

**STUDENTS' PERCEPTIONS OF GROUP DISCUSSION-BASED
COLLABORATIVE LEARNING ON ORAL PRESENTATION SKILLS**

THESIS

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THESIS

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**Students' Perceptions of Group Discussion-Based Collaborative Learning on
Oral Presentation Skills**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya, Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 Juni 2026

Saya yang membuat pernyataan



Fayya Putri

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الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

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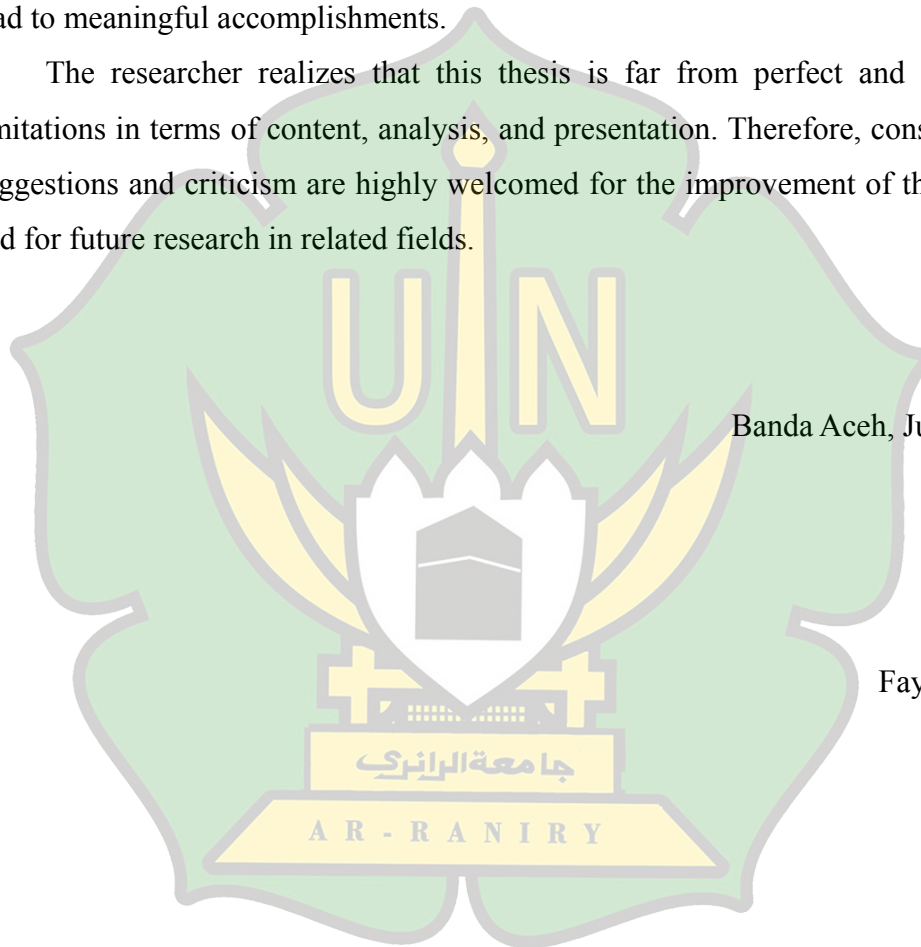
The researcher would like to dedicate her deepest appreciation and love to her beloved parents, Firdaud Hsb. and Dra. Arida, whose endless love, prayers, sacrifices, encouragement, and unwavering support have been the greatest source of strength throughout her life and academic journey. Their trust, patience, and sincere prayers have always motivated the researcher to keep moving forward and achieve her goals.

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The researcher realizes that this thesis is far from perfect and still has limitations in terms of content, analysis, and presentation. Therefore, constructive suggestions and criticism are highly welcomed for the improvement of this study and for future research in related fields.



Banda Aceh, Juni 2026

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ABSTRACT

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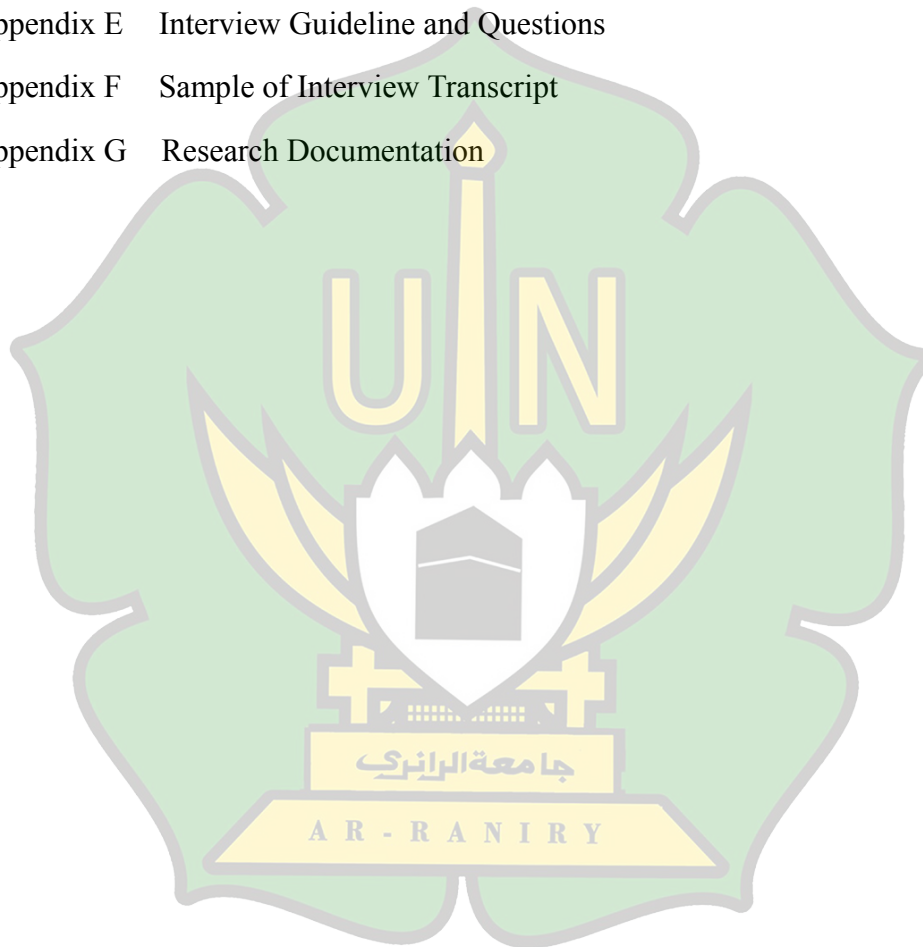
Group discussion-based collaborative learning provides opportunities for students to practice speaking, exchange ideas, and prepare for oral presentations. This study investigates students' perceptions of group discussion-based collaborative learning and its contribution to the development of oral presentation skills, focusing on its benefits and challenges. The participants were eight undergraduate students from the Department of English Language Education at UIN Ar-Raniry. A qualitative approach was employed, and data were collected through semi-structured interviews and analyzed using thematic analysis. The findings show that students generally had positive perceptions of group discussion-based collaborative learning. They considered group discussion a useful learning experience that helped them prepare presentations, practice speaking, and engage in collaborative learning. Several benefits were identified, including increased confidence, improved speaking fluency, clearer explanation of ideas, and better social and teamwork skills. However, students also reported challenges, including unequal participation among group members, difficulties in interaction, and psychological issues such as nervousness and fear of making mistakes. Overall, the results indicate that group discussion serves as an effective preparatory strategy for oral presentations by helping students organize ideas, enhance speaking practice, build confidence, and develop communication skills in a supportive learning environment.

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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and deals with several points such as the background of the study, research questions, aims of the study, the significance of the study, and terminologies.

A. Background of Study

In English Language Teaching (ELT) programs, developing students' communicative competence has become one of the primary objectives of language instruction (Laal & Ghodsi, 2012). This competence is essential because it enables students to communicate effectively in both academic and professional settings. One of the key skills expected from undergraduate students is the ability to deliver oral presentations in a clear, organized, and confident manner (Daukšaitė-Kolpakovienė, 2023). Oral presentations are commonly used in classroom activities, seminars, and project-based assignments to assess students' understanding and communication abilities. However, many Indonesian EFL learners still face difficulties in preparing and delivering oral presentations (Asgawanti et al., 2025). These difficulties are often associated with limited opportunities to practice speaking, low self-confidence, anxiety when speaking in front of an audience, and challenges in organizing ideas effectively (Taye & Gemechis, 2025). Such challenges indicate the need for learning approaches that can better support students' oral communication development.

One instructional approach that has gained considerable attention is group discussion-based collaborative learning. This approach encourages students to work together, exchange ideas, solve problems collaboratively, and actively participate in the learning process (Smith & MacGregor, 1992). According to Gilley and Clarkston (2022), group discussions promote student engagement and encourage active participation in classroom activities. Similarly, Laal and Ghodsi (2012) state that collaborative learning enhances communication, teamwork, problem-solving abilities, and critical thinking skills through active interaction among learners. These skills are considered essential for effective oral

presentations. Previous studies have also shown that group discussion activities can improve students' speaking performance and confidence through peer interaction and social support (Zuhro & Setia Budi, 2024; Asgawanti et al., 2025). Through collaborative discussions, students are provided with opportunities to practice expressing ideas, receive feedback, and learn from their peers in a supportive learning environment.

Despite its potential benefits, the effectiveness of group discussion-based collaborative learning is closely related to how students perceive the learning experience. Students' perceptions influence their motivation, participation, and willingness to engage in collaborative activities (Fathana et al., 2024). Positive perceptions may encourage greater involvement and confidence, whereas negative perceptions may reduce students' engagement in the learning process. O'Dowd and Li (2023) emphasize that students' perceptions play a significant role in determining the effectiveness of collaborative learning environments. Understanding these perceptions is particularly important in the context of oral presentation skills, which require not only language proficiency but also confidence, organization, and audience awareness. Therefore, exploring students' experiences can provide valuable insights into how collaborative learning supports the development of oral presentation competence.

Although numerous studies have investigated collaborative learning and group discussion in EFL contexts (Laal & Ghodsi, 2012; Le et al., 2018), several gaps remain. Many previous studies have focused primarily on improving general speaking skills rather than specifically examining oral presentation skills (Asgawanti et al. 2025; Hadijah & Musfirah, 2022; Zuhro & Setia Budi, 2024). While speaking and presentation skills are related, oral presentations require additional competencies such as structured content organization, effective delivery, and audience engagement, and presentation preparation (Daukšaitė-Kolpakovienė, 2023). Furthermore, much of the existing research has employed quantitative approaches, which provide limited opportunities to explore students' personal experiences and perceptions in depth (Hoque et al., 2025). As a result, there is still a need for qualitative research that investigates how students perceive the role of

group discussion-based collaborative learning in developing their oral presentation skills.

The gap is also evident in the context of Indonesian higher education, particularly at UIN Ar-Raniry. Group discussion activities are frequently implemented in courses within the English Language Education Department, where students are regularly required to participate in oral presentations. However, limited research has explored how students perceive these collaborative learning experiences and how they contribute to the development of oral presentation skills. Examining students' perceptions is important for understanding the benefits they gain, the challenges they encounter, and the ways collaborative discussions support their presentation preparation and performance.

Although previous studies have shown that collaborative learning and group discussions can improve students' speaking performance, confidence, and classroom participation (Murgan & Shah, 2020; Zuhro & Setia Budi, 2024; Dewi & Nur Hadi, 2025), limited research has explored how students perceive these activities in supporting oral presentation skills (Daukšaitė-Kolpakovienė, 2023). Most previous studies have focused on the effectiveness of collaborative learning in improving speaking performance and communication skills rather than providing an in-depth understanding of students' learning experiences and perceptions throughout the collaborative discussion process (Hoque et al., 2025; Hadijah & Musfirah, 2022). In addition, limited attention has been given to how students experience participation and interaction challenges during collaborative discussions and how these discussions help them organize ideas, receive peer feedback, build confidence, and prepare for oral presentations (Le et al., 2018; Daukšaitė-Kolpakovienė, 2023). Therefore, this study seeks to provide a deeper understanding of how students perceive group discussion-based collaborative learning not only as a collaborative learning activity but also as a preparatory space for organizing ideas, rehearsing explanations, receiving constructive peer feedback, reducing presentation anxiety, and developing effective oral presentation skills.

Therefore, this study aims to explore students' perceptions of group discussion-based collaborative learning in improving their oral presentation skills.

