STUDENTS' PERCEPTION TOWARD ONLINE LEARNING OF ENGLISH DEBATE SUBJECT

THESIS

Submitted to English Teaching Department of
Tarbiyah and Teacher Training Faculty of IAIN Batusangkar
as a Requirement to Obtain Bachelor Degree (S1) in English Teaching

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BATUSANGKAR
2022

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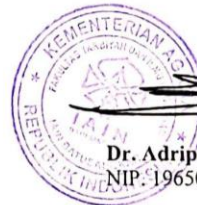
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ABSTRACT

ELVI SUKRINA, NIM. 1730 1040 20, Judul Skripsi **"Students' Perception toward Online Learning of English Debate Subject**". Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar.

Penelitian ini dilatarbelakangi oleh adanya perpindahan sistem pembelajaran *offline* ke *online* pada mata kuliah *English debate* yang diakibatkan oleh Covid-19 dan menimbulkan berbagai persepsi dari mahasiswa. Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi mahasiswa terhadap pembelajaran online pada matakuliah *English debate* di IAIN Batuangkar Tahun Akademik 2020/2021.

Penelitian ini adalah penelitian deskriptif kualitatif yang dilakukan di IAIN Batusangkar. Informan penelitian ini berjumlah 5 mahasiswa Tadris Bahasa Inggris yang mengambil mata kuliah *English Club* Tahun Akademik 2020/2021. Informan dipilih dengan menggunakan teknik *purposive sampling*. Pada penelitian ini, peneliti sebagai instrumen kunci. Instrument pendukung pada penelitian ini adalah angket, pedoman wawancara, rekaman audio, dan dokumentasi. Peneliti mengumpulkan data dengan menggunakan lembaran angket yang mana terdiri dari pertanyaan yang bersifat Open-Ended sebanyak 20 butir. Untuk menguji keabsahan data, peneliti menggunakan wawancara yang mendalam dengan menggali informasi lebih rinci terkait masalah yang diteliti. Selanjutnya, dalam menganalisis data peneliti meggunakan teori Miles dan Huberman (2010) yaitu dengan cara mereduksi, menyajikan, memverifikasi data, dan menarik kesimpulan.

Hasil penelitian menunjukan bahwa mahasiswa memiliki persepsi positive terhadap pembelajaran online pada mata kuliah *English Debate*. Secara spesifik persepsi mahasiswa bisa dilihat dari setiap komponen persepsi. Komponen kognitif; 1) Dosen menjelaskan materi pembelajaran secara rinci melalui media yang menarik. 2) Tugas yang diberikan dosen menambah pemahaman mahasiswa. 3) Mahasiswa mampu menerapkan teori ke dalam praktek dengan baik. 4) Pembebelajaran debat secara online memberikan pengalaman baru bagi mahasiswa. 5) Fitur applikasi mendunkung penyampaian materi pembelajaran. 6) Aplikasi bisa digunakan dengan baik ketika berlatih. Pada komponen afektif; 1) Mahasiswa senang dalam proses pembelajaran. 2) Dosen memberikan motivasi terkait manfaat dari materi pembelajaran. 3) Mahasiswa termotivasi untuk mendapatkan manfaat dari pembelajaran debate. 4) Mahasiswa melakukan banyak latihan sehingga membuat mereka lebih percaya diri. 5) Mengurangi kecemasan mahasiswa saat berlatih Pada komponen conatif; 1) Mahasiswa memiliki kesempatan untuk bertanya kepada dosen terkait materi yang tidak mereka pahami. 2) Instruksi dan umpan balik dari dosen dapat diterima mahasiswa dengan baik. 3) Mahasiswa menggunakan aplikasi online secara efektik untuk berkomunikasi dengan teman. 4) Meningkatkan kemampuan bercicara mahasiswa.

TABLE OF CONTENTS

LIST OF TABLE

CHAPTER I
INTRODUCTION

A. Background of the Problem

In English, debate has important role for the students and the lecturers during teaching learning process. Debate can be defined as a strategy or method to teach some material in English on higher education. Debate is an activity that requires participants a lot of practice. Through debate students are expected to be proficient in English also motivate to speak because of a debatable topic or motion. As the result the students would have their own point of view about a topic. Once, the students would be difficult to say something, because of lack of vocabulary or pronunciation. Nevertheless, the more they practice in order to express their disagreement or ideas with a friend's point of view, the more they are able to deliver ideas in English.

English Teaching Department of IAIN Batusangkar have prepared the students to have a good skill in debate by providing them with debate in English Club subject at fourth semester. In this subject the students learn everything about debate starting definitions, the role of each speaker, until part of debate in order to be a successful debater. In debate class the debaters also need to master pronunciation of words, vocabulary, logic building, stress, brainstorming, script writing, argumentation and refutation. As a result, practicing argument in English necessitates a variety of skill, which eventually leads to their learning English.

As English students, debate is one of the materials that should be mastered because by mastering debate, students can show their ability in four skills in English especially speaking. In debate, the students have expressed their arguments in front of many people in good language, and they also will give the reasons that are why their arguments should be accepted in debate. The others reason students should mastered debate because can improve students' critical thinking, self-confidence, etc. By practice of debate students will learn to think critically, try to find solve

problems, set strategies in an effort to find solutions to problems. As the result, in some condition for example: when studying in other subjects in English students will be trained to think critically. Also when students carry out micro teaching practice, students already have high self-confidence and are not nervous when perform in front of the class.

In addition, as the teacher in the future, English students should master in debate because debate can enhance their language proficiency as well and when the students graduate from English department, and decide to be a teacher in senior high school level, they have to be able to teach the students about debate because debate is a competition in senior high school level. It supported by Darby (2007) debate is an old teaching-learning approach that assumes a preconceived viewpoint, either pro or con, on a topic, assertion, argument, or problem solution. It can be expected improving and involving many skills of students such as speaking, critical thinking, collaborative working and learning, self-confidence deals with a form of discussion between two or more parties that are individual or group to presenting their idea with considering multiple viewpoints about some issue or problem.

Usually at IAIN Batusangkar to make the debate learning process effective there are several activities carried out by students and lecturers. For the first activity the lecturer give explanations about all of material of the debate start from definition, function, role of each speaker, and rules of debate and also how to be a successful debater. The next activity, the students practice the debate directly in front of the class. There are two kinds of practice: first individual practice, each student has to practice the role of any speakers. The purpose of it is to make the students understand and they are ready to be any speaker. Second practice, the lecturer divides the students into two debate teams. Then, assign them to the pro or con position randomly and create again the students into several sub-debate teams and gives them a motion. Then, the lecturer gives opportunity for teams that will perform to build up the case (case building) and taking

note. When the debate starts debater have to be placed face to face. Then, the moderator asks first speaker to present opening arguments while the others speaker waiting their turn to perform. During debate the debaters can gives rebuttal and POI to speakers on the opposing team immediately. Next, the debate can stopped when the debate is exhausted. After some team perform the debates then the lecturer gives some correction any factual errors given by each speaker during the debate and gives suggestion for better performance.

Nowadays, all life aspects of people have chanced it caused of Covid-19. Due to the spread of Covid-19 which is comparatively quick, so that the government creates some efforts like social distancing, work from home, stay away from social occasions that include huge quantities of individuals, and others. Education as one field or aspect that affected by Covid-19 pandemic, as the result learning process must be proceed from home by using some electronic technology. Usually it is called as online learning or e-learning or virtual learning system. Online learning has changed into a best alternative for replace traditional or face to face education system.

Online learning is still a new education system in Indonesia that offers internet connection and digital communication. While the lecturers and students carry out learning together, at the same time, but in different locations, also they have lack of interaction physically or not meet immediately in the classroom. It support by Aboderin (2015) noted that e-learning is the use of information and communication technologies (ICTs) to improve and assist the teaching and learning process. It enables the efficient transfer of knowledge, regardless of subject matter, anywhere and at any time simultaneously, e-learning provides learners with the information technology understanding and abilities required to succeed in today's global knowledge economy.

To support online learning process there are various tools or application that the lecturer and students can use, such as Zoom, Google

Classroom, WA Group, Google Meet and so on. Through these applications the lecturer can share and explain the learning material. The teachers should be able to develop the capability to creatively use technology to find learning need of the students. The sources provided the materials vary from printed books to internet journals that have been integrated with e-learning. Even lecturer provides learning material in power point, word, podcast, or video. Thus, in this system students also can carry out various activities such as in traditional or offline class like; obtain information from numerous documents that have been uploaded to the platform, participate in the classroom, provide comments, share knowledge, and answer assignments given by the lecturer. Automatically the students have chances to become more active in the learning process (student-centered).

In terms of the use and success of e-learning in the classroom, there are numerous challenges that teachers and students face. First, a number of lecturers have very limited time to prepare and adapt offline learning material to online. Before the class, the lecturer need a lot of time to prepare all needed in learning process, for example they should be able to find the appropriate method, suitable tool and learning material, and interesting media that are designed as creatively as possible. Then, lecturers also have challenge to create learning material from offline to online learning material; the lecturer should packing and preparing the material such as simple and understandable instruction. Ready or not the lecturers have to apply technology skill to fulfill it. Next, the lecturers have big challenge to build students' character. Actually, using technology in online learning is only to help the lecturers to share the knowledge not building character of the students. Role of the lecturers can't be replaced by technology, as the result the lecturers must be role models who give good example for their students. Second, Due to the government give limit time during online learning where one subject just for a few minutes as the result the lecturer have limited time to give more explanation. Moreover, it

this becomes a challenge for the students to learn independently. Then, the students have a good connection during online learning.

There are some advantages of online learning; it is flexible in terms of place and time. Every student would be free to choose an appropriate location and time to participate in the teaching and learning process. Consequently, they can accept and understand well the material given by the lecturer. E-learning saves time and money, in the sense that students do not need to come to school or campus because it spends a lot of time and cost. It is also cost-effective in the sense that it offers learning opportunities for students even the number of students is large. As the result it does not require many buildings or classes, they only need to join the application used by the lecturer. In addition (Mahyoob, 2020) states that in teaching, the lecture's recording is one advantage of online learning when students ask teachers to record the classes. The lecturers are reviewing and preparing well for recording, which certainly improves teaching strategies and methods. Students can access the lectures anytime and can understand better.

On the other hand, online learning also brings disadvantage; online learning less effective than traditional class because offer explanation and interpretation. In online learning not all students can understand the material provided through online media, some students misinterpret the material given by the lecturer. Then, it is difficult to control or manage immoral actions such as cheating on a test for assessment, plagiarism, manipulated and deteriorating the lecturer's position. Then, the students who have low ability in understanding the material will most probably be left behind in this online learning, because it is difficult to provide them with more explanation and guidance, which results in a low study motivation to follow and give contribution during learning process.

During this pandemic, the online learning system was also adopted at IAIN Batusangkar including in the debate subject. In online debate class, there are two communication models used by lecturers, such as indirect

communication using WA and face-to-face communication using Zoom cloud meeting. In this online learning, lecturers focus more on preparing students to become any speaker than on how to win the debate. Before students carry out practice at the beginning meeting the lecturer provides basic or material about debate trough WA group or zoom cloud meeting. Starting from definition, components, functions, types, roles of each speaker, procedures, to how to be a good debater and good debate criteria.

Next, due to debate is activities that need a lot of practice, as the result during learning process the students should practice. In this activity, the students do not conduct debates as usual, where there is resistance between pro and con teams consisting of several people in one team. But in this activity the goal that must be achieved by students is how students can become any speakers. Such as, at the first meeting, students learn to be the first speakers, and then all students practice being the first speakers and understand their responsibility. Second meeting, each student learns about role and how to be of second speaker, but they still have to start being first speaker. It means that on the second meeting the students play 2 speakers (speaker 1 and 2). Third meeting, all of the students learn how to become third speaker and still start practice from first speaker. Therefore, on third meeting the students play 3 speakers start from speakers one until 3. All the students conduct practice of debate through audio recording in WA group. Which each practice the lecturer determines the position of each student pro or con, then the lecturer gives motion and students practice being each speaker and responds to arguments from the opposite side.

In the implementation online learning of debate class, there are several characteristics that are different from the debate offline or directly in class, such as: The student needs waiting for the recording of the opposing side's argument when they practice the debate. As the result the debate pause until the opposing side provides an audio recording of the argument. It is possible that some students tend to read more when responding to the opposite side of the argument. Furthermore, the

opportunity for students to do POI is completely non-existent. Because of the debate is conduct indirectly through audio recording in WA group. Due to of conducting online debate which is very different from the offline debate. It will bring several thinking or perception of the students. It can be negative or positive.

Perception refers to someone impression, opinion, or experience about something or event by resuming information. According to Desmita (2009:116) in receiving some information when process of learning, there are some processes of cognitive that happen for the students, one of them is perception, it refers to the important one of human cognitive aspects which enables to know and understand the world around it. Perception as a phenomenon, specifically in the field of teaching, has several importances. One of them, by knowing students' perceptions can be an evaluation for the lecturer and the students also as a supporting factor in efforts to enhance quality and will enable someone to consider the misunderstanding in communication. Students' perception will be impact on students learning achievement. For example, when the student did not like certain subject, they will perceive that everything about the subject is difficult to understand. As the result when they have negative perception they will get bad achievement and vice versa.

During online learning there are several important factor influencing that stand at the foundation of online learning and that have a crucial role in optimizing learning in special condition like the ones created by the Covid-19 pandemic. Which factor will reflect in student's learning style, behavior, creativity, attitude, even learning achievement. Factors that affecting the learning divided into three main points; learning process, learning environment, and students' learning motivation. In term of learning process, the learning discussed students' perception of the delivery of the materials by lecturer, the ability to absorb material by students, and students learning outcomes. Perception as one of main factors that affect learning process, also discussed about student's

perceptions of using technology which tell that the perception of the technology, experience (Practiced) with using the technology, and the subjective assessment of the degree of support for use of the technology (Piacciano, 2002 in Kira, 2005). Then, the aspect the learning environment discussed ware the place for implementing learning and the media used. The last, learning motivation studied self-confidence in mastery of technology, self-confidence in independent learning, online learning and communication (Azhari & Kurniawati, 2020).

In preliminary research, the researcher found about students' perception online learning of debate taken from some online journals and published thesis; The researcher found a few studies that are related to the problem discussions in this study. First, research conducted Fatoni, Rafif & Koirul (2021) entitle "*Students' Perceptions on Using Zoom Application in Debate Course during Crisis Remote Teaching"*. This journal took from Journal of Literature, Linguistics, and Language Teaching. The study was conducted at one of the private universities in East Java The findings of this study show that: The research finds ZOOM Application gets a positive perception because it is effective and comfortable. However, the problems that the students face are the device to do online learning and internet connection.

