

CHAPTER I

INTRODUCTION

A. Background of Study

Language is basically a tool for communicating contents from human mind. Human need language to convey their intent to others through various ways, one of which is speech. According to Bashir et al. (2011), language is basically speech. In its use, the language spoken is different in each country. Mostly, the language used to communicate internationally is English. English is the language of communication and understanding between many countries in the world, since it is the language of political and scientific conferences and forums, and the language of publishing and scientific research in various fields, especially technical and medical (Al-Arifi, 2020).

In English, there are four main skills that become the benchmark of someone's ability to speak in English, namely speaking, listening, reading, and writing. One of the four, speaking, is considered the most important and most difficult skill for English language learners to master (Rao, 2019). According to Laoli (2021) speaking is the act of conveying thoughts or ideas from the speaker to the listener. Speaking is needed in human communication in terms of exchanging opinions, conveying ideas, and others. Speaking is a skill that is produced orally. Oral language is the best way to convey ideas, opinions, and others (Yulia & Aprilita, 2018). Therefore, the goal of English learners is to be a good speaker.

One way to improve speaking skills is through debate. According to Tianame et al. (2019), Debate is a very important strategy in developing speaking skills of learners effectively. Speaking is about confidence. Debates require learners to speak in public, training themselves to speak more confidently with their well-arranged arguments based on short research they did previously. Besides, according to Mont (2014), debate can improve learners' ability to understand the lesson and be more responsible for their understanding because debate requires them to do research, analysis, and argue according to facts and logic. For the reasons, debate is the perfect choice to create a good speaker.

The importance of debate skill has also been conveyed by Allah in Q.S. An Nahl/16: 125.

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَادِلْهُمْ بِالَّتِي هِيَ
 أَحْسَنُ ۗ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ [النحل،
 ١٢٥ : ١٦

In the verse 125 of An-Nahl above, it is explained that debate is one of the important da'wah tools since it can be beneficial for justifying and refuting the logical fallacy of unbelievers by using arguments based on the holy verses of Qur'an, science, logic, and rhetoric that definitely leads to the truth (Shihab, 2012). Thus, we can understand that debate is one way that can lead to the understanding and truth which is needed to straighten out wrong thoughts. Therefore, debate ability becomes very important, especially for learners who are engaged in the field of science.

Debates have rules and procedures for implementation so they cannot be carried out arbitrarily. Before being able to conduct a debate in front of the public, the debater needs to practice first about the terms in the debate and how to make a good and appropriate argument. The debates and the training are usually conducted face-to-face using verbal communication (Chen & Swan, 2020). The coach and his debater learners face to face in a debate training. However, it is different from LiDS Educia which is a debate organization conducted at Antasari State Islamic University Banjarmasin. They started a new era in their learning history by using online learning.

Linguistic and Debating Society (LiDS) Educia is one of the linguistic organizations that accommodates Antasari State Islamic University learners in developing their interests and self-actualization in linguistic and debate as well as acting as a cadre formation organization (About LiDS Educia, 2023). LiDS Educia was first initiated by three Antasari State Islamic University students who later also acted as its founders, they were Yazid, Rifqi, Alfini and then officially launched on March 20th, 2014 (Youtube). LiDS Educia has six divisions. They are the training, secretarial, public relations, information and communication, tournament, and language divisions. The language division divided into Arabic and English. LiDS Educia provides English debate training which is usually coordinated by the English division. Learning English debate in this organization is usually done face-to-face twice a week on Friday afternoon and Saturday morning. However, since the Covid-19 pandemic which began to attack the world since the end of 2019, LiDS Educia had a hiatus in holding English debate

lessons. At that time the government began to issue policies to implement distance learning or online learning. Only at the end of 2020, LiDS Educia began to reactivate their English debate learning. Not face-to-face, but LiDS Educia tries to follow the trend of online learning by shifting their English debate learning to an online platform that can reach all LiDS Educia members wherever they are, even though they are far apart.

However, after doing several online English debate lessons, it was found that there were many obstacles experienced by the coaches. Based on preliminary observations that conducted by the researcher, the three coaches who taught English debate encountered many difficulties such as the difficulty of arranging online classes in accordance with the atmosphere of the English debate to the lack of motivation of members in participating in online English debate learning.

There are several previous studies related to English debate learning such as research from Puteri (2021) entitled *The Implementation of Online Classroom Debate Technique to Improve Students' Speaking Performance*, she focused on investigating the implementation of online classroom debate technique to improve students' speaking performance, the advantage, disadvantage, and the obstacles face by the teacher. In her result of research, she found that online technical debate could improve students' speaking ability. Then, the research did by Warrick (2021) entitled *Challenges and Adaptive Strategies to Teaching English Debate Online*. His research aimed to examine a strategy for teaching an online English debate course the Rikkyo University. The result showed that the strategy was effective in reducing cognitive load and improving the quality of students'

learning experience. The last, the research conducted by Maharani (2021) entitled *Students' Perception on English Debating Club Activities for Their Critical Thinking*, which described students' perception of the English Debate Club and the strategies used by them. The result showed that students' critical thinking was improved while learn by debate strategy. Those previous studies have the similarity and the differences from this research. The main similarity is the object of the research is the Debate learning, then the main difference is this research explained the learning process of English debate in online learning condition according to the learning system implemented by LiDS Educia. In addition, the researcher will also compile the challenges experienced by the English debate coaches who manage this online debate class. Based on this condition and problem, the researcher conduct a study entitled **“The Implementation of Online English Debate Learning at LiDS Educia.”**

B. Definition of Key Terms

1. Implementation

The implementation refers to the performance or implementation of a process of learning English debate activities that are carried out online at LiDS Educia.

2. Online English Debate Learning

Online English debate learning refers to the English debate which is taught by the LiDS Educia debate coaches to their members online using WhatsApp and Google Meet at LiDS Educia.

3. The Challenges of LiDS Educia coaches

The Challenges of LiDS Educia coaches refers to the difficulties and challenges faced by LiDS Educia coaches in conducting online English debate learning at LiDS Educia via WhatsApp and Google Meet.

C. Research Questions

1. How is the process of online learning of English debate at LiDS Educia?
2. What are the challenges faced by LiDS Educia's coaches while carrying out online English debate learning?

D. Objectives of Study

1. To describe the process of online learning of English debate at LiDS Educia
2. To know the challenges faced by LiDS Educia's coaches while carrying out online English debate learning

E. Significance of Study

The result of this research is expected to contribute to the field as follows:

1. For the debate coaches

This research can be a reference for debate coaches to manage online English debate classes. In addition, the debate coaches can comprehend and study the problems and solutions in managing the online English debate classes contained in this study to be able to create a better debate class and improve the quality of their training.

2. For LiDS Educia

This research can be a source and evaluation material to improve their learning system.

3. For the researcher

The researcher can improve her ability and understanding in English debate and how to manage their classes online. The researcher can also study the problems faced by the LiDS Educia debate coaches and learn to find solutions in order to improve the scientific quality of the researcher in this topic.