Using a qualitative approach, the study seeks to gain an in-depth understanding of students' experiences, including the benefits and challenges they encounter while participating in group discussions. The findings are expected to contribute to the improvement of ELT instructional practices and provide insights into how collaborative learning can be effectively utilized to support the development of students' oral presentation competence.

B. Research Question

According to background of study the research questions were briefly stated as follow:

1. How do students perceive group discussion-based collaborative learning in improving their oral presentation skills?
2. What are the benefits and challenges of group discussion-based collaborative learning in developing students' oral presentation skills?

C. Research Aims

Based on the researcher questions above, the objectives of this study are as follows:

1. To explore students' perceptions of group discussion-based collaborative learning in improving their oral presentation skills.
2. To identify the benefits and challenges of group discussion-based collaborative learning in developing students' oral presentation skills.

D. Significance of The Study

This study is expected to provide several contributions for different parties:

1. Students

For students, this study is expected to increase their awareness of the benefits of group discussion-based collaborative learning in improving their oral presentation skills. By understanding the role of collaborative discussions, students may be able to enhance their ability to organize ideas more effectively, reduce anxiety when speaking in front of an audience, and improve their overall presentation performance through peer interaction and support.

2. Teachers and Educators

For teachers and educators, the findings of this study may serve as a useful reference in designing more effective and student-centered instructional strategies. By understanding students' perceptions, teachers can develop classroom activities that align with students' needs and learning preferences. This, in turn, can help maximize the effectiveness of group discussion-based collaborative learning in supporting the development of students' oral presentation skills.

3. Future Researchers

For future researchers, this study may provide valuable insights and serve as a reference for further research related to collaborative learning, group discussion practices, and oral presentation skills in EFL contexts. It may also encourage the use of qualitative approaches to explore students' experiences and perceptions in greater depth.

E. Reserch Terminology

To avoid misunderstanding and misinterpretation in this study, several key terms are defined as follows:

1. Student Perceptions

Student perceptions generally refer to learners' views, interpretations, evaluations, and experiences regarding a particular learning process or educational practice (O'Dowd & Li, 2023). In the context of this study, student perceptions refer to how students view and experience group discussion-based collaborative learning in improving their oral presentation skills. This includes their opinions about the learning process, the benefits they gain, and the challenges they encounter while participating in group discussions.

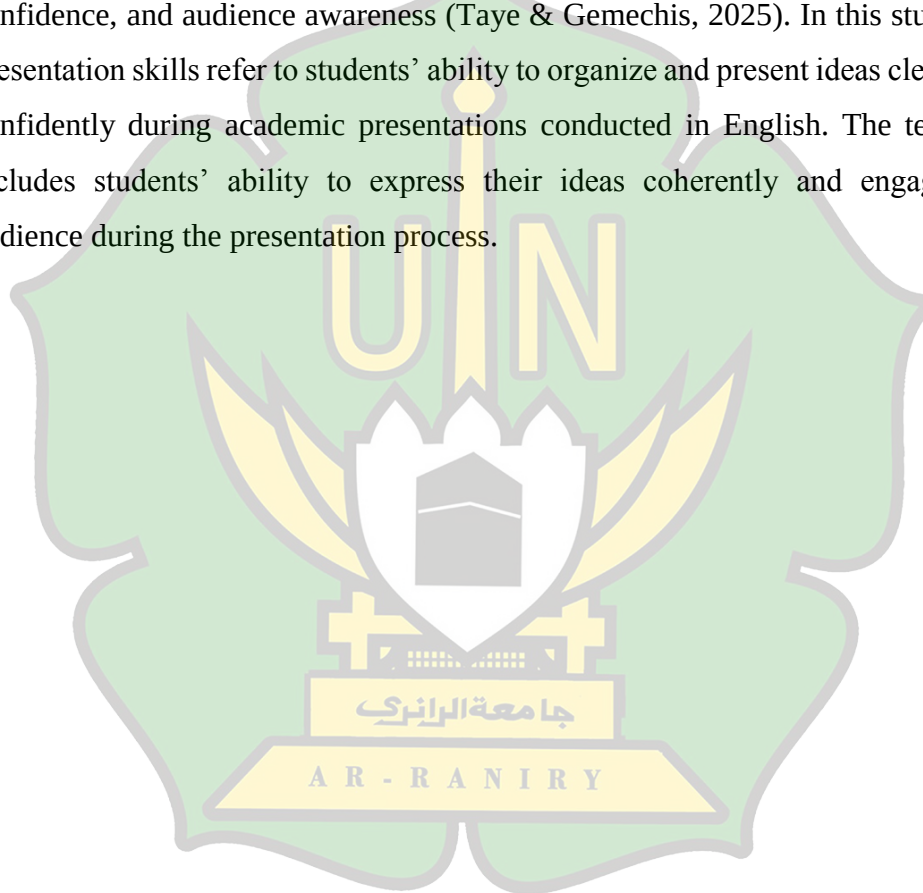
2. Group Discussion-Based Collaborative Learning

Group discussion-based collaborative learning is a learning approach that encourages students to work together through discussion, idea sharing, problem solving, and mutual interaction to achieve common learning goals (Gilley & Clarkston, 2022). In this study, it refers to classroom discussion activities in which students collaboratively exchange ideas, discuss academic topics, and prepare for

oral presentations with their peers. Through these interactions, students are expected to actively participate in the learning process while supporting one another in developing their understanding and communication skills.

3. Oral Presentation Skills

Oral presentation skills refer to the ability to communicate ideas, information, or opinions effectively through spoken presentations. These skills involve several aspects, including content organization, clarity of delivery, confidence, and audience awareness (Taye & Gemechis, 2025). In this study, oral presentation skills refer to students' ability to organize and present ideas clearly and confidently during academic presentations conducted in English. The term also includes students' ability to express their ideas coherently and engage their audience during the presentation process.



CHAPTER II

LITERATURE REVIEW

This chapter discusses several points related to the key terms, the definition of procedural text, the definition of teacher feedback, types of feedback, the functions of feedback, and previous studies on teacher feedback to influence students' writing procedural text.

A. Students' Perceptions

1. Definition of perception

Perception in educational contexts refers to the way learners interpret, evaluate, and make meaning of their learning experiences. It reflects students' thoughts, feelings, and judgments about instructional activities, learning environments, and classroom interactions. Students' perceptions are influenced by their previous learning experiences, beliefs, expectations, and the social interactions that occur during the learning process (Murgan & Shah, 2020). In classroom settings, these perceptions influence students' motivation, engagement, participation, and responses to different instructional approaches, including collaborative learning and group discussion (Hoque et al., 2025).

Scholars have shown that students' perceptions of collaborative learning are shaped by both individual experiences and the learning environment. Fathana et al. (2024) found that students' perceptions are influenced by their learning experiences and interactions during collaborative activities, while Hoque et al. (2025) reported that students develop positive perceptions of group discussion when they perceive it as beneficial for improving speaking skills, confidence, and classroom participation. Similarly, Daukšaitė-Kolpakovienė (2023) highlighted that students' perceptions of collaborative learning are closely related to their experiences in preparing and delivering oral presentations, indicating that perception develops through both personal reflection and collaborative interaction. In the EFL context, perception can be understood as learners' evaluations and interpretations of learning

experiences, including speaking activities and group discussion-based collaborative learning. Students' perceptions influence how they respond to instructional practices and engage in learning activities. Thus, perception is not simply what learners observe, but how they make sense of and react to their learning experiences.

2. The Role of Students' Perceptions in Learning

Students' perceptions play an important role in influencing engagement, motivation, and participation in learning activities. Positive perceptions toward a learning method can encourage students to participate actively, communicate more confidently, and become more involved in classroom activities. In contrast, negative perceptions may reduce participation and increase anxiety, particularly in speaking-related tasks.

In group discussion-based collaborative learning, students' perceptions are especially important because the approach relies on interaction, cooperation, and peer support. Fathana et al. (2024) suggest that students who perceive collaborative activities as meaningful and supportive are more likely to engage actively in discussions. As a result, students' perceptions can influence the extent to which they participate and benefit from collaborative learning experiences.

Furthermore, understanding students' perceptions provides valuable insights into aspects of learning that may not be fully reflected in achievement scores or quantitative data. Murgan & Shah (2020) notes that students' perceptions help reveal learners' emotional responses, confidence levels, and personal experiences during the learning process. For this reason, perceptions are often examined to better understand how students experience and respond to instructional practices.

3. Students' Perceptions in EFL/ELT Context

In EFL classrooms, students' perceptions influence their willingness to communicate, classroom participation, and speaking performance. Many learners experience anxiety, low confidence, and fear of making mistakes when using English, which can affect their involvement in oral activities. Their perceptions of

classroom practices whether they view them as supportive, meaningful, or challenging often determine their level of participation (Hoque et al., 2025).

Within group discussion-based collaborative learning, students' perceptions affect how they interact with peers, contribute to discussions, and engage in collaborative tasks. Fathana et al. (2024) found that positive perceptions of collaborative learning encourage active participation and greater willingness to speak. Such learning environments may also help students feel more comfortable expressing ideas and interacting with others.

Murgan & Shah (2020) further explains that students' perceptions influence both confidence and the quality of interaction during learning activities. When learners view collaborative discussions positively, they are generally more willing to share ideas, participate in communication, and engage in speaking practices. Therefore, students' perceptions are closely related to the effectiveness of collaborative learning activities and the development of oral communication skills.

Based on the discussion above, students' perceptions play a significant role in shaping how learners experience and respond to learning activities, particularly those involving interaction and communication. Since group discussion-based collaborative learning relies heavily on students' participation and engagement, understanding learners' perceptions is essential for examining the effectiveness of this instructional approach. Therefore, the following section discusses the concept of group discussion-based collaborative learning as the pedagogical focus of the present study.

B. Group Discussion-Based Collaborative Learning

1. Definition of Group Discussion

Group discussion refers to an interactive learning activity in which students exchange ideas, share opinions, and construct understanding through communication with others. In educational settings, group discussion encourages students to actively participate in the learning process rather than passively receive information from the teacher. According to Gilley and Clarkston (2022), group

discussion functions as an active learning strategy that promotes engagement and encourages students to participate more actively in classroom activities.

In EFL contexts, group discussion provides learners with opportunities to use the target language in meaningful communication. Through discussion, students can express ideas, respond to peers' opinions, and clarify their understanding of a topic. Sinaga and Pustika (2024) argue that group discussion also contributes to language development by supporting vocabulary growth, fluency, and meaning negotiation. Therefore, group discussion is not only a medium for exchanging ideas but also an important activity that supports language learning and communication skills.

2. Definition of Collaborative Learning

Collaborative learning is an instructional approach in which students work together to achieve common learning goals through active participation and shared responsibility. Laal and Ghodsi (2012) define collaborative learning as a process in which knowledge is constructed through interaction and cooperation among learners. Unlike traditional group work that often divides tasks among members, collaborative learning emphasizes mutual contribution, peer support, and collective knowledge construction.

Gillies (2019) explains that collaborative learning helps students develop communication skills, positive peer relationships, and a supportive learning environment. Similarly, Laal and Ghodsi (2012) highlight that collaborative learning promotes deeper understanding because students actively engage in discussing, questioning, and evaluating ideas together. These characteristics make collaborative learning particularly relevant in language classrooms where interaction plays a central role in the learning process.

3. Sociocultural Perspective on Collaborative Learning

Collaborative learning is closely related to Vygotsky's Sociocultural Theory, which emphasizes that learning is a social process that occurs through interaction with others. According to Vygotsky (1978), knowledge is not

constructed individually but developed through communication, collaboration, and participation in social activities. Through interaction with peers and teachers, learners are able to exchange ideas, solve problems together, and build new understanding. Therefore, social interaction plays an important role in supporting students' cognitive and language development.

One of the central concepts in Sociocultural Theory is the Zone of Proximal Development (ZPD). Vygotsky (1978) defines ZPD as the gap between what learners can accomplish independently and what they can achieve with guidance or support from more capable individuals. In collaborative learning environments, students often work with peers who have different levels of knowledge, experience, and skills. Through discussion and cooperation, students can learn from one another and accomplish tasks that may be difficult to complete independently.

Another important concept related to ZPD is scaffolding. Scaffolding refers to the support provided by teachers or peers to help learners complete a task and gradually develop greater independence (Wood et al., 1976). In collaborative learning activities, scaffolding may occur when students explain concepts, share ideas, provide feedback, or assist their peers in understanding a topic. This support enables learners to improve their knowledge and skills through meaningful interaction.

The principles of Sociocultural Theory are closely connected to group discussion-based collaborative learning. During group discussions, students actively exchange opinions, negotiate meaning, and work together to achieve common learning goals. Through these interactions, learners have opportunities to develop their understanding, improve communication skills, and gain confidence in expressing their ideas. Collaborative discussions also allow students to learn from different perspectives and receive support from their peers throughout the learning process.