Second, the study conducted by Zuriah (2021) entitle: Improving Student's Debate Ability Through Virtual Debate At Sma Muhammadiyah 9 Kualuh Hulu Grade XI. this reseach was conduct at second grade of SMA Muhammadiyah 9 Kualuh Hulu. The result of this study concluded that: Debate as the medium of teaching speaking ability is effective to improve speaking skills of students such as, students' knowledge, students' speaking fluency, and easy to understand through Online Debate platform that used in the speaking course by students at second grade of SMA Muhammadiyah 9 Kualuh Hulu. Beginner levels learn English by debate is quite effective to improve students' speaking skills. The students said quite effective because the motion arise is about

topic that trending and currently happening under status quo. Debate also quite easy and effective to access and improve student's level of knowledge about speaking and their vocabulary become better through leaning by doing concept.

The researcher is interested to conduct this research because students have different learning system and learning preferences, usually college in Indonesia applied offline learning which both of students and lecturer come to the class and follow teaching and learning process face to face, but online learning system asks the students and lecturers to use technology as a key tool of teaching and learning process. Due to this online system is a new thing for some students, certainly it will bring several perception. It can be positive or negative. In addition, many researchers have studied about online learning of debate. However, research on students' perception toward online learning of English debate subject is still limited especially related to students' perception at Islamic college. As the result in this study, researcher is interested in conducting a study of "Students' Perceptions toward Online Learning of English Debate Subject"

B. Focus and Question of the Research

Based on the background of the problem above, this research focused on students' perception toward online learning of debate subject. Based on research focus, the research question could be formulated as follow

1. What are students' perception toward online learning of English debate subject in term of cognitive component?

2. What are students' perception toward online learning of English debate subject in term of affective component?

3. What are students' perception toward online learning of English debate subject in term of conative component?

C. Definition of the Key Term

To avoid ambiguity and misunderstanding about this research, the researcher defines the key terms of this research as follows:

1. Online Learning.

   In this research, online learning is learning process by using technology, such as personal computer, laptop, mobile phone, etc. and Zoom, Whatsapp application as well as networks conducted English Debate class.

2. English Debate

   English debate is a skill offered in English Club subject for the fourth semester students of English Department of IAIN batusangkar which is conducted online.

3. Students' Perceptions

   Students' perceptions are students' view, assumption, and interpretation toward online learning in debate class.

D. Purpose of the Research

Based on the research question above, the purpose of this research was describe students' perception toward online learning of English debate subject.

The purpose of research is specified into:

1. To describe students' perception toward online learning of English debate subject in term of cognitive component.

2. To describe students' perception toward online learning of English debate subject in term of affective component.

3. To describe students' perception toward online learning of English debate subject in term of conative component.

E. Significance of the Research

By conducting this research, hopes this research can give advantages and significance to some people. Theoretically, this research can be expected to enhance the finding of students' perception toward online learning of English debate subject. Practically, this research is expected to be useful for:

1. English Students' Department

   This research hopefully will help the students to express their feeling while studying online in this pandemic. So, it can be used to help students become more motivated and evaluation on their participation toward learning process by online in English debate and others subject.

2. Lecturers

   Through this research the lecturer can get inspiration and creativity in teaching English during online learning and also as the solution in Covid-19 pandemic situations. Therefore, this research can be useful for teachers as a tool for evaluating students in the online teaching and learning process. From the perceptions of students the teacher can know level of students' understanding of the material during implemented online learning.

3. Researcher

   This research was hoped to enrich understanding and comprehension students' perception toward online learning of English debate class. In addition, this research is as a requirement to get Bachelor degree (S\1) at IAIN Batusangkar.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related theories

1. Online Learning

a. Definition of Online Learning

Nowadays Online learning is an alternative to improve and support the teaching and learning process. It enables effective knowledge transfer everywhere and at any time, usually online learning refers to e-learning or virtual learning. Arkorful & Abaidoo (2014) point out that e-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. E-learning is the use of information and communication technologies (ICTs) to improve and assist the teaching and learning process. It enables the efficient transfer of knowledge, regardless of subject matter, anywhere and at any time, and opens up a world of learning previously unattainable in most parts of the world. Simultaneously, e-learning provides learners with the information technology understanding and abilities required to succeed in today's global knowledge economy (Aboderin, 2015)

Likewise, according to Efriana (2021) online learning can be defined as the usage of internet-based technology features that highly dependent on the availability of information technology. Furthermore Gonzalez & Louis (2018:1) state that online learning defined as distant learning assist by technological devices such as laptops, tablets, cellphones, and personal computers that require an internet connection. It supported by Coman (2020) e-learning is defined as the use of information and computer technologies and systems to create and construct learning experiences, and also a concept that utilizes electronicmedia like the internet, CD-s,

mobile phones, or even television to offer distance learning and teaching. Rosenberg (2001) defined e-learning as the use of internet technology to supply a wide range of solutions that improve knowledge and performance. It means that e-learning or online learning is system of teaching and learning utilizing ICT that connect to internet. In this system can combine all activities of education through several electronic media like computer, phone or television that can access by the teacher and the student anywhere and anytime to build and design learning experiences, also as solutions that enhance knowledge and performance.

In conclusion, online learning that can be understood as e-learning, distance learning, virtual learning as system or application uses information and communication technology in process of teaching and learning. Online learning also can be defined process that is involved electronic learning material devices and over the internet. In online learning support by electronic devices and tool or application that students can access the materials anywhere and anytime they are, and teacher and students communicate virtually by presenting the material in audio/video or power point that activities carried out by individuals or groups working online by learning management system.

b. Principles of Online Learning

While, (Tanis, 2020) states seven principles in online learning, they are: Faculty–student collaboration, student–student collaboration, active learning strategies, prompt feedback, appropriate task time, high performance goals, and respect for varied learning (preferences).

In maximize online learning process; there are several principles that can be used as the reference. Eight principles of effective online teaching as stated in the following figure: 1)

Encourage Student-Faculty Contact. In general, educators found that the more frequent and meaningful interactions between the faculty and students, the greater the student engagement and satisfaction. Faculty may learn what course content students are dealing with by interacting with them, and then provide the necessary support to help them get through difficult situations. As a result, students are more likely to remain motivated and achieve greater learning results. 2) Encourage collaborative learning. Through collaborative learning processes, learners actively participate in knowledge acquisition, and knowledge is developed and shared collaboratively among learners. For example, participate in group discussions, browse for knowledge, and share their thoughts with their peers. As a result, collaborative learning has been demonstrated to assist learners in developing higher order thinking skills and gaining deeper knowledge.

3) Encourage active learning. Active learning is a process in which students participate in activities that require them to reflect on what they have learned and how they are implementing what they have learned. Students take control of their own learning by employing active learning. They see their teachers as a partner in guiding them through the learning process and motivating them to pursue additional goals. 4) Give Prompt Feedback. Prompt feedback is crucial for students' learning outcomes because it allows them to analyze their current knowledge, reflect on what they have learned and what they still need to acquire, and get suggestions for enhancing their future work. As a result, students can make changes to improve their learning performance and attain their learning objectives.

5) Emphasize time on task. To assist students in allocating a reasonable amount of time to completing various learning tasks, technologists must set clear time expectations for them, which lay

the foundation for high performance. 6) Set and communicate high expectations. Higher expectations help generate higher student performance. This phenomenon is known as the self-fulfilling prophecy effect. Self-fulfilling prophecy refers to the situation when an initially erroneous belief leads to its fulfillment. Some ways that high expectation teachers use to stimulate students' learning could include setting clear grading rubrics, giving frequent feedback, and praising positive learning behaviors and outcomes.

7) Respect diverse talents and ways of learning. Talent in education is important now. Teachers must not only accept varied abilities in principle, but also use a variety of teaching techniques to meet students' learning requirements and strengths. 8) Technology application. Technology application is a crucial element in online education since online students must study and engage with instructors and peers through the use of various online technologies. However, communication and information technologies cannot guarantee student achievement on their own. In other words, we must select the appropriate technology to improve the learning process and experience of students (Cable & Cheung (2017)

In conclusion, in implementing online learning there are several principles that must be considered by users. Online learning uses online technologies as an important element in interaction or communication during learning process start from explanation, share material and task until provides feedback as an evaluation. Students must contribute during the learning process or reflect on what they have learned. One of the strategies to increase student participation is collaborative learning and teachers have an important role to guide students during online learning. Also the

teacher must create an interesting learning process by using several methods and assisting students in finding learning materials, and also avoiding the amount of material that is too long.

c. **Characteristics of Online Learning**

There are many characteristics are needed to be successful in an online learning system such : (1) E-learning is pedagogy enabled by digital technology; (2) E-learning is a word used to refer to computer-enhanced learning; (3) E-learning encompasses all forms of technology-enhanced learning (TEL), in which technology is utilized to help the learning process; (4) The use of e-learning is typically limited to "on-line learning" conducted over the Internet or Web-based technologies, without interaction face-to-face (5) E-learning has a wider meaning than the terms CBL (Computer-based learning) and CAI (Computer-assisted instruction); (6) E-learning has a wider scope than simple words like "online learning" or "online education"; (7) E-learning is not the same as audio-visual learning, multi-media learning, distant education, or distance learning. Although audio-visual and multimedia technologies, as well as distance education programs, are based on the Internet and Web services supplied by computers, they are not similar but rather complement each other; (8) limited to Web-based and Internet-based learning: The term e-learning should be limited to the sort of learning that is carried out, supported, or facilitated over the Web. (9) Exclusion of non-Internet and non-Web technology: E-learning does not contain any form of non-Internet or non-Web technology (Wibawa et. al, 2016).

On other hand Meylani. et al. (2015) indicated that there are three desirable characteristics of online learning environments: 1) Computer tutorials and online learning activities allow students studying at their own speed and level, which has a good influence

on the memory of old knowledge and add new knowledge. 2) Utilization multimedia components, simulations, and manipulative. Integrating media components may assist with knowledge retention but how these media components are integrated, like when they are interactive, and has an important influence in students' learning. 3) To better understand attitudes of students toward online learning, the four aspects of online learning; affect, attitudes, intrinsic and extrinsic motivation may be employed. Positive attitudes and desire for online learning have been demonstrated to greatly enhance long-term knowledge retention.

In addition, Clark & Mayer in Dahlan (2021) argue that online learning or e-learning has the following characteristics: 1) has content that is significant or interrelated with the learning objectives; 2) Implementing instructional approaches to increase learning, such as giving examples and exercises; 3) using a variety of media components, such as words and images, in the delivery of learning materials; 4) e-learning has learning objectives both individually and in groups, namely by building understanding and skill.

In conclusion, e-learning or online education is delivery learning by using internet technology. In implementation online learning there are several characteristic needed to create successful online learning such as e-learning is a learning process that cover by digital technology that has purpose to building students' understanding and skill. During learning process implement instructional approaches like give example and exercise and by using several media. The students must be active than teacher or student centered. E-learning has impact to four important dimension of e-learning like; affect, attitudes, intrinsic and extrinsic motivation

d. Platform of Online Learning

During online learning the user can use various platforms in carrying out all activities such as explaining the material, giving assignments, feedback and assessments. Gunawan (2020) argue that various platform variations are used effectively in the form of applications, websites, social networks, or Learning Management Systems (LMS). The learning platform means an intermediary media used by the user in learning activities. It can be done by using several online applications intermediary. According to Yunita & Maisarah (2020) platforms that are commonly used in online learning; Cisco Webex, Zoom, Skype, Google classroom, VClass, Webinar, Facebook Live, and Youtube Live.

According to Hanadayani (2020) the platforms most often used in implement online learning today are group whatsapp and zoom meetings. WhatsApp is an internet-based application that can be used as a medium of communication. While WhatsApp does not need credit, but internet data, it allows users to chat and interact with one another without having to spend a lot of money. Also this application allows each user to share various kinds of materials based on its supporting features may use it to deliver news via short messaging, phoning, and even a video call at the same time. Next, the Zoom Cloud Meeting application is used for face-to-face lectures. The Zoom Meeting application is a video-based learning tool that may be used for learning, meetings, seminars, and other purposes. For the first 40 minutes, the Zoom meeting platform is free to use. There is no time limit for premium Zoom accounts. Students and lecturers can communicate directly with each other utilizing the Zoom Meeting application's video feature. Likewise, Suadi (2021) claims that two of many online learning platforms are Zoom and WhatsApp. Zoom can act far better than video call as WhatsApp offers. WhatsApp features on

video call are limited for several users. Compare to Zoom. It can accommodate users in a single meeting to gather 10 –500 users. Even more, it is quite effective and efficient to gather learners around 20 to 40 learners a virtual class meeting.

According to Johnson (2020) Zoom is video conferencing software like a tool. Zoom is an easy-to-use tool to create online learning, a video meeting, invite students or colleagues, and share resources. Zoom can act far better in videoconferencing than other platforms. It's as close to being in the same lecture hall or office as you can get while working and learning from home

Online learning can be accessed through various discussion rooms including Google Classroom, WhatsApp, Quipper, Zenius, teacher room, and others. The WhatsApp group feature can be used to send messages, group calls, videos, photos and files in various formats to all members (Kusuma & Hamidah, 2020). Face-to-face discussions and knowledge transfer like a meeting can be done through various video platforms that are available for free such as Zoom and Google Meet (Gunawan. et al, 2020)

In short, various services media or medium can be used to support knowledge transfer. So that teachers and students can meet virtually through applications with instant messaging facilities without having to meet by face to face. This application is   internet-based application where most of students are understand with the usage. They are such as Cisco Webex, Zoom, Skype, Coogle Classroom, VClass, webinar, Facebook Live, and Youtube Live, instagram, telegram, Quipper, Zenius, and teacher room.

e. **Problems in Online Learning**

Online classes have several problems including problems: 1) Lack of social interaction; 2) Lack of technology. c) The low level of motivation is seen from both the perspectives of students and

educational institutions. Aspects of low-high student motivation can also cause problems in online classrooms. Because online classes really need a high degree of independence and are able to learn on their own, internal motivation can be an important component in the learning process's success (Yustika. et al. 2019).

In addition, Amadea & Dahesihsari (2015) states that some of the problems discovered when using online learning are: limited implementation of online learning. It is only used to deliver and submit tasks, and the most challenge is a bad internet connection. A number of possibilities exist when online learning is utilized just to deliver and collect assignments. There are several possibilities occur when online learning is used only to deliver the assignment and to collect the assignment. One of the causes is a lack of understanding of the features during online learning. Lack of connectivity also becomes a major problem for students and teachers while implementing online learning, lowering students' motivation to study through online learning.

According to Smart and Cappell (2006) various factors hinder student graduation, including a) the time required to finish the module b) Lack of understanding of the context in the subject matter. c) Problems with software accessibility. d) Availability of reliable human resources. e) Other forms of assistance can reduce motivation to learn.

In addition, Efriana (2021) states that online learning as a learning system that employs an interactive model that is internet-based, during implementation there are some problem face by the teacher and the students. The first, the understanding on the subject materials. The material is understood by students depending on their own interpretations or points of view, but not comprehensive. The material given online via online learning may not be understood by all students. This is due to the fact that the

material content is provided in the form of an e-book, which is divided into chapters, teaching materials in PowerPoint, and video. The teacher's capacity to use technology in online learning is the second problem. Not all teachers are computer or gadget competent enough to adopt in online learning activities. The third problem is a limitation in learning control. During online learning, teachers are constrained in their ability to conduct control. The lack of a discussion forum option in the application utilized is the reason of this. Next, even though they have access to adequate facilities such as computers, androids, and an internet network but some students are less enthusiastic to participate in online learning. They are less focused about the importance of EFL literacy and task submission. Lastly, a number of students reside in places where there is no internet connection. They are unable to access instructional materials and homework provided by teachers via the internet network.

