

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Process of Online English Debate Learning at LiDS Educia

Online English debate learning that was implemented at LiDS Educia was coached by three coaches from the executive members. In practice, two applications were used as the learning media. First, WhatsApp was used by the coaches as virtual class to gather members, share information and deliver learning materials. Second, the coaches used Google Meet as a media for practicing English debate. Furthermore, in general, online English debate learning at LiDS Educia is divided into 3 main stages: debate preparation, debate lesson and debate practice.

a. Debate Preparation

Debate preparation stage has three steps as follows:

1) The coaches selected the application for English debate learning.

The coaches selected the application for English debate learning based on the following considerations:

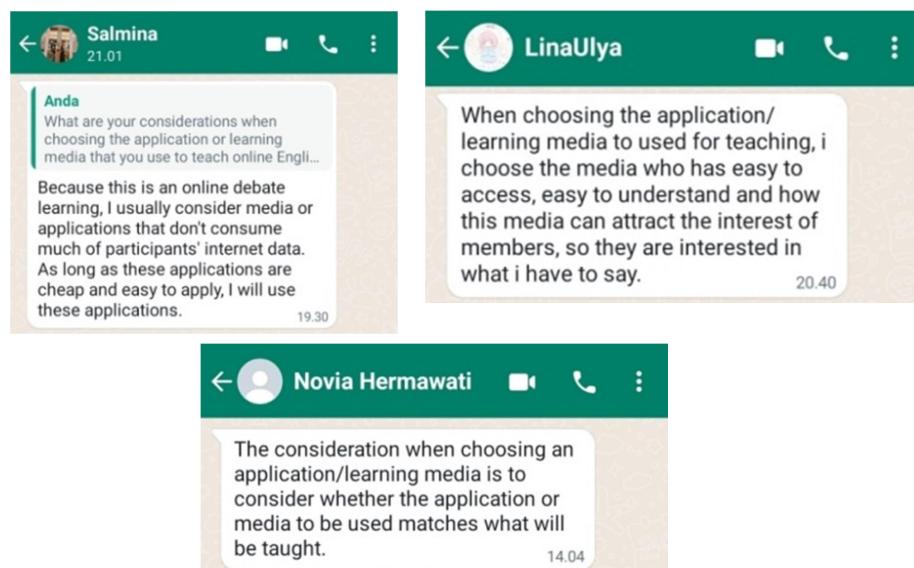


Figure 4.1 Coaches' considerations on choosing application for the learning

In the observation, it was found that the applications used by LiDS Educia coaches to implement English debate learning were WhatsApp and Google Meet. WhatsApp group was used as a virtual class to gather members, communicate, share announcements and deliver materials. Meanwhile, Google Meet was used as a virtual room to conduct debate practice.

2) The coach created a WhatsApp group.

The coach created a WhatsApp group that functioned as a virtual classroom to communicate with each other and as a learning space. This WhatsApp group was used by coaches and members to communicate such as to share information and disseminate announcements. In addition, this WhatsApp group was also used as a learning space, especially to deliver materials and ask questions.



Figure 4.2 WhatsApp Group for online English debate learning

3) The members were added to the WhatsApp group.

The members were added into a WhatsApp group that was created as they could gather in the same virtual space.

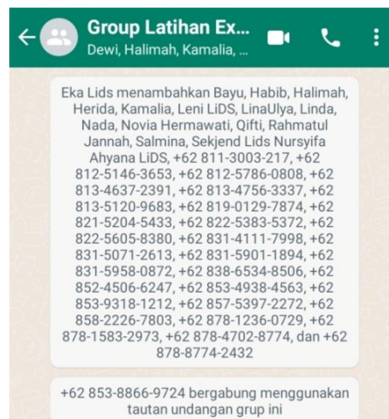


Figure 4.3 The members were added into a WhatsApp group.

b. Debate Lesson

Debate lesson stage has five steps as follows:

1) The coaches opened the lesson on WhatsApp Group

The coaches opened the lesson by greeting the members. The coaches also tagged the members in order for them to participate in the lesson. The coaches used Indonesian and English as the language of instruction.

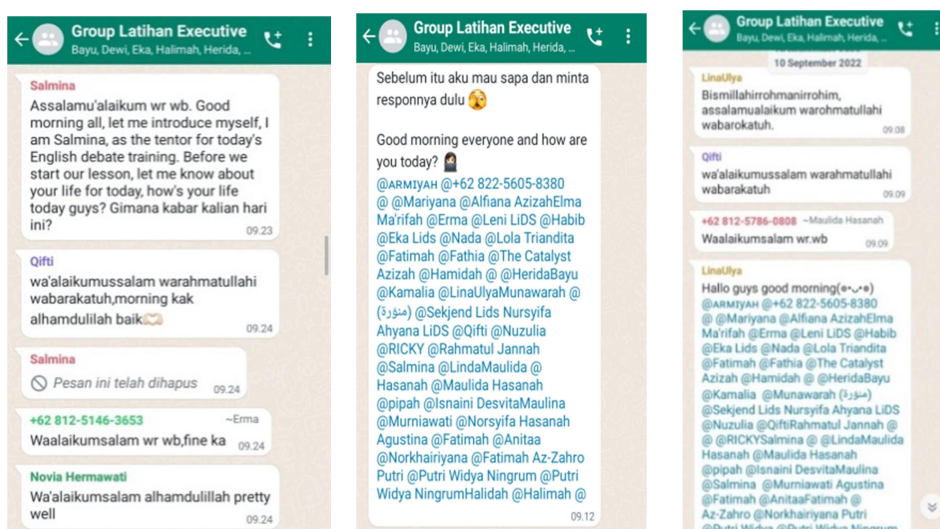


Figure 4.4 The coaches opened the debate

2) The coaches sent the material

The coaches sent images of Power Point containing learning material. Each image was accompanied by audio recording containing explanations about each image of the material sent. At this step, the coaches used *Photo/Gallery* and *Document* features to send the files.

