STUDENTS' PERCEPTION TOWARDS SYNCHRONOUS AND

ASYNCHRONOUS LEARNING IN DEBATE COURSE

DURING PANDEMIC AND POST PANDEMIC

CONTEXT

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program
by :

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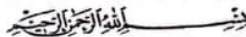**FACULTY OF TEACHER TRAINING AND EDUCATION**

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

MEDAN

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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ABSTRACT

Hashilla Hafni, Ummu. 1902050104. Students' Perception towards Synchronous and Asynchronous Learning in Debate Course during Pandemic and Post Pandemic Context. Thesis. English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatra Utara. 2023.

The background of this research was the shift from offline to online and hybrid learning systems, focus on the English debate course caused by Covid-19 which has given rise to various perceptions from students. The purpose of this study was to investigate students' perception of online English debate learning during the pandemic and hybrid after the pandemic. This study used a qualitative descriptive approach regarding its investigation. The data source was interviews and questionnaires given to undergraduate students of the 8th and 6th semesters at Universitas Muhammadiyah Sumatera Utara English Education Study Program for the 2022/2023 academic year. The results of this study showed that most students at UMSU were comfortable with the hybrid and clearly offline learning system in both situations for English debate course. Because this lecture needed often debate practice to support learning that was easily stimulated by the material for students. Students indicated, online ineffective for them, but the learning system was helpful and useful enough as the way of the learning system during pandemic. However, education institutes must provide to facilitate of data internet package for a good network during implemented the learning system. With these aspects, English debate online learning during the pandemic and hybrid learning in post pandemic method can be correctly realized and on a best line indicates that UMSU is no longer in existence and has succeeded in both offline and online learning.

Key word: *Perception, Online learning, synchronous, asynchronous, hybrid learning and debate course*

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Praise and Thanks to the Lord's mercies and care, the researcher is now able to finish this study titled *Students' Perceptions towards Synchronous and Asynchronous Learning in Debate Course during Pandemic and Post Pandemic Context.* Never forgotten and always in our hearts, of course, we pray for the salvation of Prophet Muhammad, peace be upon him, in the hereafter.

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In the end, the researcher hoped that this study will be beneficial, whether from an academic or other perspective. Additionally, the researcher is fully aware that this research is far from flawless, therefore any constructive feedback is more than welcome in order to make it better in the future.

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Medan, 28 August 2023

Ummu Hashilla Hafni

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CHAPTER I

INTRODUCION

A. Background of the Study

Since the Covid-19 pandemic hit, online learning has been done to stop the transmission of the Covid-19 virus. Since then, computers and the Internet have been used to access educational materials. (Carliner, 2004) states that online learning presents new obstacles for students and educators. Online learning arises from two types of learning, there are synchronous and asynchronous learning. Synchronous learning requires time for learning to be determined, such as through face-to-face online meetings through Zoom or Google Meet. While asynchronous learning has time to be undetermined, students at any time can access learning materials, such as online learning through e-learning, Google Classroom, chat forums, and others (Hrastinski, 2008).

Today, Covid-19 was declared missing in Indonesia. According to (Deshmukh, 2021) synchronous and asynchronous online learning are still being implemented. The effect was that Universitas Muhammadiyah Sumatera Utara (UMSU) changed the learning system, which was originally face-to-face learning, to online learning during the pandemic and hybrid learning after the pandemic. As well as, seeing the many lessons that require direct practice, one of them is English debate course. Learning will be effective if done face-to-face, (Zare & Othman, 2015) states, debating activities by arguing directly in front of the class. The study findings definitely suggest that study room debate course allows

students to increase essential thinking and oral-verbal exchange abilities, amongst many different skills. Students discover ways to synthesize, examine, and compare statements and arguments.

Therefore, according to (Mitchell, 2019) English debate online learning methods used in instruction, not the media are most important in learning outcomes, and debate can be as effective as traditional instruction when the method and technologies used are appropriate to the instructional tasks, there is interaction between students and timely lecture to student feedback. Consequently, it makes sense to assume that, similar to a discussion in a face-to-face class, an online debate could be used to encourage or increase student participation and practically as well as develop speaking and critical thinking abilities. It is supported by (Putri, 2022) students need an English debate class that has more debate matches in class (practice) easy and efficient in the teaching and learning process.

Unfortunately, based on the survey conducted by the researcher, she found the fact that at UMSU, firstly, the students were seldom to demonstrate English debate in the class, because they did more asynchronous learning, which was more often debated in writing. It was supported by (Maghdalena et al., 2022) Asynchronous learning is most often examined and determined in teaching writing. Secondly, if an English debate lecture was conducted using Zoom, not all students were already to learn, because they had bad signal connections. The place of residence of students was pretty secluded, so there was a lack of internet connection. In the middle of speaking in a debate course, students did not

participate effectively. According (Unicef indonesia, 2020) states the same thing, distance education minimizes social contact, student wellbeing, and engagement between students and teachers, especially in rural areas with poor internet access.

Then, they couldn't focus well in an online class because they could do something at the same time. Students opened another website, maybe some of them working, on the way, or playing something. In the line researchers conducted by (Perveen, 2016) who states that technical problems can cause participants to feel frustrated and hindered from focusing. At last, students are not motivated to focus on participating in debate learning, they become lazy because they have flexible time to study. (Harjudanti, 2021) found that the use of online learning makes students less active. This is coupled with the repetitive nature of learning because lecturers did not innovate, resulting in poorly developed learning motivation.

The existence of these barriers inevitably leads to different student perceptions, especially in the English Education major at Universitas Muhammadiyah Sumatera Utara. Therefore, this research focused on how students perceive an online and blended learning environment that is appropriate for their requirements and circumstances in terms of participation, accessibility, materials, and assignment delivery. Based on the description of the background above, the writer was to examine how students perceive learning during pandemic and post pandemic by using synchronous, asynchronous and hybrid learning in English debate course.

B. Identification of the Problems

According to the background of the problem described above, there were several problems that the researcher identified in this study, they were:

1. Lectures and students had limited time for the teaching learning process.

2. English debate synchronous and asynchronous during the pandemic and post pandemic were rarely applied in the practical debate.

3. Students did not focused on learning online.

C. Scope and Limitation

Based on the problem identification above, the researcher was limiting on students' perceptions of the English Education Department, especially in the sixth and eighth semesters, about students' perceptions towards synchronous and asynchronous learning in debate courses during and after the pandemic.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulations of the problem in this study, were:

1. How were the students' perceptions on synchronous and asynchronous as the learning models in English debate lecture during Covid-19 pandemic ?

2. How were the students' perceptions on synchronous, asynchronous and hybrid as the learning models in English debate lecture in post pandemic ?

E. Objective of the Study

Based on the formulation of the problem, the objective of the study are:

1. To investigate students' perceptions of synchronous and asynchronous English debate learning during the Covid-19 pandemic.

2. To investigate students' perceptions of synchronous, asynchronous and hybrid English debate learning in the post-pandemic.

F. Significances of the Study

1. Theoretically

   This research can be useful as a reference source for relevant research on synchronous and asynchronous online learning and this research can be useful as input to increase knowledge about learning English debate online in the Covid-19 pandemic and post pandemic at universities.

2. Practically

   a. Lecturers and teachers can apply and combine synchronous and asynchronous learning models to further streamline the learning process and make it easier for students to improve learning outcomes.

   b. Researchers can add knowledge and information about English debate online learning in the Covid-19 pandemic and post pandemic.

   c. Students can add insight into online-based learning in the face of the Covid-19 pandemic and post pandemic.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Since the pandemic era, henceforth, the entire higher institution has implemented e-learning classes simultaneously. In the current post-pandemic situation, online learning is still being used in universities (Deshmukh, 2021). These conditions become speculation for students, because they run the learning model.

Students, especially those majoring in English Education, they were unavoidably have different perceptions as an outcome the existence of the obstacles they have experienced.

1. Perception

Our sensory perception of the world is referred to as perception. We learn more about our surroundings as a result of this experience. Perception is dependent on the cognitive processes employ to analyze information, such as using memory to identify a friend's face or detect a recognizable scent. People are able to recognize and react to environmental cues thanks to the perception process. The five senses of touch, sight, hearing, smell, and taste are all part of perception. Perception is described as "the process or effect of being aware of objects, relationships, and events by way of the senses, which includes such activities as recognizing, observing, and discriminating" according to the American Psychological Association (APA). That is determined by how students'

interprets what they are looking at. It implies that a factor influencing how well these pupils absorb the information delivered may be their perceptions. Therefore, it's crucial to understand how students see the platforms utilized for online learning (Yunita & Maisarah, 2020).

2. Online Learning

Online learning refers to preparation that was brought electronically through various multimedia, internet platforms and packages. It was used interchangeably with other terms which include internet-based mastering, e-learning, computer-assisted instruction, and net-primarily based studying. According to (Mohammadi et al., 2011) online learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning. Online Learning can be defined in this way too: the application of electronic systems such as the internet, computers, and mobile phone.

Online learning was initially criticized for being under-theorized so that platforms for online learning were increasingly being improved and developed for tutors to facilitate assessment and for learners to participate in lectures (Bower, 2019). English professors have adjust to the change in learning styles from face-to-face interaction to online interaction. They should discover any suitable teaching strategies that work with the online learning environment. Online discussions are one of the most popular methods. Online discussion has various advantages, including a real-world audience, up-to-date information, and a sharper concentration on the subject (Sutherland-Smith, 2002). Lecturers and students can

communicate directly and readily through online discussions without having to worry about geographic distance. Furthermore, students have access to the most recent material online, which encouraged them to contributed their finest ideas to conversations. There are types of online learning that students were used during pandemic and post pandemic situations:

2.1 Synchronous Online Learning

Synchronous online learning is the simultaneous use of an electronic method for learning and teaching. Synchronous learning where the time is determined, lecturers and students determine the time for virtual meeting learning. In addition, video conferencing makes face-to-face contact possible. According (Nurwahyuni, 2020) Synchronous mode calls for the use of chat, instant messaging, and web conferencing applications, zoom, and others.

(Etchells et al., 2021) states, synchronous online teaching is defined by real-time remote learning that aims to as closely resemble the in-person learning environment as possible. In order to enable interactions between teachers and students and carry out effective synchronous teaching, teachers and students needed access to virtual platforms. In order to use this teaching strategy, students had to get into their devices at the beginning of the scheduled school day and move between virtual classrooms as their schedules were completed.

Understudies can get help from instant comments and responses to tackle any learning problems they encounter. These can have a more human feel due to facial expressions and vocal tones, which can facilitate global contact without being overly fantastical (Perveen, 2016). Additionally, synchronous conferencing

frequently proves beneficial and even ideal for students participating in group projects for courses that need them because it gets around time and space restrictions (Tabak & Rampal, 2014).

Some of the key benefits of synchronous learning, according (Kwinn et al., 2007), include:

1. Bringing together dispersed learners: Synchronous techniques are especially well-suited to businesses with learning populations that are geographically distributed.

2. Real-time collaboration and interaction: Synchronous devices enable us to connect with others in real-time, which is a very popular setup that permits an unrestricted and streaming learning session. Questions are quickly answered, and specific clarification is available.

3. A feeling of immediateness and presence: Synchronous devices are ideal for transmitting sensitive and late-breaking information. When using these technologies, the closeness of the human being is so "front and center," easing tensions caused by the mechanical or depersonalized nature of technology-enabled learning.

4. Promoting a learning community: Students benefit from exchanging ideas and experiences with their peers. The enhancement of a sense of closeness and community among learners is one of the main benefits of synchronous learning tools.

5. Modifying the learning components: Through synchronous electronic language learning, inequities can be reduced and learner participation can

become more equitable. It can avoid the constraints of the face-to-face learning environment, where extroverts might reign and group activities are impacted by sexual orientation and other personal characteristics.

According to (Dung, 2020), some of disadvantages of employing synchronous learning are as follows:

a. Time schedules must be adhered to by both students and teachers.

b. The effectiveness of the instructor affects a lot of the preparation

c. If other students are in need as well, students might not receive individual attention.

d. Teachers determine the speed of the learning process.

The necessity of students' availability at a specific moment and the crucial accessibility to a high transfer speed network are just a few of the difficulties associated with synchronous education. Specialized problems can cause members to feel upset and hindered. Furthermore, a thoroughly thought-out instructional design is necessary since pedagogy is more important than creatively stimulated media (Perveen, 2016).

2.2 Asynchronious online learning

Asynchronous online learning refers to educational, instructional, and learning processes that never take place in the same location or at the same time (Riwayatiningsih & Sulistyani, 2020). Asynchronous Learning is outlined as the foundation for a new model for distance learners by (Mayadas, 1997).

Students can complete one activity at a time in asynchronous conditions because there is no set time limit. According to (Delahunty, 2018), asynchronous

learning is a reasonably easy process: It's a learner-led approach in which the course is acquired and completed at various times for each individual student, limited by the requirement of in-person instruction to gain access to a module-specific period. Each learner has complete control over the how, when, and where of training thanks to asynchronous learning. It can be difficult to engage students in asynchronous e-learning in order to promote motivation, confidence, cooperation, problem-solving, analytic thinking, and higher-order thinking skills. A well-designed set of tactics must be used. Asynchronous online language learning is similar to synchronous online language learning in that both focus on the learner and employ online learning resources to promote data sharing among a network of people regardless of time constraints.

Some of the key benefits of implementing asynchronous learning are as follows (Dung, 2020)**:**

    a. Learners can think at any time and at any pace in accordance with their own needs.

    b. Students have the ability to review material they need to brush up on.

    c. Here is also the chance to look at outside resources that can support education.

(Dung, 2020) States, some of disadvantages of implementing asynchronous online Learning include:

    a. Limited access to lecturers and getting responses in real time.

b. Some students may struggle without consistent guidance and engagement.

c. Not all types of instruction lend themselves to self-paced learning.

3. Debate Course

Debate is about developing our speech and communication skills. Aspects communicate alternately for and in opposition to a selected competition commonly primarily based on a topical problem. In contrast to the arguments would possibly have with circle of relatives or buddies however, all people is allotted a time they're allowed to speak for and any interjections are cautiously managed. (Omelicheva, 2007) discovered that classroom debate encouraged students to participate in intellectual activities that display critical thinking abilities. The study's subjects also said that participating in class debates gave them provided an opportunity for them to practice and promote their presentation and teamwork.

Kennedy (2007) contends that debate course can increase student involvement in the learning process and give them more accountability for understanding. Additionally, the learners' role will visibly change to one that is more active than passive, which helps the students understand the value of learning as they participate and play a role in it as opposed to passively listening to lectures.

According to (Zare & Othman, 2015) the study findings definitely suggest that a study room debate course allows students to increase essential thinking and oral-verbal exchange abilities, amongst many other skills. Students' discover

ways to synthesize, examine, and compare statements and arguments. Debate additionally promotes lively learning, which permits college students to actively participate in the study technique. It additionally facilitates students' oral conversation and speaking skills. Finally, but no longer least, findings additionally verify that scholars suggested, just like the debating revel in and recognized it as a new and exciting technique.

4. Hybrid Learning

A hybrid learning environment combines online and offline (offline/face-to-face) learning, but the implementation takes place simultaneously. As a result, teachers will learn how to use current technology to teach both in-class and online students who are studying at the same time.

The hybrid format, according to (Kwan et al., 2009) pertains to any instruction that delivers content both online and on-site. For the purposes of this study, a hybrid course is one in which at least 50% of the learning activities are conducted online. By combining the best elements of traditional classroom instruction and online learning, hybrid courses at some institutions aim to improve the educational experience of their students.

Once the pandemic began to subside, education institution attempted to resume our regular activities, but were still constrained and separated between the online and offline modes of hybrid learning that we were accustomed to. The educational landscape does not want to change with the times. One of them has to do with changing the way people learn. The learning process was conducted entirely online or via the internet with conference videos while the pandemic

was still affecting the entire planet. But, internet education actually creates additional issues. While the procedure can certainly function, both teachers and students encounter challenges.

The main issue that is frequently experienced is a poor internet connection and technological equipment. When these issues start to arise, the learning process is forced to change once more, which leads to the development of hybrid learning models. (Kwan et al., 2009) states, students in hybrid programs have a larger chance to adopt and promote the learning community since they have access to both the physical and virtual campuses at the same time. Therefore that was important to know what students felt with the phenomenon of the learning models.

5. **The Indicators of Students Perception**

One important indicator to examined students' perceptions of online and hybrid learning in English debate courses during the pandemic and post-pandemic. Student perceptions were an important indicator that was closely related to the learning process and learning outcomes (M. Najicun, 2017). Students who have good perception will generally optimize the independent learning process, which can improve their learning outcomes. Apart from that, perceptions can influence students' interest in making a choice and academic achievement (Ningtias et al., 2021).

One way to measure students' perceptions of online and hybrid learning requires indicators to obtain data. The indicators according to (Adila & Harisah, 2020) consist of:

1. Interest,

2. Motivation,

3. Satisfaction,

4. Assessment, and

5. Response.

B. Previous Relevant Study

In this study, there are several studies that similar to the researcher's so the researcher studied the related matter from other studies research, The first research study was written by (Nurwahyuni, 2020) conducted a study, *An Analysis of Students' Perception on Synchronous and Asynchronous Learning in Speaking Skill During Pandemic Covid-19*. This study aimed to analyzes the students' perception toward synchronous and asynchronous learning in speaking skill during pandemic Covid-19 of Intensive English Class at Language Development Unit at UIN Anta sari Banjarmasin. Research findings that the students were less nervous to talk in asynchronous learning mode using a video recorder than they were to speak in synchronous learning mode using teleconference applications like Zoom and Google Meet. The similarity with this study is discuss about perception on synchronous and asynchronous learning. The difference is this study focus on learning speaking skill during pandemic. While this research was analyzed students' perception towards in debate course during pandemic and post pandemic context.

Secondly, research study was written by (Fatoni, 2021) conducted study on the *Students' Perception Using Zoom Application in Debate Course During Crisis*

Remote Teaching. This study aims to determine how students feel about using the Zoom application during crisis remote teaching in a debate course. In order to fully reveal the students' perceptions and challenges, this study was presented quantitatively and descriptively. According to the study, zoom application is well-liked because it is practical and cozy.

However, the internet link and the device used for online learning are the issues that students have. Given its many benefits over the challenges presented by crisis remote teaching, it is recommended that the zoom app still be used in debate courses. The similarities with this study described about perception and implementing zoom application as synchronous learning in debate course. The difference with this study is the research subject took place in private universities. While this research was analyzed students' perception toward synchronous and asynchronous learning in debate course during pandemic and post pandemic context and conducted at Universitas Muhammadiyah Sumatera Utara.

Third, research study was written by (Nurcholis et al., 2022) conducted study on the *Students' Perception of Asynchronous in English Learning During Covid-19 Pandemic*. This research aimed to describe how the students' perception of asynchronous in English learning during Covid-19 pandemic in English study program in Universitas Muhammadiyah Bengkulu. This study used quantitative descriptive research. The result is showed the researchers' development of understanding to convey the data to assist the problem-solving learning activities was aided by the students' perspective of asynchronous learning. And found the asynchronous learning is ineffective during the Covid-19 epidemic because the

educational approach, the media, and the learning activities were thought to be ineffective. When running an online learning process, there are numerous issues. There are many restrictions in asynchronous learning systems, such as the requirement that the teacher be able to teach over distances while utilizing technology.

The teacher must also be prepared to create media, teaching resources, and learning models. Yet, it is thought that asynchronous learning will be useful in the current pandemic era. The similarities between both were analyzed in terms of students' perceptions about the implementation of asynchronous learning during Covid-19. However, the difference between these two researchers is that synchronous learning and the post-pandemic context are not included in the study.

The relevance of this research found perceptions and proved an ideal learning model for English debate learning during pandemic and post pandemic, whether synchronous, asynchronous and hybrid learning, according to the three studies. This research aimed to support the findings of previous studies with updated findings that have been found in this study. Therefore, this research is expected to be a source of reference for finding suitable learning in the English debate learning model.

C. Conceptual Framework

This study focused on examining how students in the English Education Department at UMSU perceive on synchronous and asynchronous English debate learning in the context of the Covid-19 pandemic and post pandemic.

The technique of analyzing data can be seen by looking at this diagram:

Figure 2.1 Chart of Conceptual Framework

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                    ┌─────────────────┐
                    │    Speaking     │
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                    │     English     │
                    │     Debate      │
                    └────────┬────────┘
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                    ┌─────────────────┐
                    │ Learning Method │
                    │ (Hrastinski, 2008) │
                    └──────┬──────────┘
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          └────────┬─────────┘  └────────┬─────────┘
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                    │ Result Findings │
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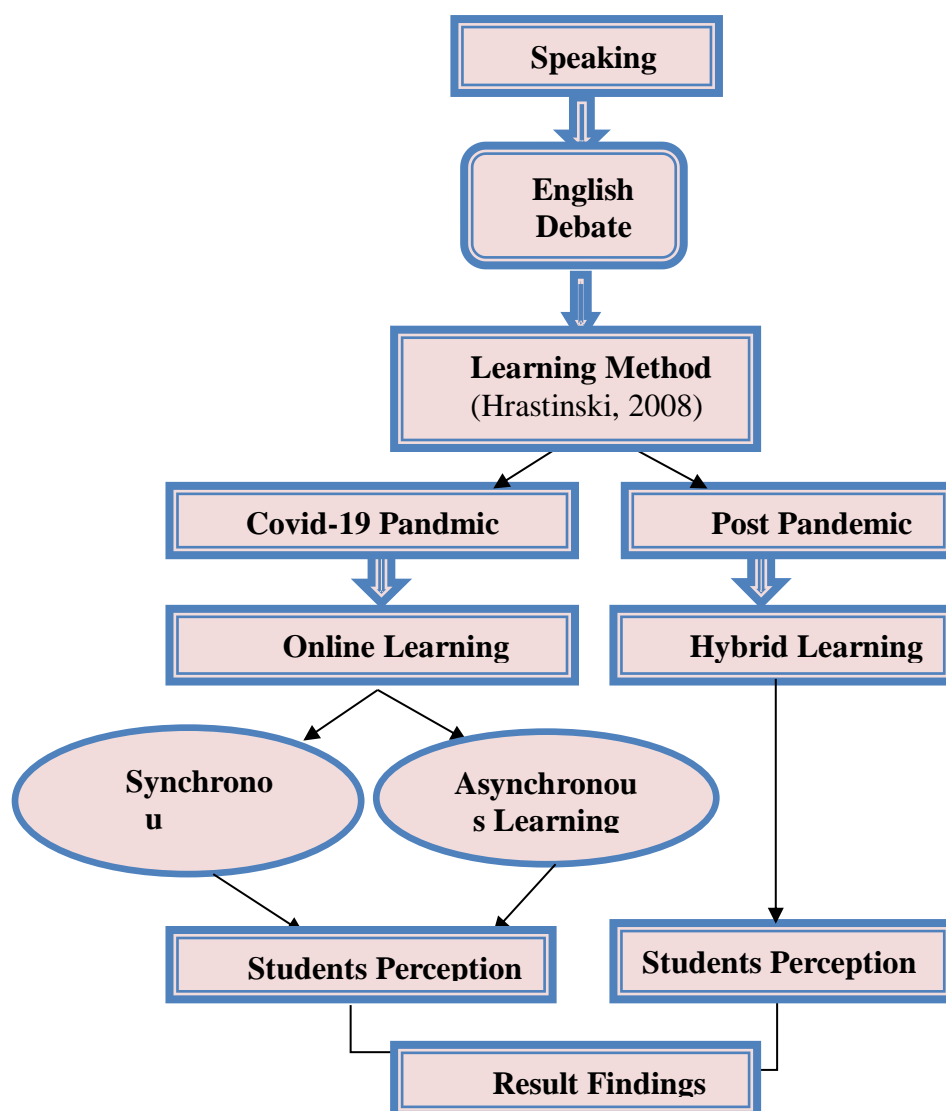
CHAPTER III

METHODOLOGY

A. Research Design

This study was a particular kind of qualitative research. According to (Arisian, 2020), qualitative research aims to delve deeply into the study setting to understand the how, why, and how the participants in the context perceive the way things are. This indicated that the study was evaluation-focused, explaining and describing events, phenomena, and data collected in the field in accordance with reality. Via questionnaires and interviews, this study conducted by using qualitative descriptive research. Descriptive study establishes and described how things are.