To sum up, online learning as a new system in implementation there are several problems found by teachers or students. The common problem are bad connection, lack of interaction, students have less motivation to participate in e-learning and some teachers have limited understanding of the features in some online applications, therefore teachers only use e learning only as a collect task or assignments.

f. Advantages of Online Learning

Online learning is used by individuals who may not be able to attend classes at traditional school or college for many conditions. According to Ghoshal (2020) there are various advantages of online learning; 1) Flexibility. Students have the freedom to juggle their careers and school because they aren't tied down to a fixed schedule. Most individuals who choose online learning have other commitments and prefer this mode of learning

since it provides them control over how they allocate their time to their many activities. 2) Reduced Costs. Online learning might be less cost for a variety of reasons. Commuting, for example, is free of charge. The online student is not affected by transportation expenditures such as fuel, parking, automobile maintenance, and public transport.

3) Networking Opportunities. Online learning also presents students to network with peers from various countries or continents. This frequently leads to further possibilities for collaboration with other persons in the project's implementation. At the same time, their exposure to different cultures makes them culturally aware and able to readily adapt into diverse contexts. 4) Documentation. This includes documents used in live discussions, training materials, and emails. This implies that if anything has to be explained, the student will be able to quickly access these materials, saving important time .

5) Increased Instructor - Student Time. Discussions and personal talk time with their teachers is a hallmark of online classes. This improves the likelihood of a student achieving well as a result of the time allotted to them by their teachers. This improves their problem-solving and communication abilities, as well as their ability to defend their views to superiors if needed. 6) Access to Expertise. An online college education might give students access to specialized degree courses that may not be available in an easily accessible or local institution of learning. Online classes allow the sharing of expertise that helps more people have access to education that is not readily available in certain geographic locations.

Students have the freedom to choose the place and time that suits him/her. According to Smedley in Abaidoo (2014) e-learning provides the institutions and their students or learners the

much flexibility of time and place for delivery or receipt learning information: a) Develops the efficacy of knowledge and qualifications via ease of access to a huge amount of information. b) Provides opportunities between learners to get relations by the use of discussion forums. c) Effective cost. In case of there is no need for the students or learners to travel. It is also cost effective in case opportunities for learning in maximum number of learners with no need for many buildings ide.

Furthermore, Fedynich (2014) noted the potential benefits of online learning and emphasized that technology should be cost-effective and instructors or students should have easy access online resources and proper training.

Other benefits of e-learning include: time for digesting the information and responding, improved communication among the learners, knowledge being acquired and transferred among the learners themselves, the ability to conduct an open discussion in which each learner has a more equal standing than in a face-to-face discussion, access to information and discussion ability, answers may be made around the clock with no limits, increased motivation and participation in the process on the part of the learners (Bencheva, 2010;64).

Besides that Mahyoob (2020) claims there are some advantages of online learning; the accessibility of online education throughout the world, as well as the savings of time, money, and effort, are all advantages of online learning. When students request that teachers record their lessons, one advantage of online learning is the ability to record the classes. Teachers are thoroughly studying and preparing for recording, which undoubtedly enhances teaching techniques and procedures.

In short, during online learning there are several benefits or advantages obtained by the teacher or the students like; can improve IT skill, flexibility, reduced costs, networking opportunities, the information be safely stored in an online database, access to expertise, certainly improves teaching strategies and methods, international partnerships.

g. **Disadvantages of Online Learning**

According Ghoshal (2020) the following are the five disadvantages of online education:

1) Lack of Interaction

Because online degrees are completed on a computer, there may be little or no face-to-face interaction with teachers and students. In most situations, you will only communicate via email. Some students may find it challenging to study in such circumstances.

2) Issues With Technology

The most crucial need for obtaining an online degree understands of technology. If both the teacher and the student lack the necessary technological expertise, the completion of the online teaching-learning process may be hampered. Problems with technology may make online learning difficult, especially if materials and notes are unavailable due to a poor internet connection.

3) Requirement of Self-Motivation

Except for yourself, there will be no one to motivate you to study. And it may be tough for you to stay disciplined and motivated at times, especially if you are busy with other jobs and responsibilities in your life, or if you are easily distracted while studying at home.

4) Can be frustrating

Some students prefer in-person contact with all of the verbal and nonverbal expressions, so online communication can be frustrating. Online learning is a whole new and stressful task for people who struggle to communicate in writing.

5) Less motivated

Video conferencing is useful, but it does not replace in-person bonding. Many students are difficult to speak when they haven't met the individual in person.

Likewise, Coman (2020) argue that online learning have some downsides of it can also be identified. Online students are more likely to become sidetracked, lose attention, or miss deadlines. E-learning relies on technology, including the internet and computers, which students may not have access to, and disruptions or other system problems may occur during courses. For students, the opportunity to organize how they study and the amount of time spent on learning can sometimes lead to diminished motivation, and a lack of physical connection and presence of colleagues can cause students to feel alienated. The disadvantages of E-learning can also be recognized in terms of physical health.

According to Almosa in Rahayu & Wirza (2020) there are some disadvantages of teaching online: The students experience contemplation, remoteness, as well as a lack of interaction or relation, making it less effective than the traditional method of learning because the offer of explanations and interpretations, the students may have excellent academic knowledge, but they may lack the necessary skills to deliver their acquired knowledge to others, it is difficult to control or regulate sinful activities such as cheating in assessment tests, being misled to piracy and plagiarism, deteriorating the role of the teachers, purely scientific fields that include practical cannot be properly studied through e -learning,

heavy use of some websites causes unanticipated costs both in time and money.

In addition, Conkova in Thanjiand & Vasantha (2018) Several disadvantages of online learning have been identified, including: lack of immediate feedback from instructors, increased preparation time for the teacher, inconvenient for a subset of stakeholders, and increased dissatisfaction, anxiety, and misunderstanding. Then, a sense of remoteness, isolation when learners are not proactive, a lack of direct connection with instructors, and a lack of needed skills have an influence on learning and may lead to piracy and plagiarism.

Based on the explanation above can concluded that, beside the advantage online learning also have own disadvantages or downsides like lack of interaction or relation between teacher and the student that can give negative impact in socialization skill of students, by using technology connected with internet can make frustrating, less motivated in learning process can be affected by bad connection, bad impact to physical health, high probability of plagiarism and cheating.

h. Factors Influencing Online Learning

Universities or colleges should properly adopt e-learning by taking into account the elements that influence e-learning success in order to reap the most advantage for students, instructors, and universities, also these factor will reflect in student's learning style, behavior, creativity, attitude, even learning achievement. Ozkan and Koseler (2009) it was discovered that six elements influence e-learning effectiveness: system quality, service quality, content quality, learner viewpoint, teacher attitudes, and supportive issues.

Factors that affecting the learning divided into three main points; learning process, learning environment, and students'

learning motivation. In term of learning process, the learning discussed students' perception of the delivery of the materials by lecturer, the ability to absorb material by students, and students learning outcomes. Then, the aspect the learning environment discussed ware the place for implementing learning and the media used. The last, learning motivation studied self-confidence in mastery of technology, self-confidence in independent learning, online learning and communication (Azhari & Kurniawati, 2020).

While, Kira.et al (2005) argue that student's perceptions of using technology as part of the course learning process was found to be mixed. Some students were uncomfortable with the student-centered nature of the course and were put-off by the increased demands of the computer-based instruction, which reduced student engagement in the course and led to a decline in student success. Learners' perception of the course may influence behavior due to the non-familiarity with the learning tool used.

Furthermore, Qteishat, et al. (2013) also claims that Individual perception is treated as an external element because of its importance in determining uniquely personal reactions such as views of utility, ease of use, attitudes toward technology (i.e. ICT), and actual usage of technology (i.e. E-Learning methods and strategies). One of the most important aspects in creating and executing a successful e-learning environment is to assess students' perceptions of e-learning (Butorac et al. 2001).

To sum up, in implementation of online learning especially at universities or college there are several considering the factors that affecting the effectiveness of e-learning to reap the most benefit for students, lecturers and universities, also these factor will reflect in student's learning style, behavior, creativity, attitude, even learning achievement. These factors are divided into several part; 1) learning process. In part of learning process consist

by system quality, service quality, content quality, learner's perspective, instructor attitudes, supportive issues and students' learning motivation. 2) Learning environment and 3) students' motivation.

i. Considerations in Online Learning

Like any other technology adoptions, the implementation process of e-learning must take into consideration various factors. According to (Jambulingam, 2015) there are three considerations in online learning, they are:

1. E-learning environment and Infrastructure

The institution offering e-learning activities must be well-equipped to support the functions of e-learning. E-learning infrastructures include all the necessary hardware and software required for the operationalization of e-learning. IT infrastructure is one of the main determining factors in achieving a successful e-learning system as it has the ability to impact user satisfaction. Learners must be convinced that the infrastructure is conducive for them to engage in e-learning.

As we know that online learning is internet based learning, of course the implementation is not face to face, also flexible in terms of time and place. With the necessary support, guidance and assistance in place, chances are high that the e-learning community, educators and learners alike, will perceive the environment as suitable for e-learning. From the explanation above, it can be concluded that, the location for implementing learning and the media employed were then examined as characteristics of the learning environment and infrastructure.

2. The attributes of educators

It is important to note that course educators or facilitators in an e-learning environment are responsible for the smooth

running of the course. They must demonstrate certain behaviors to keep learners engaged in an e-learning environment. These include, among others, the need for speedy and constant interaction with the learners. The facilitators have to devote sufficient time to attend to queries, concerns and any uncertainties raised by the learners.

It means that the quick feedback is needed to maintain the momentum of curiosity that the learner has towards the course content. If such a discussion is done through an online forum platform, where the questions and feedback are made known to all learners, quick responses prompt the participation of peers towards the discussion as well, thus creating a virtual community of interaction among the participants.

3. Presentation and delivery of course content

The mode in which the course is presented and delivered electronically has to be sufficiently interesting to draw the learners' attention. A well-delivered course has a positive impact on students' perceived usefulness towards the course. In this learning system, It is important to attract the interest and attention of students by presenting content in an interesting and flexible way so that students do not get bored easily.

Therefore, any course should then be designed in an appealing manner, which often requires the expertise of an IT or digital design specialist. Such expertise could also be tapped to enhance the flexibility of the e-learning platform. (Saeman, 2011) find that students increasingly demand for availability and flexible options when it comes to e-learning. Learners must be enabled to access e-learning content through various devices such as laptops, tablets and even smartphones at their convenience.

Then, (Lord, 2000) divides several factors that must be considered in online learning, they are:

1. Technology

    The reliability, quality and medium richness are key technological aspects to be considered. In term of reliability, it is relate to the ease with which the students can access the site and the usability of the software in general and access flexibility offered by WebCT. For example, they logged in at any time during day and night. There was no frustration experienced with access and navigation. An interface is included in the aspect of quality, these all relate to the visual structure and design of the internet course. The Web page design was perceived to be appealing and well structured. Then, interaction, this factor is part of the third aspect of technology, medium richness. This relate to the interactive abilities of the WebCT course between all students and the instructor. The technology made it possible to have a truly virtual classroom, as there was no need to sit in a classroom to experience interaction with classmates and the instructor.

2. Instructor characteristics.

    Characteristics that must have by instructors in an online learning system are: the attitude towards students and teaching style. The attitude towards students, it is relate to the instructor's personal approach and teaching manner, and their ability to motivate the students in a classroom setting. Teaching style, it is relate to instructor's enthusiasm in teaching, the way instructor capture students' interest during learning process and instructor's ability to encourage students to interact and participate in class and through the Internet.

3. Students characteristic

A study conducted by the author suggests that some students perceive the teacher's physical absence in an online environment to be detrimental to their motivation to participate in online discussion and sharing of ideas with others. By contrast, some students reported that they not only enjoyed working with computers and interacted with one another using both synchronous and asynchronous communication, but also described how they en joyed social interaction during learning process. From the explanation above, it can be inferred that students have their own characteristics in online learning process depend on their perception and inclination

While, (Alberth, 2011) states several factors that must be considered in applying an online learning:

1. Technology

    Issues related to technological reliability, interface designs play an important role in engendering students' perceptions of technology-enhanced learning. Furthermore, online learning tools should be capable of providing students with a diverse array of communication channels. They should enable the students to communicate both synchronously and asynchronously.

2. Teacher characteristic

    A teacher's teaching styles also plays a crucial role in an online environment. In particular, teaching styles that promote social interaction among the students and between the students and the teachers are strongly recommended. Simply providing technology alone does not necessarily result in students' engagement. Social interaction is critical not only because it can reduce a sense of alienation and isolation due to the absence of face-to-face communication among the classroom community members, but also because, as far as modern

learning theories are concerned, students would learn best if they interact with one another. A particularly important aspect in this regard is teachers' facilitating skills, as these have a significant impact on students' motivation, participation, and engagement in online activities.

3. Provision of support

Apart from the teacher, online students also require ongoing technical support. In a study conducted by the author, as mentioned earlier, some students reported that they could not log on to the chat room due to software issues, and it took some time before this issue was resolved. While some students were willing to wait a bit longer until the problem was fixed, others were frustrated by this problem. Thus, providing prompt and reliable technical support constitutes one of the most important ingredients of successful online delivery. Additionally, it is also important that online students be provided with access to a diverse array of learning resources such as course materials and other relevant readings accessible through the courseware delivery system.

In addition, (Pitkethly, 2020) offers several considerations when applying an E-learning:

1. Encouraging student interaction

Content alone is not the key driver for an effective online experience. Interpersonal interaction and quality communication are keys to a successful online learning experience. Communication between students and their peers, and between students and teachers play important in online learning.

2. Fostering student motivation

Regardless of the quality of the learning materials, students who are not motivated are unlikely to learn effectively. Online

students face an additional hurdle to motivation given the absence of interpersonally-driven motivation provided by face-to-face teaching. Accordingly, online unit development should take into account the importance of fostering student motivation. Capture students' attention at the beginning of each lesson by including an activity facilitating group contact, and by informing students of the significance and benefit of the unit material, ideally situating it within a practical context, in order to encourage motivation.

3. Integrating assessment tasks and delivering feedback

Online learning platform offers the opportunity for various types of quizzing, such as multiple-choice or true/false. Orlando in (Sokhira.L.V, 2021) proposed some techniques of E-learning environment. The assessments are: (a) Blogs; a Google application where students can post writings, essays, pictures, videos, links, and activities that teachers can easily grade and give feedback, (b) Papers; students' writing that can be published on blogs, journals and can be commented by others (c) Group Assignment; asking students to work in a small or big group to do certain task like solving real case study.