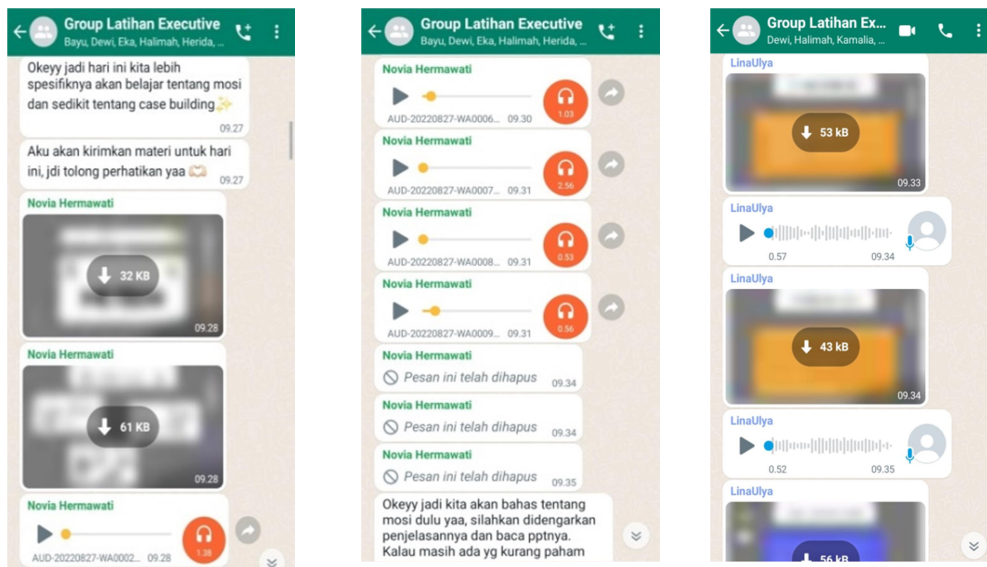


Figure 4.5 The coaches sent the material

3) The members read and listened to the material

At this step, the members were instructed to read the material in each image and listen to the coaches' explanations of the audio recordings they sent. The members were given times to read and listen to the material.

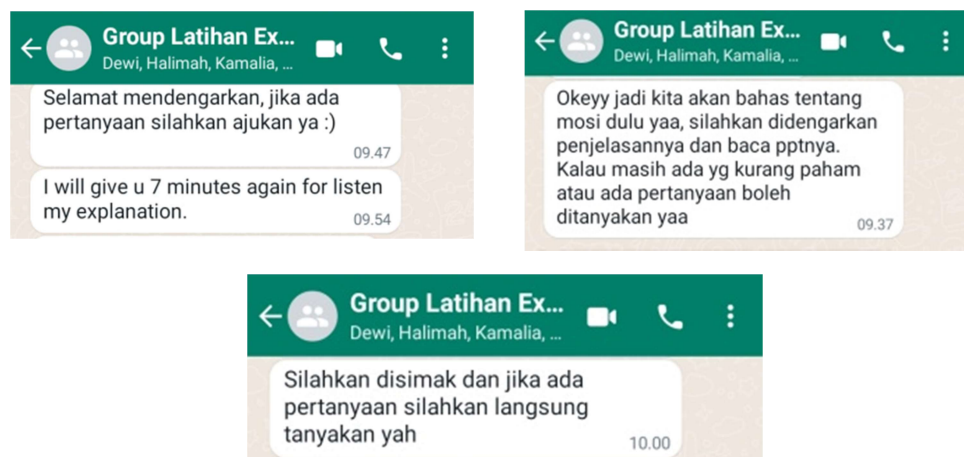


Figure 4.6 The coaches' instruction to read and listen to the materials

4) The coaches provided an opportunity to ask questions about the material

After the time for reading and listening was over, the coaches gave members the opportunity to ask questions about any part of the material that they did not understand.

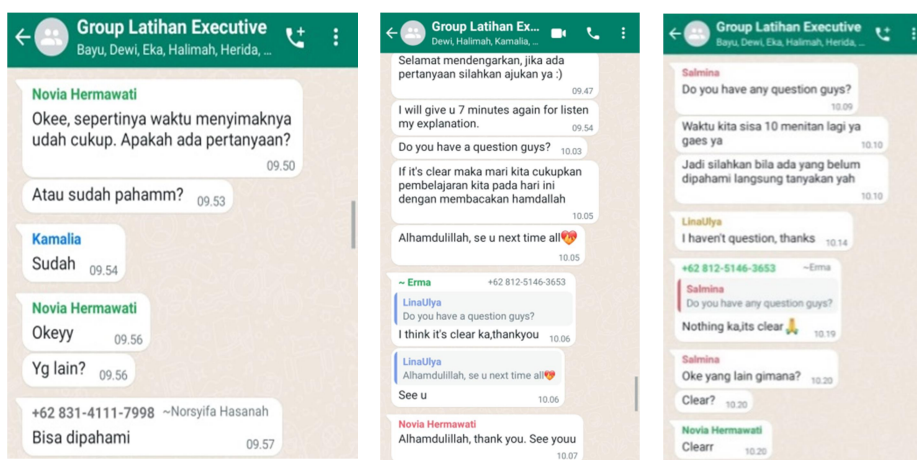


Figure 4.7 Question and Answer Session

5) The coaches closed the lesson

The coaches closed the lesson after all the materials had been conveyed and there were no more members who wanted to ask questions.