Based on the theories above, this study described about students' perception of their experienced with synchronous, asynchronous and hybrid learning in debate courses during and after pandemic.

B. Source of Data

The subject from whom the data was derived the data source by Arikunto (2013:172). The study's sources of data located many sources, including interviews or questionnaires, observations, documents, and audio-visual data, can be used in qualitative research (Jones et al., 2021). The following are two different categories of data sources (Odun-Ayo et al., 2018) Primary data is fresh, original information that the researcher directly gathers from a variety of sources,

including surveys, observations, documentation, questionnaires, and in-person interviews.

While gathering the source of data, the researcher used numerous strategies. At the Universitas Muhammadiyah Sumatra Utara's English Education Department faculty of teacher training and education, the researcher conducted interviews and distributed questionnaires to 40 students in six and eight semesters, two classes for each semester. There were C morning and A evening classes in eight semester, then A and B morning classes in six semester. 30 students were participated in questionnaire and 10 students participated in the interview, at UMSU for the 2022/2023 academic year, as the subject of this research. Purposive random sampling, according to (Etikan, 2017), is a sampling strategy where researchers rely on their own judgment when choosing population individuals to take part in research.

In this research, an explanation provided for each existing variable, then determine the indicators measured, until they become statement items. The aspects of student perception towards online learning that are measured consist of interest, motivation, satisfaction, assessment and response (Adila & Harisah, 2020) described in the instrument as follows:

Students' Perception on Synchronous and Asynchronous Learning in Debate Course during Pandemic and Post Pandemic Context	
Formulation of the Problem	**Indicators**
1. How were the students' perception on synchronous and asynchronous as	Interest
	Motivation

learning model in English debate lecture during Covid-19 pandemic?	Satisfaction
	Assessment
2. How were the students' perception on synchronous, asynchronous and hybrid as learning model in English debate lecture in post pandemic?	Response

Table 3.1 Indicators of the Research

Khabibah (Yamasari: 2010) states that determining the response category given by students to a criterion is by matching the percentage results with positive criteria. The student response criteria are as follows:

Percentage Student Response Criteria	Category
$85\% \leq SR$	Very Positive
$70\% = SR < 85\%$	Positive
$50\% = SR < 70\%$	Less positive
$SR < 50\%$	negative

Table 3.2 The Percentage Results Category

The reasons why the researcher chose six and eight semester students of English Education Department at UMSU are: Firstly, conducting the research was more efficient because the researcher is a student at the Universitas Muhammadiyah Sumatra Utara. The second reason is that since the Covid-19 outbreak and the post-pandemic, students in the English Education Department at UMSU had taken debate courses through synchronous and asynchronous learning. This research analyzed the students' perceptions of synchronous and asynchronous learning in debate courses during pandemic and post pandemic at UMSU.

C. The Techniques of Collecting Data

The researcher employed various data gathering strategies, including observation, questioning, interviews, and documentation methods, to gather the information required for this study. Following is an explanation of the four data gathering methods, they use:

1. Observation

Arikunto (2013:272) defines observation as actions that use all of the senses to direct attention to an object. Made observations was the first stage in using this method of data collection. Observed the appropriate parties were the intended observation. Then from this method the researcher can found the problem of this study.

2. Questionnaire

A questionnaire is a document that includes questions and other types of items intended to collect data for analysis (Schnall et al., 2017). There are two different types of questionnaires: closed-ended and open-ended. (Schnall et al., 2017) states, in contrast to closed-ended questions, which offer a choice of options, open-ended questions allow respondents to provide free-form comments. In order to limit responses, closed-ended questions present a list of options from which the respondent must select.

Based on the description provided above, this study used both types of questionnaires to as certain how the students felt about synchronous, asynchronous and hybrid learning as alternatives to traditional classroom instruction during the Covid-19 and post-pandemic periods. This research

distributed the questionnaires to 15 students in six and eight semesters, for a total of 30 who have responded to the questionnaire.

3. Interview

The second data collection technique is an interview. According to Arikunto (2013:270), the interview approach is an oral communication method used to gather data through direct conversation. Used this method, the researcher engaged the informant in a question-and-answer session. Interviews are verbal questions and answers between two or more people directly, which are useful for obtaining first-hand (primary) data, complementing other collection techniques, testing the results of other data collection (Usman and Akbar, 2008: 55).

This interview was aimed at students of the English department of UMSU, as a supporter of the questionnaire method in collected data. If the questionnaire method is not in-depth enough, the interview method will obtain more in-depth information from informants regarding student perceptions of online and hybrid learning in debate courses.

This research distributed the interview to 5 students in six and eight semesters, total 10 informants in the interview session. Purposive random sampling was used to choose the study's informants.

4. Documentation

Documentation in this study aims to collected data in questionnaire and during interviews with informants in the form of documents, writings or notes and other data.

D. Techniques of Analyzing Data

This research analyzed students' perception towards synchronous and asynchronous learning in English debate course during pandemic and post pandemic based on the findings of interviews and questionnaires. According to (Miles, M& Huberman, 2010), there are three steps involved in the analysis of qualitative data, as follows :

a. Data Reduction

The process of selecting, focusing, simplifying, abstracting, and changing data that occurred in written field notes is referred to as "reduction of the data." When the data were being gathered for the interview, they were being reduced. The stage of the discussion for further reduction has already happened, including drawing conclusions, codifying, looking into themes, grouping, and writing a note. Steps to minimize the data used in this study.

b. Data Display

The process of displayed the data came after data condensation. To enable inferences and actions, the data has been gathered and compressed. We can better comprehend what is going on by looking at the data presentation, and then we can conducted more research based on that understanding.

c. Drawing and Verifying Conclusions

After showed the data, the final stage was to drew and validated conclusions. In order to explore students' perceptions of synchronous and asynchronous learning in debate courses, it used to characterized all data and found solutions. To drew conclusions and the data ended as many times as

necessary to double-check or re-verify them was the goal of the verification in this phase.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This research is qualitative research. This study used a qualitative descriptive analysis. The participants of this research were six and eight semester students of English education major Universitas Muhammadiyah Sumatera Utara who had been learning English debate course during pandemic and post pandemic. The data were collected through closed-ended and open-ended questions. The researcher distributed the questionnaire made through Google Forms. There were 30 student participants who took the questionnaire, 15 students for each semester of different class. The number of items of this closed and open ended questionnaire question was 28 items for the eight semesters. While for the six semester, the question of questionnaire was 33 items. For the open ended questionnaire, the researcher gave it to the participants to gave them opportunity to express their perceptions toward learning of English debate course during pandemic and post pandemic, without any option provided by the researcher. After the researcher collect the answer from all of participants, the researcher analyzed the questionnaire.

This research also conducted interview by phone via What's App voice note. The interviews were done in chat personal with informants. The informants for this research were 10 students of eight and six semester, 5 students for each semesters of different class. C morning and A Evening classes in the eighth semester while in the sixth semester A and B morning classes. After collecting all

of the data, the researcher analyzed them by reducing the data of the interview related to students' perceptions toward online and hybrid learning of English debate course. Then, the researcher displayed the data based on their own perception, whether positive or negative perception. Interactive model proposes by (Mattew B. Miles, 2014) namely data collection, data condensation, data display and drawing and verifying conclusion was used in analyzing the data.

B. **Data Analysis**

1. **Investigasting students' perception towards synchronous and asynchronous English debate learning during pandemic with closed ended questions.**

Everyone has a different idea of what they are thinking about because perception can be considered as a step between inputs and response (Garner et al., 1956). As a result, each person's perception varies depending on their personal beliefs. Some people enjoy answering questions because of the differences between themselves and other people, but others do not. It all comes down to how each person thinks.

It is certain that student perceptions serve a significant role in the responses provided to the questionnaires and interview that the researchers have designed 18 of closed-ended questions were used to examine how students felt about how this study was formulated.

Therefore the total 20 participants gave their perception based on their experienced on attending synchronous and asynchronous English debate course during pandemic situation.
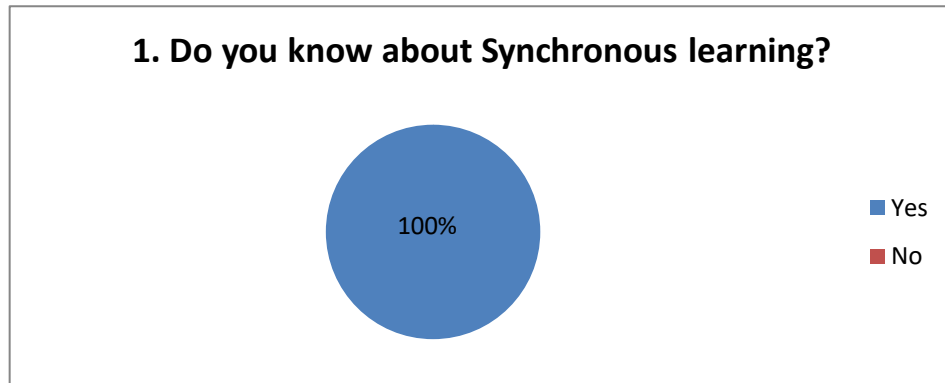
1. Do you know about Synchronous learning?

100%

■ Yes
■ No

Figure 1 Awareness about Synchronous Learning.

Based on the visual chart of questionnaire in Figure 1, showed that 15 participants, or 100%, were aware of synchronous learning. This proved that all students knew that synchronous learning was online learning.

Then the researcher did the interview with the 5 informants and the result was all of them said yes, they know synchronous learning as online learning during the pandemic. It can be said that synchronous learning already known by students.

2. Do you know about Asynchronous learning?

0%

100%

■ Yes
■ No
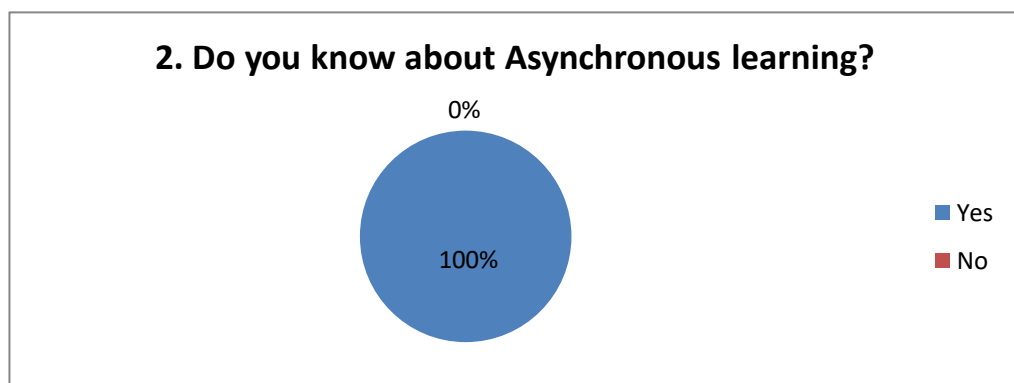
Figure 2 Awareness about Asynchronous Learning.

The visual chart in figure 2 showed of the 15 participants, 100% were aware of asynchronous learning. This also proved that more or less, some students knew that synchronous learning was online learning.

Then the researcher did the interview to the 5 informants and the results that were all of them said yes, they had already known asynchronous learning as an online learning during pandemic. It could be concluded students knew about these learning types during that learning were implemented.
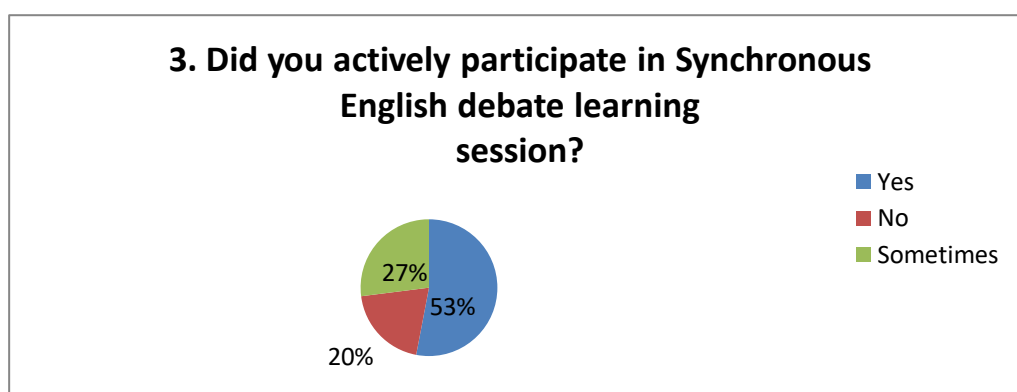
Figure 3 Active Participate in a Synchronous English debate learning session

The figure 3 showed that 53 % (n=8) participants actively participated in English debate synchronous learning sessions, 27% (n=4) participants sometimes actively participated and the 20% (n=3) did not participate in them. The figure 3 concluded that most students actively participated on the synchronous English debate learning and any students did not participate, because they had a bad signal for join the class. Sometimes we cannot predict the weather, maybe some students live in village, so they couldn't got a good signal. Also they couldn't attend because they did other work from home.

The researcher got from the interview 4 people said yes and another one said no. So, from this question most students actively participate in synchronous English debate learning.
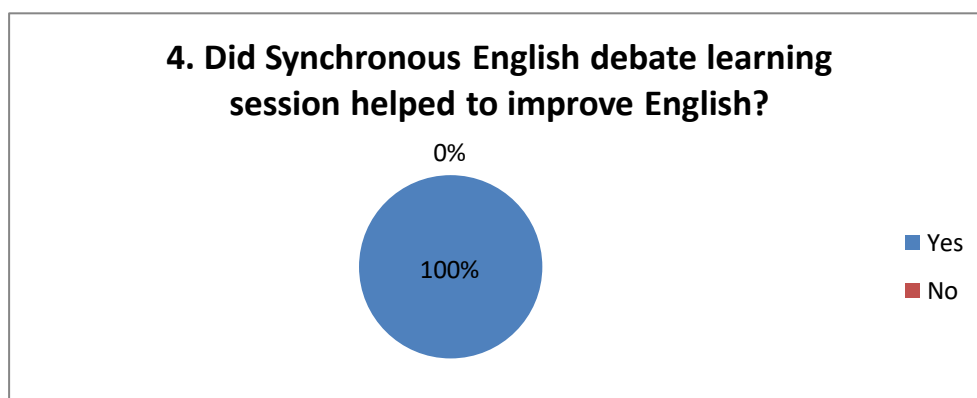

4. Did Synchronous English debate learning session helped to improve English?

0%

100%

■ Yes
■ No

Figure 4 Synchronous English debate learning session helped to improve English

The figure 4 shows that 100% all of 15 participants felt synchronous English debate learning helped to improve their English.

From the interview, the researcher found that all students agreed with this question. Based on this question, the researcher could conclude that English debate synchronous learning helped to improve students' English abilities. Although the pandemic came, the students still got the benefit from the online learning system. Therefore, online meeting (synchronous learning) could be one way for learning during pandemic situation.

5. What is the greatests strength of asynchronous English debate Learning?
15 responses

Not time bound	2 (13.3%)
Not Place bound	2 (13.3%)
Allows time to reflect	3 (20%)
Written responses and argument	1 (6.7%)
All of the above	7 (46.7%)
None of the above	0 (0%)
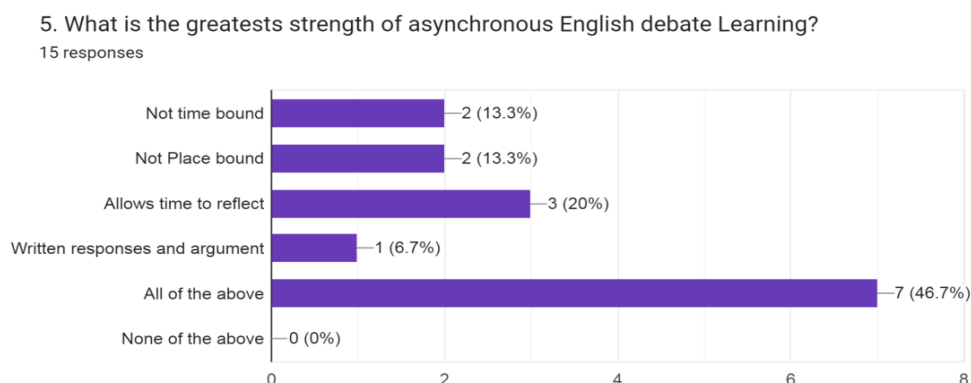
Figure 5 The Greatests Strength of Asynchronous English Debate Learning

Figure 5 showed a description of the strongest points of asynchronous English debate learning 46,7% (7 participants) chose the overall strength of the points, and 20% (3 participants) preferred the another strongest aspects of an asynchronous English debate learning that is allows time to reflect, because asynchronous often doing by e-learning so they have many time to prepare before study. 13,3% (2 participants) participants considered two aspect there are not time bound and not place bound, therefore they did asynchronous learning anytime and everywhere. And 6,7% (1 participant) students more likely written responses and argument.

The researcher did the interview and collected the results of the data, total 5 informants 2 students preferred not time bound and the other choose all the best aspects of an asynchronous English debate course. Based on this question students have a flexible time for learn English debate course, and some of them felt lucky, they could learn at anytime for students who were studying while working.

6. What is the greatests weakness of asynchronous English debate Learning?
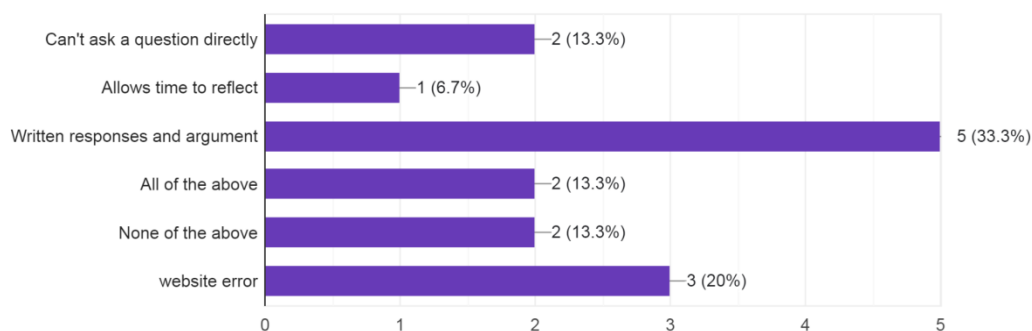15 responses

Figure 6 The Greatest Weakness of Asynchronous English Debate Learning

Figure 6 showed a description of the weaknesses points of asynchronous English debate learning, written responses and argument total of 33 % (5 participants). It could be seen that students most likely debated directly and developed their arguments in real time. 20% (3 participants) made an error on the website when beginning the learning process and couldn't ask a question directly, which is the same percentage as participants who considered all of the weaknesses, for a total of 14% (2 participants).

Based on the interview, a total of 3 students chose all of the weak aspects of asynchronous English debate learning and the rest of them have their own perception, no face-to-face interaction to be the other weakness of asynchronous English debate learning during pandemic. It's concluded that asynchronous English debate learning has the greatest weakness, which is writtten responses and arguments.

7. What is the greatests strength of synchronous English debate learning?
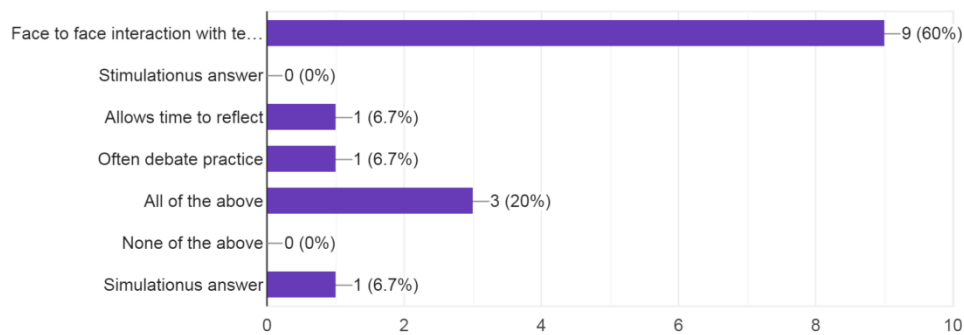15 responses

Figure 7 The Greatest Strength of Synchronous English Debate Learning

Figure 7 showed that face-to-face interaction with teacher was the strongest aspect for 60% (9 participants) who most preferred to learn by direct interaction with the teacher and considered all options the second strongest point with 20% points (3 participants).