4. Optimizing the online learning experience

In online learning, students engage with the materials and activities at a deep level, interact meaningfully with their lecturer and with a diverse range of students, and critically reflect on their 4 learning experience. Online students learn a great deal more than unit content alone. They develop a diverse skill set, including technological competency, self-motivation, time management and autonomy. The online platform has the capacity to shape what is learned, given the particularities of how learning takes place.

From the explanation above, it can be conclude that there are several factors that must be considered when implementing an online/e-learning, they are: presentation and delivery of course content, students characteristics, technology, instructor characteristic, provision of support, integrating assessment and task, optimizing online learning experience

2. **Debate**

   a. **Definition of Debate**

   Debate is arguably one of the most entertaining and valuable experiences available to students in high school or college. Debate is an old teaching-learning approach that assumes a preconceived viewpoint, either pro or con, on a topic, assertion, argument, or problem solution. (Darby, 2007). It means that debate is one of activity that use as strategy ,those who learn to debate well understand how to thoroughly investigate and acquire information on an important issue. They also learn how to put together research or arguments into a logical and persuasive presentation.

   On other hand, Debate is assumed as a valuable learning activity for teaching critical thinking and improving communication skills (Asrida, 2012). Likewise, Krieger in Ali & Sayed (2012) argue that debate is a good exercise for language acquisition because it involves students cognitively and linguistically in a number of ways. Debate is extremely useful for improving argumentation abilities for persuasive speech and writing, in addition to offering significant listening, speaking, and writing practice. It means that debate is one of a valuable activity to improve several skills. In debate the students should have a good skills not only in speaking when they are explaining their idea, they also should have a good ability in listening, they should listen

carefully what the others team arguments ant think faster about how to rebut their arguments.

According to Harvey in Alim (2015:5) debate is a way to treat a debater to be able to show their own argument to reject or support the
motion given by proving the fact as the strong parameter to make a good argumentation. As the affirmative team they should have a strong argument to support the motion and the opposite team must have more extreme argument but still in a peaceful concept. In this case, though debate the students should able to show and explain their arguments that support by the data and fact to make the audience agree with their opinion.

Furthermore, the debater learns to defend his or her presentation against the opponents' criticisms via critical thinking and listening. Thus, a competent debater should be able to look for and study facts, create constructive arguments, present and defend arguments, refute and rebut opponents' arguments, and so on (Iman, 2017).

Furthermore, Kurnia (2018) state that debate is one of strategies to improve speaking skills. It deals with a form of discussion, but in extent, it is a form of arguing ideas between pros and contras. According to Freeley& Steinberg in Keneddy (2007) debate means the act of examining different points of view and reaching a decision, and its application ranges from a person using debate to make a choice in his or her own mind to an individual or organization using debate to persuade others to agree with them.

In conclusion, debate is an excellent teaching-learning strategy for the high school or college students involving students' speaking and critical thinking also collaborative working and learning deals with a form of discussion between two or more parties that are

individual or group to presenting their idea with considering multiple viewpoints about some issue or problem by practiced all skills of English language.

b. Function of Debate

Alasmari & Ahmed (2013) argues that debating in Debating in English necessitates the use of all English language skills, as well as presentation and delivery abilities. Debating forces students to employ language and presenting skills when practiced in an EFL class. The debate that follows focuses on the value of debating in improving English language skills.

1. Ice Breaking

    Debating helps in several ways to ice-break in EFL classes. Ice breaking may be challenging for teachers at times, especially in initial lessons where students are sometimes anxious about using English. Students in such classes are reluctant to communicate in English.

2. Listening

    Students can enhance their listening abilities by participating in debates. The students will listen to audio clips like debate, speech, talk shows trough listening tools like radio, tape recorder, CD player and. Also will watch video clips of debate sessions, speeches of famous speakers, talk shows, and so on.

3. Speaking

    Debate is an excellent way for students to enhance their public speaking skills. Students must express their ideas and opinions completely in order for the audience to agree with their arguments. also students must have a strong talent in speaking, which will develop as they argue.

4. Reading

Debate will immediately increase students' reading abilities, since in debate when speakers want to clarify their ideas, they should be supported by evidence and facts. To obtain accurate facts, debaters should read a book and other sources that strengthen their case. Debating clubs arrange study circles to discuss issues and theories through reading.

5. Writing

Debating helps students improve their writing abilities. Students learn writing composition in an organized way while drafting argument scripts. They must discuss on topics and write down thoughts in order to create debate scripts. If students are given debate topics one or two days in advance, they generally gather research and compose the entire script. Debate scripts are like argumentative essays. As a result, students learn how to write argumentative paragraphs and essays. Students will be able to write because, before expressing their ideas in debate, they will read down their arguments without taking notes, and the debater will forget the data and facts to support their arguments.

On other hand, Snider &Schnurer (2006) shows that debate may function as both a performance and a technique of communicating ideas and arguments; it is a communication event in which the mode of operation can be oral or written. Furthermore, Najafi (2015: 215) argue that the debate has certain functions that can be divided into two categories of instructional and educational functions:

1. Instructional functions

   a. Mastery learning

   Learners can better identify and address doubts through debate. Learners will also be able to better recognize their

own weaknesses, and they will be able to gain mastery of the material and how to communicate it.

b. Creating a learning continuum

One of the benefits of using debate is updating the pervious information by the learners that will be able to confront new acquired materials, and they will come across new understanding and awareness. This new knowledge has the potential to influence future learning. As a result, the previous, new, and future learning's of the learners may be tracked as a continuum.

c. Continuity in the learning

Because the students are actively participating in the debate technique, they will develop a dynamic personality in their pursuit of information. Because they constantly compare themselves to the group, the learners will be driven to put in consistent effort. There are competitive conditions in which the learners as members of a group are persuaded to improve interpersonal and interpersonal skills.

d. Thinking centered learning

Debate and discussion result in the quick development of the learners' perceptional capacity. In addition to acquire the lesson, students will learn how to cope with and manage the learning process, and also how to gather, organize, and present material. As a result, the learners' thinking capacity will be increased during the debate process.

e. Creative learning

In a debate learning group, in addition to comprehending the context, presenting spontaneous and unique questions about the material can encourage learners to generate and confront new ideas.

f. Increasing the speed of learning

The systematic procedure of the debate increases learning speed and accuracy in collecting and transmitting learning materials.

g. The promotion of the evaluation power

When learners realize their weaknesses, they are continuously confronted with chances for self-assessment. For example, in the first part of the study, he discovered how he can utilize the pre-studied information and how much content is required in the classroom. He may also assess his knowledge after attending a lesson.

h. The promotion of entrepreneurial skills

Debate is a type of training and professional preparation because it teaches open-mindedness, critical and logical thinking, as well as how to persuade others. It also teaches students a variety of communication skills, including management, teaching, and training. Initiating these sectors would develop and support a culture of entrepreneurship.

2. Educational functions

a. The promotion of mental health

Debate also provide equal of opportunity to establish human relationships and form rooted, honest, and long-term friendships in groups; it is also possible to blossom abilities little by little for possibilities that will emerge from the debate method, and this capability will lead to self-confidence.

b. The development of verbal skills

Being in a group has the effect of developing a critical spirit in self and improving one's character. Tolerance in a person will be enhanced by the debate technique, and he will learn to accept other people's ideas in a proper and fair

manner, and justice will be crystallized in his conduct. This critical thinking will have an impact on the soul of liberalism.

c. The promotion of social skills

Systematic process of debate in each step will consist part of behavior and social skills because during debate and discussion, and being present at class the learner will learn the possibility of suitable behavior change relating to the theme, and he will improve his interaction and also he may increase his communication skills.

To summarize, debate is an activity that has many functions like instructional function and education function. Also debate has function as conveys idea or argument, ice Breaking, improving student's ability in listening, improving student's ability in speaking, improving student's ability in reading and improving student's ability in writing. Through debate it can improve student's skills in other components.

c. **Elements of Debate**

According to Purwanto (2015) decided parts of the debate into several part1) Motion, motion is also characterized as a topic to be argued. The motion is generally introduced with "This House"; This House Believes That "THBT" and also "THW" This House Would. 2) Definition, definition is the speaker's responsibility to define the motion. 3) Argument, the reason why the speaker should agree or disagree with the motion. 4) Statuesque refers to a current situation or a hot topic. 5) Rebuttal is an attack on any argument with good evidence. 6) PoI (Point of Information) question is posed by a member of the opposing side.

In other hand, Mellshaliha in Arung (2016) argue that, there are some items related to debate:

1. Motion.

   The topic debated is called a motion. Usually, motion stars with word like "this house" (TH) "or "this house believes that (THBT)". Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle   of neutral; it doesn't incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.

2. Definition.

   Debaters should "down to earth" or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. In fact, the word E-book is rarely heard' thus we need to define it first. Or anyway, when we heard motion, "that sex education must be socialized in the school" what we need to do is giving the global meaning on it.

3. Theme line.

   To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question "why" one side of the house supports or opposes a motion. Theme line is what a team needs to proof, it is also the main reason why a team attacks the opponent's case.

4. Argument.

   Argument is the fragment of thought to support the theme line or attacks the opposite and defends their own case well by using critical and logical thinking.

5. Rebuttal.

   To win a debate, debaters not only need to build a strong case but they also have to attack their opponent's arguments and provide strong defense from any attacks. That is why; rebuttal is one of the key to get the crown of victory. Basically, there are two kinds of rebuttal. Global rebuttal: it is an attack against the main core of the opponent's case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument or example.

6. Sum-up/closing.

   Closing is simply concluding what has been through. A nice summary is preferable. Before starting debate, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success.

   To come to the point, all of elements in debate will give influence for debate performance. A good debate performance it depends on how better they apply all part of debate. As a good debater mush has comprehension about elements or parts of debate, they are: motion, definition, argument, statusquo, rebuttal, PoI (Point of Information),theme line, and sum-up/closing.

d. Advantages of Debate

   The debate activities are allow students to look at both sides of an issue, improving students' communication and expression skills in a public setting, enhancing techniques of searching information, improving skills for gathering, evaluating, and synthesizing data from various sources in order to develop arguments, fostering appreciation of opposing viewpoints, enhancing debating/arguing techniques against opposing opinions an allow more interactive exchange among students and teachers (Gravvit; 2008). It supported by Quin (2005) state that debate will

foster students to be active to participate in front of public to solve an issue that is being debated. This means that students more active when the speaker stands up in front of the public, he/she communicates to each other.

According Bellon in Arung (2016) the benefit of debate. First, improve students' critical thinking. In debating, every student is proposed to analyze a problem critically. Second, develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance. Third, questioning skill developed in and struggle-often in the face of disappointment and defeat. Fourth, they are capable of making and defending informed choices about complex issues outside of their own area of interest because they do soon a daily basis. Fifth, debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation. Sixth, policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem solving skills.

Moreover, debate will improve the students' soft skills. Affective is related to the students' soft skills. A soft skill is the ability of someone to communicate to another people (interpersonal skills) and the ability to manage their self (intra-personal skills). Inter-personal skills for example students are able to communicate, have good relationship building, motivation, leadership skills, public speaking skills, negotiation skills etc. Intrapersonal skills, students are able to manage their self for example, transforming character, transforming beliefs, change management, stress management, time management, creative thinking process.

Furthermore, the debate provides numerous benefits as follows: (1) increasing the ability of students to communicate, both verbal and non-verbal, (2) familiarizing teamwork and time management, (3) increasing student self-confidence in public speaking, (4) learners can also benefit from enriching interesting experiences (Roy & Macchiette, 2005.)

Alasmari & Ahmed (2013) claims that debating can be used brilliantly to boost up students' speaking in English. The use of debate in EFL classes, the learners will first of all drive out students' fear about English language. Moreover, the debate will improve their fluency, pronunciation and vocabulary. They will also be familiar with jargons and technical terms as debating covers a variety of areas and issues.

In addition, Somjai in Fitria (2016) also states that debate has several advantages, they are allows the students to share and cooperate well with one another, it educates the student's about responsibility, encourages, creativity, deepens friendships and builds rapport with the teacher, students are motivated and enjoy the activity, it can improve the student's speaking ability, debate is a form of produced conversation, within the smaller context of debate students can become livelier and gain more confidence.

In conclusion, debate is promoted as a good learning exercise to improve several skills like soft skill that decided into two part, they are: intra-personal skill that related to how someone manages their self like transforming beliefs, interest learning experience, fluency pronunciation and vocabulary, critical thinking, responsibility, problem solving skill, question skill, change management, stress management, time management, creative thinking process and self-confidence. Inter personal skill that related to ability to communicate with others like; ability to communicate, collaborative skill or teamwork, have good

relationship building, motivation, leadership skills, public speaking skills, negotiation skill,

3. Perception

a. Definition of perception

There are several definition about perception that given by some experts. According Richard (2002:427) perception is defined as the recognition and interpretation of events, objects, and stimuli by the use of senses (sight, hearing, touch, etc . While, Michotte in Agung. et al., (2020) Develop perception as a part of the whole action process that allows us to adapt our activities to the reality in which we live. In this case, the students' perception may be defined as the generated view following a specific event that requires modification.

Perception is the process of attaining awareness or understanding of sensory information. The word "perception" comes from the Latin words perceptio, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses (Qiong, 2017). According to Mussen 1973 in Nursanti (2016) perception is a the process of how the information is acquired through the sensory receptors (e.g. eyes, ears, nose, and skin) which is transformed into a perception of what we think, see, hear, smell, taste, or touch. Perception can be defined as how someone responds to a stimulus or information using their senses. By using senses, they can get the perception about something by using feeling or statement.

Based on the theories above, it can be concluded that perception is processes involving the entry of messages or information into the mind of a person using a sensing device that occurs when someone gets a stimulus from outside then enters the

brain, in the form of the act of compiling, recognizing and interpreting sensory information in to provide an overview, and understanding of the environment. Perception is something that shows the activity of feeling, interpreting and understanding objects, both physical and social.

b. Important of Perception

Perception is essential as it is a person's main form of cognitive interaction with the world around them. Weintraub.et al (2015:30) argues that perception is process of cognitive to help understand our experience, how receive, filter, and interpret behaviors and conversation may differ from how someone else will complete the task. In essence, perception is the key to how we assign the meaning in our interaction with other and thus, it has a significant impact how we communicate and how we understand the communications of others. Understanding the perception process can allow you to anticipate any misunderstandings and communicate more effectively. Likewise, perception is important. It because, understanding a person's perceptions can help in efforts to enhance quality and will enable someone to consider the misunderstanding in communication (Maisarah&Yunita: 2020 & Weintraub. et al, 2015: 350). It means perception is important because it can help us to understand every experience in conversation or communications that will enable us to consider the misunderstanding in communicate.

Next, Najati (2005:195) states that perception is an important function in life. With perception, we can know something that will disturb us so we can stay away from it, and we can know something that will useful for us so we can work for it. It means that perception is important for our lives to be able to determine planning for the future.