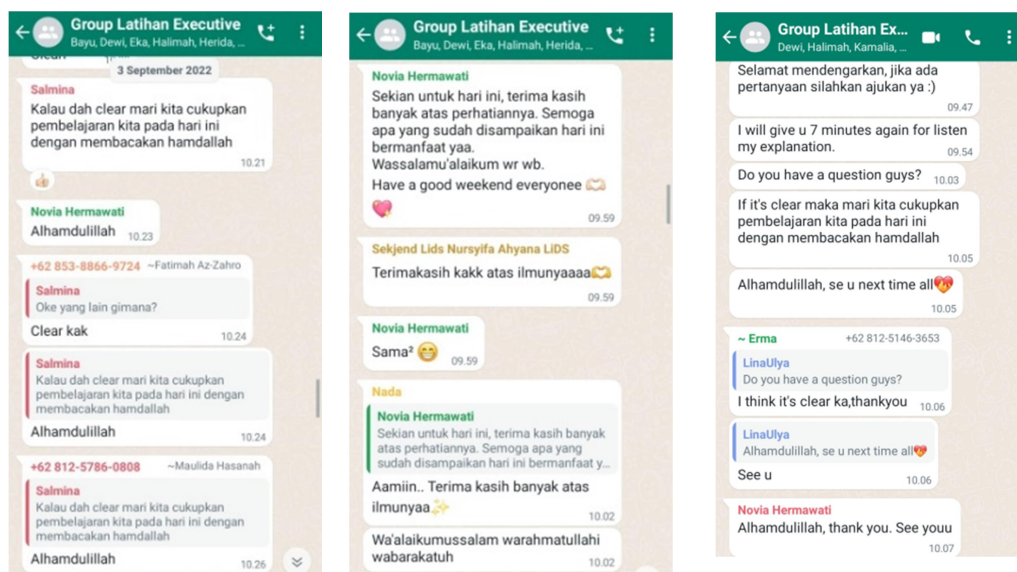


Figure 4.8 The coaches closed the debate

c. Debate Practice

Debate practice stage has eight steps as follows:

1) The coach shared the announcement of debate practice

Debate practice was conducted using Google Meet. First, the three coaches determined who would be in charge of the debate practice and what motion would be used. A coach then announced the names of the members who were selected to practice debate and the motion used on the WhatsApp group two days before to allow members preparing their arguments and to get ready with their teams.

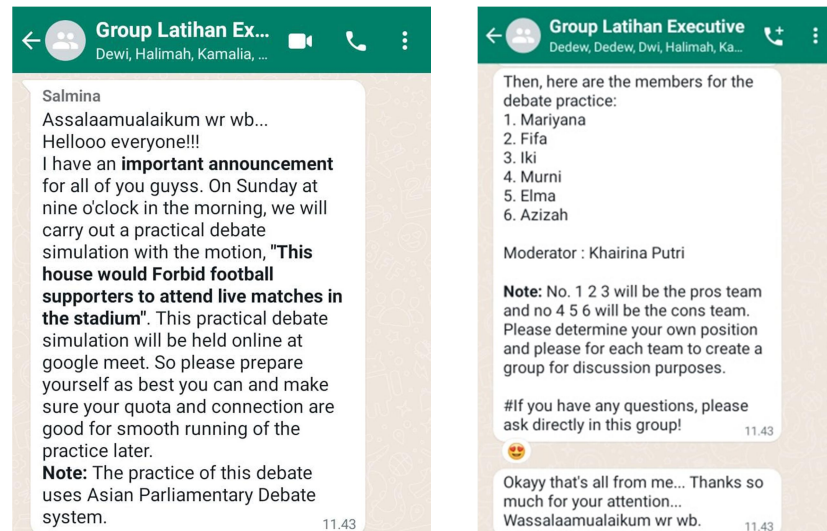


Figure 4.9 The announcement of debate practice

2) The coach sent link of Google Meet on WhatsApp Group

On the day that has been determined as the practice day, the coach prepared the Google Meet link and sent it to the WhatsApp Group to allow the selected members to enter the Google Meet room and get ready to practice.

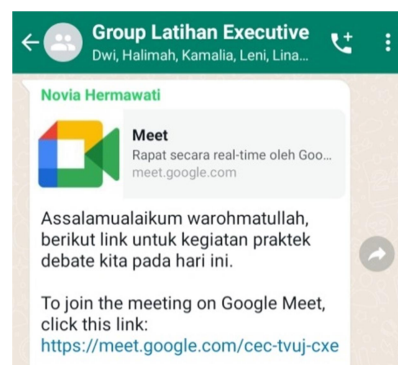


Figure 4.10 The link of Google Meet for debate practice

3) The members joined the Google Meet virtual room

The members joined the Google Meet room by clicking on the link sent by the coach.

4) The coach opened the debate practice

The coach opened the debate practice by greeting and asking the members' condition and their readiness to carry out the debate practice. Then the coach handed over control of the debate practice to the moderator.

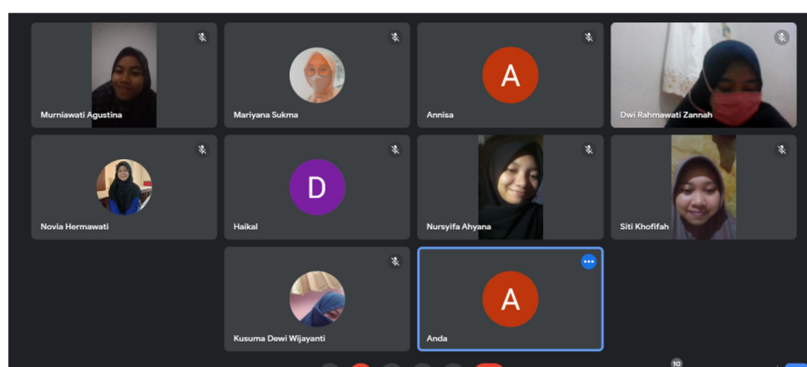


Figure 4.11 The coach opened the debate practice.

5) The members practiced English debate

The members presented their arguments using *microphone* and *camera* features on Google Meet. The system that used in this debate practice was Asian Parliamentary system.

The members took turns presenting their arguments according to the following debate structure:

Table 4.1. The Debate Structure

Speaker Roles	Time Allocation	Speaker Duties
First speaker from government team.	5 Minutes	Introducing the motion and presenting the team's first argument.
First speaker from opposition team.		Rebutting the opponent's argument and presenting the team's first argument.
Second speaker from government team.		Rebutting the opponent's argument and presenting the second argument of the team.
Second speaker from opposition team.		Rebutting the opponent's argument and presenting the second argument of the team.
Third speaker from government team.		Rebutting the opponent's argument and concluding the team's argument.
Third speaker from opposition team.		Rebutting the opponent's argument and concluding the team's argument.

6) The moderator closed the debate practice

After all members had presented their arguments, the moderator then closed the debate practice activity and handed back the flow of the activity to the coach.

7) The coach gave appreciation and comments to the members

The coach gave applause and praise as a form of appreciation to the members who had carried out the practice debate. Then as an evaluation, the coach gave comments on the performance of each team.

