The Voice of English Language Study Program Students towards Online Debate Learning during Pandemic Covid 19

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Abstract

This research aims to find out the voice of ED students towards the effectiveness of online debate learning during pandemic Covid-19. This research use quantitative approach, and collects the data by questionnaire instruments trough Google Form. It took 32 participants of fourth semester in academic year 2020/2021. The result of this research revealed that percentage of students perception that used Likert Scale scoring and processed by using Formula of Sugiyono, the percentage is 63,74% which accumulated from the percentages of perception indicators that is Acceptance or Absorption is 61,32%, Understanding or Comprehending is 63,82%, and Evaluation or Assessment is 66,09%. This percentage is the good category that according to Sugiyono's classification which mentioned that 61-80% is classified as good perception. Even though, 63,74% is the low standard of perception score. This low average of perception caused by the students' negative perception that is complained about technical obstacles such as unstable internet connection, out of mobile quota, and also the limited internal storage. Furthermore, in open-question in the last part of questionnaire, there are only 2 students who have positive perception, 14 students have negative perception while 12 students have both positive and negative perception. From the result of all data process, I concluded that the students were perceived that this online learning is effective in replacing offline learning during pandemic Covid-19. However, the students preferred offline class in practicing debate skill. As the consequence, this research recommended the teacher and the students to always have a plan B in solving these obstacles during online debate amid pandemic Covid-19. In addition, this research still needs further study that can resolve their difficulties properly.

Key words: Perception; Online Debate; Quantitative

RESEARCH BACKGROUND

Generally, all educational institutes were prioritized to teach English speaking skill by face-to-face meeting in the classroom. The teacher or the instructor asked the students to practice their English speaking skill by implemented some of learning method such as presentation, demonstration, discussion, or debate in front of the class. These practical methods are able to stimulate and support the students to be more get involved into speaking activity.

Meanwhile, since the global epidemic named Covid-19 spread in Indonesia, education sector have to run all the learning process into virtual that is known as Learning from Home which utilizing electronic devices and the internet network connection. This refered to The Minister of Education and Culture, Nadiem Anwar Makarim which released Circular Number 4 of 2020 that concerning the Implementation of Education in Emergency of Covid-19 whereemphasized that online learning was carried out to provide meaningful learning experiences for students and focused on increasing students' understanding of the corona virus outbreak.

Moreover, in following the instruction of The Minister of Education and Culture, a number of educational institutions have also issued circular letter regarding to the implementation of online learning. Universitas Negeri Gorontalo is one of the university that already applied this online learning system since pandemic Covid-19 has plagued in Gorontalo. The implementation of online learning will gradually adjust to the conditions around the university during pandemic Covid-19.

However, in Faculty of Letters and Culture especially in Educational English Department, there are some courses that will be more effective if it run by face-to-face. One of the course is Speaking Academic Purposes which is mostly the students were practiced an academic debate in the class. The performance of debate itself required the students to group teams which is divided into the government team and the opposition team. Considering that debate practice as same as real competition such as NUDC (National University Debate Championship), each team should keep on secret their own arguments while case-building time until it presented in front of the class.

Furthermore, the problem comes from the ordinary implementation which is hardly to do in online class that each team is even permitted to leave the room to formulate their own strategy or case building. This allowing was aimed to maintain the confidentiality of the facts, arguments and statements of each team that will be presented later as the supporting data in order to win the debate process. Therefore, running this debate online learning by using E-learning providers became a new challenge for the students where they have to be well-prepared in following their online debate class.

Based on explanation above, this studyanalyzes how the students' perception towards learning debate by virtual class/ online learning during this pandemic Covid-19. This study only focused on find out the effectiveness of online debate learning from students' point of view. Therefore, I formulated a title of this research as "The Voice of ED Students towards Online Debate Learning during Pandemic Covid-19".