In the context of English language learning, Sociocultural Theory provides a useful perspective for understanding how collaborative learning supports the development of oral communication skills. Through interaction and discussion, students can practice speaking, organize their ideas, receive feedback, and build

confidence before participating in formal presentation activities. Therefore, Sociocultural Theory serves as an important foundation for understanding how group discussion-based collaborative learning can contribute to the development of students' oral presentation skill.

4. Group Discussion-Based Collaborative Learning

Group discussion-based collaborative learning combines the interactive nature of group discussion with the principles of collaborative learning. In this approach, students engage in structured discussions while working together to exchange ideas, solve problems, and achieve shared learning objectives. Smith and MacGregor (2014) describe collaborative learning as a process in which students learn both with and from one another through meaningful interaction and dialogue.

This approach emphasizes active participation, peer interaction, and shared responsibility among group members. Through discussion activities, students are encouraged to contribute ideas, listen to different perspectives, and collaboratively construct understanding. The learning process becomes more student-centered, as learners actively engage in communication rather than relying solely on teacher explanations.

In EFL classrooms, group discussion-based collaborative learning is particularly beneficial because language development occurs through social interaction. Studies conducted by Zuhro and Setia B (2024) as well as Asgawanti et al. (2025) found that collaborative discussion activities help students practice speaking, exchange ideas, and gain greater confidence in using English. These findings indicate that collaborative discussions provide meaningful opportunities for students to develop both linguistic and communication skills.

5. Benefits of Group Discussion-Based Collaborative Learning for EFL Students

Group discussion-based collaborative learning offers various benefits for EFL students. One important benefit is the opportunity to practice speaking in a supportive and interactive environment. Through discussions, students can express

ideas, receive feedback, and improve their fluency through repeated communication. Previous studies have shown that collaborative discussions contribute positively to students' speaking performance and confidence (Zuhro & Setia B, 2024; Asgawanti et al., 2025).

In addition to supporting language development, collaborative learning promotes cognitive growth. Gokhale (2017) argues that collaborative interaction encourages students to analyze information, evaluate ideas, and develop critical thinking skills. Through discussions, students are exposed to different perspectives, which helps them deepen their understanding of academic topics and organize their ideas more effectively.

Group discussion-based collaborative learning also contributes to students' social and interpersonal development. Brooks and Gordon (2007) emphasize that collaborative activities help students develop teamwork, communication skills, and mutual responsibility. By working together, students learn how to listen actively, provide constructive feedback, and cooperate in achieving shared goals. Furthermore, this approach can support the development of oral presentation skills. Through group discussions, students have opportunities to rehearse ideas, refine presentation content, and receive immediate feedback from peers before presenting formally. Such experiences help students become more confident and better prepared when delivering presentations. Therefore, group discussion-based collaborative learning can be considered a valuable instructional approach that supports both language learning and oral communication development in EFL contexts.

Based on the discussion above, group discussion-based collaborative learning provides opportunities for students to develop linguistic, cognitive, and interpersonal skills through active interaction and collaboration. Since one of the major outcomes of these learning experiences is improved oral communication, the following section discusses the concept of oral presentation skills and their importance in English language learning.

C. Oral Presentation Skills in English Language Learning

1. Definition of Oral Presentation Skills

Oral presentation skills refer to a set of communicative competencies required to deliver information, ideas, or opinions clearly and effectively in front of an audience. These skills involve not only linguistic competence, such as grammar, vocabulary, and pronunciation, but also presentation performance, including confidence, organization, and audience engagement. In EFL contexts, oral presentation skills require learners to communicate ideas in a structured manner while maintaining clarity and confidence during delivery (Taye & Gemechis, 2025).

Different scholars emphasize different aspects of oral presentation skills. Zuhro and Setia B (2024) focus on the linguistic dimension, highlighting fluency, pronunciation, and vocabulary use as important indicators of effective presentations. Meanwhile, Taye and Gemechis (2025) emphasize the importance of confidence, audience interaction, and presentation delivery. These perspectives suggest that oral presentation skills involve both language proficiency and the ability to communicate ideas effectively before an audience.

Therefore, oral presentation skills can be understood as a combination of language competence, presentation organization, and communication performance that enables learners to convey information effectively in academic settings.

2. Key Components of Effective Oral Presentations

Effective oral presentations consist of several interconnected components that contribute to successful communication. These components include verbal delivery, non-verbal communication, and content organization.

a. Verbal Delivery

Verbal delivery refers to the spoken aspects of a presentation, including pronunciation, fluency, vocabulary use, grammatical accuracy, and clarity of speech. These elements help presenters communicate their ideas effectively and ensure that audiences can understand the intended message. According to

Zuhro and Setia B (2024), clear and fluent speech plays an important role in improving audience comprehension and overall presentation quality.

b. Non-verbal Communication

Non-verbal communication refers to the use of body language, facial expressions, gestures, eye contact, posture, and voice modulation during a presentation. These elements support verbal messages and help presenters maintain audience attention. Taye and Gemechis (2025) note that effective non-verbal communication enhances audience engagement and strengthens the overall impact of a presentation.

c. Content Organization

Content organization refers to the ability to arrange ideas logically and systematically throughout a presentation. A well-organized presentation generally includes a clear introduction, a coherent body, and an appropriate conclusion. Effective organization helps audiences follow the presenter's ideas and understand the information being delivered more easily.

Daukšaitė-Kolpakovienė (2023) emphasizes that organizing ideas is an important aspect of presentation performance because it enables presenters to communicate information in a structured and meaningful way. In academic presentations, students are expected not only to speak fluently but also to present ideas in a logical sequence. Therefore, content organization is considered one of the key components of effective oral presentation skills.

3. Challenges Faced by EFL Learners

EFL learners often encounter various challenges when preparing and delivering oral presentations. These challenges may be linguistic, psychological, or related to limited speaking opportunities.

One of the most common challenges is anxiety and lack of confidence when speaking in front of an audience. Taye and Gemechis (2025) identify presentation anxiety as a major obstacle that affects students' performance, particularly when they are afraid of making mistakes or being evaluated by others. Such feelings may reduce students' willingness to speak and negatively influence presentation delivery. In addition to psychological factors, learners may face linguistic

difficulties such as limited vocabulary, pronunciation problems, and grammatical inaccuracies. These challenges can make it difficult for students to express their ideas clearly and confidently during presentations. As a result, some learners may struggle to communicate their messages effectively.

Another challenge is the limited opportunity to practice speaking in authentic situations. Without sufficient practice and feedback, students may feel unprepared when delivering presentations. For this reason, supportive learning environments that provide opportunities for interaction and speaking practice are important for helping learners develop their oral presentation skills. These challenges, instructional approaches that encourage communication, interaction, and active participation are needed to support students' oral presentation development. One such approach is group discussion-based collaborative learning, which provides opportunities for students to practice speaking, organize ideas, and receive feedback from their peers.

D. Relationship Between Group Discussion-Based Collaborative Learning and Oral Presentation Skills

1. How Group Discussion Supports Oral Presentation Development

Group discussion-based collaborative learning plays an important role in supporting the development of students' oral presentation skills. Through group discussions, students are provided with opportunities to exchange ideas, practice speaking, and prepare presentation materials before presenting in front of a larger audience. These activities help students become more familiar with the content they will present and increase their readiness for presentation tasks.

Previous studies have shown that participation in group discussions contributes to the improvement of speaking-related abilities. Etikan. I. (2016) and Sinaga and Pustika (2024) found that repeated interaction during discussions helps students improve fluency, pronunciation, and clarity of expression. Regular speaking practice also allows students to become more comfortable communicating their ideas in English.

In addition to improving speaking performance, group discussions help students organize and develop their ideas more effectively. Fathana et al. (2024) states that discussion activities encourage students to structure information, clarify arguments, and prepare presentation content collaboratively. By discussing topics with peers, students can identify important points, refine their explanations, and develop a clearer understanding of the subject matter.

Group discussions also provide opportunities for students to engage in critical thinking. According to Gokhale (2017) and Gillies (2019), collaborative interaction encourages learners to analyze information, consider different perspectives, and justify their opinions. These processes support the development of presentation content and help students deliver more organized and meaningful presentations. Overall, group discussion-based collaborative learning serves as a valuable preparation stage for oral presentations by providing opportunities for speaking practice, idea development, content organization, and collaborative learning.

2. Role of Peer Feedback and Interaction

Peer interaction is an important element of group discussion-based collaborative learning that contributes to the development of oral presentation skills. Through interaction with peers, students can share ideas, ask questions, receive suggestions, and discuss different viewpoints before presenting their work. These interactions create opportunities for students to improve both their understanding of the topic and their communication skills.

One important aspect of peer interaction is feedback. During discussions, students often receive comments and suggestions regarding their ideas, explanations, and language use. Zuhro and Setia B (2024) explain that peer feedback helps students identify areas for improvement and make revisions before delivering formal presentations. This process allows students to prepare more effectively and improve the quality of their presentations.

Peer interaction also contributes to students' confidence. Working and discussing with classmates provides a supportive environment where students can

practice expressing their ideas without the pressure of formal presentation settings. Brooks and Gordon (2007) argue that collaborative learning encourages mutual support among group members, which can help reduce anxiety and increase students' willingness to participate in speaking activities.

Furthermore, interaction with peers provides opportunities for rehearsal and communication practice. Through discussion, students become accustomed to explaining ideas, responding to questions, and clarifying information. Smith and MacGregor (2014) note that collaborative learning encourages learners to learn from one another through continuous dialogue and interaction. These experiences help students develop communication skills that are directly applicable to oral presentation tasks. Therefore, peer interaction and feedback play a significant role in preparing students for oral presentations by supporting confidence development, communication practice, idea refinement, and presentation preparation.

E. Previous Studies

Several previous studies have investigated collaborative learning, group discussion, and speaking-related skills in EFL contexts. These studies provide valuable insights into how collaborative activities support students' language development, communication skills, and classroom participation.

A study conducted by O'Dowd and Li (2023) examined students' experiences and engagement in collaborative learning environments. Using a qualitative approach, the study explored how students perceived collaborative activities and how these experiences influenced their participation in learning. The findings revealed that collaborative learning encouraged active engagement, increased students' confidence, and promoted meaningful interaction among peers. Students also reported that working collaboratively helped them feel more comfortable expressing their ideas. While the study focused on students' experiences in collaborative learning, it did not specifically examine oral presentation skills. In contrast, the present study focuses on students' perceptions of group discussion-based collaborative learning in relation to the development of oral presentation skills.

Another related study was conducted by Gilley and Clarkston (2022), which investigated the effectiveness of group discussion as an active learning strategy in higher education classrooms. Using a quantitative research design, the study found that discussion-based activities increased student engagement, participation, and interaction during learning. The researchers concluded that group discussions provide opportunities for students to exchange ideas and become more actively involved in classroom activities. However, the study mainly focused on classroom engagement and did not specifically explore students' perceptions or the role of group discussions in improving oral presentation skills. Therefore, the current study seeks to provide a deeper understanding of students' experiences and perceptions in this area.

A study by Murgan and Shah (2020) examined the impact of collaborative speaking activities on students' speaking performance. The study employed a quantitative approach and found that collaborative speaking tasks contributed positively to students' speaking fluency and communication skills. Through repeated interaction with peers, students became more confident and more willing to participate in speaking activities. Although the findings demonstrated the effectiveness of collaborative learning in enhancing speaking performance, the study primarily focused on speaking skills in general rather than oral presentation skills. Furthermore, students' personal perceptions and experiences were not explored in depth.

In the Indonesian context, Zuhro and Setia B (2024) investigated the use of small-group discussions in improving students' speaking ability. Using an experimental design, the study found that group discussions significantly enhanced students' speaking performance, classroom participation, and confidence. The researchers highlighted that discussion activities created opportunities for students to practice speaking in a supportive learning environment. Despite these positive findings, the study focused on speaking ability rather than oral presentation skills and relied mainly on quantitative data. The present study differs by exploring students' perceptions qualitatively and focusing specifically on oral presentation development.