8) The coach closed the debate practice

After finished giving appreciation and comments to the members, the coach then closed the debate practice by saying *Hamdalah* and *salam*. Finally, they left the Google Meet virtual room together

2. The Challenges Faced by LiDS Educia's Coaches

Based on the results of the observation and interviews, the researcher found that the coaches experienced some challenges in learning English debate online. The researcher categorized these challenges into several categories of were as follow:

a. The Capacity of the Coaches

In this category, the challenges experienced by the coaches came from the coaches themselves. The coaches experienced challenges in preparing and teaching English debate online due to a lack of competences and experiences. As conveyed by the coaches in the interview did by the research.

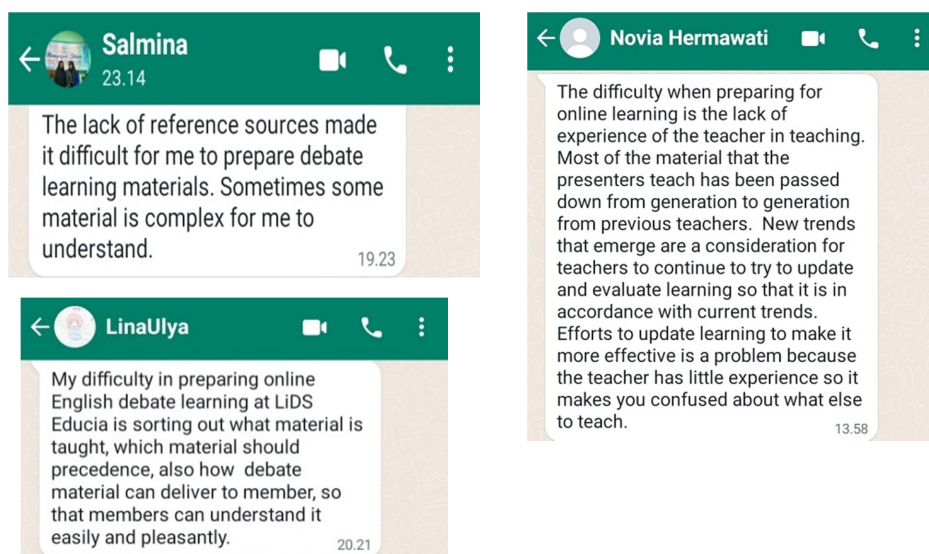


Figure 4.12. The Interview with the Coaches

b. The Members' Commitment

In this category, the challenges experienced by the coaches came from the members' commitment. There were three main points that the coaches encountered from the members' commitment: members' motivation, members' internet connection, and members' time management.

First, the coaches experienced challenges due to the lack of motivation of the members to take part in online English debate learning. The members were not enthusiastic and not serious when carrying out debating practice. When delivering material, they also lack focus and did not listen to the material properly as in the end they had difficulty understanding the material. They also a little reluctant to ask questions as they feel embarrassed. Second, the problem of members' internet connection which made it difficult for them to participate in class so they ended up missing the learning and explanation. Third, it was about time management where they still did other activities

while the learning was still going on. This causes them to be unfocused and less responsive during class. Plus the lack of interaction when learning was in progress due to the lack of activity of the members. As conveyed by the coaches in the interview session.

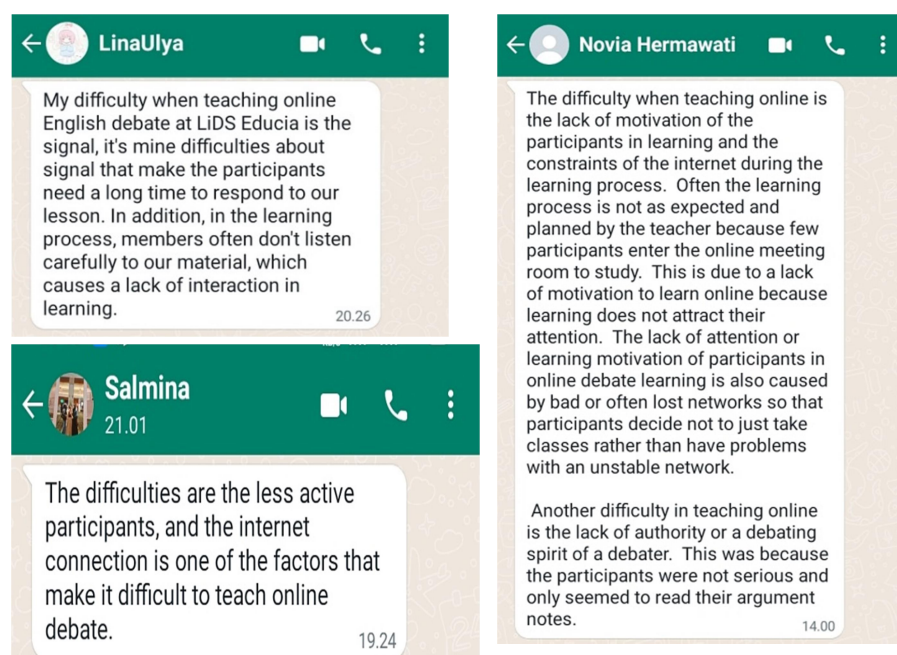


Figure 4.13 The Interview with the Coaches

d. Lack of the Material

In this category, the challenges experienced by the coaches came from English debate learning materials. The coaches had difficulty with learning materials due to a lack of references to prepare learning materials. They also found it challenge to process and convey material to make it easier to understand and interesting for the members. In addition, they also experienced challenges in determining motions for debating practice and

adjusting the material to the meeting schedule. As conveyed by the coaches in the interview session.