The researcher also found the result from the interview session, all informants considered all aspects of the strength above. Based on the result of this statement, students preferred face-to-face interaction with teachers as the greatest strength of synchronous learning, even through virtual meetings.

8. What is the greatests weakness of synchronous English debate learning?
15 responses
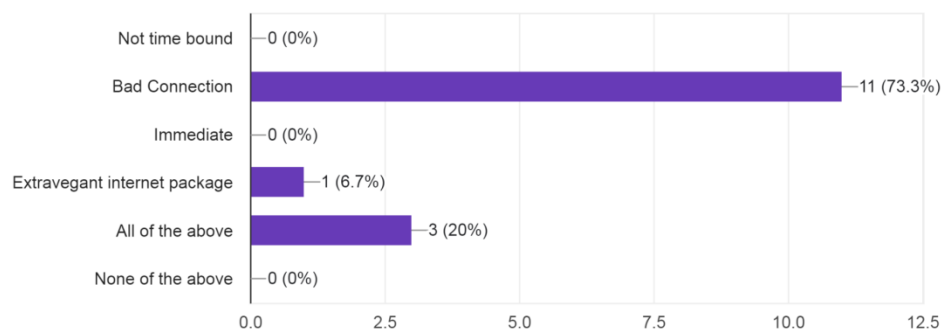
Figure 8 The Greatest Weakness of Synchronous Learning

Figure 8 showed that 73% (11 participants) preferred bad connection as the strongest weakness of synchronous English debate learning and the second strongest point of all items, chosen by 20% (3 participants).

From the interview, all aspects of the weaknesses of asynchronous learning were the most chosen among the five students. It could be concluded from the questionnaire and interview questions 8 namely, synchronous learning has constraints on the network. To use it, they must prepare an internet data plan and a good signal during the lesson. Moreover, in learning English debate it was very important to interact directly.
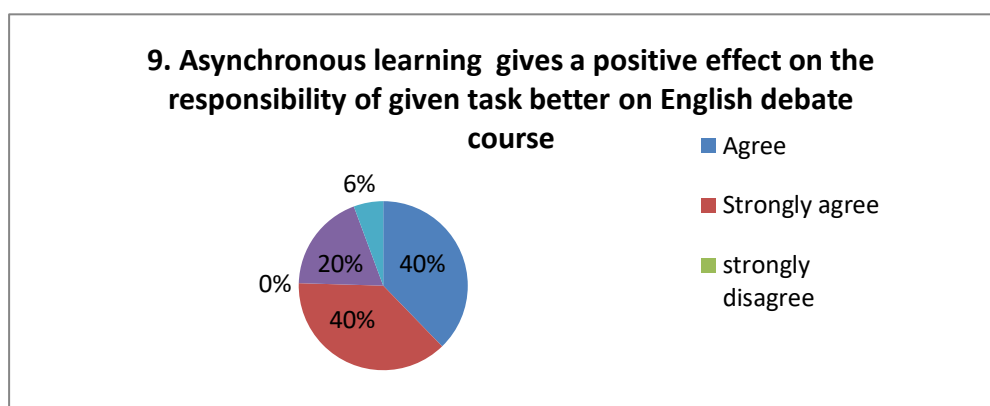
Figure chart 9 Material on Asynchronous English Debate Learning

On the figure 9, it could be seen that 40% (6 participants) agreed with the statement and 40% (6 participants) strongly agree. But, 20 % (3 participants) disagreed for the statement and 6% (1 participant) chose doubt.

From the interview the researcher found 4 informants agreed and the other one disagreed with this statement. Based on this question, most people agreed the asynchronous English debate learning give positive effect of given task better while English debate course sessions.
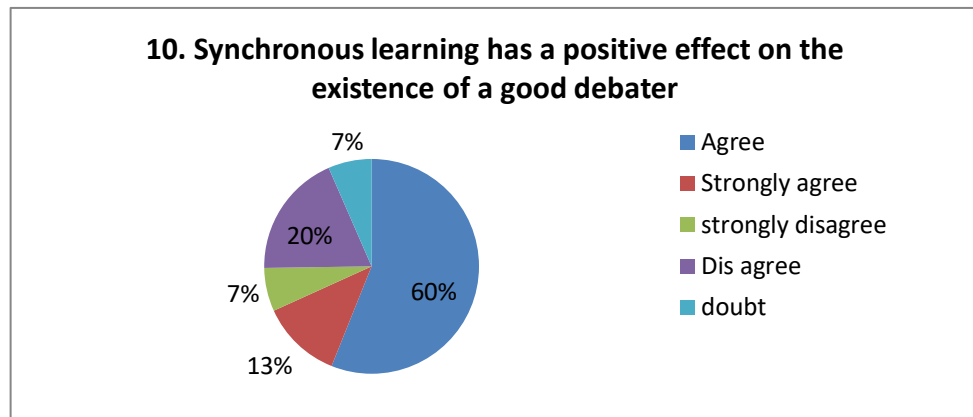
10. Synchronous learning has a positive effect on the existence of a good debater

- ■ Agree
- ■ Strongly agree
- ■ strongly disagree
- ■ Dis agree
- ■ doubt

Figure 10 The Role of Synchronous Learning while English Debate Course

The figure 10 showed that 60% (9 participants) answered agreed and 20 % (3 participants) strongly agreed. It could be seen that synchronous learning was important for students' e-language learning during pandemic especially in debate course. While, 13% (2 participants) chose disagree, 7% (1 participant) strongly disagreed and another one participants considered doubt. Some students also felt that synchronous learning is still less effective for them, they still expect face-to-face learning. The result of the interview 5 informants agreed with this statement. So, it could be concluded for this statement that synchronous English debate learning during pandemic was available and had positive effect for students.
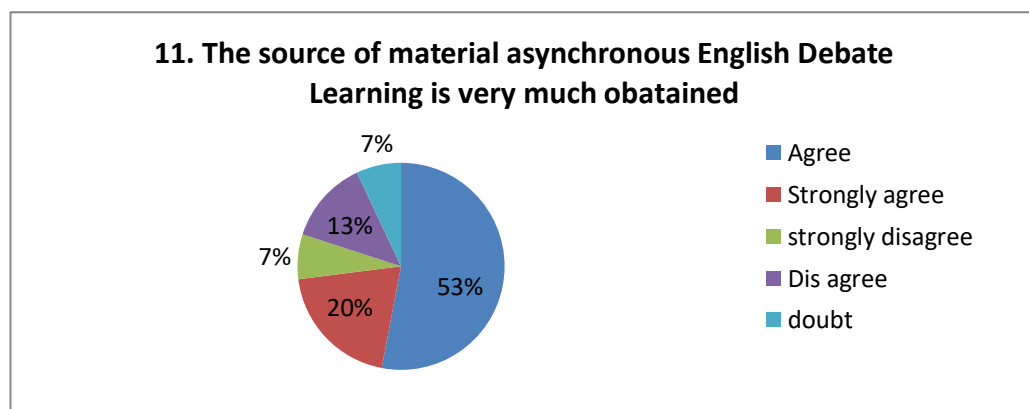
11. The source of material asynchronous English Debate Learning is very much obatained

- ■ Agree
- ■ Strongly agree
- ■ strongly disagree
- ■ Dis agree
- ■ doubt

Figure 11 The Material of asynchronous English debate learning

The figure 11 showed that 53% (8 participants) agreed and 20 % (3 participants) answered strongly agreed. It could be seen synchronous learning was the important for students' e-language learning during pandemic especially in debate course. While, 13% (2 participants) chose disagree, 7% (1 participant) answered strongly disagree and another one participants considered doubt answer.

In the interview results all of 5 informants agreed with this statement. So, it could be concluded that the source of material in asynchronous English debate learning was obtained because students could accessed the materials at anytime.
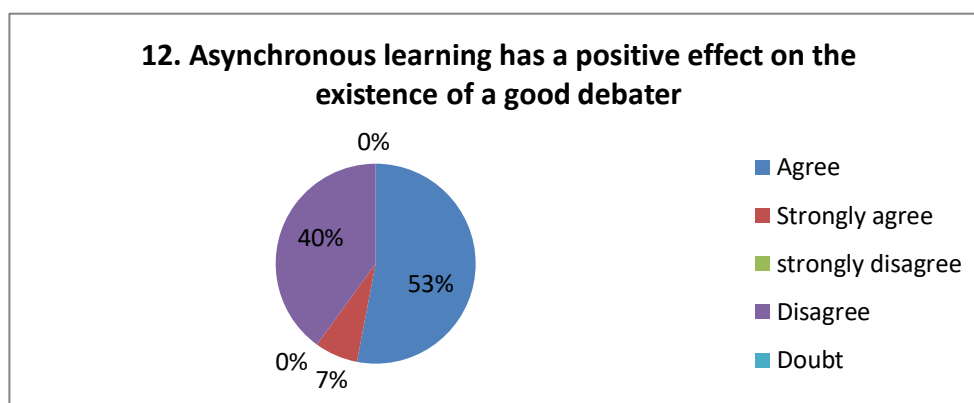
Figure 12 the positive effect on the existence of asynchronous learning

The figure 12 described, 53% (8 participants) chose agreed and 7% (1 participant) answered strongly agree. Students most enjoyed doing English debate courses through e-learning because has a flexible time and not immediate the answer. The other participants are 40% (6 participants) were preferred disagree, because they think asynchronous English debate learning most efficient in synchronous or in real time. The researcher also found the result from the interview sessions total 4 informants agreed and 1 said doubt for this statement.

Therefore, it could be concluded most students were quite comfortable with asynchronous English debate learning because they have many time to develop their own argument for debate.
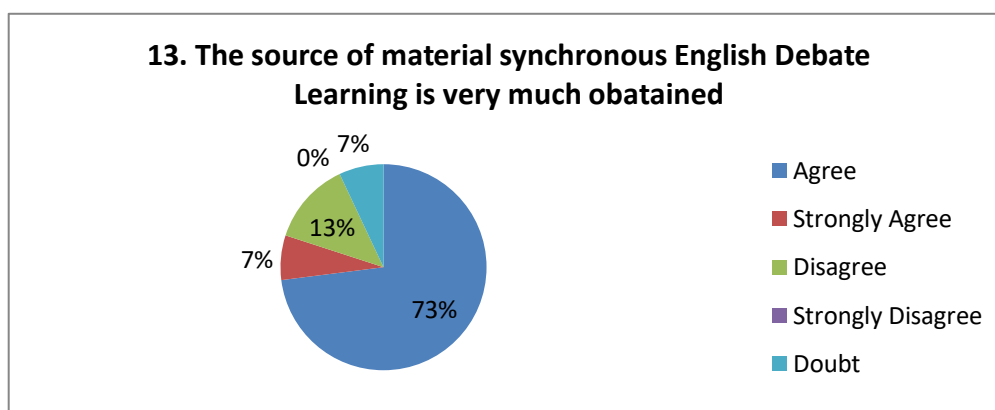

Figure 13 The source of Material Synchronous English debate learning obtained

From figure 13, explained 73% (11 participants) agreed, the second strong answer 13% (2 participants) chose disagree, and 7% (1participant) answered strongly agree and doubt.

Meanwhile from the interview, all of the 5 informants said agree. So, based on the responses to questionnaire and answered by interview session of this statement, it could be concluded that they felt the source of synchronous English debate learning was useful for them.
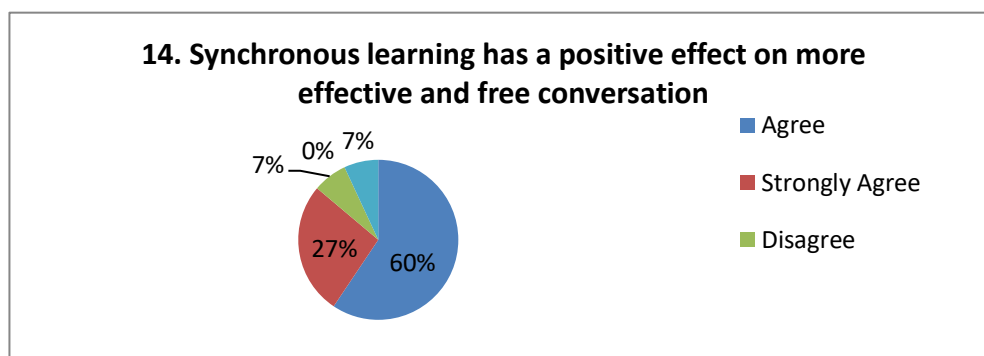

Figure 14 the positive conversation free of synchronous learning

The figure 14 explained 60% (9 participants) agreed, 27% (4 participants) chose strongly agreed, 7% (1 participant) preferred disagree and doubt. From the interview was that 2 informants said strongly agree, 1 said disagree, 1 answered agree and the other 1 considered doubt answer.

It could be concluded that most students agreed synchronous English debate learning was effective for their conversation during the learning process. While the other students preferred disagree and doubt, they felt the time was limited for having the effective conversation during English debate synchronous learning.
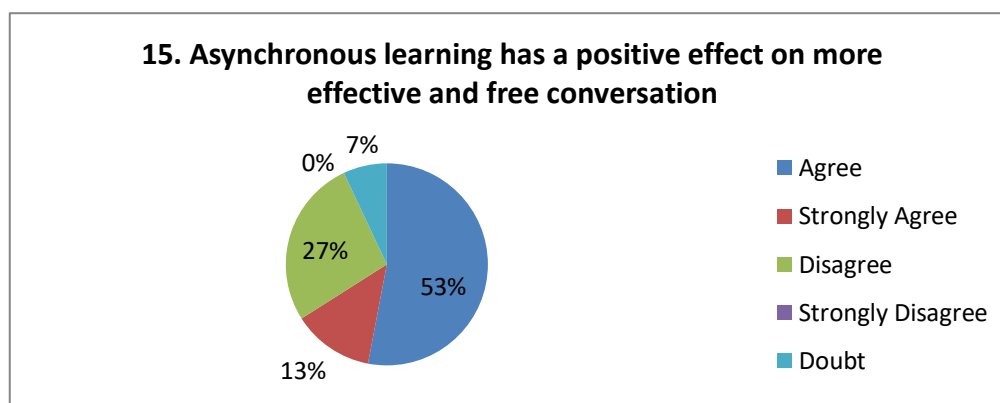

15. Asynchronous learning has a positive effect on more effective and free conversation

- Agree
- Strongly Agree
- Disagree
- Strongly Disagree
- Doubt

Figure 15 the positive effect on more effective conversation free of asynchronous

learning

The figure 15 described that total of the 15 participants, 53% (8 participants) chose agree, 27% (4 participants) answered disagree, 13 % (2 participants) answered strongly agree and 7% (1 participant) considered doubt answer.

The result from the interview was that 2 informants said agree and for the aspects of doubt, strongly disagree and disagree were answered by 1 informant.

This statement could be concluded that students almost balanced their perception, the majority students from 20 participants felt asynchronous English debate learning was effective conversation free on asynchronous. However some of them did not feel the same thing. They preferred synchronous English debate learning on more effective conversation free while the learning process.
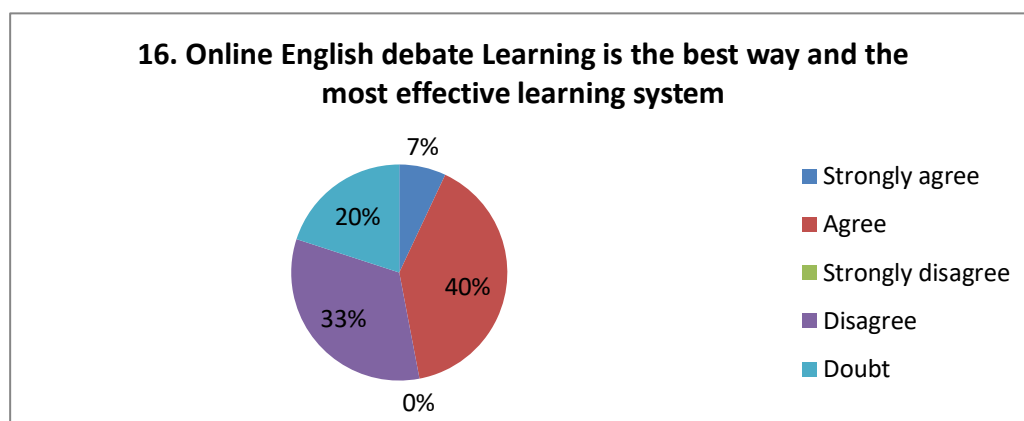

Figure 16 Online Learning is the Best Way and the most Effective Learning

System

The figure 16 showed the strongest answer was agreed. However, the other option almost in the same percent students preferred disagree with a total of 33 % (5 participants), because online learning has many trouble during the learning process. Therefore, 20% (3 participants) were considered in doubt answer.

The interview showed that 3 informants disagreed with the statement and 2 informants preferred agree. It could be concluded online English debate learning effective enough as the learning system in pandemic situation, but not all students approved of that, some of them disagreed, because many

disadvantages in online learning. Students' needed an interactive class during the study.
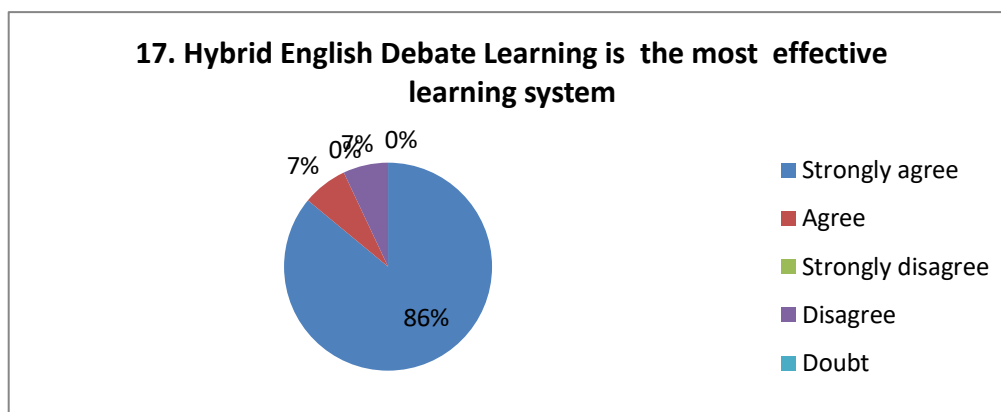

Figure 17 Hybrid Learning is the Best Way and the most Effective Learning

System

The figure 17 described most students strongly agree, with a total 86% (13 participants) and 7% (1 participant). Only 7% (1 participant) considered disagree. In the interview, the results show that 4 informants disagree and the other one said agree. It could be concluded that students who have been studied in pandemic situations need another system of learning in debate course. The data shows, they preferred on hybrid. Blended learning can be most effective for English debate subject during pandemic situations, they want direct practice, feedback and interactions.
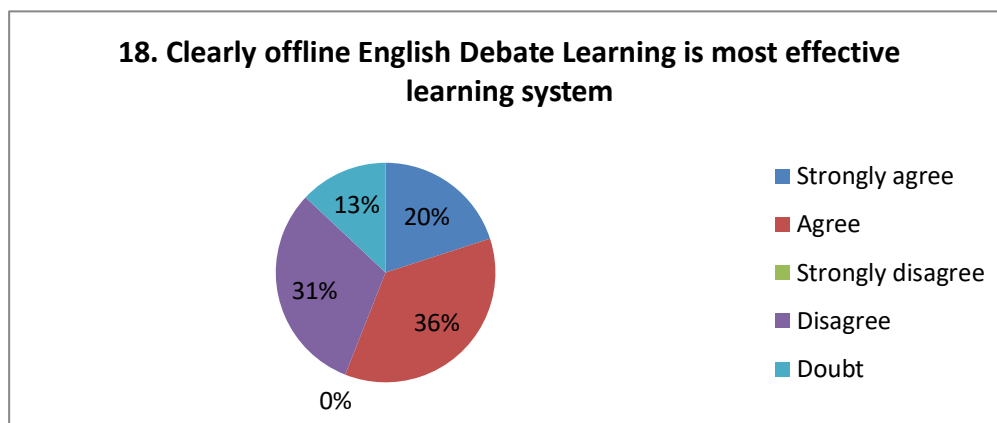
18. Clearly offline English Debate Learning is most effective learning system

Strongly agree
Agree
Strongly disagree
Disagree
Doubt

13%
20%
31%
36%
0%

Figure 18 Offline Learning is the most Effective as Learning System

The data showed the strongest answer was agreed with the totals of 36 % (5 participants) and the second strongest answer was disagreed with 31 % (4 participants). But, 20% (3 participants) chose strongly agree and 13% (3 participants) in the doubt answer.

In the interview, 4 informants strongly agreed and 1 informant preferred disagree. From this statement could be concluded, most of the students clearly preferred offline learning as the most effective learning system. Because offline, they will get many benefits without any trouble which includes in online. However, some of them considered disagree and doubt, maybe they comfortable with online learning because has flexible time, students can learn anytime and everywhere. They can study and work together, so which is why some students disagree with offline learning as an effective learning system.

Based on the closed-ended questions above, it could be concluded that students had bad and good experiences whith synchronous and asynchronous English debate learning during the pandemic. All of them felt quite comfortable with both learning styles.

2. **Investigasting students' perception towards synchronous and asynchronous English debate learning during pandemic with Open Ended question.**

This question aims to press their own perception relates to knowledge, belief, or opinion of the informants toward learning material, on attending synchronous and asynchronous English debate course during the pandemic. Grounded in the data garnered from the questionnaire and in depth interview, the result could be concluded related to students' perceptions from the 10 open ended questions.

1. *How is your opinion about synchronous English debate learning?*

It can be seen from the data, students used synchronous learning methods to study English debate during the pandemic. Both include online learning, which has benefits and drawbacks depending on how it is used. It gave them benefits such as the ability could learn by virtual meeting to replace face-to-face learning on synchronous learning and students could learn also access the materials anytime, anywhere on asynchronous learning.

However, students felt challenges during the process, because synchronous learning requaried a good signal. They often got bad signal during virtual meeting. These types enough helped students for learning during pandemic situation. One of many effective methods or strategies in education during a pandemic, particularly in the learning English debate, might be stated to be synchronous and asynchronous learning.

2. *How do you feel while English debate online learning during pandemic?*

The result from the data, students feel confused during online English debate learning, they preferred face-to-face debate practice because it was more effective. Online classes have limited learning time, especially in virtual meetings via Zoom. Therefore, there was a lack of interactive atmosphere due to time constraints. Whereas asynchronous debate learning was considered less effective because they only focused on the material. Students' preferred to do debate learning directly in real situations, even though there were many obstacles. Synchronous learning is quite helpful in English debate because it is more interactive for learning even though it has limited time.