METHOD

Technique of Data Collection

As mentioned previously, there was a long day-off lecturing due to the corona virus pandemic. Therefore,this research instrument is a questionnaire in Google Form. A research instrument is a measure-tool that used to observe anatural and social phenomena. Specifically, all these phenomena are called research variables (Sugiyono, 2010). This study used questionnaire because according to the theory of Sugiyono (2010) which claimed that questionnaire is an efficient technique of data collection if the researcher know exactly what variables to measure and what can be expected from respondent.

Furthermore, the technique of collecting the data in this research was carried out in several stages. The first was distributed the link of questionnaire through WhatsApp Group that already joined by the respondents. The second was informed the respondents that they have 5 days to fulfill the questionnaire because the online distribution of the instrument itself is different with offline situation where the result of data from questionnaire paper can be collected at the same time. After receipted students' responses in 5 days, the questionnaire in Google Form have closed and cannot be accessed by the respondents anymore because the primer data result will be processed by Likert scale guidance.

In addition, students' perception can be said as the positive if the most answer are strongly agree, and perception can be said as the negative if the most answer are in strongly disagree choices. Therefore, the data processing used Likert Scale that according toSugiyono in Anggriani (2021, p.20) which stated that the Likert Scale is used to measure attitudes, opinion and perceptions a person or group of people about social phenomena. The table ofLikert Scale in below.

No	Statement		Responses/Perception	
			Positive	**Negative**
1	Strongly Agree	SS	4	1
2	Agree	S	3	2
3	Disagree	TS	2	3
4	Strongly Disagree	STS	1	4

Table 1: Statements Score by Likert Scale

Each response category was assessed. For positive items the largest score is 4, the lowest score is 1, and vice versa if the item negative. An item or perception is said to be positive if the largest is in the strongly agree response, whereas if the item or perception is negative, the largest number is in the strongly disagree response.

Technique of Analysis the Data

Quantitative data analysis, this research data will be analyzed by use several steps. First, the researcher ranks the respondents' data based on when the questionnaire was collected. Second, the data that has been received is then entered into the research table. Third, in the research table, the researcher calculates the percentage of respondents who are divided into four parts, namely strongly agree, agree, disagree, and strongly disagree. The use of scale classification in this research is to measure the agreement and disagreement of respondents to the object in the questionnaire. The statements contained in the questionnaire that will be assessed by respondents. So in this study, the result of the data is ordinal data (tiered without a score). The numbers used are just sequences to make it easier for the researcher. So, the analysis is only in the form of frequencies (numbers) or proportions (percentages / %). From the results of this percentage will be found the results of a questionnaire regarding the perceptions of students. In identifying the data with using formula of Sugiyono (2010, p.107) as follows:

$$P = \frac{f}{n} \times 100\ \%$$

Note :
  P   = The Percentageof score respondent answer
  f   = Frequencyof alternative answer
  n   = Totalof respondent
  100%   = ContantNumber

Analyze the data to describe variable, with determine the percentage of the statement with using formula of Sugiyono (2010, p.111):

(Sugiyono, 2010, p.111)

$$P = \frac{AS}{IS} \; x \; 100\%$$

Note :

P = Percentageof the statement

AS = Actual Score, namely the score total of the respondent

IS = Ideal Score, namelymaximum score

Afteranalyze the percentageofstatement or indicator, the reseacherdistribute the data intocategory (Sugiyono, 2010:107) becausethisclassificationwill show the categoryof online debateleaerningthatwillconcludedwhethereffective or not.