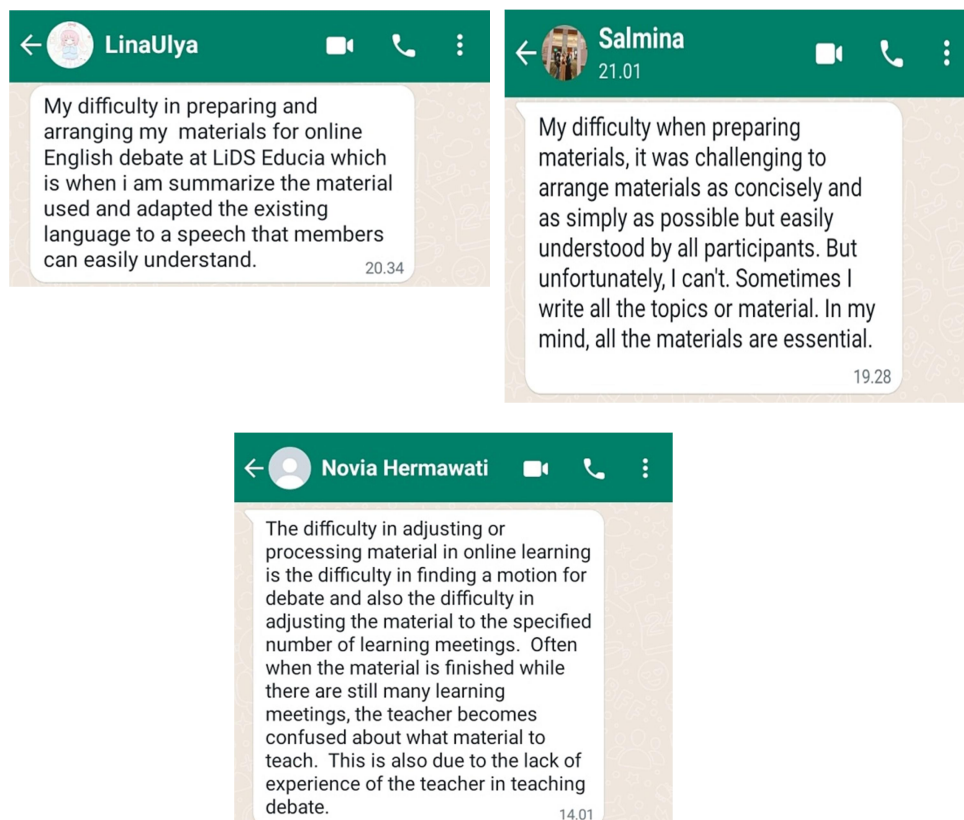


Figure 4.14 The Interview with the Coaches

c. The Internet Access

In this category, the challenges experienced by the coaches came from internet access. The coaches experienced challenges with internet access which was sometimes unstable, thus disrupting the online English debate learning process.

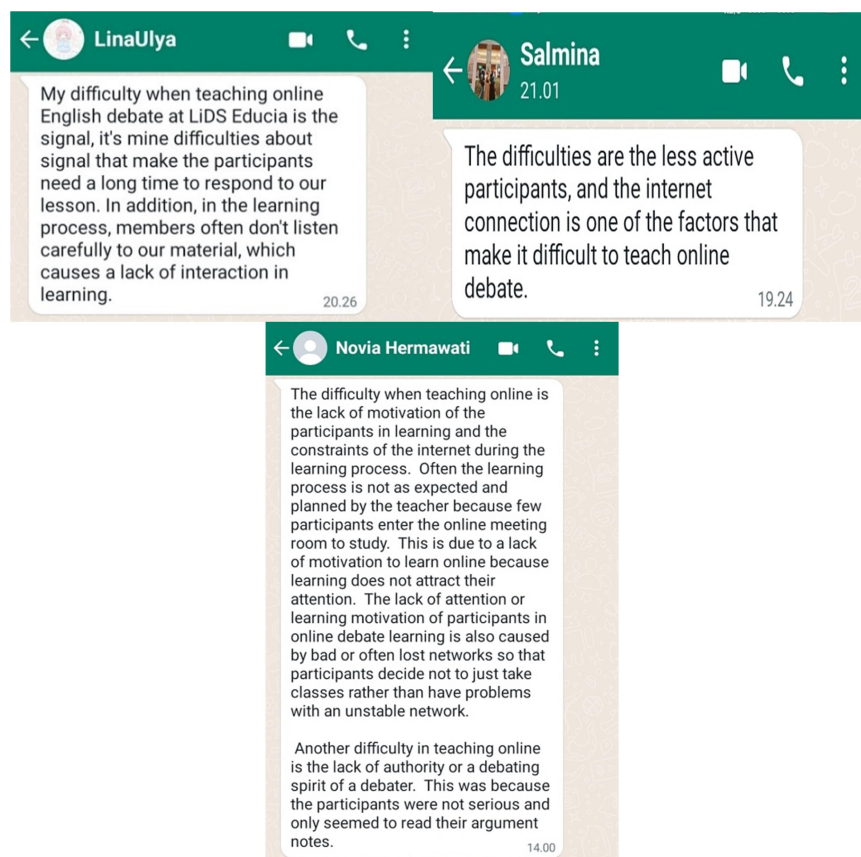


Figure 4.15 The Interview with the coaches

d. Insufficient Learning Media

In this category, the challenges experienced by the coaches came from learning media. The coaches had challenge to determine the most appropriate learning media and in accordance with the learning conditions for learning English debate. Another challenge faced by the coaches also came from the several features available in the learning media that did not support the English debate learning process. Meanwhile, learning media that had the necessary features consumes more quota. In addition, the many variants of learning media also made it difficult for the coaches because they were

required to be more observant in choosing the most appropriate learning media for English debate without burdening the members.