3. *What application do you use most often in English Debate Learning during pandemic?*

It can be seen from the data, most students often used virtual meetings through Zoom Meeting and Google Meet for learning during English debate course during pandemic. Also some of them sometimes learn from YouTube and e-learning for did asynchronous learning. In asynchronous debate learning, e-learning acts as a container for learning materials. Students' could access the material at any time. Sometime, students' practiced debating there by typing in the chat forum and arguing with each other. From this question it could be concluded, students' more often used Zoom Meetings or Google Meet and e-learning while English debate course.

4. If you feel excited, how satisfied you are while using the it application during the learning process?

The data explained that students were quite satisfied while using the application during pandemic because it was helpful and useful for learning. Students could learn from home with flexible time and could do other things together when studying. A free application that made it easy for them to access it, even though there were still many shortcomings in its use, allowed them to take a part in online learning every day. Synchronous and asynchronous learning tools or media were sufficient to helped students' in the learning process.

5. If you don't feel excited, what makes you stress while synchronous and asynchronous English debate learning during pandemic?

The data showed students were stressed and dissatisfied while synchronous learning, namely virtual learning via Zoom, they always got bad connections during the learning process. Because of that, they couldn't focus well enough to absorb the learning material. Students found it difficult to understand the material because they had limited time for learning, sometimes felt bored in debate courses, the lecture often repeated the same materials and they got miscommunication during debate practiced. That was not a stimulation answer.

Students experienced many difficulties and obstacles in the learning process, as well as being stimulated by the material provided by the lecturer. This also had an impact on students when implementing the synchronous and asynchronous English debate courses during the pandemic.

6. *Is there any advantage and disadvantage you found while synchronous English Debate Learning during pandemic? If so, please explain the detail!*

From the results of the data, the researcher concluded some advantages and disadvantages of English debate learning during pandemic namely:

- Advantage

a. The application was helpful and useful for learning during pandemic.

b. Often debate matched when synchronous learning, got instant feedback and real-time interaction.

c. Encouraged easy-to-understand material because the material was delivered face-to-face via Zoom or Google Meet.

d. Improved English ability while debate practiced.

e. Created a successful online debate-based learning environment.

- Disadvantage

a. Bad signal.

b. Not focused well and lack of personalized attention.

c. Limited time for learning.

d. Lack of digested learning material due to online networks and systems.

e. They must have prepared an internet package and lost a lot of money.

f. Difficult to understanding the learning material.

7. *Is there any advantage and disadvantage you found while asynchronous English Debate Learning during pandemic? If so, please explain the detail!*

From the results of the data, the researcher concluded some advantages and disadvantages of English debate learning during pandemic namely:

- Advantage

a. Learners could access and review the material anytime and anywhere.

b. Has a flexible time, learners could still posted a questions to discussion boards or send them via email and got responses later.

c. Learners can engage at their preferred time, location and at their own pace.

d. Saved money and internet package.

- Disadvantage

a. Lack of real-time interaction.

b. Bored and not interactive learning.

c. Did not require approval by the teacher.

d. Reduce the rate of delayed feedback.

e. Students were allowed to put off reading the materials and had no interaction to learn how to speak well.

8. *If you find challenges during the process, what difficult you found during English Debate course online learning?*

It could be seen from the data students had challenges that still the network problem to disturbed the learning process. Also they felt difficulties in

understanding the material, they were confused with the statement and topic that the lecture gave for them and some students could'nt understand what the lecture said because she is originally western people. It was had an impact on students, because the learning wasn't clearly when doneonline. They needed direct interaction in the English debate course during pandemic. Therefore, it was important to have a well-designed course structure and clear communication to overcome the interaction gap.

9. *Which one is easier for you, synchronous online learning or asynchronous online learning? Why?*

The data described that most students preferred synchronous learning because they needed real-time interaction with the teacher and another person for English debate learning, they were rated synchronous more effective than asynchronous learning, because the feedback or responses between the lecturer and students was important to understanding the material. While some students were considered asynchronous learning because give many time to reflect and prepare before learning.

10. *If you can choose the most comfortable learning system of English debate course, which one do you preferred? online learning, hybrid learning or clearly offline learning? Why?*

The result of the data from this question was that students preferred hybrid learning as the most of comfortable. Because they said, although during pandemic situations, students still need direct interactions for learning, especially in English debate course. They thought learning could be effective if they did blended

learning in that situation. Then, some students hoped they could do offline and a bit of them were comfortable with online learning.

From the data result of open-ended questions based on a questionnaire and interview, the researcher could conclude that most students preferred synchronous learning as the way for online learning in debate courses, because debate needs direct interaction and interactive learning. The bad connections in networking sometimes make synchronous learning ineffective. Therefore, some of them preferred asynchronous learning, because it was flexible and not bothered by network problems, but weak of interaction. Therefore, they needed and hoped could do blended learning (hybrid) and clearly offline as the most effective learning system for English debate course during pandemic.

3. **Investigasting students' perception towards synchronous and asynchronous English hybrid learning in post pandemic with closed ended questions.**

Several schools and other educational institutions, notably UMSU, established a hybrid learning system more specifically, online and offline mixed learning after the pandemic was over. In previous investigations, researchers came to the conclusion that students required more direct engagement with teachers in debate learning during a pandemic made the learning environment more interactive, effective and to received positive feedback during the learning process. In this study, researcher looked into how some students saw the hybrid learning phenomenon, particularly as it related to the learning of English debate.

20 individuals in total had shared their opinions through questionnaires and interviews. The information gathered through 23 closed-ended questions was provided below.
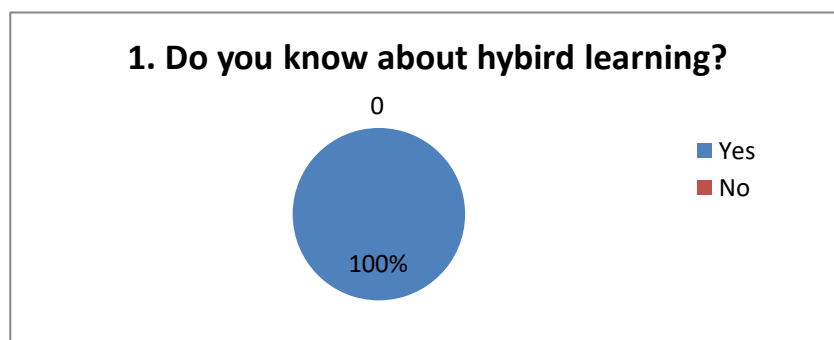

Figure 1 Awareness about Hybrid Learning

The figure 1 showed 100% (15 participants) already knew about hybrid learning system. They had used the learning method in post pandemic situation. This learning was another way to learn after the pandemic was over. Then, the researcher did the interview and found that all of the informants said yes, they knew about hybrid learning. Students used the mixed learning system, both online and offline.
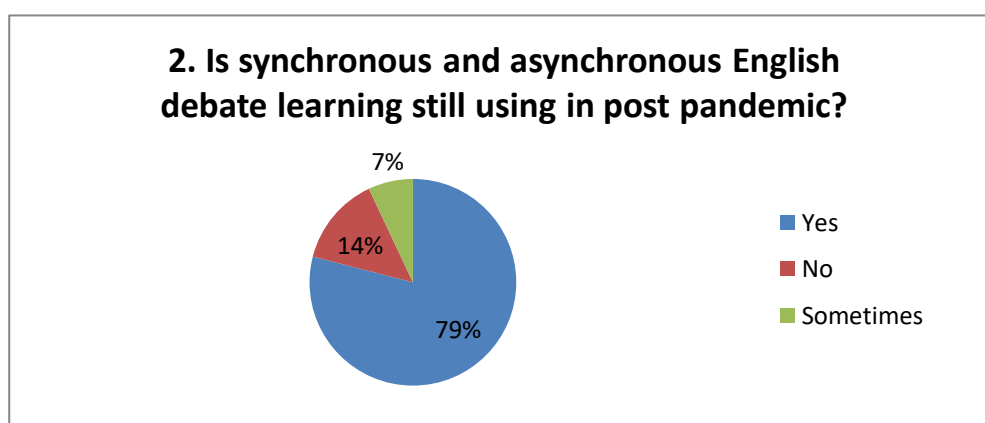

Figure 2 The Implementation of Synchronous and asynchronous of English

debate Course Hybrid Learning

The data from figure 2 could be seen, 79% (11 participants) answered yes, 14% (2 participants) considered no answer and 7% (1 participant) preferred sometimes. Lecture could deliver the material through blended learning in the post-pandemic. They looked at the conditions, maybe the weather was bad or good for coming to campus and if he or she has another activity, therefore they did online learning.

Based on the interview, the researcher found that 5 informants agreed. That could be said online learning namely synchronous and asynchronous English debate learning was still implemented although the pandemic was over.
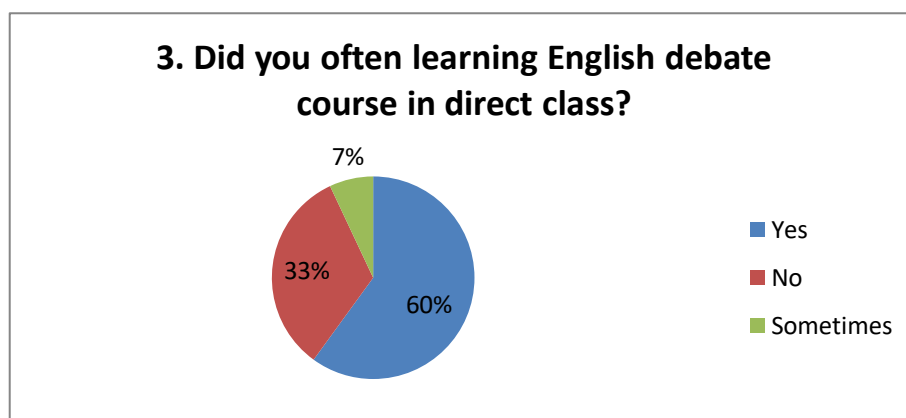

Figure 3 Often learning English Debate in direct Class

The data showed 60% (9 participants) answered yes, 33 % (5 participants) preferred no and 7% (1 participant) considered sometimes answering. The majority of participants often did debate in direct class during post-pandemic situations. However, some students said no and sometimes. In hybrid they can do it online if conditions make it impossible come to the campus, for example, if the weather is raining or the lecturer has urgent business that makes it impossible to attend offline classes.

Meanwhile from the interview the researcher found that 4 students' answers often invlove English debate in direct class and the other one is considered sometimes. Students were comfortable with the material approved by offline learning for English debate lessons in the post-pandemic.
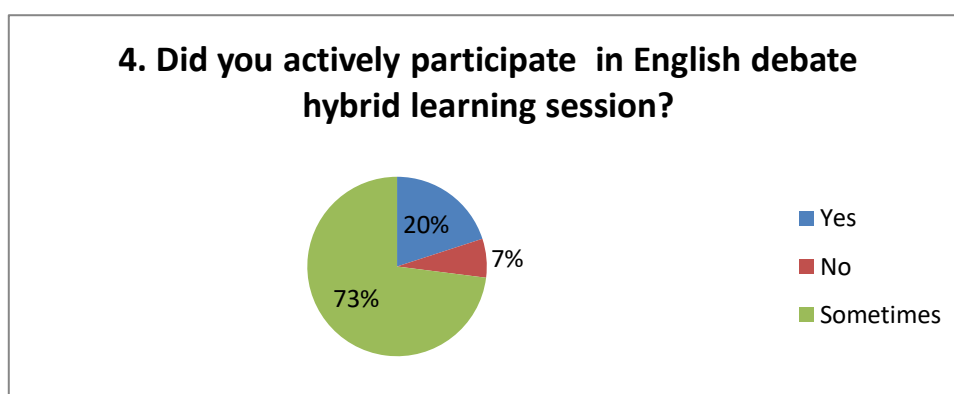

4. Did you actively participate in English debate hybrid learning session?

20%

7%

73%

■ Yes
■ No
■ Sometimes

Figure 4 Actively participate in English Debate hybrid learning

The data of the questionnaire explained sometimes was the strongest answer by 73% (10 participants), the second strongest answer related to 20% (4 participants) said no, which means students are a little bit active in English debate hybrid learning. While 7% (1 participant) felt active when attend English debate hybrid learning.

From the result of interview, 4 informants said they actively participated, and 1 preferred sometime active participated in English debate hybrid learning. It could be concluded that students who were less active participated in those lessons in the post-pandemic.
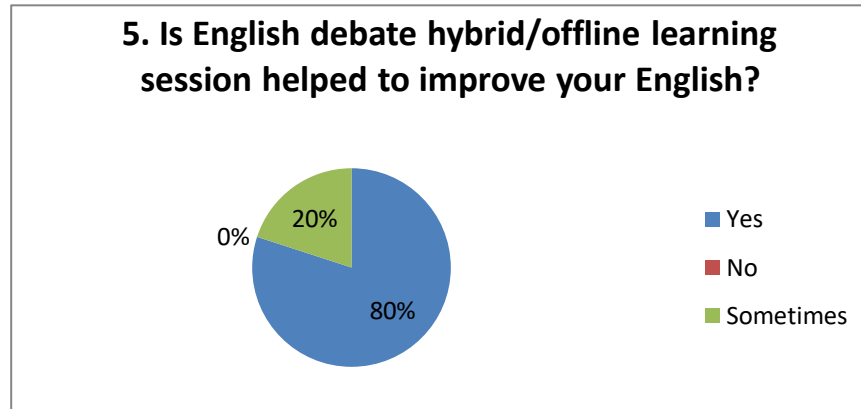
Figure 5 The Role of English Debate Hybrid Learning

The figure 5 describes that 80% (11 participants) answered yes and 20% (4 participants) chose sometimes. From the result data, students got the positive impact from English debate hybrid learning.

The result of the interview sessions 4 informants said yes, while 1 informant didn't improve because the material of the debate was hard to understand. This question could be concluded that students most got the benefit of attendeding an English debate course.
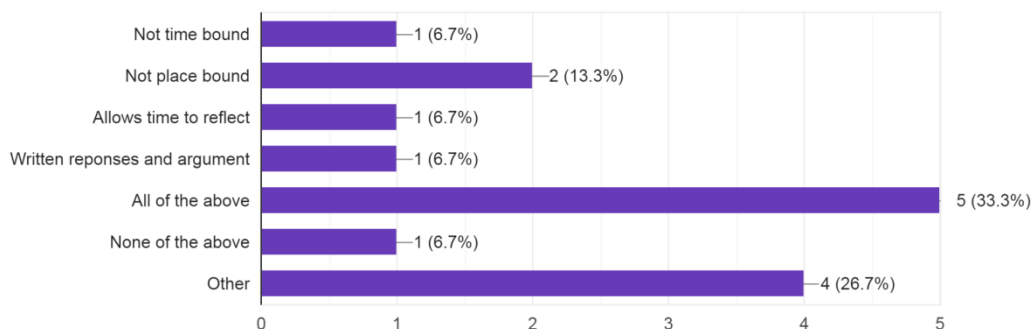

Figure 6 The Greatests strength of Asynchronous English Debate Hybrid

Learning

The diagram showed the strongest answers were 33,3% (5 participants) preferred all of the greatest strength aspects, 20,7% (4 participants) answered the other one could be accessed any time. Asynchronous learning also had a strength, namely not place bound that was chosen by 13,3% (2 participants) and 6,7% (1participants) answered the other strength such as not time bound, which allows time to reflect and write responses and arguments. But, total 6,7 % (1 participant) disagreed with those aspects of the strength. Therefore, that student preferred none of the above answers.

The data from the interview could be seen 3 informants answered all of the strength aspects, 2 informants said they were not time bound and not place bound. It could be said that students agreed with all of the strengths of asynchronous English debate hybrid learning, they had experienced.
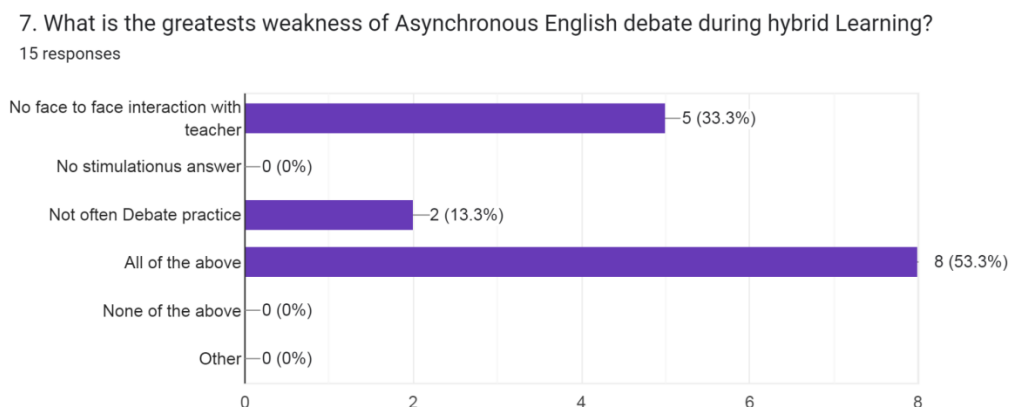
7. What is the greatests weakness of Asynchronous English debate during hybrid Learning?
15 responses

Figure 7 The Greatests Weakness of Asynchronous English Debate Hybrid

Learning

From the figure 7 could be seen that the total of all the above options answered by 53,3 % (8 participants) was the strongest answer. The second was

33,3% (5 participants) preferred no face-to-face interaction with the teacher, because asynchronous learning just involved by e-learning or forum chat, nothing virtual or direct meeting. The total of 13,3 % (2 participants) experienced not often debate practiced during the asynchronous hybrid learning on English debate course.

The results of the interview session showed 3 students said all of the weaknesses aspects, one student only preferred no face-to-face interaction with teacher. While the other one answered none, that student thought all of the aspects not included were the weaknesses of asynchronous learning by her own perception.

The point of this statement is that students had some negative impacts during the learning process. They perceived the learning process inefficient because they couldn't feel the atmosphere of active interactions, such as stimulation answer, debate practice, and good feedback.

8. What is the greatests strength of Synchronous English debate during hybrid Learning?
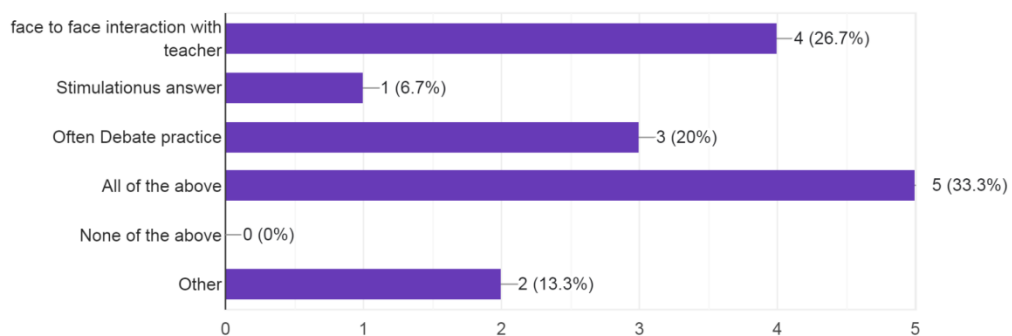15 responses

Figure 8 The Greatests Strength of Synchronous English Debate Hybrid Learning

The diagram showed 33,3% (5 participants) answered all of the above strengths, 26% (4 participants) preferred with face-to- face interaction with the teacher, often debate practice was answered by 20% (3 participants). 13% (2 participants) chose the other option and 6,7% (1 participant) answered stimulation answer. All the participants agreed with that strength because synchronous was provided by teacher if he or she couldn't attend, and they did synchronous during hybrid learning, students still got good feedback despite the virtual meeting.

Meanwhile, from the interview session, the researcher found that four informants said all of the above aspects and the other one answered face-to-face interaction with teacher. It could be concluded that students still had a positive impact while using synchronous learning on English debate course in the post-pandemic.

9. What is the greatests weakness of Synchronous English debate during hybrid Learning?
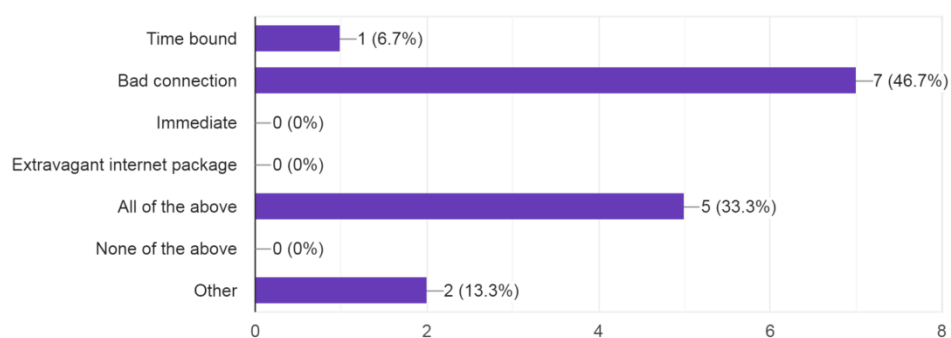15 responses

Figure 9 The Greatests Weakness of Synchronous English Debate Hybrid

Learning

The figure 9 of diagram explained most participants total 46,7% (7 participants) experienced bad connection during synchronous learning because

while the virtual meeting, students often had trouble networking. Total 33,3% (5 participants) answered all of the above items was the greatest weaknesses, 13,2% (2 participants) had their own answer. There was limited time for learning, because debate lessons will be more efficient if they have more time for learning. But, the other one participant (6,7%) considered time bound, because that student needed not time bound for learning, maybe she was working when studying.

From the interview result, 3 informants said bad connection, 1 informant agreed all of the above weaknesses aspects and the other one preferred none of the above, because she considered another weakness. On hybrid, synchronous learning still has negative impact for students especially the connection trouble.