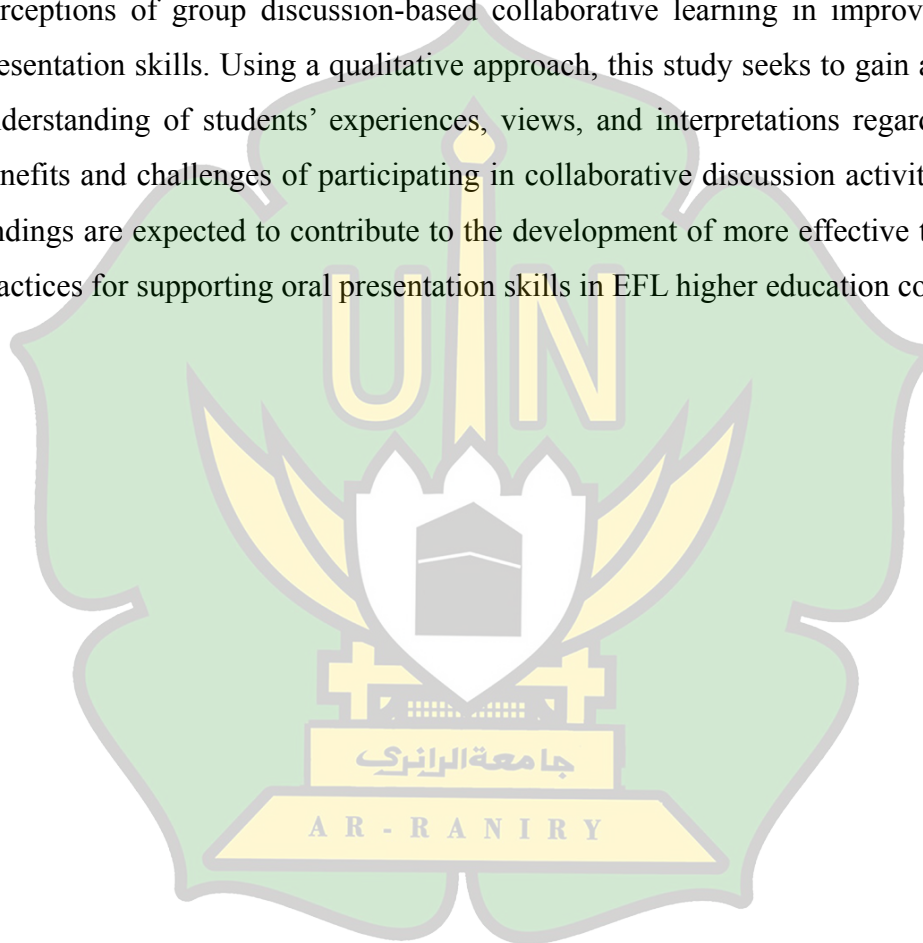
Another study was conducted by Dewi and Hadi (2025), which explored the role of collaborative learning in developing students' communication skills. The study reported that collaborative learning encouraged active participation, improved teamwork, and enhanced students' willingness to communicate with their peers. The findings suggested that collaborative activities support both academic and social development. However, the research focused on communication skills in a broader sense and did not specifically investigate oral presentation skills or students' perceptions of collaborative discussions. Therefore, further research is needed to understand how students experience collaborative learning in relation to presentation performance.

Furthermore, Fathana et al. (2024) examined the contribution of discussion-based learning activities to students' presentation performance. The study found that discussion activities helped students organize ideas more effectively, prepare presentation materials, and reduce anxiety before presenting. Students benefited from opportunities to rehearse ideas and receive feedback from their peers. Although the study highlighted the relationship between discussion activities and presentations, it primarily focused on learning outcomes and did not explore students' perceptions in depth. In addition, the study did not specifically investigate group discussion-based collaborative learning as the main focus of analysis.

Based on the studies reviewed above, previous research generally indicates that collaborative learning and group discussion contribute positively to students' speaking ability, communication skills, confidence, and classroom participation. However, several gaps remain in the existing literature. First, most previous studies focus on speaking skills or communication skills in general rather than specifically examining oral presentation skills, which involve additional aspects such as content organization, presentation delivery, and audience engagement. Second, many studies employ quantitative or experimental approaches that emphasize learning outcomes while providing limited insight into students' personal experiences and perceptions. Third, limited attention has been given to how students perceive group discussions as a preparatory stage before formal presentations. In addition, research examining participation and interaction-related challenges within collaborative

learning groups, as well as the role of discussion activities in helping students manage presentation anxiety, remains limited. Finally, research exploring students' perceptions of group discussion-based collaborative learning in relation to oral presentation skills remains scarce, particularly in the context of Indonesian higher education and specifically at UIN Ar-Raniry.

Therefore, this study aims to address these gaps by exploring students' perceptions of group discussion-based collaborative learning in improving oral presentation skills. Using a qualitative approach, this study seeks to gain a deeper understanding of students' experiences, views, and interpretations regarding the benefits and challenges of participating in collaborative discussion activities. The findings are expected to contribute to the development of more effective teaching practices for supporting oral presentation skills in EFL higher education contexts.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method procedures which include a brief description of research design, research participant, method of data collection, and methods of data analysis.

A. Research Design

This study employed a qualitative descriptive research design to explore students' perceptions of group discussion-based collaborative learning in improving their oral presentation skills. According to Creswell (2014), qualitative research is suitable for investigating social and educational phenomena by focusing on participants' experiences, perspectives, and interpretations. Since this study aims to understand how students perceive and experience group discussion activities, a qualitative approach was considered the most appropriate method.

This design enables the researcher to gain an in-depth understanding of students' views regarding the role of group discussion-based collaborative learning in developing their oral presentation skills. Rather than measuring variables or testing hypotheses, the study focuses on exploring students' experiences, including the benefits they perceive and the challenges they encounter during collaborative discussion activities. Creswell (2012) states that qualitative research allows researchers to present participants' experiences in a comprehensive manner while identifying patterns and themes emerging from the data. Therefore, a qualitative research design was considered appropriate for achieving the objective of this study, which is to gain a deeper understanding of students' perceptions of group discussion-based collaborative learning and its contribution to the development of oral presentation skills among students of the English Language Education Department at UIN Ar-Raniry.

B. Research Participants

1. Population

The population of this study consisted of all students from Batch 2022 of the English Language Education Department at UIN Ar-Raniry Banda Aceh. The total population was 202 students. This population was considered appropriate because Batch 2022 students had completed several English language courses that required them to participate in group discussion activities and deliver oral presentations. Throughout their academic study, they had gained experience working collaboratively with peers and presenting ideas in various classroom contexts. Therefore, they were considered capable of providing meaningful information regarding their perceptions of group discussion-based collaborative learning and its contribution to the development of oral presentation skills.

The researcher was also a student of the English Language Education Department at UIN Ar-Raniry. However, this study was not limited to students from a particular class or lecturer. Instead, it focused on students' learning experiences across different English courses in which group discussion and oral presentation activities had been implemented. Since collaborative learning is commonly practiced in various courses within the department, students from different classes were expected to provide diverse perspectives and experiences relevant to the research objectives.

2. Sample

This study employed purposive sampling to select participants who could provide rich and relevant information regarding the phenomenon under investigation. Purposive sampling is commonly used in qualitative research because it enables researchers to select participants who possess direct experience with the topic being studied (Etikan, 2016). Accordingly, the researcher selected eight students from Batch 2022 of the English Language Education Department at UIN Ar-Raniry Banda Aceh.

The participants were selected based on several predetermined criteria. First, they had participated in group discussion activities during English learning courses. Second, they had experience delivering oral presentations as part of

classroom learning or academic assignments. Third, they were willing to share their perceptions and personal experiences regarding group discussion-based collaborative learning. These criteria ensured that all participants had sufficient experience to answer the research questions and provide detailed insights into the phenomenon being explored.

The participants consisted of six female students and two male students. However, gender was not considered a criterion in selecting participants. Instead, participants were chosen based on their eligibility according to the predetermined criteria and their willingness to participate voluntarily in the study.

Before conducting the interviews, the researcher contacted potential participants individually and explained the purpose of the study, the interview procedures, and the participants' rights, including voluntary participation, confidentiality, and anonymity. Participants who agreed to take part in the study were asked to provide informed consent before the interview was conducted. This process ensured that all participants understood the nature of the study and participated voluntarily.

The sample size of eight participants was considered appropriate for this qualitative study because the primary objective was to obtain rich, detailed, and meaningful information rather than to generalize the findings to a larger population. Creswell (2014) explains that qualitative research typically involves a relatively small number of participants to allow researchers to explore participants' experiences and perspectives in depth. Therefore, the eight participants were considered sufficient to provide comprehensive insights into students' perceptions of group discussion-based collaborative learning and its contribution to the development of oral presentation skills.

C. Data Collection Technique

Data for this study were collected through semi-structured interviews. This technique was chosen because it allows the researcher to explore predetermined questions while giving participants the opportunity to explain their experiences and opinions in their own words. According to Creswell (2014), semi-structured

interviews are appropriate for qualitative research as they enable researchers to obtain detailed and in-depth information regarding participants' perspectives and experiences.

The interviews were conducted face-to-face with 8 students from the English Language Education Department at UIN Ar-Raniry. Face-to-face interviews were selected to facilitate direct interaction and create a more comfortable atmosphere for participants to share their experiences. An interview guide was used to ensure that all questions remained relevant to the objectives of the study while still allowing the researcher to ask follow-up questions when further clarification was needed. The interview questions were developed based on the research questions, focusing on students' perceptions of group discussion-based collaborative learning in developing oral presentation skills, including the benefits and challenges they experienced during the learning process.

Each interview lasted approximately 15–20 minutes, depending on the participants' responses. With participants' consent, all interviews were audio-recorded to ensure the accuracy of the data. The recordings were then transcribed for analysis. The transcripts were reviewed carefully to ensure that the participants' responses were accurately represented before proceeding to the data analysis stage. Through this data collection technique, the researcher obtained in-depth information regarding students' perceptions of group discussion-based collaborative learning and how they perceived its role in developing their oral presentation skills.

D. Data Analysis Technique

The data from the interviews were analyzed using thematic analysis proposed by Braun and Clarke (2006). Thematic analysis is a qualitative data analysis method used to identify, analyze, and report patterns or themes within qualitative data. This approach was considered appropriate for this study because it enabled the researcher to systematically explore students' perceptions of group discussion-based collaborative learning in developing their oral presentation skills.

The analysis followed the six phases of thematic analysis proposed by Braun and Clarke (2006). The first phase was familiarization with the data. After all interview recordings from the eight participants had been collected, the researcher listened to the recordings several times to ensure accuracy and become familiar with the data. The recordings were then transcribed verbatim into written form to preserve the authenticity of the participants' responses. During the transcription process, basic transcription symbols were used to represent natural features of spoken language. These symbols are presented in the table below. After the transcription was completed, the researcher read the transcripts repeatedly while making initial notes about interesting ideas and meaningful responses related to the research topic. These symbols are presented in the table below:

Table 3.1 Basic Transcription Conventions

Symbol	Meaning
(.)	Short pause (less than 1 second)
(..)	Medium pause (1–2 seconds)
(...)	Long pause (more than 2 seconds)
Umm / Hmm / Yeah	Filler or hesitation sounds
repetition (e.g., “I I think”)	Word repetition indicating hesitation or emphasis
?	Rising intonation or question tone

Source: Adapted from Jefferson (2004).

The second phase was generating initial codes. In this stage, the researcher carefully examined the interview transcripts and identified meaningful segments of the data. Each relevant segment was assigned an initial code representing important ideas related to students' perceptions, experiences, participation in group discussions, and the development of oral presentation skills.