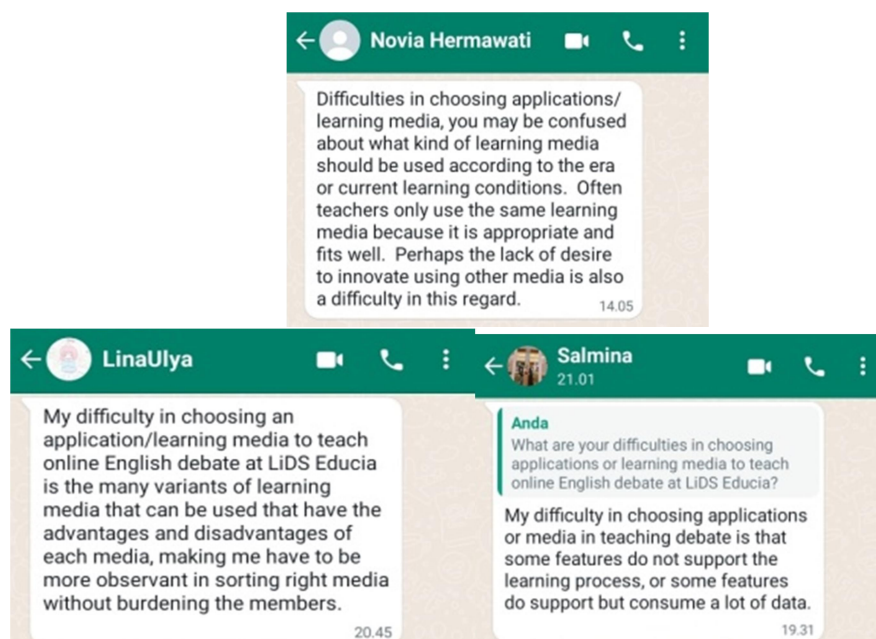


Figure 4.16 The Interview with the coaches

B. DISCUSSION

The researcher used related sources to discuss the results in this research. The researcher discussed the results of research based on ideas related to the explanation of the problem formulation. The following are the description.

1. The Process of Online English Debate Learning at LiDS Educia

Online English debate learning at LiDS Educia is divided into 3 main stages as follows:

a. Debate preparation

The first stage of the online English debate learning at LiDS Educia is the debate preparation stage. At this stage the coaches prepared the learning environment that would be used to conduct English debate learning. Since it was online, the environment prepared was in the form of an application that can bridge coaches and members in English debate learning activities, especially in terms of communication. Therefore, the first step that the coaches took in this stage was to select an application that could meet these needs. In terms of selecting the application or learning media to be used, the coaches have several considerations that could be seen in figure 4.1.

It was found in the observation that the coaches selected WhatsApp which functioned as a virtual class for debate lesson and Google Meet which functioned as a virtual room for debate practice. Susilo and Sifiarini (2021) state that WhatsApp Group chats can be used to create online classes with certain subjects. Therefore, the second step taken by the coaches after determining WhatsApp as a learning media was to create a group that was used as a virtual class as could be seen in figure 4.2. WhatsApp is an application for communication in the form of internet-based social media that is easy to use and the most popular for communicating (Koomson, 2018). The media facilitates communication between the coaches and the members. In

accordance with its main function, WhatsApp was used by the coaches and the members as their main communication media both during and outside of the learning.

In practice, LiDS Educia coaches used WhatsApp as a virtual classroom that functioned to gather members in one place, as a media of communication, to share information and announcement, and to deliver and explain material. This is in line with Hidayati et al., (2022) who state that through the features available on WhatsApp, instructors and learners can share announcements, exchange ideas, and teaching materials, as well as participate in online debates.

After creating the WhatsApp group, the third step was for adding members to the group as could be seen in figure 4.3. There are several steps to add members to the WhatsApp group. First, open the WhatsApp group chat, then tap the group subject. Second, tap "Add Participants" or "Invite to Group via Link". Third, search for or select contacts to add to the group. Fourth, tap "Add > Add" (WhatsApp.com). After successfully adding all members to the WhatsApp group, the virtual class can be used by coaches and members to interact. After the virtual class from the WhatsApp group was ready, the next stage was the debate lesson.

b. Debate Lesson

The second stage of online English debate learning was debate lesson. At this stage, the coaches and the members began to interact for the purpose of learning about debate in the WhatsApp group. Classroom interaction is

very important in learning, especially in learning English debate. According to Moore (1989) there are three types of classroom interaction namely learner-content interaction, learner-instructor interaction and learner-learner interaction. At this stage, overall there were two interactions, namely the first learner-instructor interaction, which was when the coaches opened the class with greetings, the coaches delivered and explained the material, when the coaches and members conducted questions and answers and the coaches closed the class. Second, learner-content interaction was when members read and listen to the material.

First, the coaches opened their classes by greeting the members. Greetings in the classroom are some of the signals of a dialogic value orientation (Shields-Lysiak, 2020). Greetings are necessary because they build intimacy between coaches and members and increase members' sense of engagement in the classroom community. For this reason, every coach always opens the class with greetings in order to make the members feel the need to engage in the class. In addition to greetings, the coaches attempted to attract members' attention by tagging members to make them more attentive to the learning process in the WhatsApp group as could be seen in figure 4.4.

Second, the coaches delivered the debate material to the members as could be seen in Figure 4.5. The material delivered by the coaches has basically been determined in a guidebook written by LiDS Educia itself. The materials listed in the book are basically basic things in debating or basic things that someone needs to learn before they can become a debater in a

debate activity. The following is a list of materials learned in online English debate learning at LiDS Educia:

CONTENTS	
A. THE BASICS OF DEBATING	1
1. MOTION	1
2. CASE BUILDING	31
3. BACKGROUND	31
4. DEFINITION	32
5. PARAMETER/LIMITATION	35
6. THEMELINE	36
7. STANCE	37
8. BURDEN OF PROOF	37
9. TEAM SPLIT	37
10. ARGUMENTS	37
11. REBUTTAL	43
12. ELABORATION	43
13. POV (POINT OF VIEW)	46
14. LISTENING	50
15. REPLY SPEECH	51
B. POLES OF THE SPEAKER	52
1. ASIAN PARLIAMENTARY	52
2. BRITISH PARLIAMENTARY	55
C. SPEECH DELIVERY	57
1. MATTER	57
2. MANNER	58
3. METHOD	62
D. GOOD AND BAD THINGS IN DEBATING	63
E. ADULTICATION	63
F. EXPRESSIONS USED IN DEBATE	64
G. USEFUL DEBATE VOCABULARY	65
H. REFERENCES	68

Figure 4.17 List of the materials used in online English debate learning at LiDS Educia

In the beginning, members were introduced to basic things in debating. This is similar to the first stage in teaching debate compiled by Krieger (2005) in which he begins his English debate course with an introduction to debate. Equipping members with basic knowledge about debate made it easier for them to learn more about debate. This introduction to debate matters and basic terms was divided into several meetings by the LiDS Educia debate coaches.