No	IntervalPercentage (%)	Category
1	81 - 100 %	VeryGood
2	61 - 80 %	Good
3	41 – 60 %	Not GoodEnough
4	21 - 40 %	Not Good

Table 2: Interval Category for Indicators and Statements

FINDINGS AND DISCUSSION

Findings

This chapter presented the data result of research that obtained from spread the questionnaire (in Appendix 2) through Google Form. First of all, the respondents' answers or students' perception will be displayed in the percentage form on the diagram below:
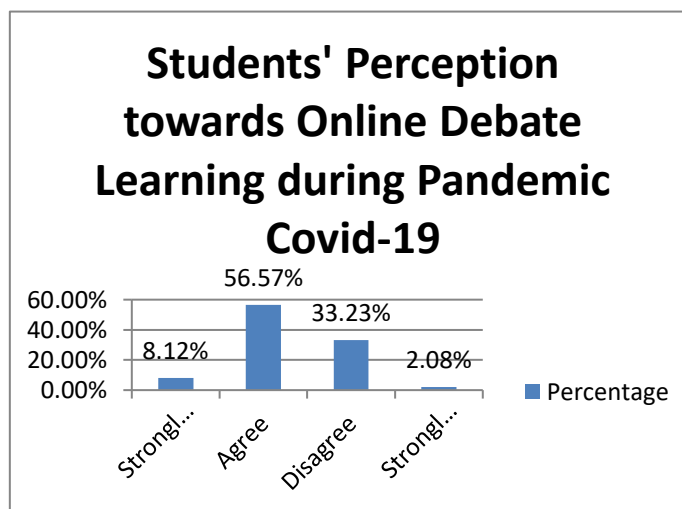

Table 1: Percentage of Students statements

The diagram above showed that only 8,12% of students were strongly agree with the implementation of online debate learning while most of them were agree with this new learning situation that proved by the highest percentage of agreeing statement that is 56,57%. This highest percentage means that the students are perceived that learning debate via online class during pandemic Covid-19 is still good or included as an effective learning during pandemic even though some obstacles have found that proved by the percentage that which is there are 33,23% of students were disagree and 2,08% of them were strongly disagree. Therefore, an online learning of debate is good from students' point of view even the result of interval percentage is only in the interval of 61-81%.

Furthermore, the specific result of this research will be displayed that arranged by each indicators of perception which are Absorption or Acceptance, Understanding or Comprehending, and the last is Evaluation or Assessment. The result of research data for each indicators will be explained as follows.

1. *Absorption or Acceptance*

The students either individually or together were accepted or absorbed the treatment of online debate learning by the senses both sight and hearing. From absorbing and accepting, they will gain image, reaction, or impression in the brain. That image can be singular or plural which depends on the object had been observed.

The research result on this indicator that is Absorption or Acceptance through questionnaire analysis for each statements will be displayed in the table below:Summary of percentage score of Absorption or Acceptance

The table of Absorption or Acceptance indicator above showed that students' point of view towards online debate learning during pandemic Covid-19 is concluded as a good category. It proved by the average of percentage is 61,32% which means related to Sugiyono, 2010 that said a perception in percentage around 61-80% is classified into good category. A good category in this indicator means that the students can absorbed and accepted the online debate learning as well as in the offline class by used their senses both sight and hearing either from the method, material, and media of learning.

Each indicator have the positive (1-6) and negative question (7-10). In the positive question, the respondents were expected to give a good perception or agreement towards the question/ statement point. Interestingly, in number 3 showed a different result which is contrast with the expectation and only got 54,7% percentage that indicated a low score of agreement and classified as not good enough category. This finding showed that the students were only agree about some positive statements of the online debate learning. The students can accept and absorb well but they thought the method of debate learning via online is not really helped them.

Moreover, the result of this study also founded that some students were experiencingin technical obstacles while following the online debate class that proved by their agreement in negative question/ statements (number 7 to 9). The score of the negative statements is 1, the more of respondents choose agree, the more low the percentage of that

questions. In addition, the students also were agree that online debate makes them feel bored which proved by the percentage in number 10 is only 55,5%.

To sum up, this indicator analysis already found that the respondents were perceived about their absorption and acceptance towards online debate learning during pandemic Covid-19 were not significantly effective but still included in the good category.