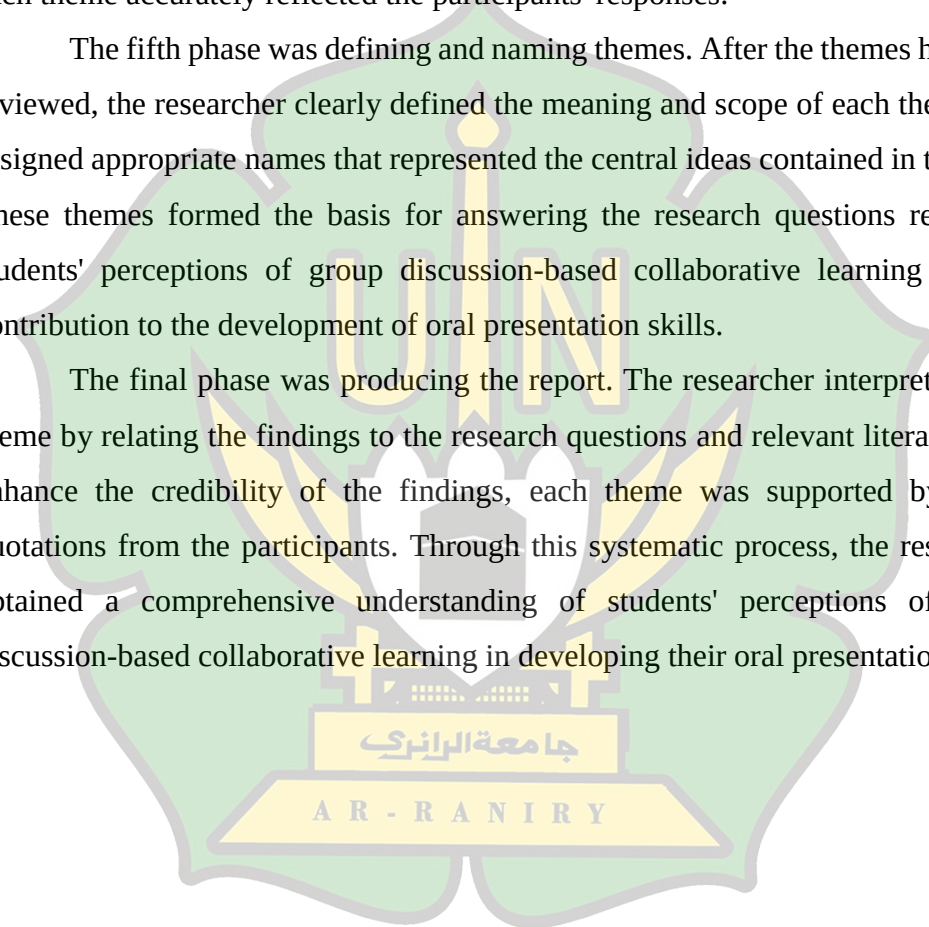
The third phase was searching for themes. After all initial codes had been generated, the researcher examined the relationships among the codes and grouped similar codes into potential themes. These potential themes represented broader

patterns that emerged from the participants' responses regarding their experiences with group discussion-based collaborative learning.

The fourth phase was reviewing themes. In this stage, the researcher reviewed and refined the potential themes by comparing them with the coded data and the complete interview transcripts. Themes that were not sufficiently supported by the data were modified, combined with other themes, or removed to ensure that each theme accurately reflected the participants' responses.

The fifth phase was defining and naming themes. After the themes had been reviewed, the researcher clearly defined the meaning and scope of each theme and assigned appropriate names that represented the central ideas contained in the data. These themes formed the basis for answering the research questions regarding students' perceptions of group discussion-based collaborative learning and its contribution to the development of oral presentation skills.

The final phase was producing the report. The researcher interpreted each theme by relating the findings to the research questions and relevant literature. To enhance the credibility of the findings, each theme was supported by direct quotations from the participants. Through this systematic process, the researcher obtained a comprehensive understanding of students' perceptions of group discussion-based collaborative learning in developing their oral presentation skills.



CHAPTER VI

FINDING AND DISCUSSION

This chapter analyzes the data obtained from the participants through semi-structured interviews. It consists of two main sections, namely findings and discussion. The findings section presents the results of the study based on the participants' responses to the interview questions, while the discussion section interprets and relates the findings to relevant theories and previous studies.

A. Finding

This section presents the research findings obtained from semi-structured interviews. The researcher identified several codes from participants' responses. These codes were then grouped into categories based on their similarities. The categories later developed into three major themes that answer the research questions of this study.

Table 4.1 Code Grouping into Categories

CODES	CATEGORIES	THEMES
Positive discussion experience, enjoyable learning environment	Positive learning experience	Students' perceptions of group discussion-based collaborative learning
Comfortable discussion environment, relaxed and supportive environment, feeling nervous at first, fear of making mistakes, shy when speaking	Emotional responses toward discussion	Students' perceptions of group discussion-based collaborative learning
Organizing ideas, preparing presentation materials, planning presentation content, understanding topic better, collecting information	Preparation for Presentation	Students' perceptions of group discussion-based collaborative learning

Repeated speaking practice, opportunity to practice speaking	Speaking practice	Students' perceptions of group discussion-based collaborative learning
Share ideas with group members, exchange opinions, learn from peers' ideas, Receive peer feedback, supportive group members	Collaborative Learning Experience	Students' perceptions of group discussion-based collaborative learning
Increased confidence, reduced nervousness	Confidence development	Benefits of group discussion-based collaborative learning
Improved communication skills, clearer explanation of ideas	Improvement of speaking skills	Benefits of group discussion-based collaborative learning
Teamwork experience, learning from others, Motivation from active members, active participation in discussion	Social and collaborative skills	Benefits of group discussion-based collaborative learning
Passive group members, inactive members during discussion, unequal participation	Group participation problems	Challenges in group discussion-based collaborative learning
Different opinions in discussion, difficulty reaching agreement, discussion goes off-topic	Interaction challenges	Challenges in group discussion-based collaborative learning
Nervous during presentation, lack of confidence in english, difficulty explaining topic clearly	Psychological challenges	Challenges in group discussion-based collaborative learning

Based on the coding process, eleven categories were identified. These categories represent students' perceptions, experiences, and opinions regarding the implementation of group discussion-based collaborative learning, particularly in relation to the development of oral presentation skills.

The eleven categories were subsequently organized into three main themes. Theme 1 addresses the first research question, which explores how students perceive group discussion-based collaborative learning in improving their oral presentation skills. Themes 2 and 3 address the second research question by examining the benefits and challenges of group discussion-based collaborative learning in developing students' oral presentation skills

1. Students' Perceptions of Group Discussion-Based Collaborative Learning

a. Positive Learning Experience

One of the most noticeable findings from the interviews was the generally positive way students perceived group discussion-based collaborative learning. Across participants, discussion activities were described as beneficial because they allowed students to learn together, exchange perspectives, and gain a better understanding of the material before presenting it. P5 explained that discussing topics with classmates helped improve understanding of the material while also exposing students to different perspectives:

“In my class (...) we often discuss a topic together before doing presentations. It helps me understand the material more clearly and learn from my friends' ideas and opinions.” (P5)

A similar perception was expressed by P7, who emphasized that learning did not only come from lecturers but also from classmates:

“For me umm (...) it's a good experience because I learn not only from the lecture, but also from my friends.” (P7)

These responses suggest that students viewed learning as a collaborative process in which knowledge was developed through interaction with peers rather than acquired individually.

Several participants highlighted how discussions enabled them to exchange ideas, hear different perspectives, and clarify concepts together. Similar views were

also expressed by P4 and P8, who reported that discussions helped them understand topics more effectively before presenting.

Interestingly, participants emphasized different aspects of this positive learning experience. While some focused on gaining new ideas and perspectives, others highlighted the practical benefits of learning collaboratively. P1, for example, explained that discussions made learning more manageable because responsibilities could be shared among group members:

“So it's easy to discuss, not like all the material is read by ourselves.” (P1)

This response reflects an important advantage of collaborative learning. Rather than working individually, students were able to divide tasks, share information, and support one another throughout the learning process.

A common pattern across the interviews was that students developed understanding collectively by exchanging opinions and clarifying ideas with their peers. This collaborative process appeared to increase engagement with the material and helped students feel more prepared before presenting. Overall, the findings indicate that students viewed group discussion-based collaborative learning as a positive learning experience that supported both understanding and participation.

b. Emotional Responses toward Discussion

The findings reveal that students often experienced mixed emotions. Feelings of nervousness, uncertainty, and shyness were common at the beginning of discussions, particularly when students lacked confidence in their ideas or were worried about making mistakes. However, these feelings generally became less intense as discussions progressed.

P5 described feeling anxious when participating in discussions, especially because of concerns about English proficiency and the possibility of being judged by peers:

“At first I feel a little nervous when participating in group discussion especially (...) when I am not confident with my English. Sometimes I am afraid that I will be judged by the members of the group.” (P5)

A similar experience was reported by P2, who explained that nervousness gradually decreased as the discussion continued:

“I feel a little bit nervous because I’m afraid of making mistakes, but after sometimes (...) I feel more comfortable because the environment is more relaxed and supportive.” (P2)

These responses indicate that students’ nervousness was often connected to fear of making mistakes and uncertainty about their language ability. Although students initially worried about making mistakes, these feelings generally decreased as the discussion progressed. As students interacted with peers and became more familiar with the topic, they generally felt more comfortable expressing their ideas. Similar experiences were also reported by P7 and P8, both of whom explained that discussions became easier once they started interacting with their friends.

A slightly different perspective emerged from P6, who described group discussions as a comfortable environment from the beginning:

“I feel (...) more relaxed compared to presenting in front of the class because the group is smaller and less intimidating. Hmm (...) it feels like a safe space to share the ideas.” (P6)

This response highlights an important characteristic of group discussions. Unlike formal presentations, discussions involve a smaller audience and a more informal atmosphere. Consequently, students may feel less pressure when sharing their thoughts and opinions. For some participants, this supportive environment reduced anxiety and encouraged more active participation.

Across the interviews, students consistently contrasted group discussions with classroom presentations. Presentations were often associated with pressure, nervousness, and fear of being evaluated, whereas discussions were viewed as more relaxed and supportive.

c. Preparation for Presentation

Another important perception emerging from the interviews was the role of group discussion in helping students prepare for oral presentations. Participants consistently described discussions as an important stage before presenting because they allowed them to understand the topic more deeply and organize their ideas. P7 explained that discussions helped students organize their thoughts before presenting:

“Group discussion helps me prepare because we can talk about the topic first and (...) organize what we want to say.” (P7)

Similarly, P8 highlighted that discussions provided opportunities to clarify difficult points and practice explaining the material:

“Group discussions help me prepare by (...) allowing me to organize my ideas, clarify difficult points, and practice explaining the material.” (P8)

P1 also emphasized the importance of discussion in creating a clearer presentation structure:

“Because we have discussed together before (...) it's really help the oral presentations because it's a structure.” (P1)

What stands out from these responses is that students did not view discussion merely as a chance to exchange ideas. Instead, they perceived it as a preparation process that helped transform their understanding into a more organized presentation. Through discussion, students were able to identify key points and arrange information in a logical sequence before presenting it to the class.

Similar views were also expressed by P4 and P6, who reported that discussions helped them understand the topic better and organize what they wanted to say before presenting. Although participants emphasized different aspects of preparation, a common pattern emerged across the interviews: discussion helped students feel more prepared because they had already explored the topic and refined their ideas collaboratively.

Interestingly, preparation was not limited to organizing content. Some participants also described discussions as an opportunity to anticipate audience reactions. For example, P8 noted that discussions helped predict possible questions from the audience. This finding suggests that students were not only preparing what to say, but were also beginning to think critically about how their presentations would be received by others

d. Speaking Practice

Speaking practice emerged as one of the most frequently mentioned aspects of group discussion-based collaborative learning. Across the interviews, participants consistently explained that discussions provided opportunities to speak, express ideas, and interact with others before conducting formal presentations.

P2 stated:

“I get more chance to practice speaking and receive feedback.” (P2)

A similar view was expressed by P5:

“Group discussions help improve my oral presentation skills because I can (...) practice speaking more often.” (P5)

Meanwhile, P1 described discussions as a smaller version of the actual presentation:

“I do the presentations in the small circle first (...) and then in the big class circle.” (P1)

These responses suggest that students viewed discussion as a low-pressure environment for developing oral communication skills. Before speaking in front of the entire class, they were able to practice explaining ideas, responding to opinions, and communicating in a smaller group setting. This gradual process appeared to help students become more comfortable using English.

A similar perception was reported by P7 and P8, who viewed discussions as a form of rehearsal before presenting. Both participants explained that repeatedly explaining ideas during discussions helped them become more accustomed to speaking in English.

Another interesting finding is that students did not associate speaking practice solely with language use. Discussions also allowed them to learn how to explain concepts clearly, respond to questions, and engage in interaction with others. These are essential presentation skills that extend beyond vocabulary and pronunciation. Therefore, group discussions functioned not only as opportunities for speaking practice but also as a space where students could gradually develop the communication skills required for successful oral presentations.

e. Collaborative Learning Experience

The final category focuses on students' experiences of learning collaboratively with their peers. Throughout the interviews, participants repeatedly emphasized the importance of interaction, feedback, and idea sharing during discussions.

P2 explained:

"My group members influence my learning by sharing their opinions, helping me correct mistakes, and giving suggestions." (P2)

Similarly, P5 stated:

"They share different ideas, give feedback, and sometimes help correct my mistakes." (P5)

P7 also highlighted the collaborative nature of the learning process:

"We learn from each other." (P7)

These responses suggest that students rarely viewed learning as an individual activity. Instead, understanding was often developed through interaction with peers, where ideas could be exchanged, challenged, and refined together. Participants valued opportunities to receive feedback because it helped them recognize mistakes, improve their understanding, and strengthen their presentation content.