In short, perception is important aspect in life also in part of education. It means perception is important for evaluate for determine planning for the future, also it can help us to understand every experience in conversation or communications that will enable us to consider the misunderstanding in communicate.

c. Factor Influencing Perception

There are several factor influence perception base on expert. According to Sarwono (in Hartono, 2015) there are five factors that influence perception of someone such as attention, set, need/necessity, value system, feature or personality and mental sickness/soul problem. First, Attention. In every moment there are hundreds, maybe thousands stimuli that catches by all our sensory system. In attention, usually someone does not catch the entire stimulus that is around at once, but s/he will focus on only one or two objects. Because everyone is different, their attention to the thing will be different and will influence their impression of the object.

Second, Set. Set (mental set) is mental readiness from someone to face something that will appear with certain manner. It is also someone expectation about stimuli that would be arise. Need/Necessity Someone necessity can be in short time or long time, and it will be influence someone perception to an object or event. Because of that, the different necessity on someone will lead different perceptions to an object or event.

Third, value system. Value system that occur in one society also influencing perception. It means that value system also influence someone's perception to an object or event. Next, Feature or personality. Personality also influence someone perception. Someone personality is different each other. Because of that perception someone toward something will different with another because of their personality. Last, Mental sickness/Soul.

Problem mental sickness also causes different perception. Someone perception about something can be wrong because of the problem of their soul. Perception is called by hallucinations. Different from illusions, hallucinations is individual and will only occur in people with soul problem.

While, According to Hartono (2015:122) there are five factors influence perception: 1) Attention usually does not discuss all the stimuli that are on us at once but focuses attention on just one or two objects. 2) A person's mental readiness for stimuli that will do caused. 3) Needs are momentary or permanent in the individual will affect the perception of the person concerned. 4) The value system, which is the value system that applies to society also affects perception. 5)Personality type..

Based on the theories above, it concluded there are several factor influence perception like; personal factors it related to needs, past experience, personality, wish, notice, emotion and situation and structural factors related to stimulus, quantity of stimulus and refute of stimulus.   These factors will affect individuals in perceiving an object, stimulus even though the object is the same.

d. Kind of perception

In identifying the students' perception, perception can be divided into two categories it happened after individuals interact with perceived objects namely: 1) Positive Perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts. 2) Negative Perception, which describes all knowledge and responses that are not in harmony with the perceived object (Irwanto in Agustin, et.al, 2021)

Likewise, there are two types of perception: a) Positive perception comes from the individual satisfaction about certain object that becomes her/his source perception, the individual

knowledge, and the individual experience of the object perceived. b) Negative perception comes from the individual dissatisfaction about certain object that becomes her/his source perception, the individual ignorant, and the lack of experience of the object perceived (Robbins in Hunarawan, 2010: 37-40).

Based on the expert above, it can summarize that the process of stimulation or stimulus obtained by the senses causes perception to do divided into two types; positive and negative perception that happened after individuals interact with perceived objects.

e. **Component of Perception**

According to Walgito (2004: 104) perceptions have three components: 1) Cognitive component. Cognitive component means perceptual component it includes knowledge, opinion, and belief about an object or even. It is related to someone's perception toward an object. 2) Affective component. Affective component can be called emotional component, includes like and dislike sense about an object or even. Like sense is a positive thing and dislike sense is negative thing. This component indicates direction of attitude that can be positive or negative thing. 3) Conative component. It is known as action component. This component related to action tendency toward object of attitude of perception. It indicated intensity of attitude. The intensity of attitude can be small or big action tendency.

Next, Masbow in Tanjung (2015) also states that there are three components of perception. They are cognitive component, affective component, and conative component. Cognitive component is component of perception that related to someone's knowledge, opinion, and belief toward opinion and belief toward attitude's object. Affective component is component of perception that related to like and dislike toward attitude's object. The human

feeling toward something can positive and negative. Conative component is component of perception that related to action tendency toward attitude's object.

Likewise, Desmita (2009:120) state there are three component of perception. They are cognitive, affective, and conative. First, cognitive component is a filter process by sensory toward stimulus. Second, is a process of reduction organization complex information into intended pattern. Last, conative is a process of translating information or stimulus into behavior form as respond.

Table 2. 1 Table Comparative Components of Perception by Expert

Experts	Components		
	Cognitive/Perceptual	**Affective/emotional**	**Conative/Active**
Walgito (2004:104)	It is a component that is related to knowledge, opinion belief, about an object or even that related to someone's perception toward an object.	It is related to emotional, attitudes and includes like and dislikes sense about an object or even.	The component is related to action tendency toward object of attitude of perception. The intensity of attitude can be small or big action tendency
Masbow in Tanjung (2015)	The component is related to someone's knowledge, opinion, and belief toward opinion and belief toward attitude's object	It is a component related to human feeling or like dislike toward attitude's object that can positive and negative	The component that related to action tendency toward attitude's object
Desmita (2009:120)	It is a filter process by sensory toward stimulus.	Affective component is a process of reduction, organization complex information into intended pattern.	conative is a process of translating information or stimulus into behavior form as respond

Based on theories above, it can be conclude that perception has three components of perception. They are cognitive component, affective component, and conative component. All of these components are internal process of human thinking that is located inside of human though.

B. Review of Relevant Studies

The researcher found a few studies that are related to the problem discussions in this study. First, research conducted Fatoni, Rafif & Koirul (2021) entitle *"Students' Perceptions on Using Zoom Application in Debate Course during Crisis Remote Teaching"*. This research was conducted Mix method. The findings of this study show that: The research finds ZOOM Application gets a positive perception because it is effective and comfortable. However, the problems that the students face are the device to do online learning and internet connection. The similarity of Fatoni, Rafif & Koirul's study with this research discuss about perception. The difference is the study focused on the use of zoom platform during online debate learning. This research took place in one of the private universities. While, this research was analyzed about students' perceptions toward online learning of English debate subject of Islamic students at university.

Second, the study conducted by Zuriah (2021) entitle: *Improving Student's Debate Ability Through Virtual Debate At Sma Muhammadiyah 9 Kualuh Hulu Grade XI*. This study was conducted qualitative method. The result of this study concluded that: Debate as the medium of teaching speaking ability is effective to improve speaking skills of students such as, students' knowledge, students' speaking fluency, and easy to understand through Online Debate platform that used in the speaking course by students at second grade of SMA Muhammadiyah 9 Kualuh Hulu. Beginner levels learn English by debate is quite effective to improve students' speaking skills. The students said quite effective

because the motion arise is about topic that trending and currently happening under status quo. Debate also quite easy and effective to access and improve student's level of knowledge about speaking and their vocabulary become better through leaning by doing concept. The similarity between Zuriah's with this research discuss about online debate by using qualitative method. The differences of this research is Zuriah' study at senior high school, while this study conduct at Islamic students university.

Third, research conducted by Wibowo & Khairunas (2020) entitled *"Student's Perception of Online Learning for Public Speaking Course"* which taken from LINGUA. This study was conducted qualitative method. This study conducted at one semester students' in Bina Sarana Informatika University. reveal that The authors noted the following points as a summary from students: online training is boring, students face technical difficulties, students are unaware of the course, students don't have time for online learning, students need to interact with others, students can't practice, the course quality is mediocre, the online course has no impact, high internet data costs, and unsupported infrastructure. The students thought that there were no clear corrective mistakes when conversing online. For students, a poor connection was also a problem. They hope that blended learning will be used to organize Public Speaking. The similarities both of this research are using qualitative method. The difference of this research is wibowo & khairunnas's research focused on online learning for public speaking course at students' university. While, this research focused on online learning of English debate at Islamic Students University.

Fourth, by holida (2021) entitle *"Students' Perception on Speaking Class In Online Learning at English Education Study Program of State Islamic University Sulthan Thaha Jambi"*, this research was conducted quantitative method. Result of research there were several students' perception toward the speaking class in online learning is rather having

ineffectiveness to be conducted by online learning. a) The lack of interaction, b) boring, c) some of students desire to speak and to share their opinion with other students in the classroom, d) the students need time to prepare to adapt to the changes of new method of learning that will affect the understanding of learning theory and practice, e) there are some students who are still cannot understand what the speaker talking about because the lack of vocabulary, lack of fluency, pronunciation and some grammatical error which the control is limited, f) the unstable of connection g) high cost for internet data, h) the learning environment provided by lecturer does not attract their learning interest so that it does not help them in improving their speaking skill. The similarity between Holida's research and this research are discussion about online learning. The difference of this research is Holida's use quantitative method and focused on speaking skill, while this research use qualitative method focus on students' perception related to online learning in debate subject.

CHAPTER III
METHODOLOGY

A. Research Design

The design of this research was a descriptive qualitative research. It describes about students' perception toward online learning of English debate subject. According to Gay (2000:275), descriptive research determines and describes the way things are. This research used on qualitative approach. Gay *et al* (2012:12) state that qualitative research seeks to probe deeply into the research setting to obtain in-depth understanding about the way things are, why they are that way, and how the participants in the context perceive them. It means that this research focused on evaluation research that explains and describes events, phenomenon, and data happened in the field based on the reality.

Based on the theories above, this study was describe about students' perception toward online learning of English debate subject of fourth semester students of English department at IAIN Batusangkar registered in 2020/2021 academic year.

B. Research Setting

This research conducted at IAIN Batusangkar, especially fourth semester students of English Teaching Department registered in 2020/2021 academic year that has followed online learning of English debate in English club subject.

This subject the students divided into one class. Research setting of qualitative research includes three elements such as the place, the actor and the activity (Sugiyono, 2011:207). Place is the location where the interaction in social situation happening. Then, actor is the people who will be the subject of the research. Last, activity is acting of actor in social situation that happening.

C. Research Informant

Research informant is defined as people who have information and know about the problem related to the research. Research informant is chosen based on who was the right and have information, perspective, and experience related to the topic of the research (Gay, 2000: 139). Research informant is people who will participate to give information about entire situation about the problem in this research.

Research informant should fulfill some criteria of informant. There are five criteria in selecting the research informant: honest, reliable, speaking up, subject is neutral, subject has view point about certain case that happening (Moleong, 2006: 132). In addition, the characteristics of a good key informant include the ability to be reflective and thoughtful, to communicate (orally, in writing, or both) effectively with the researcher, and to be comfortable with the researcher's presence at the research site (Gay, Mills & Airsian, 2012:142). Students who became informants in this study are student who were included in the criteria of the informants as follows: 1) Students of English Department of fourth semester registered in 2020/2021 academic year. 2) Students who followed online learning of English debate in English Club subject. 3) Students who have a maximum percentage of attendance during the learning process of Debate. 4) Students who have passed of online leaning of English debate class

This research was taken purposive sampling to choose the informants. According to Fraenkel and Wallen (2009: 99) purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgments to select a sample that they believe, based on prior information, was provided the data they need. The reason for choosing purposive sampling because the researcher chooses some informant based on criteria of informant.

Therefore, the informants of this research were 5 students who took from fourth semester of English Club Debate subject registered in 2020/2021 academic year. The researcher chose them because they could best help

the researcher understand the central phenomenon, and they have taken English Club Debate subject, thus they were considered already experienced about English Club Debate subject. It means that they knew the information about the students' perceptions toward online learning of English debate subject.

D. Research Instruments

The researcher has the important role in this research. The researcher was the key instrument. As it is explained by Gay (2000:19), the researcher relies herself as the key instrument of data collection. Beside of it the supporting instruments of the research were observation sheet, interview guide, recording and documentation. Then, Gay, Mills and Airasian (2012:465), claim that qualitative data analysis requires that the researcher be patient and reflective in a process that strives to make sense of multiple data sources, including videotaped observation, from observations and interviews, field note, questionnaires, maps, audiotape transcripts, and pictures. It could be called that the researcher should go through the research setting to get the data, do the observations, do interview and interpret the data by herself.

As supporting instrument, questionnaire design, interview guide, audio recording, and documentations were used. The supporting instruments were constructed in Indonesian. The purpose is to make it easier to get information, make communication run effectively and smoothly and to get clear result. So that the person is being asked can easy to understand the essence of the questions.

E. Technique of Data Collection

In collecting the data, the questionnaire was used to find out students' perception toward online learning of English debate subject. According to Noor (2011:139), questionnaire is a collection of questions to be given by the respondents in order to get the respond of the questions. In this research, open- was used open ended questionnaire. The

questionnaire was open-ended questionnaire. The item that given in the questionnaire were 21 items. After complete the questionnaire, to check content validity questionnaire check by two validators to validate the instrument by attaching an application letter willing to be a validator, validation sheet, table of specification of the instrument, and research instruments. The researcher more focused on the language aspects of the instruments that the researcher has made.It shares via Google form.

Based on the results of the questionnaire analysis, interview conducted, to clarify some unclear and collect more information from the informant. The interview did via voice call. According to Gay (2000:219), an interview is purposeful interaction, usually between two people; focus on one person trying to get information from another person.

To find the data, the questionnaire gave via Google form and based on the results of the questionnaire depth interview did with the informants via voice call to clarify some unclear information from the questionnaire.

F. Checking the Data Trustworthiness

To make sure whether the data is reliable or not, the researcher needs to check the data trustworthiness. The researcher needs to make sure that his/her findings and interpretations are accurate or credible (Creswell, 2012, p. 259).

Method Triangulation is one way to checking the data trustworthiness. It is dealing with using more than one method to collect data. Moreover Honorene (2016:91) states that methods triangulation is for checking the consistency of findings that is got by different methods of data collection. In addition, Moleong (2006:330), defines that triangulation is technique of checking data trustworthiness that utilizes something outside the data as checking or comparing toward the data. It means that, triangulation is technique for checking or validity and reliability of the data by comparing or checking the data.

In this research, the interview did to check the trustworthiness of the data from the informant. As the first step, the questionnaire was used

to take the data from the informant, in order to check the credibility of the data, the interview was used. Creswell (2012:392) states that prolong participation at the study site to overcome distortions produced and to provide the researcher with the opportunity to test biases and perceptions.

G. Technique of Data Analysis

      This research analyzed students' perception toward online learning of English debate subject based on the result of questionnaires and interview. According to Miles and Huberman (2010:129), to analyze the qualitative data consist of three activities, they are:

1. Data Reduction

      The reduction of the data is referred to the process of selection, focusing, simplifying, abstracting and transforming the data that happened in written notes in the field. The reduction of the data occurred during the interview when the data collected. The phase of the interview for continuing reduction has occurred, such as making conclusions, codification, investigation of theme, grouping and write a note. In this research was applied some steps to reduce the data. The first, the transcription was made based on the interview result. Second, give initial reading for the data, such as: Informant 1 (I-1), Informant 2 (I-2), Informant 3 (I-3) and so on. Then, the informants' code meant the utterances of those informants, such as; I.1.1 means that is the first utterance of the first informant, and so on. Third, she selected the data related to the topic. The researcher also discards and unneeded ones in the transcript. Fourth, bold and give code of the data transcription for each items related to, for example; P for perception, P.1.1 as the first positive perception, P.2 as the second positive perception. Last, the researcher put the same information in the table, then N.1.1 as the first negative perception, so on.