10. What is the greatests strength of hybrid Learning in English Debate course?
15 responses
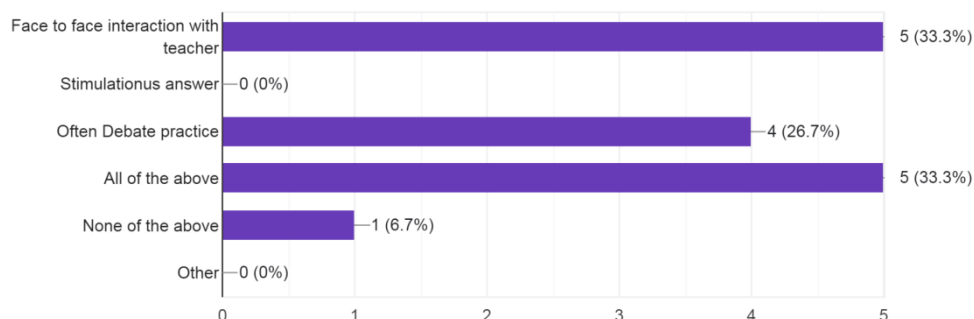

Figure 10 The Greatests Strength of Hybrid Learning in English Debate Course

The figure 10 described has the same range of responses total, 33,3% (5 participants) preferred face-to-face interaction with the teacher and all of the above strengths are shown on the diagram. The second range was that 26% (4 participants) answered that they often debated practiced hybrid learning system.

However, 6,7% (1 participant) chose none of the above weaknesses of hybrid learning, she had another opinion or disagreed with all the aspects.

From the interview described, 4 informants answered all of the above aspects and 1 informant said they often debate practice. It could be concluded that hybrid learning in the post-pandemic gave many benefits to students, they could do offline and online learning during post pandemic and could adapt to their current condition.

11. What is the greatests weakness of hybrid Learning in English Debate course?
15 responses
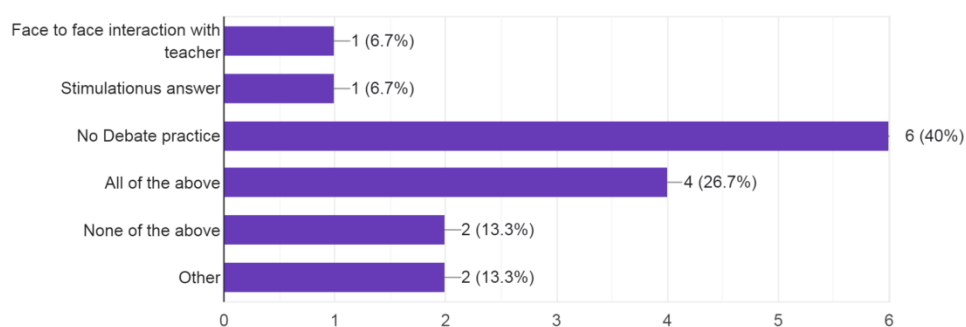
Figure 11 The Greatests Weakness of Hybrid Learning in Engllish Debate course

The diagram explained that the strongest answer was no debate practice by 40% (6 participants), because they did blended learning, sometimes lectures did not provide the practice when online learning. The same range total of 20% (3 participants) answered all of the above and none of the above some of them agreed and disagreed with those aspects of the weakness. And 6,7% (1 participant) for each answered face-to-face interaction, stimulation answer and another one has own opinion that they felt nervous meeting the lecture face-to -

face. It could be said that they were more comfortable with asynchronous online learning.

From the interview, the researcher collected the result 2 informants answered no debate practice, this proved that after the pandemic was over, students still rarely practice English debate during learning. While 2 informants said none of the above weakness aspects and the other one considered all of the above.

The conclusion for this question was that the results explained students had the same impact with English debate learning during the pandemic and some students still enjoyed with synchronous and asynchronous learning.

12. Online learning gives a positive effect on the responsibility of given task better on hybrid English debate course

- 0%
- 7%
- 26%
- 53%
- 7%
- 7%

■ Strongly Agree
■ Agree
■ Strongly Disagree
■ Disagree
■ Doubt
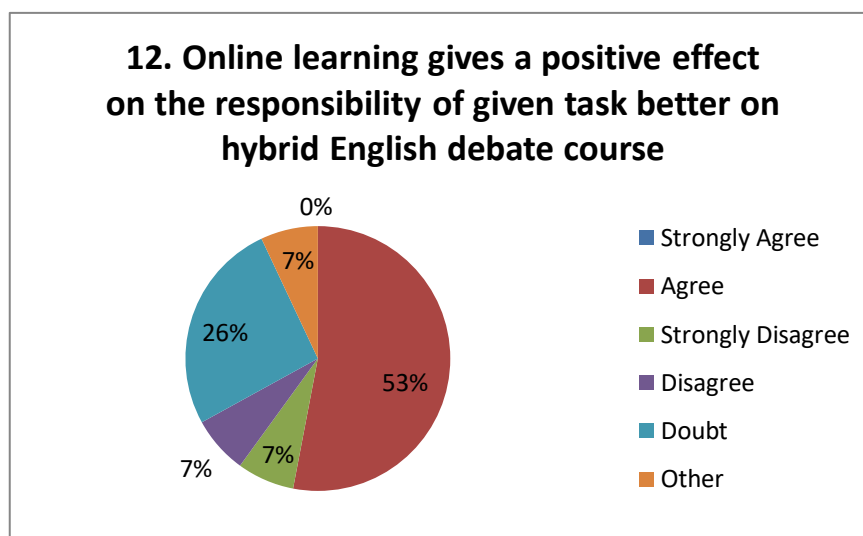■ Other

Figure 12 The Positive Effect of Online English Debate Hybrid Learning

The diagram of chart 12 showed that most students of 53% (8 participants) agreed with the statement. The second strongest answer by 33% (4 participants) chose doubt and 7% (1 participant) answered strongly disagree, disagree and other. It can be seen that students almost had a balanced opinion because some of

them felt ineffective the given task of online learning, while the other students agreed.

The results of the interview described 4 informants who strongly agreed, because online learning had an undetermined time for delivering the task. The conclusion was that online learning has a positive impact on students when given tasks although there are many weaknesses during the process.

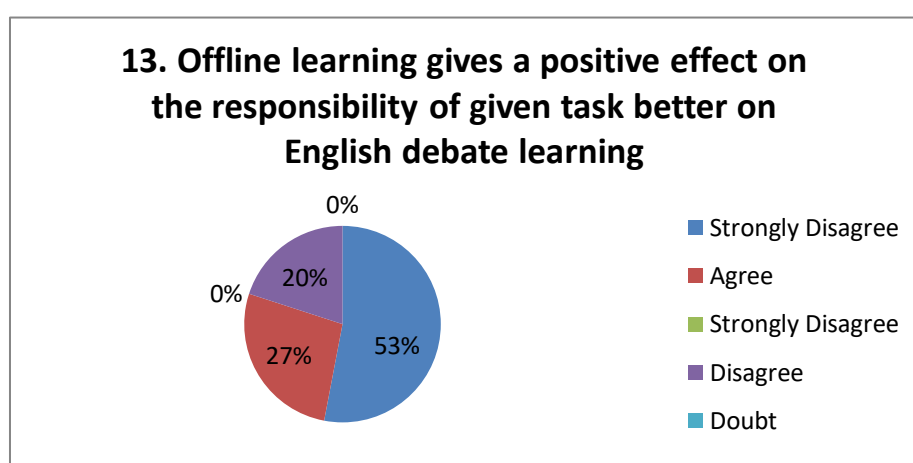*Figure 13 The positive effect on offline English debate learning*

The figure 13 explains 54% (8 participants) strongly agree, 27% (4 participants) agree and 20% (3 participants) disagree.

While from the interview results all of the informants agreed with the statements. Therefore, this figure of chart explains students approve that offline learning has a positive effect on given tasks better during English debate sessions.
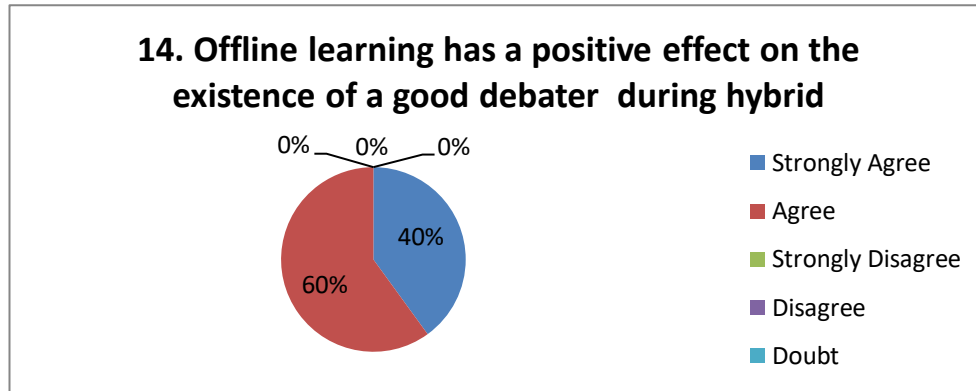
14. Offline learning has a positive effect on the existence of a good debater during hybrid

0%   0%   0%

40%

60%

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- Doubt

Figure 14 The positive Effect to be Good Debater on Offline Hybrid Learning

The figure 14 described all participants who agreed with the statement, students strongly agreed with the total 60 % (9 participants) and agree 40% (6 participants). From the interview, the researcher also found the same results, all participants preferred the agreed and strongly agreed perspectives. That showed students' positive impacts on the existence of a good debater in offline learning during hybrid. Offline profided many benefits for students during the blended learning system in English debate course. Students assumed that being offline gave them good feedback and made it easier to understand the material.

15. Synchronous learning has a positive effect on the existence of a good debater in the synchronous learning

7%   0% 7%   7%

80%

- Strongly Agree
- Agree
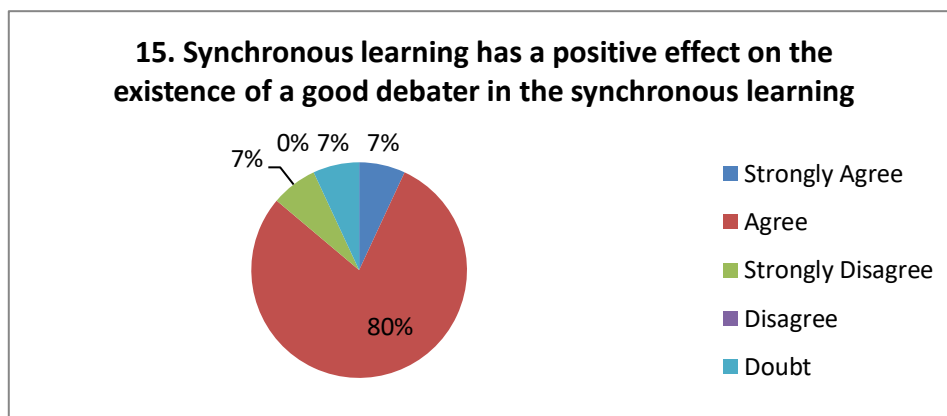- Strongly Disagree
- Disagree
- Doubt

Figure 15 The Positive Effect to be a Good Debater on Synchronous Hybrid

Learning

The chart of figure 15 showed the strongest answer was agreed by 80% of (12 participants) and the other answer was 7% (1 participant) for each residual answer. The result of data collected from the interview was that all participants also agreed that synchronous learning has a positive effect on the existence of a good debater.

It could be conclude that students still have a positive effect on the existence of hybrid synchronous learning. Because they were learning by virtual meeting, they could get a good feedback and of course, have a good impact during the learning process.
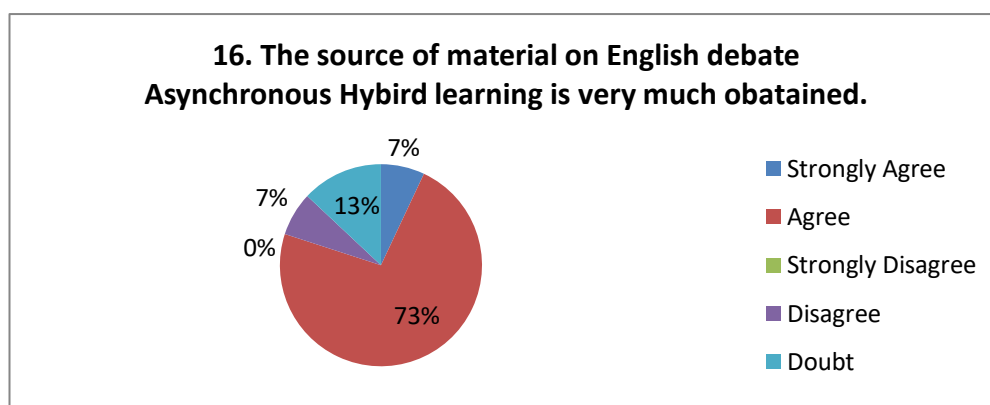
Figure 16 The Role of The Source Material on English Debate Asynchronous

Hybrid Learning

Figure 16 described 73% (11 participants) answered agree, 13% (2 participants) considered doubt answer, 7% (1 participant) answered strongly agree and disagree for each point. Students felt comfortable with the role of the source of asynchronous learning, because the material could be accessed at any time.

The result of the interview was that students had the same perception, all informants agreed with this statement. That can be concluded, while asynchronous

many lacks during the learning process, but it has an important role for students to collect or sent the material.
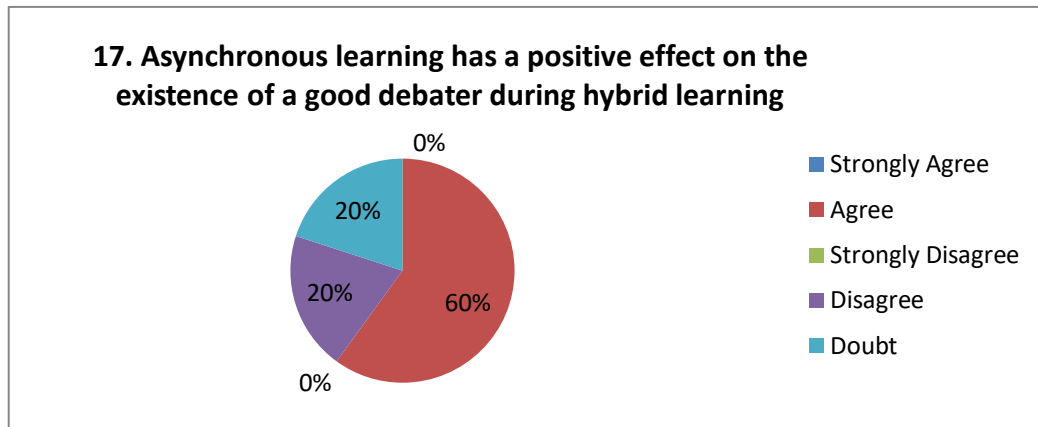
Figure 17 The Positive Effect to be a Good Debater on Asynchronous Hybrid

Learning

The figure 17 showed 60% (9 participants) agreed, and the same range total of 20% (3 participants) disagreed and doubted. Meanwhile, from the result data of the interview, found that 4 informants agreed and 1 expressed doubt. So, it could be concluded asynchronous learning has a positive effect for students on the existence of good debater on asynchronous learning in post-pandemic.
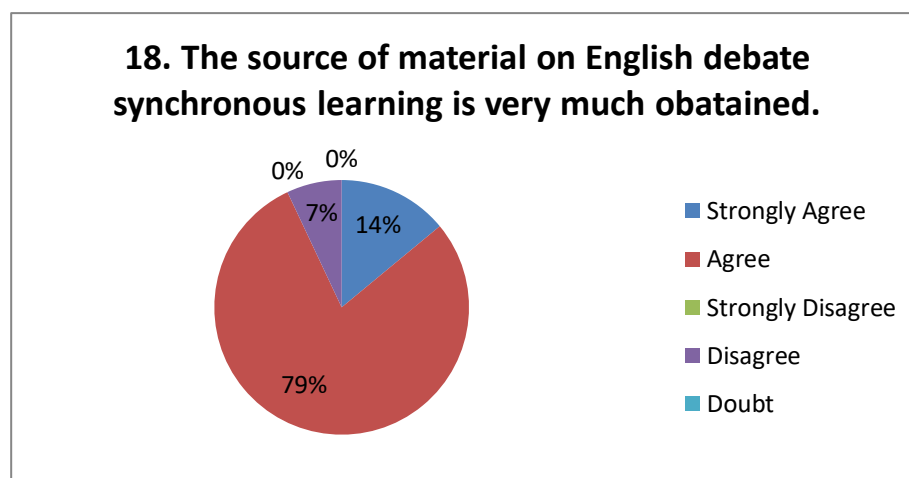
Figure 18 The Role of Material Source English Debate Synchronous Learning

From figure 18 could be seen that 79% (12 participants) agreed, 14% (2 participants) strongly agree and 7% (1 participant) disagreed. From this questionnaire, synchronous during hybrid learning was obtained for students on debate course. Then, from the interview, all people agreed with this statement. It could be concluded, students had experienced the benefits of synchronous English debate learning.


19. Offline Learning has a positive effect on more effective and free conversations

Legend:
- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- Doubt
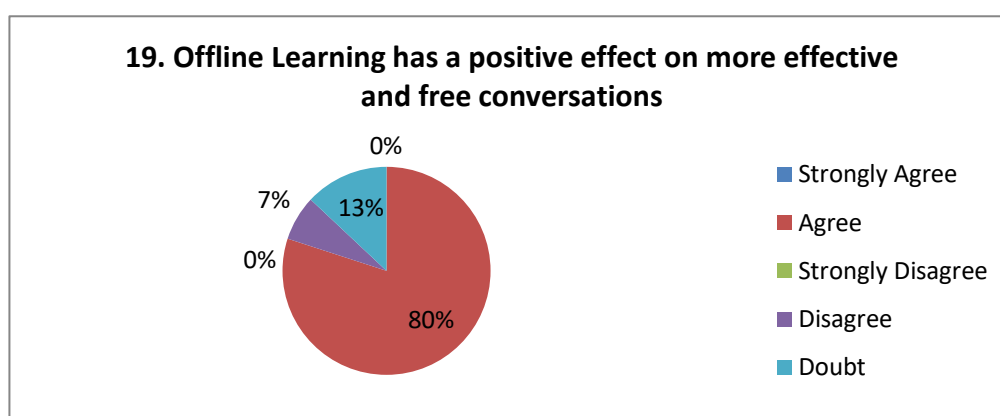
Figure 19 The Positive Effect on more Effective Conversations Free of Hybrid

Learning

The diagram data described that 80 % (12 participants) agreed, 13 % (2 participants) considered doubt answers and 7% (1 participant) disagreed. It could be seen most students agreed hybrid learning has a positive effect on more effective conversations.

From the interview, all of the 5 informants agreed, because hybrid delivery of the learning process was both offline and online. They didn't only do online learning. But they mixed the method. So, students had to balance the benefits and the weaknesses between online and offline learning in the post-pandemic.

20. Online Learning has a positive effect on more effective and free conversations

0%

27%

7%

0%

66%

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- Doubt
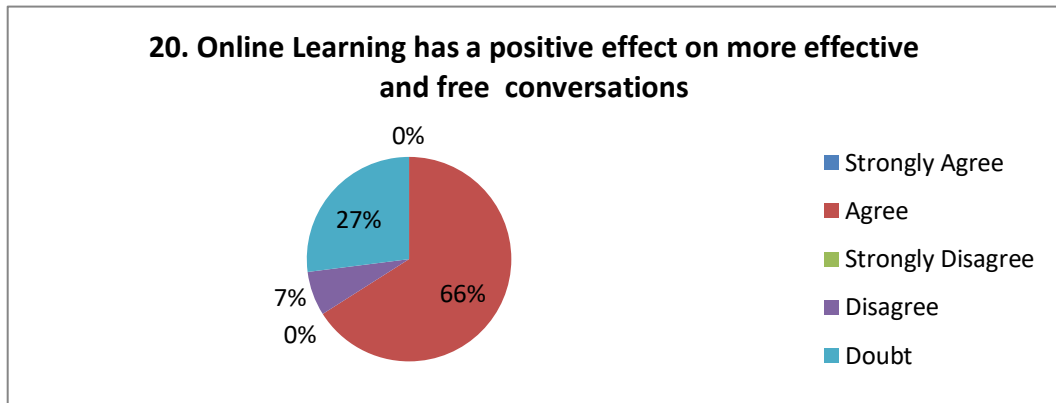
Figure 20 The Positive Effect on more Effective and Free Conversations of Online

Learning

The descriptions of the chart showed that 66% (10 participants) agreed, 27% (4 participants) considered doubt answer and 7% (1 participant) disagree with the statements. It could be seen that most students felt comfortable with asynchronous learning, which had a positive effect on more effective conversations free during the lessons. And the other students preferred doubt and disagree, they felt face-to-face interactions were better than online meetings for a more effective conversation.

In the results of the interview, 3 informants disagreed and the other 2 said agree. It could be concluded that online learning has benefits for students, but some of them felt disagreed, they preferred another method, which could be more effective conversations free of online learning.

21. Online English debate Learning is the best way and the most effective learning system

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- Doubt

7%   0%
20%
13%
60%
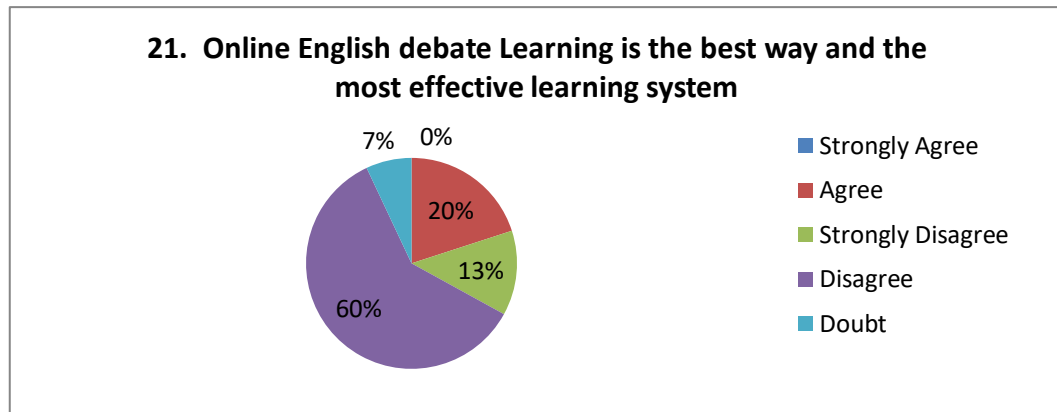
Figure 21 Online Learning is the Best Way and the most Effective Learning

System

The figure of 21 showed 60% (9 participants) disagreed and 13% (2 participants) strongly disagreed. However, 20% (3 participants) chose agree and 7% (1 participant) in doubt.

