion in group discussion. It was the same as the statement of Ornstein (2000) who stated that ability provided an opportunity for students to become more actively engaged in doing group discussion. They can share their opinion or ideas what they knew about the materials.

In conclusion, there were four factors affecting students' performance in group discussion at English Education Department of university in Yogyakarta based on Brindly (1987). Both of the participants agreed that the four factors affected students' performance in group discussion. They are confidence, motivation, ability,

and knowledge. In addition, the students who had good motivation could give positive effects for students such as developing the students' ability, enhancing the students' confidence, and increasing the knowledge of students. The participants mentioned that those positive effects could influence their performance. All of those factors had a correlation one with the others. Knowledge is was influential to affect the students' performance in group discussion. If the students prepared well before doing the group discussion, it could add the input for the students. It could also influence the students' confidence, so they could share their opinion although they were less in speaking skill. From the participants' answer, it was implied that the preparation was important and it could affect their performance based on Brindly (1987).