2. Data Display

      Data display is set information that written by researcher so that researcher can make a conclusion based on the data display. In this

step the researcher was analyzed students' perceptions toward online learning of English debate subject. In analyzing the data, descriptive notes was used. In showing students' perceptions toward online learning of English debate class, table consists of utterances conversations of the interviewer and interviewe that show perceptions was used.

3. Data Verification and Conclusion

After reducing and displaying the data, the last step was making conclusion and verification of the data. In this step students' perceptions toward online learning of English debate subject was concuded. In this case, the conclusion was taken based on the data which has been reduced and displayed. The conclusion that make in the beginning is temporary and it can be changed.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

This chapter presents the finding data of Students' Perception toward Online Learning of English Debate Subject. The total participants of this study were five students of English Teaching Department who have followed English Club Debate Subject. This research was used purposive sampling. The data were collected through closed ended, open ended questionnaire. The researcher distributed the questionnaire in the form of Google Forms to all the participants. The number of items of this closed and open ended questionnaire question was 21 items. For the open ended questionnaire, the researcher gave it to the participants to gave them opportunity to express their perceptions toward Online Learning of English Debate Subject without any option provided by the researcher. After the researcher collect the answer from all of participants, the researcher analyzed the questionnaire.

The researcher also did interview by phone and recorded automatically. The interviews were done in various times and places. The informants of this research were two male and three females. After collecting all of the data, the researcher analyzed them by reducing the data of the interview related to students' perceptions toward online learning of English debate subject. Then, the researcher displayed the data based on their each perception, whether positive or negative perception. In finding students' perception toward online learning of English debate subject there were three detail components to find out perception including; cognitive, affective, and conative componets. As the result, there are fifteen positive perceptions and three negative perceptions. As follow as:

1. **Cognitive Component**

   This component relates to knowledge, belief, or opinion of the informants toward learning material, technology in online learning of English debate subject. Grounded in the data garnered from the questionnaire and in depth interview, there were five positive perceptions and two negative perceptions. As follow as:

   a. The lecturer explain the learning material in detail through interest media

   There were several informants proposed their perception toward online learning of English debate subject was students were able to hold the learning material during because the lecturer explain the learning material in detail through interest media. Students who mentioning this perception were: I.1, I.2, I.3, I.4 and I.5. For instance, I.1, I.2, I.3 representing other informant said:

   Q2.I.1: *setiap awal pertemuan dosen memberikan teori debat melalui ppt dan sharing video*
   (At the beginning of every meeting, the lecturer provides debate theory through ppt and video sharing)

   Then the researcher did the interview to the I.2, to check the questionnaire and the result was:

   I.1.11: Jadi dosen ee sudah membuat ppt sebelumnya dan kami akan masuk ke ruangan zoom dan disana dosen akan apa namanya aaa berbagi berbagi slide ke kami dan menunjukan pptnya lalu menjelaskan kepada kami
   (So the lecturer has made a ppt before and we will go into the zoom room and there the lecturer will share slides with us and show the ppt then explain to us)

   Based on questionnaire and interview, it can be concluded that I.1 has positive perception about understanding of learning material or course content during online learning of English debate subject because lecturer has been explained the learning material through several media.

Then, based on the questionnaire no 2 from I.2, it gave the information related to this item as follow:

Q2.I.2: Karna mayoritas pembelajaran di lakukan melalui zoom. Jadi sedikit bnyaknya materi dapat tersmpaikan dengan baik
(Because most of the learning is done via zoom. So, a little more material can be conveyed well)

Then the researcher did the interview to the I.2, to check the questionnaire and the result was:

I.2.7: Menurut saya sudah karena mayoritas pembelajaran dilakukan melalui berbagai macam media yang diberikan itu aaa sedikit banyaknya bisa membantu penambahan materi
(I think I hold it, because the majority of learning is done through various types of media, it can support in the addition of more material)

From the interview, it can be concluded that the student has positive perception about understanding of learning material or course content during online learning of English debate subject because the lecturer has been explained the learning material through several media.

Based on the questionnaire from I.3, it gave the information related to this item as follows:

Q1.I.3: Disampaikan oleh dosen pada pertemuan awal perkuliahan
(Explain by lecturer at the first meeting)

To confirm the questionnaire, the researcher did the interview deeply and got the information as follow:

I.3.11: Eee untuk format power point yang digunakan itu sangat simple sekali ee dan juga design nya juga sangat menarik sehingga tidak ada timbul kebosanan ee buat I.3 pribadi gitu kk.
(The power point format that is used is very simple, and also the design is also very interesting, so I will not be bored.)

From the interview, it can be conclude that the student has positive perception about understanding of learning material or course content during online learning of English debate class because the lecturer has been explained by using interest media).

b. The task given by lecturer adds to student's understanding

The second perceptions, the task given by lecturer adds to student's understanding. The informant who mentioning was I.3, I.4

Based on interview did by the researcher I.3 said that:

I.3.13:kami disuruh sama dosen mencari dari video itu tentukan mana first speaker, second speaker, dan third speaker. Setelah kami belajar teori sebelumnya nantik di beri tugas untuk memastikan
(We were asked by the lecturer to find out from the video to determine which is the first speaker, second speaker, and third speaker. After we studied the previous theory, we will be given the task to make sure)

Based on interview did by the researcher with I.3 it can be concluded that the informant has positive about learning material. he understand the learning material because every task given by the lecturer add understanding.

Similarly, the researcher found related statement from informant I.4:

Based on the questionnaire, the answer from I.4 can be seen as follow:

Q1.I.4: Alhamdulillah dosen telah menjelaskan materi dengan jelas , dan juga dari setiap tugas yang diberikan menambah pemahaman.
(Alhamdulillah, the lecturer has explained the material clearly, and also from each task given it adds to understanding)

The researcher did the interview to the I.4, to check the questionnaire, and the result was:

I.4.7: Udah kak karena alhamdulilah rasanya udah materinya itu jelas bangat dan setiap tugas yang dikasih sama dosennya juga menambah pemaham kak
(Alhamdulillah it feels like the material is very clear and every assignment given by the lecturer also increases understanding)

From the questionnaire and interview, it can be concluded that the informant was able to hold the learning material because the task given by the lecturer makes the student more understand.

c. The students were able apply the theory into practice successfully

There were several informants proposed that their perceptions toward online learning of English debate subject was the students were able to hold the learning material he students were able apply the theory into practice successfully. This perception mentioning by informants I.2 1.3 and I.5. For instance, I.2 and I.5 representing other informants.

Based on questionnaire from I.2, it gave information as follow:

Q4.I.2: Sudah. Di buktikannya dengan bisa mngembangkan mosi yang di berikan secara spontan.
(Ya. It is proven by being able to develop the motion that was given spontaneously)

Then the researcher did the interview to the I.2, to check the questionnaire and the result was:

I.2.11: Menurut saya sudah itu bisa dibuktikan dengan kami bisa mengembangkan mosi yang diberikan oleh dosen itu secara langsung dan spontan.
(In my opinion, it can be proven by being able to develop the motion given by the lecturer directly and spontaneously)

From the interview, it can be concluded that the informant was able hold the learning material it can prove by the informants can apply the theory successfully.

Related this item, the researcher also found the same statement from questionnaire answer by informant I.5 as follow:

Q5.I.5: Cukup menambah pemahaman saya tentang AREL, karena ini hal yang penting dalam debate. Saat praktik di kelas secara online, kami menyampaikan argumen berdasarkan mosi yang sesuai, lalu memberikan assertion dan reasoning, evidence hingga linking back.
(That enough to add to my understanding of AREL, because this is an important thing in the debate. When practicing in online classes, we present arguments based on appropriate motions, then provide assertions and reasoning, evidence to linking back)

From this statement, it can be concluded the informant was able to apply the theory that she have learn into practice in learning process)

d. Online learning of debate give the student new experience

Based on the questionnaire, the answer from I.5, it gave information about this item as follow:

Q12.I.5: Meskipun kelas ini diadakan online, setidaknya ini sangat cukup memberikan pemahaman dan pengalaman debate dalam bahasa inggris bagi saya yang baru pertamakali mempelajari ini.
(Even though this class is held online, at least this is very sufficient to provide an understanding and experience of debate in English for me who is learning this for the first time)

Then based on interview, the informant confirmed the information as stated follow:

I.5.22: Cukup Memotivasi kak krena pelajaran tentang debate ini menarik penjelasan dosenya juga memicu motivasi saya untuk berpartisipasi lebih lagi dalam proses pembelajaran
(Motivated, Because the lesson on this debate is interesting, the lecturer's explanation also triggers my motivation to participate more in the learning process)

From the interview, it can be concluded that online learning of debate improve students motivation to participate during learning process because Online learning of debate give the student new experience.

e. The features of application supports the delivery of learning materials

There were several informants proposed their perception toward online learning of English debate subject the features of application supports the delivery of learning materials. Students who mentioning this perception were: I.1, I.2, I.3, I.4 and I.5. For instance, I.2, I.3, I.4 representing other informant said:

Q15.I.2: Menurut saya sudah. Karna aplikasi yang di gunakan sudah sering kami gunakan
(I think already. Because the applications that we use have been used frequently)

The researcher did the interview to the I.2, to check the questionnaire, and the result was:

I.2.29: Mahasiswa dan dosenya bisa berbicara secara langsung gitu. Jadi penyampaian materi itu bisa lancar kami terima gitu
(Students and lecturers can talk directly. So, we can accept the material by well)

From the interview it can be concluded that the informant I.2 perceive that the application that he used in learning process can support learning process.

Based on the questionnaire, the answer from informant I.3 it gave infor mation as follow as:

Q15.I.3: *Fitur aplikasi cukup mendukung untuk penyampaian materi* (Application features are quite supportive for material delivery)

To confirm the answer I.3, the researcher did interview to the informant it can be seen as follow:

I.3.19: *Aplikasi yang digunakan ee cukup memadai seperti contohnya whatapps dosen bisa menjelaskan ee tentang teori teori debate meggunakan voice note kemudian jika dosen menggunakaan zoom Jadi dosen bisa menampilkan power point eee dengan menggunakan feature sharescreen*
(The application used by ee is quite adequate, for example whatapps, the lecturer can explain ee about the theory of debate using voice notes, then if the lecturer uses zoom, so the lecturer can display power point eee by using the sharescreen feature)

From the questionnaire and interview, it can be concluded that the informant perceive the application in online learning of English debate support learning process because application's feature facilitated.

From the questionnaire the researcher found the same answer from I.4, as follow:

Q15.I.4: *Diperkuliahan debate menggunakan Voice note WA dan juga zoom dan itu sudah cukup memfasilisltasi saat masa pandemic ini*
(In Class debate using Voice notes WA and also zoom and that was enough to facilitate during this pandemic period)

The researcher did the interview to the I.4, to check the questionnaire, and the result was:

I.4.33: Udah sih kak kalau buat praktek gitu cuma gunain kadang gunain vn atau nelpon biasa gitu kkak jadi udah cukup memfasilitasi
(Yes sis, for the practicing sometimes use vn or make regular calls, so it's enough to facilitate)

From the interview, it can be concluded that the informant I.4 perceives the features of the application support the delivery of learning materials because it can be used to practice.

f. The application can be used well in practice

Based on the questionnaire, the answer from informant I.3 it gave information as follow as:

Q16. 1.3: Aplikasi bisa digunakan dengan baik saat berlatih debat
(The application can be used well when practicing debate)

To confirm the answer I.3, the researcher did interview to the informant it can be seen as follow:

I.3.20: Oo praktek debate bisa diguna menggunakan yang pertama oo voice note pada whatApps kemudian dengan melalui aa telpon whatapps juga bisa kemudian mela menggunakan video call menggunakan whatapps juga bisa kak.
(The practice of debate can be used, the first using voice notes on whatapps, then by calling whatApps, you can also use video calls using whatapps too.)

From the interview, it can be concluded the informant I.3 has positive perception toward application that used in learning process. He said that the application can use for practice debate.

g. The student lack of opportunities to get experience of real debate/less competitive

Based on interview did by the researcher to the I.1 by phone, the explanation as follow:

I.1.13: karena jika kita face to face kita bisa menyanggah dengan apa namanya dengan mudah tapi kalau di tutu kita sulit untuk meyanggaah juga aa itu akan monoton sekali kalau misalnya online.
(Because if face to face it can refute easily but in online it difficult to refute and learning will be monotonous when online)

Basedon the interview, it can be seen that I.1 perceive she prefer to offline learning because in online she can get experience abut the real debate.

2. Affective Component

In affective component, it refers to feelings or emotional dimensions that are not mediated by thinking. Anchored in the data garnered from the questionnaire and in depth interview, all five informans affectively had a positive toward online learning improve students' motivation in online learning of English debate subject. The perceptions as follow as:

a. The students enjoy in learning process

There were several informants proposed their perception toward online learning of English debate subject was students were motivated to participate during online learning even theoretically or practically of English debate because student students enjoy in learning process. This perceptions mentioning by I.1-I.5. For instance I.2, I.3, I.4 representing other informant.

Based on the questionnaire, the answer from I.2, it gave information about this item as follow:

Q13.I.2: Sangat memotifasi. Karna saya tertarik dengan bagaimana berbicara bahasa inggris yang lancar. Dan menurut saya debate adalah salah satu hal yang sangat menarik
(Because, I am interested to speak fluent English. And I think the debate is one of the most interesting things)

Then based on interview, the informant confirmed the information as stated follow:

I.2.23: Jadi menurut saya kalau saya menyukai sesuatu hal maka saya akan fokus dan lebih mudah untuk menyerap apa yang atau lebih aktiflah didalam kelasnya gitu.
(I think, if I like something, I will focus and it will be easier for me to absorb what is or be more active in the class)

From interview, it can be concluded that the student interest to learn debate even it doing online. When the student interest with something he will enjoy in learning process and more active.

Related to this item, the researcher also found the same statement from questionnaire by informant I.3 as follow:

Q14.I.3: Karena saya menyukai debat bahasa Inggris
(Because i like English debate)

The researcher did the interview to the I.3, to check the questionnaire, and the result was:

I.3.18: Oo untuk praktek oo tetap sama motivasi masih tetap meningkat gitu kak karena memang oo menyukai mata kuliah debate itu sendiri.
(For practice motivation is still increasing because enjoys the debate class)

From the interview, it can be concluded that the informant's motivation increasing in doing online learning process because the informant enjoy in debate class even it conduct in online.