Similar experiences were reported by P1 and P8, who described how learning from classmates provided new insights and encouraged greater participation during discussions. Exposure to different perspectives appeared to broaden students' understanding and make the learning process more engaging.

Despite this similarity, participants also acknowledged that the effectiveness of collaborative learning depended largely on group dynamics. P4 reported that active and supportive members increased motivation, whereas limited participation reduced engagement. Likewise, P6 explained that discussions became less effective when some members remained passive. These responses indicate that collaboration was most beneficial when all members contributed actively to the discussion process.

Overall, a clear pattern emerged across the interviews: students perceived collaborative learning as one of the most valuable aspects of group discussion. Through sharing ideas, exchanging feedback, and supporting one another, students were able to develop their understanding collectively while simultaneously improving their preparation for oral presentations.

2. Benefits of Group Discussion-Based Collaborative Learning

a. Confidence Development

One of the most frequently reported benefits of group discussion-based collaborative learning was the development of confidence. Across the interviews, students explained that participating in discussions helped them feel more prepared and comfortable when presenting in front of the class. This confidence appeared to develop gradually through opportunities to practice speaking, receive feedback, and become familiar with the presentation material before presenting to a larger audience.

P1 explained that discussions increased confidence because students could receive comments and suggestions from peers before presenting formally:

“It boosts my confidence actually because before we go to the big stage (...) in the small group discussions, we get like comments or feedback or something, so it makes me more confident.” (P1)

Similarly, P2 stated:

“Group discussion helps me become more confident because I already practiced speaking in front of a small group before (...) and then I presented in front of the whole class.” (P2)

These responses suggest that confidence developed gradually through preparation and repeated participation in discussions. Similar experiences were also reported by P3, P5, and P7, who felt more confident after discussing and practicing the material beforehand. In addition, several participants highlighted the importance of peer support. Feedback and encouragement from group members helped create a comfortable environment where students felt more willing to share their ideas.

P7 summarized this experience by describing discussion as a preparation stage before formal presentations:

“It helps me become more confident because the more I speak during discussion (...) the less nervous I feel. It's like practice (...) so when I present in front of class (...) I feel more ready.” (P7)

Overall, the findings indicate that confidence development was one of the most significant benefits of group discussion-based collaborative learning. Through practice, preparation, feedback, and peer support, students gradually became more comfortable speaking in front of others and felt better prepared to deliver oral presentations.

b. Speaking Improvement

Another major benefit identified from the interviews was the improvement of speaking skills. Participants consistently reported that discussions provided opportunities to use English actively and practice communication before formal presentations.

P2 explained that discussion activities provided opportunities to practice speaking while also receiving feedback from peers:

“I think group discussion really helps improve my oral presentation because I get more chance to practice speaking and receive feedback.” (P2)

Similarly, P5 stated:

“Group discussions help improve my oral presentation skills because I can (...) practice speaking more often. It also helps me learn how to deliver ideas clearly and confidently.” (P5)

These responses suggest that discussions encouraged students to communicate actively by expressing opinions, explaining concepts, and responding to questions. Such activities provided meaningful speaking practice that supported oral presentation development.

Although participants shared similar perceptions, they emphasized different aspects of improvement. Some focused on fluency, while others highlighted clearer explanations and better communication skills. Similar views were also expressed by P6 and P8, who reported becoming more confident and effective in expressing their ideas through discussion activities.

P7 emphasized the gradual nature of speaking improvement:

"I learn how to explain my ideas clearly and how to answer when people respond or ask questions. It also helps me be more fluent little by little."

(P7)

This finding suggests that students recognized speaking ability as something that develops through continuous practice. The regular opportunities to communicate during discussions appeared to contribute to steady improvement in their oral presentation skills.

Overall, the findings indicate that speaking improvement was one of the most consistent benefits of group discussion-based collaborative learning. By providing frequent opportunities for meaningful communication, discussions helped students become more confident when communicating in English.

c. Social and Collaborative Skills

Participants also reported benefits related to social and collaborative skills. Throughout the interviews, students emphasized the importance of interaction, teamwork, feedback, and mutual support during group discussions. These experiences helped them learn not only from the lecturer but also from their peers.

P2 explained that group members contributed to learning by sharing opinions and providing suggestions:

“My group members influence my learning by sharing their opinions, helping me correct mistakes, and giving suggestions to improve my ideas.”

(P2)

Similarly, P5 stated:

“They share different ideas, give feedback, and sometimes (...) help correct my mistakes.” (P5)

These responses suggest that collaborative learning allowed students to benefit from the knowledge and experiences of others. Rather than working independently, students learned through exchanging ideas, discussing different viewpoints, and helping one another solve problems.

A similar perception was expressed by P7:

“My group members influence me a lot because we learn from each other.”

(P7)

Similar views were also reported by P1, P6, and P8, who explained that discussions exposed them to different perspectives and helped them better understand the material.

Another recurring pattern was the role of collaboration in promoting active participation. Several students reported feeling more motivated when group members contributed actively to the discussion. In particular, P8 noted that active participation and feedback from peers encouraged greater involvement and understanding. Overall, the findings suggest that group discussion-based collaborative learning helped students develop important collaborative skills, including teamwork, communication, feedback exchange, and respect for different perspectives.

3. Challenges in Group Discussion-Based Collaborative Learning

a. Group Participant Problems

One of the most common challenges reported by participants was unequal participation among group members. Although group discussions were generally viewed positively, several students explained that discussions became less effective when some members contributed less actively than others. As a result, the

responsibility for completing tasks and maintaining the discussion often fell on only a few members.

P2 explained:

“The challenges I usually face are some group members not participating actively, differences in opinion, and sometimes (...) difficulties in managing time.” (P2)

Similarly, P6 stated:

“Sometimes not all group members contribute equally. It can also be hard to manage time or agree on the ideas.” (P6)

These responses suggest that active participation plays an important role in determining the effectiveness of collaborative learning. When group members contribute equally, discussions tend to be more productive and engaging. However, when participation is uneven, students may feel that the learning process becomes less collaborative.

A similar concern was also expressed by P4 and P8, who reported that inactive members could reduce the overall quality of discussion. In addition, several participants noted that unequal participation sometimes affected motivation, particularly when active members felt they were carrying a greater share of the work.

P7 summarized this challenge by stating:

“Sometimes the challenge is not everyone participates equally (...) so the discussion can be less effective.” (P7)

Overall, the findings indicate that unequal participation was one of the main obstacles encountered during group discussions. Although collaborative learning encourages shared responsibility, its effectiveness depends largely on the willingness of all members to participate actively.

b. Interaction Challenges

Another challenge identified from the interviews involved interaction difficulties during discussions, particularly when group members had different opinions. While exchanging ideas was generally considered beneficial, students

explained that disagreements sometimes made decision-making more complicated and time-consuming.

P3 explained:

“Sometimes we discuss for a long time but still cannot find a solution. So in the end (...) we can only choose one opinion.” (P3)

Similarly, P5 stated:

“Sometimes it also takes time to agree on ideas because everyone has different thoughts.” (P5)

These responses suggest that differences in perspectives could slow the discussion process, especially when students struggled to reach agreement. Participants often needed additional time to compare viewpoints, negotiate ideas, and decide on the best approach for their presentations.

However, participants did not always view disagreement negatively. Similar views were expressed by P1 and P8, who acknowledged that differing opinions were a natural part of collaboration and could contribute to richer discussions.

P1 reflected this perspective when stating:

“Maybe like a different opinion (...) so we discuss.” (P1)

Besides differing opinions, several participants also mentioned difficulties related to time management. Long discussions and extended debates occasionally limited the time available for presentation preparation. Similar experiences were reported by P4 and P6, who felt that limited time sometimes affected the efficiency of group work.

Overall, the findings suggest that interaction challenges mainly arose from differences in perspectives and difficulties reaching consensus. Although these challenges occasionally slowed the discussion process, they also encouraged negotiation, compromise, and critical thinking among students.

c. Psychological Challenges

The final challenge identified in the interviews relates to students' psychological experiences during discussions and presentations. Although group discussions were generally perceived as supportive, several participants still

reported feelings of nervousness, fear of making mistakes, and lack of confidence when expressing their ideas.

P5 explained:

“At first I feel a little nervous when participating in group discussion especially (...) when I am not confident with my English.” (P5)

Similarly, P2 stated:

“I feel a little bit nervous because I’m afraid of making mistakes.” (P2)

These responses indicate that psychological challenges were often linked to concerns about language ability and self-confidence. Students worried about expressing ideas incorrectly, using inappropriate language, or being unable to explain concepts clearly during discussions.

A similar experience was also reported by P7 and P8, who described feeling shy or uncertain when they were not fully confident about their ideas. Although these feelings generally decreased as discussions progressed, they did not disappear completely for all participants.

P3 highlighted this challenge by explaining:

“Sometimes I feel comfortable (...) but sometimes I feel nervous because I’m afraid if I cannot explain the topic clearly.” (P3)

Interestingly, several participants noted that nervousness remained more noticeable during formal presentations than during discussions. Similar views were expressed by P6 and P7, who explained that discussions helped reduce anxiety, but presenting in front of a larger audience could still be intimidating.

Overall, the findings suggest that psychological challenges remained an important aspect of students’ experiences in collaborative learning. Feelings of nervousness, fear of making mistakes, and lack of confidence could influence participation during discussions. However, the data also indicate that group discussions provided a supportive environment that helped students gradually manage these challenges through practice and interaction with peers.

B. Discussions

This study aims to explore students' perceptions of group discussion-based collaborative learning in improving oral presentation skills, focusing on the benefits they perceive and the challenges they face during group discussion activities. The following section discusses the findings of this study in relation to the research questions and relevant previous studies. This study answers two research questions, which are addressed based on the data obtained from semi-structured interviews with the participants.

1. Students' Perceptions of Group Discussion-Based Collaborative Learning

To answer the first research question, "How do students perceive group discussion-based collaborative learning in improving their oral presentation skills?", the findings show that students generally have positive perceptions toward group discussion-based collaborative learning. The findings identify five main perceptions: positive learning experience, emotional responses toward discussion, preparation for presentation, speaking practice, and collaborative learning experience.

The first perception identified is that group discussion-based collaborative learning provides a positive learning experience. Participants reported that discussions helped them understand the material better, exchange ideas, and learn from their classmates before presenting. Participants viewed learning as a collaborative process where knowledge was developed through interaction rather than individual study. These findings are consistent with O'Dowd and Li (2023), who found that collaborative learning promotes meaningful interaction and active engagement among students. Similarly, Dewi and Hadi (2025) reported that collaborative activities encourage students to participate actively and learn from one another. Therefore, group discussions create a supportive learning environment that helps students gain a deeper understanding of presentation topics.

Another important perception is related to students' emotional responses during discussions. Although many participants initially felt nervous, shy, or afraid of making mistakes, these feelings gradually decreased as discussions progressed. Participants explained that group discussions felt more relaxed and less intimidating

than formal presentations. These findings support the study conducted by O'Dowd and Li (2023), which found that collaborative learning environments help students feel more comfortable expressing their ideas. This suggests that group discussions can reduce anxiety and encourage greater participation in classroom communication.

The findings also reveal that participants perceive group discussion as an effective preparation stage before oral presentations. Participants reported that discussions helped them organize ideas, clarify difficult concepts, and develop a clearer structure for their presentations. Through discussions, participants became more familiar with the topic before presenting it to a larger audience. This finding is similar to Fathana et al. (2024), who found that discussion activities help students prepare presentation materials and organize ideas more effectively. Therefore, group discussions serve as an important step in helping students prepare for successful presentations.

An interesting finding emerging from this study is that students did not perceive group discussion merely as an activity for exchanging ideas. Instead, they viewed it as a preparatory rehearsal stage before formal presentations. Through discussion, students organized ideas, clarified concepts, practiced explanations, and anticipated possible audience questions. This suggests that group discussion functions as a bridge between understanding the material and delivering an effective presentation. This aspect has received limited attention in previous studies, which have generally focused on speaking performance rather than the preparatory role of discussion activities.

Another perception identified in this study is that group discussion provides opportunities for speaking practice. Participants explained that discussions allowed them to express ideas, respond to questions, and communicate in English before presenting formally. The discussion setting provided a smaller and less stressful environment where students could practice speaking more frequently. These findings are in line with Murgan and Shah (2020), who found that collaborative speaking activities contribute positively to students' speaking performance and

communication skills. As a result, group discussions help students become more accustomed to speaking English in academic settings.