2. *Understanding or Comprehending*

The students can organize, classify, compare, and interpret until formed an understanding or comprehending about online debate learning during pandemic Covid-19. The process of forming understanding and comprehending itself is very quick and unique. The understanding and comprehending that is formed depends on previous images that students already have.

The table of Understanding or Comprehending indicator above showed that students' perception towards online debate learning during pandemic Covid-19 is also included into good category. The good categoryalso proved by Sugiyono, 2010 that categorized that percentage of 63,82% is included into interval percentage of good category. A good category in this indicator means that the students were understood and comprehended as well as offline debate learning. This online debate learning were not constrained their ability in organizing, classifying, comparing, and interpreting all the material of debate.

Surprisingly, the result in positive question especially in number 13 and 14 provided a low percentage of agreement which is contrast with the expectation of this study. The percentage means most of the students felt that debate material in online meeting is difficult to be understood and also difficult for them in practicing debate through virtual class. On the other hands, the result in negative question especially in number 20 was showed more than half percent of respondents were disagree. The students' disagreement indicated that this online debate learning was equally well-controlled, well-assisted, and well-treated by the lecturer or the instructor.

Therefore, the category of understanding and comprehending indicator was good from the students' point of view even it is not showed a high percentage or only get average that is 63,82%.

3. *Evaluation or Assessment*

After the process of understanding or comprehending, an individual will have an evaluation or assessment. The individual subjectively compare the recent comprehension that just been obtained with the criteria of online learning.

The average percentage of 66,09% is categorized as a good criteria which is related with Sugiyono, 2010 stated that interval percentage of 61-80%. A good category means that the students well-evaluated and well-assessed the online debate learning during pandemic Covid-19 that according to the stimulation or treatment that already accepted and absorbed, also after comprehended and understood the material of online debate.

There are an interesting result that detected in this indicator which is students were gave a disagreement towards positive question that is number 22 and 23. This finding means that online learning puts them in a difficult interaction between them where the debate activity itself is need more interactive communication among debaters. Additionally, they also perceived that this online debate learning was not really improved their competency or their skill in debate which proved by the percentage in number 22 is more than 50%.

Meanwhile, the students' perception towards 2 negative statements that is number 27 and 30 were showed a good perceptions. It means that the lecturer/ instructor of debate course gave the appropriate assignments and gave an objective assessment to students.

Overall, the voice of ED students or ED students' perception towards online debate learning during pandemic Covid-19 that classified and identified through 3 indicators of perception, it can be concluded that the implementation of online debate learning during pandemic Covid-19 is included as a good learning, or can be said that this new learning situation of debate is effective enough run in amid of Covid-19 even though still found some obstacles that already explained previously.

The accumulation of the three indicators of perception above showed that students' perception towards online debate learning is still categorized as good category, but that 63,74% is a very low standard of satisfaction which is not reached at least 70% or 80%. This percentage proved that students' have a positive also negative perception because the online debate learning was found some obstacles and difficulties which detected in each indicator.

Moreover, this study was also formulated one additional question into the last page of Questionnaire. The respondents were asked to write down at least one paragraph about their opinion after experiencing the whole process of online debate learning during pandemic Covid-19.This questionis substitute a direct interview and the result can support the findings of this research. Therefore, the result of research explained below such as follows:

Question: "Overall, how is your opinion after following the entire process of online debate learning during pandemic Covid-19?"

Answers:

1. *"Menurut saya untuk pembelajaran debat Bahasa Inggris secara online bisa dikatakan kurang maksimal untuk dilakukan secara online dan dengan online ini juga kemampuan saya dalam berbicara bahasa Inggris tidak meningkat dari sebelum-sebelumnya."*

   "In my opinion, learning debate can be said that is not optimal to be run via online. Moreover, learning debate through online is not increased my English speaking skill."