From the data of the interview, 3 informants disagreed and 2 informants agreed. So that describes most students as not comfortable with online learning. They had many difficulties and obstacles during the learning process, with trouble networking and a lack of interactions being the strongest problems.

22. Hybrid English Debate Learning is the most effective learning system

- Strongly Agree
- Agree
- Strongly Disagree
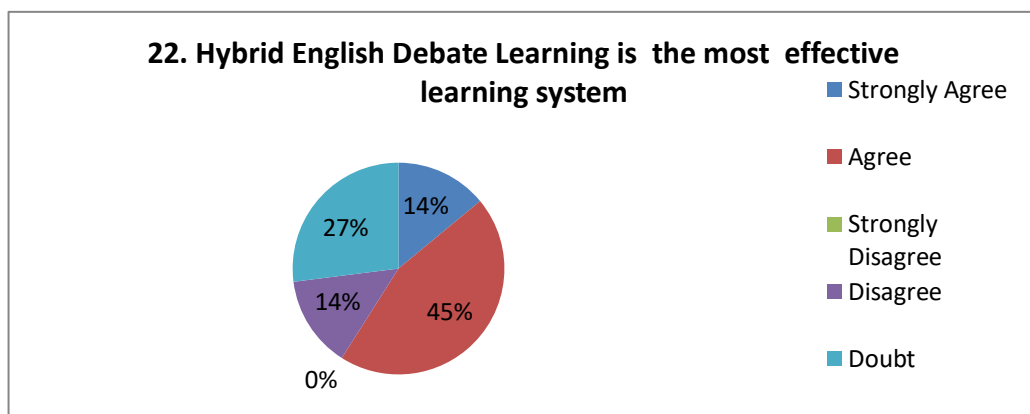- Disagree
- Doubt

14%
27%
14%
45%
0%

Figure 22 Hybrid Learning is the Best Way and the most Effective Learning

System

Based on figure 22 a total of 43% (7 participants) chose agree, and 13% (2 participants) answered strongly agree. The most students agreed with hybrid learning, but 26% (4 participants) preferred the doubt answer and 13% (2 participants) considered disagree.

The results from the interview sessions show that all of 5 informants agreed. The concluded was hybrid could be the best role of learning system on English debate course, although some students disagreed with the statement because hybrid has disadvantages like couldn't listening the material smoothly.
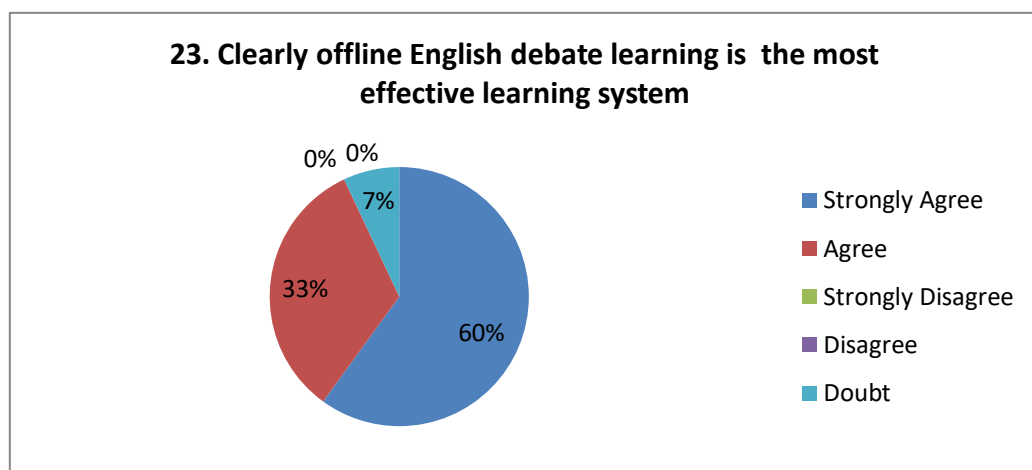
Figure 23 Offline Learning is the most Effective as Learning System

The data from figure 23 explained 60% (10 participants) strongly agree and 33% (4 participants) agree was the strongest answer. In the doubt options, 7% of participants were considered.

In the interview result, the researcher found that 3 informants strongly agreed and 1 said agreed. But one preferred to disagree. It could be concluded that offline learning was the most effective learning system.

Based on the closed-ended questions above, it could be concluded that students had the different experiences and perceptions during English debate hybrid learning process. Most students preferred offline learning and some of them considered online learning. However, hybrid learning gave them positive and negative impacts and that method has the advantages and disadvantages in the learning process. Especially on online learning, bad connection was the strongest reason for the disadvantage and direct interaction was the advantage of hybrid learning.

4. **Investigasting students' perception towards synchronous and asynchronous English hybrid learning in post pandemic with open ended questions.**

This question, aimed to press their own perceptions related to knowledge, belief or opinion of the informants toward learning material, on attending English debate hybrid learning in the post pandemic. Grounded in the data garnered from the questionnaire and in depth interview, there were the results of concluded perceptions for the 10 open ended questions :

1. *How is your opinion about hybrid English debate learning in post pandemic?*

The results from the data collected show that students perceive hybrid learning method as very useful. It had helped them during the learning process. It blends online and in-person stuff perfectly, making learning engaging and effective. Hybrid learning makes it easier for teachers and students, although it

has some disadvantages, but they still got the benefits and positive impact of implementing that method.

2. *How do you feel while English debate hybrid learning during pandemic?*

For this question, the researcher found that students felt grateful and happy during learn by hybrid method in English debate course. Sometimes they can do it online, have a flexible time, and they can do it offline, meet directly with teachers and other participants. It helps them speak fluently, and they have many opportunities for debate practice on hybrid learning. But some of them felt nervous during the learning process. They met the teacher directly and debated in front of the class. However, it gave them a positive impact because they increased and developed their abilities in thinking and speaking.

3. *What applications do you use most often in English debate learning in post pandemic?*

The results showed that students most often used e-learning and Zoom meetings, those applications were useful during English debate synchronous and asynchronous learning by providing the lectures. And some of them used another platform for search more information or knowledge about the material of the debate on YouTube and Google.

It can be seen, online learning was implemented when pandemic situation was done. The application still used for delivering the material or the learning process in virtual meeting or undetermined learning (asynchronous).

4. If you feel excited, how satisfied you are while English debate hybrid learning during the learning process?

For this question, the results show that students were satisfied while English debate hybrid learning, because they could hear and listen to the lectures clearly. The progress they had made developed their debate skills. Students were enjoying the balanced learning process, they could review the material anytime, because they did both online and offline learning. They felt excited while English debated hybrid learning in post pandemic.

5. If you don't feel excited, what makes you stress while English debate hybrid learning in post pandemic?

The results explained that students' felt stressed during the learning process while they were in online, the bad connection was what troubled them. They also felt frustrated to understanding the material in online learning, because it did not clearly get the feedback and sometimes they just read the material without learning interaction. It was proven that they couldn't focus well during the learning process. While in offline learning, students felt insecure about their ability because they just had quite a vocabulary when doing debate practice.

6. Is there any advantages you found while hybrid English debate learning in post pandemic? If so, please explain the detail!

From the data, the researcher concluded some advantages of English debate learning during the pandemic, namely.

- Advantages :

a. Could give opinions either to friends or lecturers while practicing English fluency.

b. Challenged to learn public speaking.

c. Hybrid learning can be done anywhere and makes it easier for students and teachers to be creative in conveying learning.

d. Offline hybrid learning can also help students gain a better understanding of the debate through practice.

e. It could be easy when students have another scheduled day to study.

f. Students can more do debate practice in an offline class.

g. Practiced the mental ability to speak, build up the argument and develop vocabularies.

h. Online hybrid learning saved money and time.

7. *Is there any disadvantages you found while hybrid English debate learning in post pandemic? If so, please explain the detail!*

From the result of the data, the researcher concluded some disadvantages of English debate learning during the pandemic namely:

- Disadvantage

  a. Students haven't stabled access to the internet or devices needed to take online learning.

  b. Hybrid learning sometimes reduces interaction with teachers.

  c. The error website while accessed the material.

  d. Asynchronous hybrid learning sometimes made them bored and too lazy to join the class.

e. Limited non-verbal communication.

f. Potential difficulty in building personal connections.

g. Students couldn't collect the exercises on time and couldn't listen to the material smoothly.

h. Not free to give an opinion because they have not practiced it in a real situation.

8. *If you find challenges during the process, what difficult you find during English debate course hybrid learning?*

From the result of the data, the researcher concluded some challenges of English debate learning in the post-pandemic namely:

a. Lack of interaction with friends and lecturers.

b. Bad connection while online English debate hybrid learning.

c. Students couldn't debate face-to-face.

d. Lack of critical thinking, pronunciation and words when giving any opinion.

e. Limited time during debate practice.

f. Becoming nervous in debate class.

9. *Which one is easier for you hybrid learning or clearly offline learning? Why?*

The results explained that students most preferred clearly offline learning. Because they perceived that offline learning couldn't be interrupted by obstacles like network troubles, students could be more active, and the material delivered by

the teacher could be more understood by the students. Therefore, students thought English debate could be more efficient if they did it offline.

10. *If you can choose the most comfortable learning system of English debate course, which one do you preferred? online learning, hybrid learning or clearly offline learning? Why?*

The data results showed that most students preferred offline learning. Students thought offline was the most effective learning system for English debate. They often needed practice, feedback, and direct interaction with each other during the learning process. And a little bit of them were comfortable with both systems because that was flexible learning.

Based on the open-ended questions the researcher collected from the questionnaire and interview, it could be concluded that hybrid learning was a good plan and strategy for studying in a post-pandemic situation. They got many benefits that couldn't be obtained when studying in a pandemic situation before carrying out hybrid learning. The learning system helps them during the learning process, especially in the English debate course. They could practice debating directly and meet with other friends and teachers in the class. Hybrid learning also provided usability in determining online or offline learning. When the weather didn't support it, for example, when it rained, they used online learning, synchronous or asynchronous. Because of that, some students preferred online learning because they could study from home and had flexible time. As well, some students who are nervous when practicing live debates found that online

learning during hybrid sessions helped them because the virtual or non-virtual meeting atmosphere is different from face-to-face learning.

However, there is still a lack of interaction during the learning process, and debate is seldom practiced. Because of that, most students hoped to use offline learning as the most effective learning system in an English debate course. So, the point is that hybrid learning after the pandemic in the English debate has a good and useful impact for students, but they clearly need offline learning in post-pandemic situations during the English debate course.

C. Research Findings

Based on the research findings, it was resulted that synchronous and asynchronous English debate learning in pandemic and post pandemic gave the positive and negative perceptions, relating to the indicators previously, there are five indicator of how students' perception towards synchronous and asynchronous learning in debate course during pandemic and post pandemic. Based on the data, those indicators were analyzed below:

a. Synchronous and asynchronous debate learning during pandemic

No.	Indicators		Descriptions
1.	Interest	Student interest in the online debate learning model during the pandemic.	From the data, it was found that among the 20 students they dominants like offline learning than online. Because students

			felt that online learning has many troubles and difficulties during the process. Students have limited time for learning, bad signal and can't meet directly.
2.	Motivation	In the process of learning online debate during the pandemic, students are motivated to improve their skills.	Students were less motivated because learning by virtual meeting and they have flexible time. Students can learn everywhere and could access the material anytime. The students got bored and less active during the debate online class. Some of them felt online learning was becoming lazy as they began the class.
3.	Satisfaction	Satisfaction or Students' positive	Students are quite satisfied because

		feelings about their learning experience during online debate learning during the pandemic situation.	online debate learning has many troubles and difficulties during implementation. But online learning was the strategy for learning during the pandemic situation. The applications are enough to help them, but they hope for more direct practice in debate class. It is important to increase their ability in debate.
4.	Assessment	Student assessment of the online debate learning model during the pandemic.	Students have positive rate of the usefulness of the learning model. But they gave many negative ratings of the weakness of debate online learning.
5.	Response	Students' perceptions regarding the	Based on the data found in this research, students

		online debate learning model during the pandemic	give quite positive responses to the debated online learning model during pandemic situation.

b. Hybrid debate learning in post pandemic.

No.	Indicators		Descriptions
1.	Interest	Student interest in the online debate learning model during the pandemic.	From the data, it was found that among the 20 students, they dominants like hybrid and clearly offline learning, because during offline students understood the material more easily and got feedback from each other.
2.	Motivation	In the process of learning online debate during the pandemic, students are motivated to improve their skills.	The data shows that students were motivated because, with hybrid learning, they could balance their time for learning,

			actively participate in the class and the learning model in debate courses was more effective in increasing their ability than online learning.
3.	Satisfaction	Satisfaction or Students' positive feelings about their learning experience during online debate learning during the pandemic situation.	Students were satisfied because they could socially distance themselves and meet directly and the learning system helped students feel the interaction atmosphere.
4.	Assessment	Student assessment of the online debate learning model during the pandemic.	Students gave positive assessments, hybrid was useful and helpful. They didn't feel bored during the implementation of the learning model because it was blended learning.
5.	Response	Students'	From the data, it

		perceptions regarding the online debate learning model during the pandemic	was found that hybrid was a good learning model. In a debate course that they can meet and debate directly. The learning process is more interactive and comfortable.

It was supported by SN who are the participants said, "It was so difficult if the debate course by practice in online learning. Because the network and I think that's can't make students more active. But, if the debate course by practice in offline learning, it will more effective to make students active and nothing can't be the obstacles".

However, the same perception was expressed by RP: "I preferred the learning method because I didn't come to the campus. But there was a weak signal if I had a bad signal".

They most preferred and hoped that English debate would clearly be done offline (face-to-face learning) because it will be more effective, they can interact directly with teachers and other people, and it was also supported by RV, who said, "I think offline is the most comfortable learning in debate because we often debate practice and it is easy to understand the material".

Furthermore some of them preferred English debate do in Hybrid (blended learning) because flexible, balanced learning system by looking the pandemic situations and students' got the benefits in online although offline. The one of

them was DJR who assumed: "Hybrid more comfortable for me, if do offline we must debate in front of the class sometimes, I got nervous and not confident to talk. So online learning gave me little prepared for my opinion what I want to say to the lecture or friends".

D. Discussion

Based on the findings of the questionnaire and interview, the inquiry for this study was, "How did the students' perceptions on synchronous, asynchronous and hybrid as learning models in English debate lectures during pandemic and post pandemic?" To answer this question, data were obtained by the students English Department at Universitas Muhammadiyah Sumatera Utara by the eight and six semesters students who have participated in online and hybrid learning. The data obtained by using a questionnaire and interview can be concluded as follows:

a) Students felt the positive and negative effects of online and hybrid learning. The positive in online they can learn at anywhere and offline they can meet face-to-face, often debate practice and get direct feedback. The negative effects in online include a lack of interaction, time, trouble networking and difficulty to understanding the material. While in offline, debate course became nervous and pressured.

b) They approve that those learning types were helpful and useful during the learning process, especially in the English debate course. Although the lack of those is less of interactions and bad connections.

c) Students need more direct interaction during English debate. Therefore, they assumed offline could be the most effective learning system for English debate learning.

Regarding the results, findings from the data analysis were obtained by questionnaire and interview. The students' perceptions towards synchronous, asynchronous and hybrid learning in the English debate course during pandemic and post pandemic were positive. It can be seen from the total percentage that when combined with the two situations, the most answers are in the good category.

The findings of this research study supported by (Abas, 2015) state, online learning was organized and summarized in this study into positive and negative findings to analyze the evidence of the effectiveness of online learning. Because it gave students flexibility and convenience, online learning was deemed beneficial. They also indicated lack of interaction and trouble networking as the biggest disadvantages.

Then, the findings were supported by (Erliza & Septianingsih, 2022) mentioned that hybrid learning may be identified as an efficient method of learning as well as the learning solution in the present pandemic period, regardless of the positive and negative judgments. However, negative attitudes regarding technological issues relating to students' mental strain in deeper learning and students' challenges with learning English debate during hybrid learning were discovered.

It was mentioned in the study findings of students perceive that they preferred offline learning is the most effective learning system in debate course during pandemic and post pandemic, this perception was supported by (Nurcholis et al., 2022) Because in online many materials are not conveyed effectively or lack suitable material design, the material offered is poor, as well as learning media, online learning is considerably less successful in terms of materials, media, and learning techniques.

The results show that most students at UMSU, comfortable with the hybrid and clearly offline learning systems in both situations for the English debate course. This subject needs often debated practice to support learning that is easily stimulated by the material for students. Therefore lectures must be able to successfully deliver the material of the English debate.

Students indicate that online learning is ineffective for them, but the learning system enough helpful and useful as the way of the learning system during pandemic. But education institutes must provide the facilities of a data internet package for a good network during the implementation of the learning system. With these aspects, English debate online learning during the pandemic and hybrid learning in post pandemic method can be correctly realized which indicates that UMSU has succeeded in both offline and online learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

From the research that has been done about the students' perceptions towards synchronous and asynchronous learning in English debate courses during pandemic and the post-pandemic contexts (a survey of eight and six semester English Department students of Universitas Muhammadiyah Sumatera Utara) the researcher concludes:

1. The students' have positive and negative perceptions about the implementation of online and hybrid learning in English debate course during pandemic and post pandemic.

2. Based on the students' perception offline learning is the most effective learning system for English debate learning.

B. Suggestion

According to the findings already discussed, this study recommends the following suggestions for English debate online learning, namely:

1. It would be better if during online learning students looked for comfortable places to study that had smooth internet access. So that online learning can be carried out properly without network constraints.

2. Lecturers must create a pleasant learning atmosphere so students do not get bored while studying. Especially when learning asynchronous English debates, even though there are no virtual meetings, lecturers can create an interactive learning atmosphere through chat forums, exchanging opinions

and arguments there by typing text. Because there are some students who are more comfortable arguing through writing.

3. Although the fact that they are learning online, students can still practice debating more frequently and improve their speaking and critical thinking skills by making debate video assignments every week or every two weeks given by lectures.

This study also recommends the following suggestions for English debate hybrid learning, namely:

1. Lecture better more often to deliver the material English debate with offline learning. Because students need more real-time interactions in debate classes.

2. When a learning debate course takes place, the lecturer's demeanor must be more relaxed for students, so they are not nervous and pressured when giving their opinions and arguments regarding the material or topic given by the lecturer. That's how students can feel more comfortable learning debate.

3. Students better develop their vocabulary because in English debate, they must be able to express opinions and arguments about the topics discussed, so that they can participate in interactive and efficient debate learning.

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APPENDICES

Appendix 1 Questionnaire Transcipts

Semester: 8

Investigate the implementation of synchronous and asynchronous learning in English Debate course during pandemic at UMSU

(Closed-ended Questions)

1. Do you know about synchronous learning? (yes/no)

2. Do you know about asynchronous Learning? (yes/no)

3. Did you actively participate in synchronous English debate learning session? (yes/no)

4. Did synchronous English debate learning session helped o improve English? (yes/no)

5. What is the greatests strength of Asynchronous English debate learning? (not time bound/not place bound/allows time to reflect/written responses and argument/all of the above/none of the above/other)

6. What is the greatests weakness of Asynchronous English debate learning? (no face to face interaction with teacher/no stimulationus answer/no debate practice/all of the above/none of the above/other)

7. What is the greatests strength of Synchronous English debate learning? (face to face interaction with teacher/stimulationus answer/often debate practice/all of the above/none of the above/other)

8. What is the greatests weakness of Synchronous English debate Learning? (time bound/connection/immediate/extravagant internet package/all of the/none of the/other)

9. Asynchronous learning gives a positive effect on the responsibility of given task better on English debate. (strongly agree/agree/disagree/strongly disagree/doubt)

10. Synchronous learning has a positive effect on the existence of a good debater. (strongly agree/agree/disagree/strongly disagree/doubt)

11. The source of material on English debate asynchronous learning is very much obatained. (strongly agree/agree/disagree/strongly disagree/doubt)

12. Asynchronous has a positive effect on the existence of a good debater. (strongly agree/agree/disagree/strongly disagree/doubt)

13. The source of material on English debate synchronous learning is very much obatained. (strongly agree/agree/disagree/strongly disagree/doubt)

14. Synchronous learning has a positive effect on more effective and free conversations. (strongly agree/agree/disagree/strongly disagree/doubt)

15. Asynchronous learning has a positive effect on more effective and free conversations. (strongly agree/agree/disagree/strongly disagree/doubt).

16. Online English debate Learning is the best way and the most effective learning system (Strongly agree/agree/strongly disagree/disagree/doubt).

17. Hybrid English Debate Learning is the most effective learning system (Strongly agree/agree/strongly disagree/disagree/doubt).

18. Clearly offline English Debate Learning is the most effective learning system (Strongly agree/agree/strongly disagree/disagree/doubt)

(Opend-ended Questions)

1. How is your opinon about synchronous and asynchronous English debate learning during pandemic?

2. How do you feel while English debate online learning during pandemic?

3. What applications do you use most often in English debate learning during pandemic?

4. If you feel excite, how satisfied you are while using the it application during the learning process?

5. If you don't feel excite, what makes you stress while synchronous and asynchronous English debate learning during pandemic?

6. Is there any advantages and disadvantages you found while synchronous English debate learning during pandemic? If so, please explain the detail!

7. Is there any advantages and disadvantages you found while asynchronous

8. English debate learning during pandemic? If so, please explain the detail!

9. If you find challenges during the process, what difficult you find during English debate course online learning ?

10. Which one is easier for you synchronous online learning or asynchronous online learning? Why?

11. If you can choose the most comfortable learning system of English debate course, which one do you preferred? online learning, hybrid learning or clearly offline learning? Why?