Another notable finding is that students associated speaking practice not only with language use but also with presentation-related communication skills. Participants reported learning how to explain ideas clearly, respond to questions, and engage with audience feedback during discussions. This suggests that discussion activities contribute to the development of broader presentation competencies rather than merely improving linguistic fluency.

The final perception identified is the collaborative learning experience itself. Participants emphasized that interaction with peers, idea sharing, and feedback exchange were among the most valuable aspects of discussion activities. Participants explained that they learned from different perspectives and benefited from suggestions provided by their classmates. These findings support Dewi and Hadi (2025), who found that collaborative learning improves communication and teamwork skills through active participation and peer interaction. Therefore, collaborative learning enables students to develop understanding collectively while improving their oral presentation preparation.

2. Benefits and Challenges of Group Discussion-Based Collaborative Learning

To answer the second research question, “What are the benefits and challenges of group discussion-based collaborative learning in developing students’ oral presentation skills?”, the findings reveal several benefits and challenges experienced by students during discussion activities.

a. Benefits of Group Discussion-Based Collaborative Learning

The first benefit identified in this study is confidence development. Participants reported that discussions helped them feel more prepared and comfortable before presenting in front of the class. Through repeated practice, feedback, and support from peers, students gradually became more confident in expressing their ideas. These findings are consistent with Murgan and Shah (2020),

who found that collaborative speaking activities increase students' confidence and willingness to participate in speaking tasks. Similarly, O'Dowd and Li (2023) reported that collaborative learning contributes to greater self-confidence through peer interaction. Therefore, group discussions play an important role in helping students overcome presentation anxiety and develop confidence.

Another important benefit is the improvement of speaking skills. Participants explained that discussions provided opportunities to practice speaking, explain ideas, answer questions, and communicate more effectively in English. Frequent interaction during discussions helped students improve their fluency and clarity when presenting. These findings align with the study conducted by Zuhro and Setia B (2024), which found that discussion activities significantly improve students' speaking performance. Likewise, Murgan and Shah (2020) reported that collaborative speaking tasks positively affect students' communication skills. Thus, group discussions serve as an effective platform for developing oral presentation skills through continuous speaking practice.

The findings also show that group discussion-based collaborative learning helps students develop social and collaborative skills. Participants reported learning how to work with others, share opinions, provide feedback, and respect different perspectives. These experiences helped students become more active and engaged during learning activities. Similar findings were reported by Dewi and Hadi (2025), who found that collaborative learning enhances teamwork and communication skills. Therefore, group discussions contribute not only to presentation development but also to students' interpersonal and collaborative abilities.

b. Challenges of Group Discussion-Based Collaborative Learning

The first challenge identified is unequal participation among group members. Several participants reported that some students were less active during discussions, resulting in an uneven distribution of responsibilities. This situation sometimes reduced the effectiveness of collaborative learning because active members were required to contribute more. Similar findings were reported by Gilley and Clarkston (2022), who noted that student participation is an important

factor influencing the effectiveness of discussion-based learning. Therefore, active involvement from all group members is necessary to achieve successful collaboration.

A significant insight from this study is that the effectiveness of collaborative learning depends not only on the learning method itself but also on the quality of participation within the group. While previous studies have primarily emphasized the benefits of collaborative learning, the present study reveals that unequal participation may reduce discussion quality, limit knowledge sharing, decrease students' motivation, and hinder preparation for oral presentations. This finding suggests that active engagement from all group members is a crucial condition for successful collaborative learning and effective presentation preparation.

Another challenge is interaction difficulties, particularly when students have different opinions. Participants explained that reaching agreement could sometimes take a long time because each member had different ideas and perspectives. Although these differences often enriched the discussion, they occasionally slowed the decision-making process. These findings are consistent with Dewi and Nur Hadi (2025), who found that collaborative learning may involve communication challenges when students negotiate different viewpoints. Therefore, effective communication and cooperation are important for maintaining productive discussions.

An additional insight from this study is that challenges in collaborative learning were not primarily related to language limitations but rather to group interaction processes. Participants reported difficulties in reaching agreement, negotiating different viewpoints, and making collective decisions. These findings indicate that successful collaborative learning requires not only communication skills but also effective group management and decision-making abilities.

The final challenge identified in this study is psychological challenges. Participants reported feelings of nervousness, fear of making mistakes, and lack of confidence when expressing ideas in English. These concerns were particularly noticeable when students were unsure about their language ability or understanding of the topic. Similar findings were reported by Murgan and Shah (2020), who found

that speaking-related anxiety remains a common issue among EFL learners despite the benefits of collaborative learning. However, the findings also indicate that discussions provide a supportive environment that helps students gradually manage these challenges through practice and peer support.

An interesting finding emerging from this study is that group discussion did not eliminate students' anxiety completely. Although participants reported becoming more comfortable as discussions progressed, some still experienced nervousness when presenting in front of a larger audience. This suggests that group discussion serves as a gradual anxiety-reduction mechanism rather than a complete solution to presentation anxiety. Therefore, discussion activities can help students build confidence progressively while still requiring additional presentation experience to overcome speaking anxiety fully. This finding extends previous studies that mainly highlighted the anxiety-reducing benefits of collaborative learning by showing that discussion activities reduce anxiety gradually but may not completely eliminate presentation anxiety.

The challenges experienced by participants in group discussion-based collaborative learning are not caused by the discussion activities themselves but are related to how students participate and interact during the learning process. Issues such as unequal participation, difficulties reaching agreement, and feelings of nervousness are influenced by group dynamics, communication skills, and individual confidence levels. When students actively contribute, support one another, and engage in meaningful interaction, group discussions become more effective in developing oral presentation skills. This suggests that the success of collaborative learning depends largely on students' willingness to participate and work together throughout the discussion process.

In conclusion, group discussion-based collaborative learning is perceived positively by students and contributes significantly to the development of oral presentation skills. Beyond improving confidence, speaking ability, and collaborative skills, the findings reveal that group discussion functions as a preparatory rehearsal stage that bridges students' understanding of the material and their presentation performance. The study also highlights that the effectiveness of

collaborative learning depends largely on active participation, productive interaction, and shared decision-making among group members. Furthermore, group discussion serves as a gradual anxiety-reduction mechanism that helps students build confidence over time, although it may not completely eliminate presentation anxiety.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two parts. It begins with the conclusion and ends with the recommendation. The data that has been analyzed as well as the discussion of the research findings are concluded in the conclusion section. In addition, several recommended suggestions related to this research are also presented

A. Conclusion

This study aimed to explore students' perceptions of group discussion-based collaborative learning in improving oral presentation skills and to identify the benefits and challenges experienced by students during the learning process. Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn.

First, students generally had positive perceptions of group discussion-based collaborative learning. They perceived group discussions as a supportive learning activity that helped them understand the material, exchange ideas, organize their thoughts, and learn from their peers. Group discussions also provided students with opportunities to practice speaking in a smaller and more comfortable environment before presenting in front of the class. An important finding was that students viewed group discussions not only as a learning activity but also as a rehearsal space before formal presentations. Through discussions, they could organize ideas, clarify difficult concepts, practice explanations, and prepare possible responses to questions.

Second, group discussion-based collaborative learning provided several benefits for the development of oral presentation skills. The main benefits included increased confidence, improved speaking ability, and better social and collaborative skills. Through active participation and interaction with group members, students had opportunities to express their ideas, practice using English, receive feedback, respond to questions, and learn from different perspectives. These experiences helped students become better prepared to communicate their ideas during formal

oral presentations.

Finally, the study identified several challenges experienced during group discussions. These included unequal participation among group members, difficulties in reaching agreement, and psychological barriers such as nervousness, fear of making mistakes, and lack of confidence. An important finding was that the main challenges were not only related to students' English ability but also to participation and interaction within the group. When some members were less active, the discussion and preparation process could become less effective. Although group discussions helped students gradually manage their presentation anxiety, they did not completely eliminate nervousness, particularly when students had to present in front of a larger audience.

Overall, group discussion-based collaborative learning was perceived positively and contributed to the development of students' oral presentation skills. The findings show that group discussions can function as a preparatory rehearsal space that connects students' understanding of the material with their performance during formal presentations. However, the effectiveness of this approach depends on active participation, productive interaction, and cooperation among group members. Therefore, providing students with regular opportunities to participate in group discussions and practice oral presentations can support their confidence and communication development.

B. Recommendation

Based on the findings of this study, several recommendations are proposed.

1. For Students

Students are encouraged to participate actively in group discussions and take advantage of the opportunities provided by collaborative learning. They should share ideas, provide feedback, and support their peers during discussions. Active participation is important because the effectiveness of collaborative learning depends largely on the contribution and interaction of all group members. Students

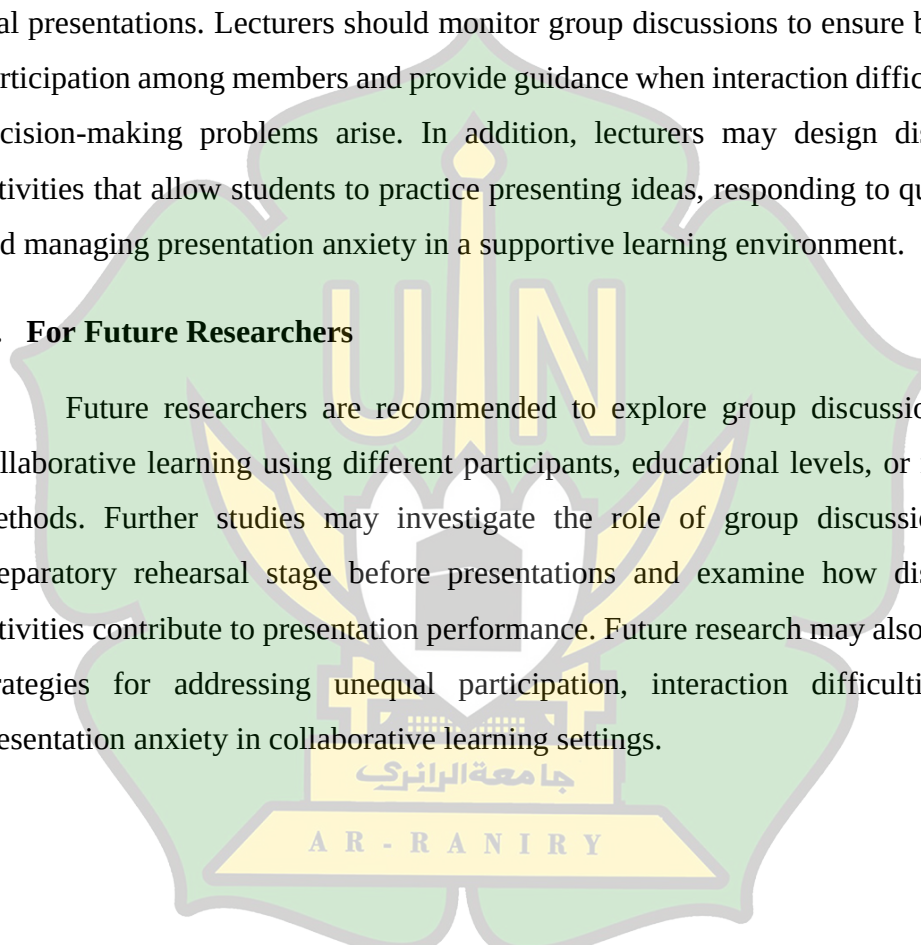
are also encouraged to use discussions as an opportunity to rehearse, organize ideas, and prepare themselves before formal presentations.

2. For Lecturers

Lecturers are encouraged to continue incorporating group discussion-based collaborative learning into classroom activities, particularly in courses that require oral presentations. Lecturers should monitor group discussions to ensure balanced participation among members and provide guidance when interaction difficulties or decision-making problems arise. In addition, lecturers may design discussion activities that allow students to practice presenting ideas, responding to questions, and managing presentation anxiety in a supportive learning environment.

3. For Future Researchers

Future researchers are recommended to explore group discussion-based collaborative learning using different participants, educational levels, or research methods. Further studies may investigate the role of group discussion as a preparatory rehearsal stage before presentations and examine how discussion activities contribute to presentation performance. Future research may also explore strategies for addressing unequal participation, interaction difficulties, and presentation anxiety in collaborative learning settings.