2. *"Pembelajaran online ini cukup membantu dikondisi pandemic saat ini, kita bisa menerima materi dengan baik, dan latihan debat dengan baik. Mungkin kendala yang kita alami hanya karena jaringan jelek selain itu   proses pembelajaran cukup baik."*

"This online learning is quiet helpful in the recent pandemic condition, we can accept materials as well as practicing debate itself. However, we also experienced such as lack of connection that impacted to the process of learning is not running good enough."

3. *"Kalau menurut saya proses pembelajaran debat bahasa Inggris secara online selama pandemi Covid-19 yaitu itu cukup efektif karena sewaktu saya mempelajari mata kuliah tentang materi tersebut dosen/instruktur menggunakan voice note di via WhatsApp, tetapi masih ada banyak kendala juga seperti jaringan data yang tidak stabil, memori telepon yang full sehingga ada yang tidak dapat mendownload voice note, dan kurangnya feedback dari teman-teman".*

"From my point of view, the process of online debate learning during pandemic Covid-19 is quiet effective because the lecture/ instructor is using voice note through WhatssApp. Unfortunately, the disadvantages that found such as an unstable mobile data connection, the phone memory is full so cannot download the voice note anymore, and also less of feedback from friends."

4. *"Menurut saya pribadi, kurang efektif karena kami tidak leluasa menanyakan ketidakpahaman kami tentang materi debat ke dosen pengampu hal ini disebabkan kendala jaringan dan waktu yang kurang"*

"In my personal opinion, this online learning is not effective because we are not that free in delivering or ask the lecturer/ instructor about our misunderstanding of debate material. Sometimes it caused by the lack of connection and also not in the right time."

5. *"Menurut saya lebih efektif pembelajaran debat bahasa inggri ssecara langsung ketimbang secara online, karena tidak mengalami masalah jaringan. Jika mengalami masalah jaringan dikarenakan online maka debat nya tidak akan maksimal karena ada gangguan".*

"I think that learning debate is more effective if it run by face-to-face or offline class instead of run by online class. In online class, the process of debate will not maximal because disturbed by networking problem."

The answers from several respondents above already represented the other respondents' answers because all the respondents were mostly have similar answers in this last part of question in Questionnaire. However, there are 4 students who did not answer while 2 respondents gave only positive perception, 14 respondents gave negative perception, and 12 have both of it. Apparently, from the result of the open-question, the students are mostly have a negative perception that support the reason why of percentage of perception is only 63,74%. Their experiences that found obstacles and difficulties formed their negative perception at the same time.

In conclusion, the result of students' perception that already analyzed by the Likert Scale, online debate learning is effective to be implemented during pandemic Covid-19

condition in spite of the fact that still have certain obstacles and problems that must be solved such as technically lacked of internet connection and lacked of mobile data which makes the online learning process is less optimal. Instead, the students were still well-absorbed and well-comprehend the material of debate learning even though they also were bored while following the class.

Discussions

Based on the research result of students' perception towards online debate learning during pandemic Covid-19 that accumulated by Likert scale and measured by percentage analysis, it had run well which results the final average score with percentage of 63,74% that included in a good category. The result of percentage in good category also states that online debate learning has been effectively implemented even though still have several obstacles.

Furthermore, the students' perception towards online debate learning during pandemic Covid-19 in indicator Absorption and Acceptance is in the good category with percentage of 61,32%. It means that online debate learning is still can be accepted and absorbed by the students through their senses of sight and hearing in terms of method, material, and learning media even though there are still some technical obstacles that experienced by the students and there are pros and cons among them. Nevertheless, the students also are still demanded to be independent and diligent as the form of self-responsibility of themselves.

On the other hand, students' perception towards online debate learning during pandemic Covid-19 in indicator Understanding and Comprehending is in the good category with percentage 63,82%. It means that students are understood and comprehended the online debate by organize, classify, compare and interpret even there also were found problems that disturbed the students in understanding and comprehending such as difficulty in practicing debate and difficulty in corporate between students.