Table A1.1 Answered Data from Questionnaire

No.	Students Initials	The answer of Open Ended Question	The Answer of Closed Ended Question
1.	EA (A Evening Class)	1. *Dalam pembelajaran sinkron dan asinkron selama pandemi menurut saya itu ide yg bagus karena selain waktu yang dpt ditentukan atau bisa dibilang terbatas seperti halnya luring dapat memberikan batasan waktu seperti halnya debat itu sendiri memiliki batasan waktu, dan untuk pembelajaran asinkron juga sangat dibutuhkan terlebih waktu yang fleksibel sehingga kita dpt dgn mudah mengakses setiap materi yg ada dan tidk hanya berfokus pd pembelajaran sinkron. Jadi bisa saya katakan untuk pembelajaran sinkron dapat digunakan sebagai ajang untuk latihan debat dengan lawan face to face sedngkan asinkron lebih fleksibel semisal hal ini sering terjadi dikehidupan kita.* In synchronous and asynchronous learning during a pandemic, in my opinion, it's a good idea because besides the time that can be determined or can be said to be limited, like offline, it can provide a time limit, just like the debate itself has a time limit, and for asynchronous learning, it is also very much needed, especially flexible time so that we can easily access any existing material and don't just	1. Yes 2. Yes 3. Sometime 4. Yes 5. All of the above 6. Website error 7. Stimulationus answer 8. Bad connection 9. Agree 10. Agree 11. Agree 12. Agree 13. Doubt 14. Strongly Agree 15. Agree 16. Agree 17. Strongly agree 18. Strongly agree

		focus on synchronous learning. So I can say that synchronous learning can be used as an arena for practicing debate with face to face opponents, while asynchronous learning is more flexible, for example this often happens in our lives. 2. *Jujur feel yang didapatkan sangat kurang karena dalam debat online kita sangat terbatas apalagi dengan batasan waktu yang ada di zoom meeting dimana setelah 10 menit pembelajaran atau saat sedang berdebat timer app sudah berbunyi dan otomatis memutuskan panggilan video sehingga pada saat sedang seru-serunya melontarkan argumen sering kali penggilan video tersebut mati.* To be honest, the feeling you get is very lacking because in online debate we are very limited especially with the time limit in the zoom meeting where after 10 minutes of learning or while debating the app timer goes off and automatically disconnects the video call so that when he is excited throwing arguments he often calls the video is off. 3. Zoom meeting. 4. 7/10 5. *Deliver materi dari lecture sometimes getting bored and sometimes materi yang mereka berikan akan sama dalam beberapa kali pertemuan dan*	

		mereka akan memberikan kami satu contoh kasus lalu kami harus membahasnya dgn rekan setim lalu dibagi tim dimana sesaat setelah pembahasan yang kami lakukan barulah kami diberitahu tim pro dan kontra disaat saya sdg kontra malahan dapat pro. Deliver material from lectures sometimes getting bored and sometimes the material they provide will be the same in several meetings and they will give us one case example and then we have to discuss it with our team lazy and then divide the team where shortly after the discussion we did we were notified by the pro team and cons when I'm cons even get pro.	
		6. *Sedikit menaikkan level bahasa inggris saya dan lebih berani menyuarakan pendapat, we act like in the court. Sistem pembelajarannya kurang seru karena terabatasnya waktu.* Slightly raising my level of English and being more courageous in voicing opinions, we act like in the court. the learning system is less exciting because of limited time.	
		7. *Waktunya lebih fleksibel, dapat di akses dimana aja dan karena waktunya yg fleksibel jd kadang dosen jarang untuk masuk dan hnya memberikan tugas dan materi.* The time is more flexible, it can be accessed anywhere and	

		because the time is flexible so sometimes lecturers rarely come in and only give assignments and material.	
		8. *Kadang-kadang saya kesulitan untuk mengerti apa yang mereka katakan atau bahan ajar ada krna bahan yang digunakan benar-benar dalam situs berita luar yang terkadang menggunakan idiom atau beberapa kosakata yang jarang kita dengar ataupun lihat.* Sometimes I find it difficult to understand what they are saying or the teaching materials are there because the materials used are actually on foreign news site which sometimes use idioms or vocabulary that we rarely hear or see.	
		9. *Tidak sinkron, karena saya bisa lebih ada sedikit persiapan untuk memulai kelas.* Asynchronous because I can have a little more preparation to start class.	
		10. Actually I preferred clearly offline for English Debate Learning if we can. But the condition in pandemic situation, so i think online or hybrid enough to helped us.	
2.	NC (C Morning Class)	1. In my opinion, learning English debate during a pandemic will be better do in synchronous learning because it will be more effective if learning is do in zoom or face-to-face, whereas if learning English debate is do in	1. Yes 2. Yes 3. Yes 4. Yes 5. Allows time to reflect 6. Face to face

| | | asynchronous learning it might be more difficult to understand.
2. From what I feel that learning English debating during a pandemic is quite difficult to learn when it is done asynchronous because some lecturers may only provide material and lack a more detailed explanation, but I can understand more easily when learning is done synchronous because the material is delivered face to face or via zoom in more detailed explanations.
3. Usually I used BBC Learning English (An application that provides content in the form of podcasts and videos for learning English) for learning English debate.
4. Very satisfying, because this site helps me study at home.
5. Maybe asynchronous makes me stress.
6. The advantage of synchronous learning is that it encourages easy-to-understand material because the material is delivered face-to-face via zoom or google meet but the disadvantage may be network constraints.
7. For asynchronous I found the disadvantage in delivering the material because learning English debate would be better if the presentation of the material was delivered directly.
8. The difficulties that I encountered when I was doing an English debate through a chat forum or | interaction
7. Can't ask a question directly
8. All of the above
9. Doubt
10. Agree
11. Disagree
12. Disagree
13. Agree
14. Agree
15. Disagree
16. Doubt
17. Strongly agree
18. Agree |

		What's app group. 9. for me it's easier synchronous learning, because the material is easier to understand if it's delivered directly. 10. I think i preferred hybrid learning, the material can more easy understand if we have direct interaction. We can do conversation, develop our opinion in face to face English debate class.	
3.	AFSP AF (A Evening Claass)	1. In my opinion during pandemic, asynchronous learning is better than synchronous learning because when i use synchronous learning there many of lack such as the internet connection, time, place, and many more because I have to stand by in front of my device while using synchronous learning. But if the asynchronous learning I think that's more flexible to use because I can access every time and everywher e so it's better in pandemic era. 2. Actually English debate in online learning quite bit make me confused because I lean it while pandemic so we can meet directly that's why it's quite hard to understand the material that given. 3. Zoom meeting and google meet. 4. The application that i use during pandemic make me satisfied furthermore because of the function that really helpful and useful. 5. I think the stress while learning	1. Yes 2. Yes 3. Yes 4. Yes 5. Allows time to reflect 6. Written responses and argument 7. Face to face interactions 8. Bad connections 9. Strongly agree 10. Agree 11. Strongly agree 12. Agree 13. Agree 14. Strongly agree 15. Disagree 16. Agree 17. Strongly agree 18. Agree

		English debate in pandemic just because of the boredom.	
		6. The advantages while using synchronous is helpful to keep in good connection to other while learning. The disadvantage s is while using the application to synchronous learning is need much of internet connection and the application sometimes make my device broke. 7. The advantages is flexible and more easy to learning. The disadvantages is make student lazy to study because their wait and wait until long time and finally the student not learning or read the material 8. The difficult is to understand the material and the internet connection to support te device 9. Asynchronous online learning because I can access anytime. 10. I think, I will choose hybrid. Because, I comfortable with online but I also need offline for Debate Learning. so if we use hybrid, i think the learning more efficient.	
4.	KS AF (A Evening Claass)	1. Synchronous learning involves real-time interaction between the teacher and students, with everyone participating in the lesson simultaneously. This type of learning allows for immediate feedback and clarification of questions. It also helps to establish a classroom community where students can engage in discussions and develop critical	1. Yes 2. Yes 3. Yes 4. Yes 5. All of the above 6. Written responses and argument 7. Face to face interactions 8. Bad

		thinking skills. However, synchronous learning can be challenging for some students who do not have access to a stable internet connection or have other commitments during the scheduled class time. Asynchronous learning involves recorded lectures or pre-recorded materials that students can access at their own pace and time. This type of learning allows for greater flexibility and independence for students who can review materials as many times as needed and at their own pace. However, students may miss out on the benefits of real-time interaction, and completing assignments without immediate feedback can be challenging for some students. In conclusion, both synchronous and asynchronous learning have their advantages and disadvantages, and the choice depends on the needs and preferredences of the learners. 2. While it has its challenges, such as connectivity and technology issues, it has allowed students to continue their studies and improve their English language skills remotely. With the help of technology and online platforms, learners have been able to participate in debates, connect with other students and teachers, and access a wide range of resources, even if they are not	connections 9. Strongly agree 10. Strongly agree 11. Strongly agree 12. Strongly agree 13. Strongly agree 14. Strongly agree 15. Strongly agree 16. Disagree 17. Strongly agree 18. Doubt

| | | physically present in a traditional classroom. Overall, online learning has been a valuable tool for many students, and it has opened up new possibilities for learning that may be continued even after the pandemic is over.
3. Zoom, google, classroom and google meet.
4. Because the app is free.
5. Bad signal.
6. Synchronous English debate learning during the pandemic offers both advantages and disadvantages. Many of the disadvantages can be addressed through careful planning, good preparation, and appropriate use of technology. By leveraging the advantages of synchronous learning and addressing the potential issues, can create a successful online debate-based learning environment.
7. Asynchronous English debate learning has many benefits like flexibility and self-pacing, but it also has some major drawbacks. It is important to have a well-designed course structure and clear communication to overcome the interaction gap and reduce the rate of delayed feedback. The use of interactive platforms can also help enhance the asynchronous learning experience by simulating real-time debates.
8. Bad signal.
9. Asynchronous online learning because not time bound. | |

		10. I preferred hybrid, because direct class and online class. I Will more likely the balance.	
5.	RP AF (A Evening Claass)	1. I preferred the learning method because I didn't come to campus. But there is a weak if I have a bad signal. 2. According to me unattractive, because we are focus to materials. 3. Zoom meeting. 4. Just normal. 5. The time given not to much, because if we do practice we must hurry up. 6. Advantage, the learning process dynamic. Disadvantage not all somebody have device. 7. Advantage, every student can learn on their own pace. Disadvantage, the risk student procastinating work. 8. When given a sudden statement from lecturer. 9. Synchronous online learning because respon between lecturer and student speeding up the process of understanding the material. 10. Debate can more effective in face to face, so I preferred offline learning.	1. Yes 2. Yes 1. Sometimes 2. Yes 3. Yes 4. Not place bound 5. Allows time to reflect 6. Face to face interactions 7. Bad connection 8. Agree 9. Agree 10. Agree 11. Agree 12. Agree 13. Agree 14. Agree 15. Agree 16. Disagree 17. Agree 18. Strongly agree
6.	SMH AF (A Evening Claass)	1. I think it's good. 2. It's less interesting because it's less efficient because it's not face-to-face so it's sometimes constrained by the network so it's less efficient. 3. Zoom meeting in synchronous learning. 4. Teaching materials provided	1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. All of the above 7. All of the above 8. Often debate practice

		by lecturers. 5. Internet network. 6. Yes, there is a lack of digesting learning material due to online networks and systems. 7. Yes, there is a lack of digesting learning material due to online networks and systems. 8. Lack of full understanding of learning material because of many obstacles, especially networks. 9. Learning synchronous. 10. Hybrid because mixed learning. More fleksibel and efektif.	9. Extravegant internet packages 10. Agree 11. Agree 12. Agree 13. Agree 14. Agree 15. Agree 16. Disagree 17. Strongly agree 18. Strongly agree
7.	ATM (C Morning Class)	1. In my opinion learning asynchronous more efficient than synchronous during debate course. 2. I feel like I'm nervous because we have to give opinions on the opinions of others. 3. I think, youtube. 4. 8/10 5. Because learning is not offline so we don't study effectively. 6. I think synchronous not effective because the learning must be directed by the teacher and access cannot be repeated. 7. I think asynchronous more effective learning can be done at any time and does not require approval by the teacher 8. Because online we can't be more free to give opinions. 9. I choose asynchronous.	1. Yes 2. Yes 3. No 4. Yes 5. No time bound 6. Can't ask teacher directly 7. Face to face interaction with teacher 8. All of the above 9. Agree 10. Agree 11. Agree 12. Disagree 13. Disagree 14. Agree 15. Disagree 16. Doubt 17. Strongly agree 18. Disagree

		10. I choose hybrid because can meet other people for learning.	
8.	AF (A Evening Claass)	1. In my opinion synchronous are scheduled, real-time interactions by phone, video, or in-person. Asynchronous happens on your own time and doesn't need scheduling. 2. Not very interesting because the debate should be done face to face. 3. Zoom and google meet. 4. Not very exited. 5. Direct debate is more interesting because the message to be conveyed is easier to reach the debating opponent and there are no obstacles in the network like when going online 6. Advantages of synchronous learning : Real time, discussions because learners can interact with their peers and instructors in real-time, everyone can be fully engaged with each other. This leaves scope for elaborate, high quality discussions to unfold. Immediate, feedback Similarly, because learners can ask their instructors questions in real-time, they can get instant feedback on their progress. This allows instructors to meet learners in their exact moment of learning need – instead of only sharing	1. Yes 2. Yes 3. No 4. Yes 5. No time bound 6. Written responses and argument 7. Face to face interactions with teacher 8. Bad connection. 9. Disagree 10. Disagree 11. Agree 12. Agree 13. Agree 14. Agree 15. Agree 16. Disagree 17. Strongly agree 18. Agree

| | | feedback several hours or days later when the lesson is no longer fresh on the learner's mind.
Accelerated learning curve
Disadvantages of synchronous learning

Not flexible as synchronous learning happens at a set time, it's not flexible to account for different schedules and priorities. Learners and instructors alike are expected to commit to a fixed time and place, which can be inconvenient for those with other commitments.

Inconsistent quality, under synchronous learning, the quality of a training session is totally dependent on who the instructor is. Ultimately, this means the quality of synchronous learning can be inconsistent.
Lack of personalized attention.
7. Advantages of asynchronous learning, Feedback and

interaction is available Even though asynchronous learning doesn't happen in a social setting, learners can still post questions to discussion boards or send them via email and get responses later. There is still room for peer collaboration and interaction with instructors despite not engaging with each other in real-time. | |

		Flexible scheduling one of the main benefits of asynchronous learning is that learners can engage in their preferred time and location, and at their own pace. This allows both instruct ors and learners to prioritize any other commitments they may have besides training, like caring for families or attending to their daily work activities. Unlimited learners and because asynchronous learning can take place across multiple locations and at different times, there is no limit to the number of learners allowed to participate in a single course. This makes the training content far more accessible. Optimized classroom discussio ns. Disadvantages of asynchronous learning, as expected, there are also a few disadvantages to asynchro nous learning: Lack of personal touch whitout an instructor or peers present, asynchronous learning models lack a personal touch. Learners are unlikely to form classroom relationships along their learning journey the way they would in a real-time learning environment.	

		Lack of attention and this lack of real-time interaction with peers and instructors leaves a vacuum in a learner's experience. Without people to turn to in their moment of learning need, learners will have to navigate challenges on their own. Requires learner's self-discipline. 8. Not focus. 9. Better synchronous because face to face even though via zoom will be more focused. 10. I preferred hybrid, can more effective for English Debate practice during the learning process.	
9.	RD (A Evening Class)	1. My opinion preferred when debating while in class. During the pandemic, classes were conducted online, so the debate was also conducted online, in my opinion, it was not good. 2. I feel not good when I debate in classroom via zoom meet or google meet. 3. Zoom meet. 4. I don't feel exited. 5. Feel dissatisfied when sparring with a virtual opponent. 6. The advantage is that it can train speaking and make the brain think critically. there are no drawbacks. 7. The advantage is that it can train speaking and make the	1. Yes 2. Yes 3. Yes 4. Yes 5. Allows time to reflect 6. Written responses and argument 7. Face to face interactions with teacher 8. Bad connection. 9. Strongly agree 10. Agree 11. Disagree 12. Agree 13. Agree 14. Doubt 15. Agree

		brain think critically. there are no drawbacks. 8. Find your opponent's weak point. 9. Synchronous online learning. No reason. 10. Hybrid, because meet friends and lecture.	16. Agree 17. Strongly agree 18. Disagree
10.	RR (c Morning Clss)	1. According me, synchronous and asynchronous English debate learning is new phenomenon in my live, because we learn with online Debate class. 2. I'm fine with those learning types. Because, I have flexible time for learning and doing my home work. Also online Debate Learning make me more comfortable for give my argument in e-learning. 3. Zoom meeting. 4. More easier to found the source of material in e-learning, because I can access that every time. 5. My bad connection while zoom meeting, so I can't focus well. 6. The advantage of synchronous is limited time for learning, I can join the class without bored feelings Disadvantage, bad connection and internet package, cause I'm a student not have much money. 7. Yes, The disadvantage: Error in e-learning, I can't send my task	1. Yes 2. Yes 3. Yes 4. Yes 5. Written responses and argument 6. Web error 7. Allows time to reflect 8. Bad connection 9. Strongly agree 10. Disagree 11. Strongly agree 12. Disagree 13. Agree 14. Strongly agree 15. Agree 16. Disagree 17. Strongly agree 18. Agree

		Advantage: I can learn from home, doing another activity together. 8. Not focus during learning process. 9. Asynchronous learning, because I more comfortable doing Debate course on e-learning. 10. During pandemic situation I will choose hybrid, because English Debate course is more effective if we do in offline too. So students more easier understanding the material proverly. Online learning helped us but that many obstacles, like bad connection.	
11.	MPA (c morning Class)	1. On my opinion, that was a strategy for learning during Pandemic, we do debate course with online learning. We did debate practice in zoom meeting or write our argument in e-learning for did the task. 2. I feel little exited, because online learning sometimes make me lazy for learning. I can't meet my lecture and friends in direct, I feel alone in learning process. 3. In synchronous I use google meet, sometimes zoom meeting. Asynchronous I use e-learning, sometimes learning by youtube. 4. I can join meeting online for learning debate clearly. 5. Bad connection	1. Yes 2. Yes 3. Sometimes 4. Yes 5. All of the above 6. Written responses and argument 7. All of the above 8. All of the above 9. Agree 10. Strongly agree 11. Disagree 12. Agree 13. Agree 14. Agree 15. Disagree 16. Agree 17. Strongly agree 18. Doubt

		6. Yes of course, the advantage is in synchronous learning I often doing debate match in learning process. Disadvantage, synchronous learning must have good signal. Sometimes the weather not fine, so that make my connection disturbed. 7. Yes, the advantage, I can thrift my internet package. The disadvantage of asynchronous learning while debate course, I just write my rebuttal pr my argument on e-learning or chat forum. So I can't tell directly, that is ineffective for me. 8. Not focused well during the process. 9. Synchronous. Because, I learning Debate course during pandemic. Look at the situation in the past. I can't learn in direct class. So with this learning type, more often doing debate practice and I think that's effective for me. 10. Hybrid and online learning, I mean mixed learning, can more effective for Debate course.	
12.	K (c morning Class)	1. I think that was the learning system we must do during the pandemic. We do English debate course via zoom sometimes e-learning and youtube. 2. My feeling is that learning to debate during a pandemic is quite difficult, because directly	1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. Not place bound 7. All of the above 8. All of the above

		online, in my opinion, debate is a process of exchanging opinions to discuss a topic from a different point of view between one party and another. So in a debate, each party must meet. But not found online. 3. zoom meeting and youtube, e-learning also. 4. 80% 5. Lots of people meet if the asynchronous network is slow. 6. yes, the disadvantage bad connection and I can't understand what lecture say. beacause she talk so fast. fyi she is originaly british people. The advantages meeting via zoom. 7. Yes, the disadvantage is not meeting the people and the advantages are allows time to reflect. 8. The problem is the slow network. 9. Online synchronous, I can meet the other people directly. 10. I preferred hybrid system, because i can meet other people and often Debate practice.	9. Bad connection 10. Agree 11. Agree 12. Agree 13. Agree 14. Agree 15. Agree 16. Agree
13.	MMR (A Evening Class)	1. Both of them are needed by the education while pandemic. Especially in English debate course. 2. I think it is just so so, because most of us have to use the asynchronous. 3. Zoom meeting and google	1. Yes 2. Yes 3. Sometimes 4. Yes 5. All of the above 6. Website error 7. Face to face interaction with

		meet.	teacher
		4. I feel it can be 8/10 if I use the applications. 5. For the asynchronous the signal makes me don't feel exited. 6. I think the synchronous will have a problem with the signal. 7. In asynchronous I can review all of the materials anytime. 8. I think understanding the meaning or point' of the argument is the problem. 9. I preferred the asynchronous, because not place bound. 10. For the pandemic condition, I will preferred hybrid maybe can be better for us in learning English debate. We can have face to face meeting sometimes to carry as the learning.	8. Bad connection 9. Strongly agree 10. Disagree 11. Strongly agree 12. Disagree 13. Disagree 14. Disagree 15. Strongly agree 16. Doubt 17. Strongly agree 18. Disagree
14.	FDKL (A Evening Class)	1. My opinion about these two different typo of learning is, both of them must be have advantages and disadvantages so we as the teacher has to wisely choose the best method for our students looking forward the condition of place, time and the students' needed. 2. I could feel that some of the environment or the feeling of the real debating didn't materialize well, just like in the real English learning for debate. 3. I often use google meet or zoom meeting. 4. I can feel really excited sometime when the teaching	1. Yes 2. Yes 3. No 4. Yes 5. All of the above 6. None of the above 7. Face to face interaction with teacher 8. Bad connection 9. Doubt 10. Agree 11. Doubt 12. Disagree 13. Agree 14. Agree 15. Doubt

		and learning process done well without any external distruption or poor connection.	16. Agree 17. Strongly agree 18. Doubt
		5. I will feel stress while the connection didn't let the student access the materials, or when the important things that should be delivered, can' be understand by them cause by the connection and less concentration.	
		6. The advantages that I have the interaction to learn. The disadvantages the time for learning so limited.	
		7. The advantages that I got are the flexibility of time and the material that can be access all the time. The disadvantages are allow to put off reading the materials and have no interaction to learn how to speak well.	
		8. Not really difficult if we do it seriously and constantly.	
		9. I think synchronous is easier for me because when you want to become the good debater, you can't only read the materials but less practices.	
		10. I think I preferred hybrid, because we can social distancing and meeting directly. The learning system helped students' feelings the interaction atmosphere.	
15.	WYM (C morning Class)	1. That was online Debate class. I learn by e-learning and zoom meeting sometimes. 2. I feel little frustrated, because I must have a good signal for	1. Yes 2. Yes 3. Sometimes 4. Yes 5. All of the above

		join the class. 3. I often using e-learning actually. Sometimes we learn by zoom meeting. 4. When I learn by asynchronous, I have learn in everywhere I want. Because learn by e-learning, can access the materi al and send the task on there. 5. Sometimes I difficult to understanding the material because we had a limit time for learning. So I can't ask much question during the learning process. 6. Yes, advantage: Can learn directly. Disadvantage: Connection. 7. Yes, Advantage: flexible time Disadvantage: This learning type, sometimes make me forgot to send my task on the e-learning. 8. Bad connection and my interne t package lose so fast. 9. Asynchronous online learning, because that is more easier for me, in synchronous I always have a bad signal during learning process. So I can't join the class clearly. Also in asynchronous I can more explore my argument or rebuttal sentence, if we do in the chat forum on e-learning. 10. Online learn, makes fleksibel time for learning. Online learning helped me to reduce the nervous feeling during Debate practice.	6. None of the above 7. All of the above 8. Bad connection 9. Strongly agree 10. Doubt 11. Agree 12. Agree 13. Agree 14. Agree 15. Agree 16. Strongly agree 17. Disagree 18. Disagree

Table of A1.2 Answered Data From Interview Sessions.