During the learning process, the coaches used several features available on WhatsApp for the purposes of sending material. The coaches used *Photos/Gallery* feature to deliver materials and *Document* feature to send audio recordings for explaining the material. These two features are the

most often used by the coaches during learning in the WhatsApp group besides the text feature used to communicate. This is in line with the findings of Albogami & Algethami (2022) stating that the *Photos/Gallery* and *Document* features are the two most useful features in academic activities. These features in use can prove to be very useful for the coaches and the members in online English debate learning.

Third, the members were instructed to read and listen to the materials that had been sent as could be seen in Figure 4.6. After the coaches sent the materials, the members were given time to read the written materials contained in the pictures and listen to the coaches' explanations from the audio recordings. It marks the interaction between members and materials as the learner-content interaction. Entusiastik and Siregar (2022) state that most of the learner content interaction is when learners read the course materials or search external sources for additional references. This is similar to what happens in LiDS Educia's online English debate learning where almost all members' interaction with the material is by reading it, with the addition of listening to the explanation from the audio recording sent by the coaches.

Fourth, after reading and listening to the material from the allotted time, the members were given the opportunity by the coaches to ask about the material they did not understand as could be seen in Figure 4.7. According to Entusiastik and Siregar (2022), the most frequent interactions between instructors and learners are during questions and answers, during class discussions, providing feedback, guidance/consultation outside of class, class

announcements, or providing information. Question and answer sessions were always provided by coaches to facilitate members who wanted to ask about material they did not understand. However, during the question and answer session, it was found that members rarely asked questions about the material. Most meetings always ended without questions from members about the material. Finally, the coaches closed the class when all the material had been delivered and there were no more questions from the members.

c. Debate Practice

The third stage of the online English debate learning is debate practice. This is similar to the third stage in teaching debate compiled by Krieger (2005) which is the debate structure stage. After learning basic debate in the debate lesson stage, members then practiced their debate skills. At this stage members practiced debates using Google Meet. Google Meet is a service from Google in the form of video conferencing that everyone can use on all devices (workspace.google, 2023). Learning speaking using Google Meet can make learners more free to discuss, do role play, and debate which can improve the deficiencies in their speaking aspects such as grammar, pronunciation, vocabulary, fluency, and comprehension (Purnama, 2021). Therefore, Google Meet can facilitate English debate in online learning.

In this stage, the first step taken by the coach was to share announcements about the debate practice to be carried out such as the time of implementation, motion, application and debate system used as well as the names of the assigned members as can be seen in figure 4.9. The

announcement was made two days before the debate time to allow the assigned members to prepare themselves. This step is similar to Williams & Mostert (2005) debate process where the lecturer sends out the motions, procedures and debate rules in advance and gives them two to three days to prepare their arguments. This is very useful for members who are mostly novice debaters. Delivering the necessary information, such as motion and debate teams will greatly help them to prepare themselves and their arguments better.

The second step of the coach was to send the Google Meet link to the WhatsApp group as can be seen in Figure 4.10. In order to be in the same Google Meet virtual room, a link is needed that is created using an email connected to a Google account. On the appointed day, the coach prepared the Google Meet link and shared it with the WhatsApp group to enable the assigned members to join the same Google meet virtual room.

Third, the members joined the Google Meet virtual room using the link shared by the coach before. Basically, only assigned members were required to attend the debate practice, but it was highly recommended for other members who were not assigned to attend in order to learn from the debate practice conducted by the assigned members. Frequent attendance at debate practice will go a long way in improving the debating skills as one can see directly how debates are conducted.

Fourth, after all the assigned members and the coach joined the Google Meet virtual room, the coach then opened the debate practice by

greeting the members. The coach also asked about the readiness of the members to practice the debate. In addition, the coach also checked the attendance of the assigned members to ensure the completeness of the members on each team. After being ready, the coach then handed over the process of debate practice activity to the assigned moderator.

Fifth, the members then carried out the debate practice in accordance with the direction of the moderator. The debate practice was carried out using the Asian parliamentary debate system. Asian parliamentary is a form of debate developed from the Australian parliamentary debate and it has two teams and three speakers in each team (Lubis, 2013). The structure of the implementation of debate practice at LiDS Educia can be seen in Table 4.1. According to their positions and duties, the members are in accordance with the position and duties of the debater conveyed by (Quinn, 2009). Then, when presenting an argument, the debate participants used the microphone feature available on Google Meet and required to open the camera. These steps are similar to the steps for using Google Meet as a learning media by Nurmala et al. (2021), specifically with the coach that shares the Google Meet link and turns on the camera and microphone features during learning.

Sixth, after all members had presented their arguments, the moderator then closed the debate practice activities and handed back the activities to the coach. Seventh, the coach gave appreciation and comments to the members who had carried out their respective duties starting from the moderator to the last speaker of the opposition team. The coach's comments focused on the

fulfillment of the roles of each speaker in carrying out their duties and a little on the quality of their arguments. Eighth, after finishing giving appreciation and comments, the trainer then closed the debate practice activities by saying *Hamdalah* and *salam*. Finally, the coach and the members left the Google Meet virtual room together.

2. The Challenges Faced by Lids Educia's Coaches

This research aimed to find out the challenges and problems faced by the LiDS Educia debate coaches. The data obtained came from observation, interview, and documentation results.

The researcher categorized these challenges and problems into several categories of were as follow:

a. The Capacity of the Coaches

In this category, the challenges experienced by the coaches come from the coaches themselves. The coaches experienced challenges in preparing and teaching English debate online due to their lack of competence and experience in the field. A debate coach is in charge of coaching debaters for intellectual warfare (Wells, 1918). Debate is an activity to throw arguments and rebuttals against the opposing team. For this reason, debaters must have high critical thinking skills and broad intellectual insights. A debate coach must be able to coach their debaters to be able to master these abilities as modals in conducting debates. Meanwhile, the LiDS Educia coaches are senior members appointed to coach their juniors. Their skills in debating and coaching debate are still minim. This is due to the lack of experience they

have as debaters in debate competitions and do not have any experience in coaching debate before, whereas the experience is very contributive for a debate coach.