Related to this item, from the questionnaire the informant I.4 also said:

Q13.I.4: Sangat karna saya suka sekali berdebat
(..Because I like debate)

Then based on interview, the informant confirmed the information as stated follow:

I.4.25: Iyaa kak karena I.4 juga suka bangat debat
(yes, because like debate)

From the questionnaire and interview, the informant motivated to follow online learning of English debate subject because she enjoy in learning process.

b. The lecturer give motivation to the students about the learning material

Based on the questionnaire, the answer from I.3 it gave the information as follow as:

Q13.I.3: Tentu saja, pada pertemuan pertama dosen memberikan motivasi seputar debate
(Of course, at the first meeting the lecturer give some motivation about debate)

The researcher did the interview to the I.3, to check the questionnaire, and the result was:

I.3.7: Karena ee pada awalnya tentu dijelaskan dulu tujuan dari matakuliah English debate ini. seperti contohnya eee pada mata kuliah ini kita manfaat yang ee salah satu manfaatnya adalah kita bisa meningkatkan skill dari public speaking. Kemudian setelah itu ee ada juga manfaat yang bisa kita raih setelah mengikuti mata kuliah English club debate yaitu kita mempunyai skill debate yang mempuni setelah ini. apakah kita bisa berkompetisi atau kita bisa menjadi ee seorang ee couch dari debate bahasa Inggris gitu kak.
(Because at first, of course, the purpose of this English debate course was explained first. for example: in this course the benefits can improve skills from public speaking. Then after that, there are also benefits that we can achieve after participating in the English

club debate course, namely that we have qualified debate skills after this. Can we compete or can we be ee an ee couch of the English debate)

From the interview, student motivation increases because it is motivated by the lecturer to gain benefits of debate.

c. The student motivated to gain benefit of debate;

There were several informants proposed their perception toward online learning of English debate subject the student motivated to gain benefit of debate. Students who mentioning this perception were: I.2, I.4, and I.5. For instance, I.2, I.4 representing other informant.

Based on questionnaire researcher got information from informant 1.2 as follow:

Q14.I.2: Iya. Karna saya memang suka berbicara bahasa inggris. Demi melatih kemampuan speaking skill saya.
(Ya, because of i like speak English. To improve my speaking skill)

The researcher did the interview to the I.2, to check the questionnaire, and the result was:

I.2.24: Ya, sangat memotivasi karena menurut saya debate itu banyak keunggulan atau banyak manfaatnya.
(It motivated, I think the debate has many advantages)

From the interview, it can be concluded that the student motivate to participate in online learning of English subject because want to gain the benefits of debate.

Similarly, from the questionnaire I.4 said that:

Q14.I.4: Sangat, karna banyak sekali manfaatnya
(Exactly, because there are so many benefits)

The researcher did the interview to the I.4, to check the questionnaire, and the result was:

I.4.30: Udah kak,,, trus juga kan ouhhh karena debate itu manfaatnya banyak bangat kan kak, kayak udah berlatih apa namamnya melatih oooo kemapuan buat ngomong habis itu buat nambah knowledge
(Yes, sis,,, and also oohhh, because the debate has a lot of benefits sis, it's like you've been practicing, what is the name, training, oooo, the ability to talk, after that, to increase knowledge)

From the interview it can be concluded that the informant I.4 motivated to participate in online learning of English debate because she motivated to gain benefits of the bate to improve her skill.

d. The students doing a lot of practice in online make students more confidence

There were several informants proposed their perception toward online learning of English debate subject, the students doing a lot of practice in online make students more confidence. The informant who mentioning this perception I.2, I.3 and I.4

Based on the questionnaire, the answer from informant I.2 the result was:

Q20.I.2: Kurang lebih iya. Karna kami di tuntut untuk berpikir kritis dan holistik dalam menjawab apa yang lawan sajikan.
(Less is more, because we are required to think critically and holistically in answering what the opponent presents)

Then based on interview, the informant confirmed the information as stated follow:

I.2.43:Yaa, soalnya memang saya menyukai hal yang berhubugan dengan debate untuk to be honestnya saya memang suka hal debate dan saya sangat ingin untuk bisa fluent atau fasih berbahasa inggris gitu jadi jadi menurut saya debate itu merupakan satu jalan juga.

From the interview it can be conclude the informant I.2 doing a lot of practice because the lecturer demand to practice. Furthermore, it can make student confidence.

Related to this item, the researcher found the answer from informant I.2 as follow:

Q20.I.3: Ada patner untuk berlatih debat sehingga dapat melatih percaya diri.
(There is a partner to practice debate so that it make confidently)

Then, the researcher did the interview to the I.1 by phone, the explanation as follow:

I.3.29: ***Ee jadi kalau untuk eee partner ee jadi biasanya kita berlatih dengan teman sekelas itu bisa karena platformnya online jadi kita tidak harus bertemu langsung dengan teman. Teman dirumahnya kita dirumah kita juga itu bisa juga.***
(So we can practice even though online. Our practicing partners are usually classmates, because the platform is online so we can do it from home not having to meet with friends.

From the interview result with informant I.3, it conclude that he can practice debate anywhere and anytime through online., that gives the informant some opportunities to practice.

To get more information about this item, the informant gave information:

Q20.1.4: *Dengan beberapa kali latihan dan tugas dan juga perlombaan yang saya ikuti, berkat perkuliahan ini saya merasa percaya diri saya untuk tampil debate sedikit bertambah.*
(With several practicing and assignments and also competition that I have been participated, from this studying I feel more confident in perform debates)

I.4.42: *Iya kak karena dalam beberapa berlatihan di online*
(Yes, because in some practice doing online)

From the interview, it can conclude that by doing a lot of practice in online the informant I.4 more confidence.

e. Reduce student's anxiety in practice

There were several informants proposed their perception toward online learning of English debate subject perceived online debate reduce student's anxiety in practice. The informant who mention this statement: I.1, I.3, I.5

The researcher was conduct interview with informant I.1 the result was:

I.1.42: Ya, belum lagi satu lagi karea saya tipikal kalau offline oo satu sisi tu bagus karena saya tipikal yang gerogi kalau secara offline.
(Yes, on the other hand online learning is good, because I am a typical person who is nervous when studying offline)

From the interview, she argued that she is nervous when practice conducts offline. Furthermore, online make her confidence.

Then, the researcher did the interview to the I.3 by phone, the explanation as follow:

I.3.28: perkuliahan online pada perkuliahan debate dapat meningkatkan kepercayaan diri karena pada perkuliahan online itu kita tidak bertatap muka bertemu langsung dengan aaa lawan bicara kita jadi kita terkesan lebih santai hingga oo kepercayaan diri tu bisa meningkat kak.
(Online lectures in debate lectures can increase confidence because in online lectures we don't meet face to face with our interlocutors so we seem more relaxed so that confidence can increase)

From the interview, the informant argued that in online learning is not meet face to face it make the informant enjoy and also his confidence increase)

I.5.36: Alhamdulillah meningkat si kak Karenaa mungkin kalau offline rasanya berbeda gitu kak kalau online karena kita berhadapan dengan handphone kita jadi cukup percaya diri untuk bealajar debate mempraktekkannya saya yang pertama kali. Jadi cukup percaya diri si kak.
(Increased, because offline learning feels different. If online learning we are dealing with our mobile phones so it makes me confident enough to learn the debate practicing at the first time. So it really make me confident)

From information of informant I.5 she argued that she more confidence because in online just interaction by using hand phone, it make she more confidence in practice debate)

3. **Conative Component**

   In the conative component, perception refers to actions or activity of the Participants. Grounded in the data garnered from the questionnaire and in depth interview, there are six positive perceptions and two negative perceptions related action in social interaction, language skill and self-confidance in online learning of English debate subject.

a. The student have opportunities to ask the lecturer about what they don't understand:

   There were several informants proposed their perception toward online learning of English debate subject the student have opportunities to ask the lecturer about what they don't understand, the informant whot mentioning this were: I.1, I.2, I.3, I.4 as follow:

   I.2.31: Menjelaskan sekalipun kami juga dibebaskan untuk bertanya yaa tentang apas sih yang kurang kami pahami disitu.
   (Explaining even though we are also free to ask questions about what we don't understand there)

   From the interview, it can be concluded that informant I.2 has opportunity to ask the lecturer about unclear explanation

Related this item, the researcher also found same statement:

Q17.I.3: Setelah mengirim audio latihan, maka dosen akan memberikan feedback dan juga dosen memberikan kesempatan untuk bertanya, serta memberikan tugas. Tentu saja interaksi ini merupakan interaksi daring.
(After sending the exercise audio, the lecturer will provide feedback and the lecturer will also provide the opportunity to ask questions, and give assignments. Of course this interaction is an ofline interaction)

Based on the interview, the researcher did the interview to the I.3 by phone, the explanation as follow:

I.1.30: Dia tu terjadi komunikasi jadi bagus. Jadi kalau kita ragu bisa langsung bertanya dan diberikan jawaban secara langsung.
(It is good communication. So if we are in doubt, it can directly ask and answer directly.)

From the interview, it can be concluded that the informant I.3 has opportunities to ask the lecturer about the learning material.

Q17.I.4: Karna dosen juga memberikan kebebasan.
(Because the lecturer also gives freedom)

From the answer above, it can be concluded that the informant I.4 have opportunities to ask anything about online debate class.

b. The lecturer's instruction and feedback on the assignment received well by the students

There were several informants proposed their perception toward online learning of English debate subject the lecturer's instruction and feedback on the assignment received well by the students. The informat who mentioning this were: I.2, I.3, I.4, I.5

Based on interview did with I.2, it can gave information as follow as:

I.2.23: *Oo pemberian feedback dari dosenpun bisa kami lakukan dengan lancar dan dosen yang bersangkutanpun dapat memberikan feedbacknya secara langsung.*
(We can also receive feedback from lecturers smoothly and the lecturers concerned can provide feedback directly)

From this statement, it can be conclude that I.2 has positive perception in interaction with the lecturer during online learning of English subject I.2 received well feedback from the lecturer

Similarly, the researcher also found information from I.3, it gave information as follow:

Q17.I.3: *Setelah mengirim audio latihan, maka dosen akan memberikan feedback dan juga dosen memberikan kesempatan untuk bertanya, serta memberikan tugas. Tentu saja interaksi ini merupakan interaksi daring.*
(After sending the exercise audio, the lecturer will provide feedback and the lecturer will also provide the opportunity to ask questions, and give assignments. Of course this interaction is an online interaction)

To confirm the answer I.3, the researcher did interview to the informant it can be seen as follow:

I.3.23: *Eeem feedback yang diberikan dosen ee dapat diterima dengan baik karena ee pada mata kuliah English club debate online itu feedback itu feedback yang diberikan benar benar ooo diberikan benar benar sempurna ee kesalahan yang kita perbuat misalnya ketika diberikan tugas kemudian setelah itu diberikan feedback dan tugas yang kita buat itu ee kita benarbenar mengetahui dima letak salahya dimana kelebihan kita dalam aaa menyelesaikan tugas tersebut gitu kak.*
(The feedback given by the lecturer was well received because in the online English club debate course, the feedback given was perfect, and the mistakes we made for example, when we were given an assignment, then after that we were given feedback and the task we did. For that, we really know where the fault lies, where is our strength in completing the task)

From the interview, it can be concluded that the informant I.3 has a good interaction with the lecturer because he received well feedback from the lecturer.

The researcher also did interview with I.4 it gave the information as follow:

I.4.35: *Interaksinya baik baik sih kak maksudnya kalau nyampaikan materinya itu juga gak ada kendalanya,, feedback buat tugas juga gak ada kendalanya.*
(The interaction is good, I mean there are no problems on convey the materials, and there are no problems with the feedback for assignments.

From the interview, it can be concluded that the informant has positive perception toward social interaction with the lecturer I.4 receive the feedback from the lecturer smoothly.

 To get more information the informant I.5 said that:

Q17.I.5: *Alhamdulillah, penjelasan materi, instruksi tugas, hingga pemberian feedback oleh dosen bisa kami terima dengan baik.*
(Alhamdulillah, we can accept the explanation of the material, task instructions, and even giving feedback by the lecturer)

To confirm the answer I.5, the researcher did interview to the informant it can be seen as follow:

I.5.30: *Oo,, mengenai feedback atau yang lain lainnya lancar kak, dosennya juga menjelaskan dengan baik kak , meskipun online tapi bisa mendapatkannya melalui vn atau secara langsung melalui zoom kak.*
(Regarding feedback or anything else, it's smooth, the lecturer also explains it well, even though it's online, but can get it via vn or directly via zoom.)
From the interview did by the researcher, it can be concluded the informant I.5 receive feedback from the lecturer through zoom Apps.

c. The students use online applications to communicate with peers effectively

There were several informants proposed their perception toward online learning of English debate subject the students use online applications to communicate with peers effectively. The informant who mentioning this perception were: I.3, I.4, I.5

Based on the questionnaire, the answer from informant I.4 as follow:

I.1.33: Ooo tentu aa krena di debate kita butuh apa namanya berdiskusi atau berkolaborasi apalagi jika kita mendapatkan mm teman satu team berdua atau bertiga jadi kitabuth komunikasi jadi komunikasi meningkat apa namanya intearksinya juga banyak.
(Of course because in debate we need to discuss or collaborate especially if we get a team-mate of two or three so we need communication so communication increases and the interaction is also a lot of)

From the interview did by the researcher it can be seen that the informant I.3 she has good interaction with her friend.

Likewise, the researcher got the information from I.4:

Q18.I.4:Karna sekarang komunikasi online sudah memadai
(Because now online communication is sufficient)

To confirm the answer I.4, the researcher did interview to the informant it can be seen as follow:

I.4.36: Teknologi udah ada applikasi yang bisa memudahkan kita untuk berinteraksi sama bersosialisasi sama yang jauh gitu kak… jadi gak itu sih kak gakkkk terpengaruhu sih kakk.
(There is technology that can make it easier for us to interact and socialize in distant condition)

From the interview, it can be concluded that the informant I.4 perceive the students use online applications to communicate

with peers effectively. Because she can use the application in distance condition.

To get more information the researcher did interview with I.5. the result was:

I.5.31: *Dengan teman teman nggak terlalu si kak. Meskipun onlne tapi masih bisa membuat tugasnya walaupun lewat WA gitu melalui voicenote.*
(Although online but still able to do task even through WA that is through voice note)

From interview the researcher concluded that the informant I.5 has good interaction by using voice note in WA Apps.

d. Improve students' speaking skill

There were several informants proposed their perception toward online learning of English debate subject, improve students' speaking skill. Students who mentioning this perception were: I.1, I.2, I.3, I.4 and I.5. For instance, I.1, I.4, I.5 representing other informant said:

Based on questionnaire researcher got information from informant 1.1 as follow:

Q20.I.1: Bagus untuk skill speaking
(Its good for speaking skill)

The researcher did the interview to the I.1, to check the questionnaire, and the result was:

I.1.40: Meningkatkan skill speaking kita dalam rangka menyampaikan argument di depan umum
(Improve speaking skills in order to convey arguments in public)

From the questionnaire and interview, it can be concluded that I.1 has positive perception about online learnig of English debate subject improving students' speaking skill.

Similarly, the researcher found related statement from informant I.4:

Q20.I.4:Debate ini Sangat menambah pemahaman dan juga keahlian dalam beberapa skill
(This debate greatly increases understanding and expertise in several skills)

The researcher did the interview to the I.4, to check the questionnaire, and the result was:

I.4.41:Didebate ini juga sangat menambah pemaham dan juga keahlian kita juga skill bahasa inggris gtu kakk,,, contohnya kayak speaking skillnya
(This debate also greatly increases understanding and also skills as well as English skills, for example, like speaking skills)

Based on the answer of questionnaire and interview it can be concluded that I.4 has positive perception about the oline learning of English debate adds understanding and improve students' speaking skill.