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APPENDIXES

Appendix A Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1721 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka diperlukan perlu menunjuk pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/Kom.1/S/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
Menetapkan	MEMUTUSKAN
KEBESAR	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa Menunjuk Saudara: Dr. Mustafa A.R, M.A Untuk membimbing Skripsi Nama : Fayya Patri NIM : 220203016 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Students' Perceptions of Group Discussion-Based Collaborative Learning on Oral Presentation Skills
KEDUA	Kepada pembimbing yang bersangkutan namanya tidak diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.
KETIGA	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-026.04.2.423905/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.
KEEMPAT	Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan.
KELIMA	Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh

Pada tanggal : 22 Desember 2025


Safat Muli

Tembusan

- 1. Salinan Keputusan Agama RI di Jakarta;
- 2. Salinan Keputusan Islam Kementerian Agama RI di Jakarta;
- 3. Salinan Keputusan Tinggi Kementerian Agama RI di Jakarta;
- 4. Salinan Keputusan Pendidikan Agama (DIPA) di Banda Aceh;
- 5. Salinan Keputusan Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- 6. Salinan Keputusan Rektor dan Menteri UIN Ar-Raniry Banda Aceh di Banda Aceh;
- 7. Untuk Arsip;
- 8. Salinan.



Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-1286/Un.08/FTK.1/TL.00/2/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203036

Nama : FAYYA PUTRI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl. Medan - Banda Aceh MEE PANGWA MEE PANGWA

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***STUDENTS' PERCEPTIONS OF GROUP DISCUSSION-BASED COLLABORATIVE LEARNING ON ORAL PRESENTATION SKILLS***

Banda Aceh, 27 Februari 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 31 Maret 2026

جامعة الرانيري

AR - RANIRY

Appendix C Confirmation Letter of Conducting Research at the English



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Email : pbi.fik@ar-raniry.ac.id, Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
 Nomor: B-328/Un.08/PBI/Kp.01.2/6/2026

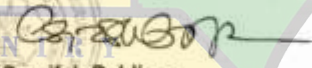
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: Fayya Putri
NIM	: 220203036
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Mee Pangwa, Tringgadeng

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"STUDENTS' PERCEPTIONS OF GROUP DISCUSSION-BASED COLLABORATIVE LEARNING ON ORAL PRESENTATION SKILLS"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 02 Juni 2026
 Ketua Prodi Pendidikan Bahasa Inggris,

 Syarifah Dahliana

Appendix D Informed Consent

Informed Consent Form

Research Project Title : Students' Perception of Group Discussion-Based Collaborative Learning on Oral Presentation Skills

Researcher : Fayya Putri

Thank you for agreeing to participate in this research. You are invited because you are an undergraduate student of the English Language Education Department at UIN Ar-Raniry who has experience participating in group discussion activities before classroom presentations. This research aims to explore students' perceptions of group discussion and how it contributes to the development of their oral presentation skills.

If you agree to participate, you will be involved in a semi-structured interview. During the interview, you will be asked about your experiences and opinions regarding group discussion activities, particularly how these activities help you improve your oral presentation skills. The interview will also explore the benefits and challenges you experience when participating in group discussions before giving presentations.

The interview will take approximately 15 – 20 minutes. There are no right or wrong answers, so please feel free to share your honest experiences. With your permission, the interview will be audio-recorded to ensure the accuracy of the collected data.

Voluntary Participation

Your participation in this study is entirely voluntary. You are free to decline participation, refuse to answer any question, or withdraw from the study at any time without penalty or any negative consequences. You may also withdraw your data before the data analysis stage if you wish.

Confidentiality

All information you provide will be kept strictly confidential. Your name and any personal identifying information will not be included in any report, publication, or presentation resulting from this research. A pseudonym or participant code will be used to protect your identity. All collected data will be securely stored and used solely for academic research purposes.

If you have any questions or concerns regarding this research, please contact:

Principal Researcher:

Fayya Putri

Department of English Language Education UIN Ar-Raniry Banda Aceh

Email: 220203036@gmail.com

Phone: +62 852-5402-9915

Statement of Consent

I have read and understood the information provided above. I have had the opportunity to ask questions, and all of my questions have been answered satisfactorily. I understand that my participation in this study is voluntary and that I am free to withdraw at any time without any consequences. By signing below, I voluntarily agree to participate in this research.

Banda Aceh, A. R. 2026

Researcher

(Fayya Putri)

Participant

(.....)

Appendix E Interview Guideline

INTERVIEW GUIDELINE

Research Title : Students' Perceptions of Group Discussion-Based Collaborative Learning on Oral Presentation Skills

Time of Interview :

Date :

Interviewer :

Interviewee :

Position of Interview :

Purpose : To understand your experiences and opinions about group discussion activities especially how these activities help you improve your oral presentation skills and also want to explore the benefits and challenges you experience when participating in group discussions before doing presentations.

Interview Questions

1. Can you tell me about your experience participating in group discussion-based collaborative learning in your class?
2. What do you think about group discussion-based collaborative learning in helping you improve your oral presentation skills?
3. How do you feel when participating in group discussions? Why?
4. In your opinion, how do group discussions help you prepare for oral presentations?
5. How do your group members influence your learning during discussions?
6. How does group discussion help improve your oral presentation skills?
7. How does group discussion help you become more confident and fluent when presenting?
8. Does group discussion help you organize your ideas better before presenting? Can you explain?
9. Does participating in group discussions help reduce your nervousness when presenting? Why?
10. What benefits do you get from group discussion-based collaborative learning in preparing your oral presentation?
11. What challenges or difficulties do you face during group discussions and presentations?

Appendix F Sample of Interview Transcript

INTERVIEW SCRIPT

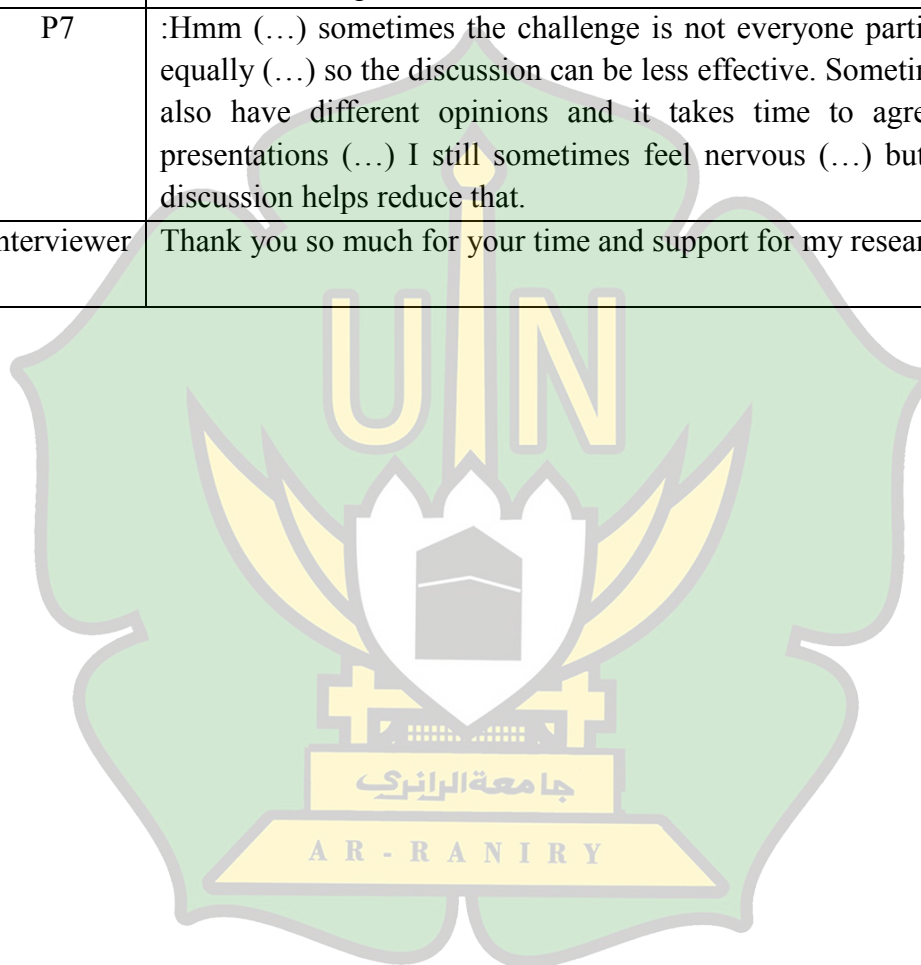
Interviewer : Fayya Putri

Participant : P7 (RF)

Interviewer	:Hello, thank you for agreeing to participate in my research. My name is Faya Putri and I am currently conducting my research entitled Students' Perception of Group Discussion-Based Collaborative Learning on Oral Presentation Skills. The purpose of this study is to understand your experiences and opinions about group discussion activities, especially how these activities help you improve your oral presentation skills, such as confidence, speaking fluency, and organizing ideas. And I also want to explore the benefits and challenges you experience when participating in group discussion before doing presentations. So, the first question is, can you tell me about your experience participating in group discussion-based collaborative learning in your class?
P7	:Umm (...) I have joined group discussion many times in class (...) especially when we have presentations or (...) group tasks. Usually (...) we discuss the topic together, share opinions, and help each other understand the material. For me umm (...) it's a good experience because I learn not only from the lecture, but also from my friends. Sometimes (...) the discussion runs really well when everyone is active (...) but sometimes some members are quiet. But overall (...) it helps me learn in a more enjoyable way.
Interviewer	:And what do you think about group discussion-based collaborative learning in helping you improve your oral presentation skills?
P7	:I think it helps a lot because through group discussion (...) I can practice speaking before doing the real presentation. Even in discussion (...) we need to explain ideas and respond to others, so it feels like practice for presenting. It makes me more used to speaking in front of people.
Interviewer	:And how do you feel when participating in group discussion, and why?

P7	:At first (...) I sometimes feel a little shy, especially if I'm not really sure about the topic. But after the discussion starts (...) I feel more relaxed because I'm talking with friends. I usually enjoy it because (...) it's more comfortable than speaking alone in front of the whole class.
Interviewer	:And in your opinion, how do group discussion help you prepare for oral presentation?
P7	:Group discussion helps me prepare because we can talk about the topic first and (...) organize what we want to say. Sometimes (...) my friends give ideas that I didn't think about before (...) so it helps make my presentation better. It also makes me feel more prepared.
Interviewer	:And how do your group members influence your learning during the session?
P7	:My group members influence me a lot because we learn from each other. Sometimes (...) they explain things in an easier way (...) and that helps me understand more. Also (...) when they are active, it makes me want to participate more too.
Interviewer	:And how does group discussion help improve your oral presentation skills?
P7	:Hmm (...) I think it improves my presentation skills because I get more chance to practice speaking. I learn how to explain my ideas clearly and how to answer when people respond or ask questions. It also helps me be more fluent little by little.
Interviewer	:And how does group discussion help you become more confident and fluent when presenting?
P7	:It helps me become more confident because the more I speak during discussion (...) the less nervous I feel. It's like practice (...) so when I present in front of class (...) I feel more ready. It also helps my fluency because I'm used to expressing ideas in English.
Interviewer	Does group discussion help you organize your ideas better before presenting? Can you explain?
P7	:Yes (...) it does. During discussions (...) we usually arrange the ideas together, like what points are important and what should be explained first. That helps me have a clear idea before presenting (...) so I don't feel confused.
Interviewer	:And does participating in group discussion help reduce your nervousness when presenting?
P7	:Yes (...) I think so. Because I already talk about the topic during the discussion (...) I feel more familiar with it. And that makes me less nervous because I know what I want to say when presenting.

Interviewer	:And what benefits do you get from group discussion-based collaborative learning in preparing your oral presentation?
P7	:There are many benefits (...) It helps me understand the topic better (...) makes me more confident, and improves my speaking skills. It also helps me prepare the presentation more clearly (...) because we discuss it together first.
Interviewer	:What challenges or difficulties do you face during group discussion and presentation?
P7	:Hmm (...) sometimes the challenge is not everyone participates equally (...) so the discussion can be less effective. Sometimes we also have different opinions and it takes time to agree. For presentations (...) I still sometimes feel nervous (...) but group discussion helps reduce that.
Interviewer	Thank you so much for your time and support for my research.



Appendix G Research Documentation



AUTOBIOGRAPHY

1. Name : Fayya Putri
2. Student Number : 220203036
3. Place / Date of Birth : Trienggadeng / May 29th, 2004
4. Gender : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Address : Trienggadeng, Pidie Jaya
8. Email : 220203036@student.ar-raniry.ac.id
9. Parents
 - a. Father's Name : Firdaus
 - b. Mother's Name : Arida
 - c. Father's Occupation : Entrepreneur
 - d. Mother's Occupation : Civil Servant
10. Educational Background
 - a. Elementary School : SDN Meunasah Kota Meureudu
 - b. Junior High School : MTSs Jeumala Amal
 - c. Senior High School : MAS Jeumala Amal
 - d. University : UIN Ar-Raniry Banda Aceh