There are many things that cannot be learned from books alone, but can be learned through experience. Especially when it comes to coaching, experience provides a lot of knowledge that is very useful when practicing in the real class, specifically in dealing with learners. Podolsky, Kini, & Hammond (2019) states that instructor experience affects learners' success in learning. This means that experience has an important role in the effectiveness of the instructor in teaching as well as for a debate coach which in this case is the debate coaches of LiDS Educia.

In addition, LiDS Educia coaches were also required to master technology as the learning activity was conducted online. According to Albrahim (2020) there are six competencies and teaching skills that must be mastered by online instructors in order to be able to teach online properly and effectively. The six competencies and teaching skills are: pedagogical skills, content skills, design skills, technological skills, and management and institutional skills.

b. The Members' Commitment

In this category, the challenges experienced by the coaches came from the members' commitment. There were three main points that the coaches encountered from the members' commitment: members' motivation, members' internet connection, and members' time management. The coaches

experienced challenges due to the lack of motivation of the members to participate in online English debate learning, especially in WhatsApp Group learning. Sunardi (2021) revealed that disadvantage of using WhatsApp as learning media is its communication patterns. Learners are less responsive to audio or video sent to the group because they feel less confident with their English or other things. They prefer to send text responses and only a few use recordings. Furthermore, Vonderwell & Turner (2005) revealed in his study that most learners do not feel the need to respond to every message in online classes. In order to the class to run effectively, it certainly requires dense interaction between the instructor and the learners. Whereas in reality, the online LiDS Educia class, members would stop responding if there were one or two responses from their friends. Finally, it ended with poor interaction in this online English debate class which in fact required a lot of discussion that encouraged members to think critically.

This problem is similar to the problem described by Bhuana and Apriliyanti (2021) in their study that one of the teaching difficulties that come from learners is the problem of their participation in online classes. They explained that most of the interactions between instructors and learners that occurred were in writing using the WhatsApp text feature. Writing requires more effort and energy and even thought, so they often prefer not to participate in online classes rather than spending more effort just to respond to the coaches, answering questions and asking questions. This lack of members' motivation to participate has an impact on the lack of interaction

that occurs in learning. This lack of interaction then makes the class feels ineffective and boring.

The second is the problem of the members' poor internet connection making it difficult for them to participate in learning. The internet is very dominant in online learning. Disruption of the members' internet connection prevented them from participating in class, causing a lack of learning participants and response the coach got when learning. The coach also stated that the members' poor internet connection made the members miss materials and explanations. Apart from that, there are also problems with the time management which are indicated as the third problem in this category. Members' did not focus on only taking part in online English debate learning, but accompanying it with other activities that break their focus. Kebritchi, Lipschuetz, & Santiago (2017) revealed that members' technical skills in using computers and the internet, their perceptions and attitudes towards the internet, non-English language and cultural backgrounds, and time management skills greatly influence members' participation in online classes.

c. The Lack of the Material

In this category, the challenges experienced by the coaches came from the materials. According to Tomlinson (2012) material is anything which can be used to facilitate the learning of a language, including course-books, videos, graded readers, flash cards, games, websites, and mobile phone interactions. In the learning at LiDS Educia, the coaches used materials such as LiDS Educia guide book, journals, debate books, articles found on the

internet, and personal notes from previous English debate lessons that they received from the previous coaches. The material was then summarized in Power Point form and explained using the WhatsApp Voice Messages feature.

However, in practice, the LiDS Educia coaches encountered challenges in preparing, processing, and delivering material in a way that was more attractive to members. The researcher found that the class felt quieter because the material provided was only in the form of a summarized Power Point and the members only had to read it and listen to the explanation from the Voice Messages sent by the coaches. The form of the material provided also did not vary, because it was given in the same form, namely a summary of the material in Power Point and an explanation using Voice Messages. Ladyanna and Aslinda (2021) in their study revealed that material that is monotonous by only providing theory without adding examples and without interaction with learners will result in learning that is uninteresting and boring. This is what happened in the online English debate learning at LiDS Educia, especially in the WhatsApp Group virtual class where the members became less interested in the material being taught.

d. The Internet Access

In this category, the challenges experienced by the coaches came from the internet access. Internet has an important role in online learning. Without adequate internet access, online learning will not run effectively or even at all. If internet access has problems, it will greatly disrupt the online learning

process. Clarin and Baluyos (2022) revealed in their study that one of the main problems that often occur in online learning is a poor internet connection. They explained that problems with internet access caused problems such as student attendance, difficulties in holding classes due to poor internet connections, and instructors' difficulties in designing activities according to unstable internet connections. These difficulties are also felt by LiDS Educia coaches, especially in the participation of members in the virtual WhatsApp Group class. When experiencing internet access problems, members tend to give up on learning English debate in WhatsApp class. In fact, English debate requires a lot of discussion to hone critical thinking.

e. Insufficient Learning Media

In this category, the challenges experienced by coaches come from learning media. The coaches have challenge to determine the most appropriate learning media and in accordance with the learning conditions for learning English debate. English Debate, which focuses on speaking skills, requires learning media that can facilitate between coaches and members to communicate verbally. Anugrah (2021) revealed that one of the challenges in teaching speaking skills is finding appropriate media, especially in the form of videos.

Another challenge faced by the coaches also comes from some features available on the learning media that do not support the learning process of English debate. Meanwhile, learning media that have the necessary features consume more quota. In addition, the many variants of learning

media also make it difficult for coaches because they are required to be more observant in choosing the most appropriate learning media for English debate without burdening members.

As revealed in the observation, it was known that the applications used by the coaches were WhatsApp and Google Meet to teach English debate online. The first learning media used by LiDS Educia coaches was WhatsApp, which functioned as a virtual classroom and media for conveying debate material. However, in implementing learning in LiDS Educia, there are several obstacles, namely distraction, the possibility of copying and pasting, unstable network, and limited time.

The second learning media is Google Meet which functions as a medium for debating practice. Google Meet has benefit to use as the media for learning (workspace.google, 2023). However, this media also has some challenges that faced by the coaches. One of the challenges that got by the coaches is the technical issues such as poor internet connection, audio or video glitches, and compatibility problems with certain devices. Another challenge is the members' engagement and attention because while conducting online meeting they may have distractions such as notifications from other applications or they did another task at that time.