The same statement also found from the answer of I.4 as follow:

Q20.I.5: *Speaking skill saya lumayan ada progress daripada sebelumnya*
(My speaking skill is quite progressing than before)

I.5.34: Ya tentu itu mengimprove skill speaking saya juga
(Certainly improve my speaking skill)

Based on the questionnaire and interview, it can be concluded that during online learning of English debate I.5 perceive it improve her speaking skill.

e. The student didn't catch the meaning of argument provided by the friend

There were several informants proposed their perception toward online learning of English debate subject was the student

didn't catch the meaning of argument provided by the friend. Students who mentioning this perception were: I.1, I.2, I.3, I.4

Based on questionnaire, the answer of informants I.1 she said that:

Q19.I.1: Kebanyakan tidak, mereka hanya membaca teks dan tidak menjelaskan
(Most of them just read the text and don't explain)

To triangulate the data, the researcher did the interview to the I.1 by phone, the explanation as follow:

I.1.37: Aaa kalau ini saya agak kurang yak arena oo mungkin kebanyakan teman teman saya banyak membaca ya mungkin dia sudah dapat idenya sudah dapat argumentnya tapi dia hanya sekadar membaca sebenarnya kan ooo jadi intonasi yang diberikan gak pas do. Jadi kalau menurut saya untuk sesama teman ya memberikan terkadang saya pas mau meyanggah atau memberikan itu saya gak tau gak saya saya ngak bisa yaa paham dengan apa poin dari argument lawan saya gitu.
(I'm a bit lacking because most of my friends only read. They are already got the idea the argument but they were just reading so the intonation given was not right. I couldn't understand what the point of my opponent's argument)

From the interview, the informant I.1 argued that when his friend provided the argument she didn't catch the meaning of the argument because her friend just likes a text book. Not provide argument as it should be.

To get more information about this item, the researcher found the questionnaire, the answer from I.3:

Q19.I.3: Terkadang ada informasi yang kurang bisa dicerna dengan baik ketika berdebat online karena kita tidak melihat gestur dari lawan bicara
(Sometimes there is information that can't be digested properly when arguing online because we don't see the other person's gestures)

To triangulate the data, the researcher did the interview to the I.3 by phone, the explanation as follow:

I.3.26: *lawan bicara aaa apa namanya teman kita aa dia berbicara berbelit belit menyampaikan argument contohnya jadi kita kurang faham juga dengan apa yang dia sampaikan. Karena kita juga tidak aa melihat body language yang dia gunakan gitu kk.*
(The opponent is convoluted in conveying the argument, so they don't even understand what is being conveyed. Because we also don't see the body language he uses)

Related to this item, from the questionnaire the answer informant I.4 she said that:

Q19.I.4: *Terkadang terkendala pemahaman saya dan teman yang agak sedikit berbeda dan juga dalam pengucapan kata yang agak kurang jelas dan sulit dipahami*
(Sometimes it is difficult for me and my friends to understand which is a little different and also in the pronunciation of words that are a bit unclear and difficult to understand)

The researcher did the interview to the I.4, to check the questionnaire, and the result was:

I.4.39: *Karena eee apa namanya dari suara temannya kadang udah jelas kadang juga dari cara ngomongnya pronounce teman kadang bikin ragu jadi dia ngomong gimi apa sih sih kayak gitu kkak*
(Because sometimes it's clear from his friend's voice, sometimes from the way he speaks, sometimes it makes friends hesitate)

From the information of informant I.4, she argued that when her friend present their argument she can't understand what the speaker said because unclear pronunciation.

f. The student have poor connectivity in interact with friend

Based on questionnaire, the answer by I.2 it can be seen as follow:

Q19.I.2: *Iya sangat berpengaruh. Karna tidak berdiskusi mandiri bersma teman secara realtime*

(It's very influential. Because I don't have independent discussions with friends in real time)

The researcher did the interview to the I.2, to check the questionnaire, and the result was:

I.2.38: kalau masalah diterima dengan baik sama seperti yang tadi ya memang bisa diterima dngan baik tapi terkadang yang namanya online yang kadang ada teman teman tidak memiliki konektivitas yag stabil jadi kadang itu menyulitkan.
(if the problem is resolved properly but sometimes the name is online, sometimes there are friends who don't have stable connectivity, so sometimes it's difficult)

From the information of informant I.2, he mentioned that sometime he and his friend got problem in connectivity. Thus, became the perception the student have poor connectivity in interact with friend

B. Discussion

Based on the findings above, the researcher found several perceptions, whether it was positive perception and negative perception toward online learning of English debate subject. It was showed that there were fifteen positive perception and three negative perception toward online learning of English debate subject To be more specific, the students' perception can be seen from each component of perception itself as follow: Cognitive component: 1) The explain the learning material in detail through interest media; 2) The task given by lecturer adds to student's understanding; 3) The students were able apply the theory into practice successfully; 4) Online learning of debate give the student new experience; 5) The features of the application support the delivery of learning materials; 6) The application can be used well in practice; 7) The student lack of opportunities to get experience of real debate/less competitive.

Affective Component: 1) The students enjoy in learning process; 2) The lecturer gives motivation to the students about the learning material; 3) The student motivated to gain benefit of debate. 4) The students doing a lot of practice in online make students more confidence; 5) Reduce Students' Anxiety in practice. Conative Component: 1) The students have opportunities to ask the lecturer about what they don't understand; 2) The lecturer's instruction and feedback on the assignment is well received by the students; 3) The student can use online applications to communicate with peers effectively; 4) Improve Students' Speaking Skill; 5) The student didn't catch the meaning of argument provided by the friend; 6) The student have poor connectivity in interact with friend.

According to previous study conducted by Fatoni, Rafif & Koirul (2021) entitle "*Students' Perceptions on Using Zoom Application in Debate Course during Crisis Remote Teaching*". The findings of this study show that: The research finds ZOOM Application gets a positive

perception because it is effective and comfortable. However, the problems that the students face are the device to do online learning and internet connection.

From Fatoni, Rafif & Koirul's research, it can be concluded that the eighteen perception found by the researcher include two perception by expert. Because this finding agree with , the students enjoy in learning proccess can be categorized as six (g) perception of positive side that explain by expert and the student has poor connectivity in doing interaction with friend can be categorized as third perception of negative side. The differences finding of this research were Fatoni, Rafif & Koirul's research found this research found students' perception on Using Zoom Application in Debate Course during Crisis Remote Teaching at private university, while this research tried to find students' perception toward online learning of English debate at Islamic university. The limitation of this research is lack of references about Online learning of English debate.

Furthurmore, the study conducted by Zuriah (2021) entitle: Improving Student's Debate Ability Through Virtual Debate At Sma Muhammadiyah 9 Kualuh Hulu Grade XI. The result of this study concluded that: Debate as the medium of teaching speaking ability is effective to improve speaking skills of students such as, students' knowledge, students' speaking fluency, and easy to understand through Online Debate platform that used in the speaking course by students at second grade of SMA Muhammadiyah 9 Kualuh Hulu. Beginner levels learn English by debate is quite effective to improve students' speaking skills. The students said quite effective because the motion arise is about topic that trending and currently happening under status quo. Debate also quite easy and effective to access and improve student's level of knowledge about speaking and their vocabulary become better through leaning by doing concept.

From Zuriah's research, it can be concluded that the eighteen perception found by the researcher include two similarities perception with expert. Such as: The features of the application support the delivery of learning materials and improve students' speaking skill The differences finding of this research were Zuriah's research focused on Student's Debate Ability through Virtual Debate at senior high school level. While this research focused on students' perception toward online learning of English Debate subject at Islamic university.

It can be concluded that the eighteen perception that are found by the researcher include four by expert. From the research finding it can conclude that most of informants have positive perception toward online learning of English Club Debate. Their positive perception is constructed by their cognitive, conative and affective component.

In term of cognitive component, most of the informants give positive perception toward online learning of English debate subject. First, the lecturer explains the learning material in detail trough interest media. Based on the data from I.1, I.2, I.3, I.4,I.5 said that they were able to hold or understand the learning material because the lecturer explain by using interest media like ppt and share it on zoom cloud meeting by using share screen feature. According to Johnson (2020) Zoom is video conferencing software like a tool. Zoom is an easy-to-use tool to create online learning, a video meeting, invite students or colleagues, and share resources. Zoom can act far better in Video conferencing than other platforms. Then, the students were able to apply the theory into practice successfully. Based on data the informant said that they can hold on learning material it proven they can practice well the theory that they have learn.

Next, online learning of debate gave the students new experience. Based on the data from I.5, the informant said that she got new experience because the online debate provides understanding and experience of debate in English for her who is learning this for the first time. It relevant with

(Pitkethly, 2020) offers online learning, students engage with the materials and activities at a deep level, interact meaningfully with their lecturer and with a diverse range of students, and critically reflect on their learning experience. Online students learn a great deal more than unit content alone. They develop a diverse skill set, including technological competency, self-motivation, time management and autonomy. The online platform has the capacity to shape what is learned, given the particularities of how learning takes place.

Next, the features of the application support the delivery of learning materials, during online learning in debate subject the lecturer used several applications like zoom that used to explain and share the material. By using zoom application the informant said that using zoom in explain the learning material that can make the student easier to understand because the lecturer can provided the learning material in ppt media and share it through zoom's share screen feature. For sharing the learning material or assignments sometime the lecturer used WA, that application can be operated well.

Next, the application can be used well in practice. Based on the data the students can be used well the application, they said that in practice debate they used whattApps application. They can record their argument by using voice note feature. It relevant with Sahidillah, & Miftahurrisqi (2020) who stated that WA can be used as media of learning because it have many features that could support the learning process such as group, voicenote, video call, etc. This is also to support Mbukusa's (2018) which showed WA is one of the very good resourceful teaching methods which allow the students to express their thoughts and ideas via various features of the WA. The weakness of this data is when conducting debate the student needs waiting for the recording of the opposing side's argument when they practice. As the result, there is a pause in the debate until the

opposing side provides an audio recording of the argument. It is possible that some students tend to read more when responding to the opposite side of the argument. Furthermore, the opportunity for students to do POI is completely non-existent.

Some of the informants also have negative perceptions it related with the problem faced by the students during conducting online learning of English debate subject: the student lack of opportunities to get experience of real debate/less competitive. Based on data some informants said that during online learning, they preffered debate class in offline to online. If the debate conducts in online they can not get experience of real debate/less competitive.

Next, in term of affective component, the students manifested their positive perception in expressing their feeling toward online learning of English debate subject. Such as: the students' enjoy in learning process. Based on the data from I.1, I.2, I.3, I.4 and I.5 said that they really like debate learning and debate is interesting. It impact on students' motivation to participate in the classroom theoretically or peacticaly. Next, the lecturer gives some motivation about the learning material. Some students state that at the beginning of learning process the lecturer give some motivation to the students about benefit of debate. It can make students motivated to follow the class. According to (Pitkethly, 2020) one of key factor for successful e-learning is foster students' motivation, capture students' attention at the beginning of each lesson by including an activity facilitating group contact, and by informing students of the significance and benefit of the unit material, ideally situating it within a practical context, in order to encourage motivation.

The students doing a lot of practice in online make students' confidence. During online debate class, after the lecturer explained the learning material, the lecturer asks the students to practice the theory that they have learn. Based on the data the informant said that after the lecturer

explains the learning material they practice it. Especially practice the material about role of each speaker in debate. Due to the students a lot of practice it makes them more confidence in practicing the debate.

The last, reduce students' anxiety in practice. Based on the data some informant said that because of practice debate through online, the students do not meet face-to-face with the opposite time and the audience it can reduces students' anxiety during practice and make students more confidence.

In term of conative, the informants mentioned about their perception during online learning of English debate subject, such as: the students have opportunity to ask the lecturer about what they don't understand. Based on the data some students said that they have a good interaction with the lecturer. The lecturers give opportunity to all the students to ask about the unclear information provided by the lecturer during learning process. It related to study conduct by (Alberth, 2011) social interaction is critical not only because it can reduce a sense of alienation and isolation due to the absence of face-to-face communication among the classroom community members, but also because, as far as modern learning theories are concerned, students would learn best if they interact with one another. A particularly important aspect in this regard is teachers' facilitating skills, as these have a significant impact on students' motivation, participation, and engagement in online activities.

Next, the lecturer's instructions and feedback on the assignment received well by the students. Then, students can use online applications to communicate with peers effectively. In this study, some students said that they can interact with the friend by using online application like whattApss. It relevant with the statement of Shodiq & Zainiyati (2020) which stated that WA can also be used as an application to sharing information especially in the current pandemics conditions the flow of information is very fast changing.

Moreover, another activity the informants mention online learning of English debate improve students' speaking skill. Based on the data, all informants stated that they were trained to speak and express their ideas or arguments during online learning in the English debate course. Students' speaking skills can be improved by frequently practicing speaking and developing ideas.

Next problem, the students can't cath the meaning the meaning of argument provided by the friend. Based on data, some informants said that they can't cath the meaning or do not understand with the argument provided by the speaker or friends, it because of lack of fluency and pronountiation. Last problem, the student has poor connectivity in doing interaction with friend. Based on the data, the informant said that in interaction with friends sometime he/she got the problem with connectivity.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This chapter concludes the findings of the research students' perception toward online learning of English debate subject. The researcher found eighteen, fifteen positive perceptions and three negative perceptions. To be more specific, the students' perception can be seen from each component of perception itself as follow: Cognitive component: 1) The explain the learning material in detail through interest media; 2) The task given by lecturer adds to student's understanding; 3) The students were able apply the theory into practice successfully; 4) Online learning of debate give the student new experience; 5) The features of the application support the delivery of learning materials; 6) The application can be used well in practice; 7) The student lack of opportunities to get experience of real debate/less competitive.

Affective Component: 1) The students enjoy in learning process; 2) The lecturer gives motivation to the students about the learning material; 3) The student motivated to gain benefit of debate. 4) The students doing a lot of practice in online make students more confidence; 5) Reduce Students' Anxiety in practice; Conative Component: 1) The students have opportunities to ask the lecturer about what they don't understand; 2) The lecturer's instruction and feedback on the assignment is well received by the students; 3) The student can use online applications to communicate with peers effectively; 4) Improve Students' Speaking Skill; 5) The student didn't catch the meaning of argument provided by the friend; 6) The student have poor connectivity in interact with friend.

B. Suggestion

Based on the results of this research, the researcher would like to give some suggestions to:

1. English Students

    The result of this research can give information to the students of English Department of IAIN Batusangkar about this research, and also can be a reference for the readers who want to improve their comprehension about the online learning of English Debate subject.

2. Lecturer

    Based on research finding, the lecturer hopefully can get valuable information, especially to lecturer of English Club Debate which related to students' perceptions toward online learning of English debate subject, so that the lecturer gets the reflections and know the students' perceptions toward online learning of English debate subject.

3. Next Researcher

    Based on the result of this research, the researcher suggests to the other researchers to consider this research. Other researcher expected to research about students problem in online learning of English debate subject.

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