On the other side, students' perception towards online debate learning during pandemic Covid-19 in indicator Evaluation and Assessment is in good category with percentage of 66,09%. It means the students already evaluated and assessed the online debate learning as well that according to the stimulation that gained after accepted and comprehended the debate learning via online. Although the online debate learning is still have several problems, but the students needed a high perseverance and independence so that most of students have got the good grades or scores that accordance with their absorption and comprehension of online debate learning.

In sum up, in this process of perception, the students were required to give an assessment towards online debate learning that is positive or negative, like or dislike, agree or disagree, and so on. By the existence of perception, an attitude will be formed that is a stable tendency to act in a certain way and in a certain situations. Therefore, students' perception in percentage display is only 63,47% that supported by their additional perception in the last question of Questionnaire which founded their negative perceptions more than the positive perception.

Briefly, the findings of this research is almost similar with the research conducted by Moh. Hafidz (2020) that highlighted the interval percentage of respondents is only 66% were improved their speaking ability even though the internet connection was very weak. The connection lacking is only impacted to their assignments which is difficult to be collected, it was not impacted to their speaking. This study also was detected that there are 51% of respondents have low motivation in following online English learning.

On the other hand, another findings in study that conducted by Rakhmanina and friends (2020) is point out only listening skill, but the obstacles and the challenge that found in this study similar with my research which is the students were complained about the lacking of internet connection during their English online class. There are 45% students were not well connected to online class. This 45% means that almost half of students cannot accessed their virtual class. Therefore, Rakhmanina's study related with this study which found the same obstacles from students' point of view.

Moreover, Arya Fitri and friends (2021) conducted a research that took the English teachers as the participants. The teachers' perception towards this online learning system forced them to also have considered students' condition that is difficult in access the online class because they also were difficult in finding a stable internet connection and sometimes were out of internet quota. The similarity of this study with mine is placed in the obstacles, also the teacher already choose Voice Note where the instructor of my participant also did that alternative while practicing online debate.

The last study that related with this research is a study composed by AbdulrahamanAlzamil (2021) where his participants that is students have positive attitudes towards online speaking class, but the students still preferred face-to-face or offline class which there is no technical obstacle that caused the online speaking learning itself become less effective. The participants of my research also have a similar attitudes which already detected in their written opinion. The accumulation result of the percentage and the comparison of negative-positive perception in the open-question proved that the participant of my research were also preferred to enroll an offline speaking class.

To sum up, the researcher concluded that online debate learning is one of an effective solutions which is slightly helpful for students in the middle of this pandemic Covid-19 conditions. This online class is an alternative learning in order to keep continuing the process of lecturing or teaching that aimed to keep giving education and knowledge to students. The implementation of online debate learning is still included into good category even though some obstacles was detected and were experienced by some students that caused the online debate learning become less optimal at the time such as an unstable internet connection, a limited internal memory, and also the time limitation in the class.

Suggestions

After conducted a research and data analysis, the researcher suggested as follows:

1. I hope the lecturer and also the students have the regular evaluation about the importance of learning preparation. It is because the online learning that implemented in the middle

of pandemic Covid-19 itself is generally difficult and something new for all academicians in the education sector included university. Therefore, by doing an evaluation between students and teacher, both can have the Plan B in order to keep continuing the online debate process.

2. I hope this research provided a relevant information to the next researcher who wants to conduct a further research that related to this topic of online debate learning during pandemic Covid-19.

CONCLUSION

According to the result of research in the previous chapter, I concluded that the voice of ED students or ED students' perception towards online debate learning during pandemic Covid-19 categorized as a good criteria even though the percentage is only63,74%. The obstacles during the learning process such as unstable internet connection, limited internet quota and limited internal storage, were formed the students have two sides of perception that is both positive-negative.

Furthermore, the standard of good category in this findings of research proved that students perceived this online debate learning is quietly helping to replace the offline learning in the middle of Covid-19 crisis. However, students also preferred that offline class because in online class have to deal with the obstacles and difficulties in practicing debate.

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