No.	Participant Initials	Answer of Open Ended Question	Answer of Closed Ended Question
1.	PM AF (A Evening Claass)	1. On my opinion about synchrono us and asynchronous English debate learning during pandemic, it's a good to be used to learn by synchronous and asynchronous. Because we know about the pandemic make us to stay at home. So, this is one of some way that we can keep learning during English debate class in pandemic. 2. My feelings when I'm learning English debate during pandemic I feel enjoy and also I feel exited, with that subject because that subject is the one of the subject that I'm waiting for. 3. The application that I use most often in English debate learning, of course zoom meetings becaus e in zoom meeting we can see all of the participants face. Also when in google meet there are just some. So, most often zoom meeting. 4. If I can make a number ho satisfied I'm, from 1 to 10, it is	1. Yes 2. Yes 3. No 4. Yes 5. Not time bound 6. No face to face interaction 7. Face to face interaction 8. Time bound 9. Agree 10. Agree 11. Strongly agree 12. Agree 13. Strongly agree 14. Doubt 15. Doubt 16. Agree 17. Agree 18. Disagree

| | | 7,5 like that not so satisfied but ok.

5. Debate if we help in life, I mean face to face. It is make us really like push us, to feel more press them we do in online so, that's make me not really exited with debate while we do in synchron ous and asynchronous.

6. The disadvantage maybe I can't open them at anytime.

7. Of course have advantage and disadvantage. While in asynchro nous the things that I look at the advantage of asynchronous because the time we can open or we can study without have the relation with time. So, we can open them without for example it set by eight o'clock, we don't have to open them eight o'clock. But we can open them many time, everywhere ago and anywhere me to open them. And for disadvantage, maybe can make us not to be on time people.

8. So far not have any challenge that really meaning just about the signal, just it. If the signal have a problem it will make me difficult.

9. According to me, easier one is asynchronous learning. Because I can open the material anytime and I can study. I can review the material anywhere and wheneve r I'm and I just more feel free to open without thinking about the time when I have to open them. | |

		10. Offline learning, because face to face.	
2.	DA AF (A Evening Claass)	1. I think that both of synchronous and asynchronous learning approaches have their advantages and considerations during pandemic. Synchronous learning offers immediate interaction and feedback, which can enhance engagement and address questions in real time. However, it requires participants to have reliable internet connections and may be challenging to schedule across different time zones. Meanwhile asynchronous learning provides flexibility and convenience, but it may lack the spontaneous interaction and immediate feedback of synchronous learning. 2. I feel that online learning provides opportunities for students to continue their education remotely and access resources and materials from the comfort of their own homes. It allows for flexibility in scheduling and eliminates the need for physical travel to attend classes or debates. Additionally, online platforms can provide a space for students to engage in debates and discussions with peers from different geographical locations, promoting diverse perspectives and global connections. That why i think It is important to note that individual experiences	1. Yes 2. Yes 3. Yes 4. Yes 5. Not time bound 6. All of the above 7. All of the above 8. All of the above 9. Agree 10. Agree 11. Strongly agree 12. Agree 13. Disagree 14. Agree 15. Agree 16. Disagree 17. Disagree 18. Strongly agree

with online learning and English debate during the pandemic can vary widely becaause some students may find it to be a positive and productive experience, while others may face difficulties or feel a sense of disconnection. Adapting to new learning environments and finding ways to stay engaged and motivated can play a crucial role in navigating online learning effectively.

3. There are several applications that I may find useful for English debate learning during the pandemic. Some popular applications like:
Zoom which used video conferencing platform that allows participants to engage in real-time debates, discussions, and presentations. It offers features like screen sharing, breakout rooms, and recording options, which can facilitate English debate sessions. the next is Google Meet which as another video conferencing tool that enables realtime communication and collaboration. It offers features like live captioning and screen sharing, which can enhance English debate learning experiences.

4. When I used Zoom and Google Meet, I think they can vary depending on several factors, including the reliability of internet connections, ease of

| | | use, and personal preferredences. i may find these platforms user-friendly and reliable, appreciating the ability to interact with instructors and classmates in real-time. It's worth noting that my satisfaction also depends on individual needs, expectations, and familiarity with technology. Some may preferred the interface and features of Zoom, while others may find Google Meet more suitable. Ultimately, the satisfaction level while using these platforms during the learning process can vary from person to person.
5. Although both of synchronous and asynchronous English debate learning during the pandemic have many advantages, they also have potential stress for me. Technical difficulties, like issues with internet connectivity audio, or video can cause frustration and disrupt the flow of discussions. Time constraints, like scheduling conflicts. Limited speaking opportunities, like In synchronous debates, there may be time constraints and limited opportunities for each participant to express their opinions fully, which can be stressful for individuals who desire more speaking time.
6. I think there are some advantages of synchronous English debate learning: Real-time | |

		interaction, synchronous learning allows for immediate and dynamic interactions between participants, fostering engagement and active discussion.	
		Instant feedback: Participants can receive immediate feedback from instructors or peers, helping them improve their arguments, communication skills, and critical thinking abilities.	
		Collaboration and teamwork: Synchronous debates promote collaboration and teamwork among participants, as they can work together in real-time to develop persuasive arguments and counter-arguments.	
		Technical challenges: Synchronous learning heavily relies on stable internet connections and suitable technological devices. Technical issues, such as poor connectivity or audio/video problems, can disrupt the debate and cause frustration.	
		7. Here are some advantages and disadvantages of asynchronous English debate learning during the pandemic, the advantages of Asynchronous English debate learning like, flexibility and convenience, self-paced learning, reflection and elaboration, global connections and reduced performance pressure there are some disadvantages of asynchronous	

| | | English debate learning like: Lack of real-time interaction, limited spontaneous collaboration, decreased accountability, communication challenges and Potential for isolation. When utilizing asynchronous English debate learning, it's important to establish clear communication channels, provide guidelines for active participation, and encourage peer feedback to mitigate the potential drawbacks. Balancing asynchronous flexibility with opportunities for synchronous interaction or feedback sessions can also enhance the overall learning experience. | |
| | | 8. My personal experience challenges of difficulties during English debate course online learning since I have the connectivity problems, audio or video glitches, or platform compatibility, then Limited non-verbal cues which online debates may lack the rich non-verbal cues present in face-to-face interactions, making it harder to interpret tone, body language, or subtle expressions. Next, managing time effectively in an online learning environment can be challenging. Balancing multiple responsibilities, staying discipline, and meeting deadlines for debate preparation and participation can be demanding. And the last Developing | |

		persuasive arguments which constructing persuasive argume nts and counterarguments requires research, critical analysis, and strong reasoning skills. 9. Actually synchronous and asynchronous online learning have their own advantages and challenges, and the ease of one over the other can vary depending on individual preferred, learning styles, and circumstances. But in my opinion synchronous online learning is more easier because it has many advantages for e-language learning. 10. I'm going to choose clearly offline learning because I think that the way is more effective than other one.	
3.	DIA AF (A Evening Claass)	1. It is the new of learning, so I think still difficult know about people and some people of the other, it is the new study or learning in English debate maybe. So, human or people don't know the really about that leaning. 2. I think I feel so difficult, because in learning of debate we must have face to face to easy for clear the learning. I think that if you want to talk some thing or give the opinion or suggestion or the other we can interactive to, if we want to say something or debate something	1. Yes 2. Yes 3. Yes 4. Yes 5. All of the above 6. All of the above 7. All of the above 8. All of the above 9. Agree 10. Agree 11. Strongly agree 12. Agree 13. Agree 14. Strongly agree 15. Strongly disagree 16. Agree 17. Disagree

| | | or opinion, it really to can meet each other because if we want to talk like it is yes, its no. the effective that to talk each other in directly clearly so I think, English debate online learning not be good or not be less of the interactive, maybe not very clearly.

3. Application I used during English debate learning, I think that google meet and zoom learning. Because that time application that is be effectively. I think I can face to face although the virtual learning it's not problem we can see and must face to face between the one people and the other people it must have us used that application during pandemic.

4. I think its big condition during the pandemic. All of the learning we can get the virtual. I think not so very satisfied or feel exited. Because learning during pandemic not very clearly I think. So in this basic of during pandemic, learning of debate, I think if we want to meet in direct it is very good and clearly of the learning so if the question its I can answer not very satisfied. The both of type learning help us to learning in pandemic situation.

5. I can or I make stress while synchronous and asynchronous during pandemic. because it's not good, the learning can't tell | 18. Strongly agree |

		in direct so we can miss communication about the learning because the condition is during pandemic we can get used the application for the virtual so I cannot get really education or knowledge about the meaning or about the using asynchronous and synchronous 6. Advantage that it is help me for learning in during pandemic. Because I think the advantage is we will learning the application in google meeting or zoom meeting in learning during pandemic help us to learning. The disadvantage I think that is the time like can undertimined to time. If we want to learning by google meet or zoom meeting, I think must can join to the camera or get do the underti mened for the time we must to direct learning to face to face in one people or the other people. I think the disadvantage in the time. 7. The advantage of asynchronous learning during pandemic is the time. If we want to learn, we can learning for google classroom what's app, chat forum. The disadvantage the problem is not effective in English debate, debate I think learn for direct class in the classroom. I think in that situation is effective use synchronous English debate learning during pandemic.	

		8. I found challenges during the process, in the side on the problem in debate learning it is the learning must have to face to face in the classroom. So, I think challenges like the process of learning the application to used or the condition on that we can clearly or can learn to the classroom. 9. I use synchronous online learning, because it is can easier for me o get the debate learning during pandemic. I think we can used synchronous learning like face to face by virtual learning like google meeting or zoom meeting make me easier get the knowledge or the learning for online debate learning during pandemic. 10. I Will answer overall I preferred offline learning for the side in English debate course learning, because in debate, we can explore our words and can get the argument for directly, we can argue from a positive or negative side, in direct debate learning in class we can also add insight or increase our knowledge of new words, we can also understand what our opponents argue about our arguments.	
4.	NA (C Morning	1. Synchronous namely online of learning conducted by teachers and students directly (virtual	1. Yes 2. Yes 3. Yes

	Class)	face-to-face) via an internet network using platforms such as zoom or Google Classroom (google meet), whereas asynchronous online is learning activities are not carried out directly between the teacher and the participants. 2. I feel more free in debating online, because I am the type who is not very good at arguing face to face. 3. The application that I often use during debate learning is the application via online zoom. 4. To be honest, I'm not too happy using the application via zoom during the lesson, because there are bad signal problems so that there is discomfort during the lesson. 5. During synchronous learning, of course there was a problem with a bad signal so I felt disturbed and of course I had to repeat what I said during debate learning. 6. But when learning is asynchronous sometimes I find it a little difficult to express my ideas while debating, I feel worried and nervous at the same time. 7. Disadvantages, reduced interaction between students and teachers and even among other fellow students in the learning system. Because this can also slow down the formation of values or values in the learning process.	4. Yes 5. All of the above 6. All of the above 7. All of the above 8. All of the above 9. Disagree 10. Agree 11. Strongly agree 12. Strongly agree 13. Agree 14. Strongly agree 15. Agree 16. Agree 17. Disagree 18. Strongly agree

		Advantages, can save costs and time, more practical and flexible , a more appropriate approach, a fun learning experience, more personal, easy to document, environmentally friendly because it can reduce the use of paper, and finally an alternative during social distancing. The advantages is the material is easy to access whenever I want, because it is uploaded via e-learning. The disadvantages is networks that often have errors or bad signals when they want to access learning. 8. Interaction. Because I am the type that is difficult to interact during debate online learning. 9. Asynchronous online learning. Because learning material can be accessed anytime and anywhere, for example when you are unable to participate in synchronous learning, asynchronous learning will help students access learning that has not been attended before. 10. Clearly offline learning. Because with this learning all is done directly and face to face, this will help every student in improving each subject, especially the debate learning subject.	
5.	RTA (C Mormimg Class)	1. According to me, synchronous and asynchronous English debate learning are types of learning strategy in pandemic	1. Yes 2. Yes 3. Yes 4. Yes

		situation, they have advantage and disadvantage during I did the learning process in English debate course.	5. Not time bound
			6. No face to face interaction with teachers
		2. I'm okay, because I can learn from home and have a flexible time for learning.	7. All of the above
			8. Connection
		3. In Synchronous I often learning by zoom meeting while in Asynchronous learning, I learning by e-learning a website from UMSU.	9. Agree
			10. Agree
			11. Strongly agree
			12. Doubt
		4. I think, not clearly satisfied. Because I must prepare my internet package. And that's not needed in direct class, I mean in online class.	13. Agree
			14. Agree
			15. Disagree
			16. Disagree
		5. My bad connection during synchronous learning by zoom meeting. That make me not focus well in accepted the material.	17. Disagree
			18. Strongly agree
		6. Yes of course, the advantage of synchronous English debate learning I can do debate practice sometimes and give an argument or my rebuttal. Although we do in online class. While the disadvantage of asynchronous English debate learning is limited time for learning and the internet connection.	
		7. Yes of course, the advantage of asynchronous English debate learning I can access the material at anytime. Because the lecture upload the file of debate material in e-learning, so that is very obtained. While the	

		disadvantage of asynchronous English debate learning is, sometimes I become lazy when learning process, because my focus can disturbed with another thing.	
		8. I think for understanding the material. If we do in offline, English debate learning maybe can more efficient for me.	
		9. Synchronous, because I can meet my lecture also my friends in the class with zoom meeting, make me more excited for learning.	
		10. I most comfortable with the online learning actually, because i can free expressing my speaking without the trouble networking.	

Appendix 2 Questionnaire and interview Transcipts Semester 6

Investigate the implementation of synchronous and asynchronous learning in English Debate course in post pandemic at UMSU.

(Closed-ended Questions)

1. Do you know about hybrid learning? (yes/no)

2. Is synchronous and asynchronous English debate learning still using in post pandemic? (yes/no/sometimes)

3. Did you often learning English debate in direct class (yes/no/sometimes)

4. Did you actively participate in synchronous English debate hybrid learning session? (yes/no/sometimes)

5. Is synchronous English debate hybrid/offline learning session helped to improve English? (yes/no/sometimes)

6. What is the greatests strength of Asynchronous English debate during hybrid learning? (not time bound/not place bound/allows time to reflect/written responses and argument/all of the above/none of the above/other)

7. What is the greatests weakness of Asynchronous English debate during hybrid learning? (no face to face interaction with teacher/no simulationus answer/no debate practice/all of the above/none of the above/other)

8. What is the greatests strength of Synchronous English debate during hybrid learning? (face to face interaction with teacher/simulationus answer/often debate practice/all of the above/none of the above/other)

9. What is the greatests weakness of Synchronous English debate during hybrid learning? (Time bound/connection/immediate/extravagant internet package/all of the/none of the/other).

10. What is the greatests strength of hybrid Learning in English Debate course? (face to face interaction with teacher/simulationus answer/often debate practice/all of the above/none of the above/other).

11. What is the greatests weakness of hybrid Learning in English Debate course? (face to face interaction with teacher/simulationus answer/no debate practice/all of the above/none of the above/other).

12. Asynchronous learning gives a positive effect on the responsibility of given task better on English debate during hybrid learning. (strongly agree /agree/disagree/strongly disagree/doubt).

13. Offline learning gives a positive effect on the responsibility of given task better on English debate during hybrid learning. (strongly agree/agree/disa gree/strongly disagree/doubt).

14. Offline learning has a positive effect on the existence of a good debater during hybrid learning. (strongly agree/agree/disagree/strongly disagree/do ubt).

15. Synchronous learning has a positive effect on the existence of a good debater during hybrid. (strongly agree/agree/disagree/strongly disagree/doubt).

16. The source of material on English debate Aynchronous learning very much obatained. (strongly agree/agree/disagree/strongly disagree/doubt).

17. Asynchronous learning has a positive effect on the existence of a good debater in the during hybrid learning. (strongly agree/agree/disagree/strongly disagree/doubt).

18. The source of material on English debate synchronous learning is very much obatained. (strongly agree/agree/disagree/strongly disagree/doubt).

19. Offline learning has a positive effect on more effective and free conversations (strongly agree/agree/disagree/strongly disagree/doubt).

20. Online learning has a positive effect on more effective and free conversations (strongly agree/agree/disagree/strongly disagree/doubt).

21. Online English debate learning is the best way and the most effective learning system (strongly agree/agree/strongly disagree/disagree/doubt).

22. Hybrid English debate learning is the most effective learning system (Strongly agree/agree/strongly disagree/disagree/doubt).

23. Clearly offline English debate learning is the most effective learning system (strongly agree/agree/strongly disagree/disagree/doubt).

Semester: 6

Investigate the Implementation of Hybrid Learning in English Debate Course at UMSU.

(Opend-ended Questions)

1. How is your opinion about hybrid English debate learning in post pandemic?

2. How do you feel while English debate hybrid learning in pandemic?

3. What applications do you use most often in English debate learning in post pandemic?

4. If you feel excited, how satisfied you are while English debate hybrid learning during the learning process?

5. If you don't feel excited, what makes you stress while English debate hybrid learning in post pandemic?

6. Is there any advantages you found while hybrid English debate learning during pandemic? If so, please explain the detail!

7. Is there any disadvantages you found while hybrid English debate learning during pandemic? If so, please explain the detail!

8. If you find challenges during the process, what difficult you find during English debate course hybrid learning?

9. Which one is easier for you hybrid learning or clearly offline learning? Why?

10. If you can choose the most comfortable learning system of English debate course, which one do you preferred? Online learning, hybrid learning or clearly offline learning? Why?

Table of A2.1 Answered Data from Questionnaire

No.	Participant Initials	Answer of Open Ended Question	Answer of Closed Ended Question
1.	DAP (A Morning Class)	1. Yes I agree, because of using hybrid English debate can effective because in post pandemic. 2. I felt is better because in situation is post pandemic. 3. My application is zoom when I use in English debate learning. 4. Yes I'm satisfied. 5. If bad connection if use online learning 6. Yes there any advantage i found. 7. There is not. 8. About bad connection if use online learning 9. Offline learning because more clearly about the Topic in debate. 10. I preferred offline in English Debate Learning because more clearly and effective. Other university and school had did offline learning system in post pandemic. So I think we also can do that because the pandemic situation was done.	1. Yes 2. Yes 3. Yes 4. No 5. Sometimes 6. Yes 7. Other 8. All of the above 9. Other 10. Other 11. Other 12. Face to face interactions 13. Other 14. Agree 15. Agree 16. Agree 17. Agree 18. Agree 19. Agree 20. Agree 21. Disagree 22. Doubt 23. Strongly agree

2.	NSS (A Morning Class)	1. In my opinion, hybrid English debate learning after the pandemic is pretty cool. It gives students the freedom to join in from wherever they are, which is super flexible. Plus, with technology, collaboration becomes a breeze, helping us improve teamwork and communication skills. I love how students from different backgrounds can share their unique perspectives, making the learning experience more exciting. Another bonus is personalized learning and the ability to handle unexpected disruptions in the future. Of course, there are some challenges, like needing good internet access and missing out on non-verbal cues. But all in all, hybrid learning rocks! It blends online and in-person stuff perfectly, making learning engaging and effective. 2. I'm thrilled to be able to participate in hybrid English debate learning in the post-pandemic era! It fills me with excitement and joy to know that I have the flexibility to join the activities from wherever I am. The convenience and freedom offered by hybrid learning make me feel empowered and grateful for this opportunity. 3. Zoom meeting and google meet. 4. I find great satisfaction in the	1. Yes 2. Yes 3. Yes 4. No 5. Sometimes 6. Not place bound 7. No often debate practice. 8. Stimulation us answer 9. All of the above 10. Often debate practice 11. No debate practice 12. Doubt 13. Strongly agree 14. Agree 15. Strongly agree 16. Doubt 17. Agree 18. Agree 19. Agree 20. Agree 21. Disagree 22. Doubt 23. Strongly agree

		active participation and the progress I have made in developing my debate skills. The flexibility of hybrid learning allows me to balance other commitments while still actively engaging in the learning process, which contributes to my overall satisfaction. 5. Bad signal when online debate learning. 6. Certainly! There are several advantages to hybrid English debate learning in the post-pandemic era it's offers flexibility, access to diverse perspectives, collaboration opportunities, personalized learning, adaptability, technological skill development, and increased time and cost efficiency. 7. Some potential disadvantages of hybrid English debate learning in the post-pandemic era include technical challenges, limited non-verbal communication, unequal access to technology, distractions and lack of focus, reduced spontaneity in interactions, and potential difficulty in building personal connections. 8. Bad connection and extravagant internet package. 9. Offline learning, with its face-to-face interactions and immediate feedback. 10. I more likely offline learning, students can get everything in face to face learning, interaction,	

		feedback, practice especially in English Debate course.	
3.	IHR (A Morning Class)	1. My opinion about post pandemic hybrid English debate learning is very useful. 2. Feel nervous 3. Zoom meeting and google meet. 4. Very satisfied 5. Get random informations. 6. Understand how to use social media like zoom. 7. Nothing. 8. Bad signal. 9. The easiest is clearly offline learning because the learning is direct without interruption like the network. 10. Clearly offline learning! We can learn without the trouble, like bad connection. And offline learning often Debate practice in front of the class, so in that system I more comfortable to increase my speaking skill in English debate.	1. Yes 2. Yes 3. No 4. Sometime 5. Sometime 6. Other 7. No face to pace interaction with teacher 8. Face to pace interaction with teachers 9. Other 10. Face to face interaction with teachers 11. No debate practice 12. Agree 13. Disagree 14. Agree 15. Agree 16. Agree 17. Agree 18. Agree 19. Agree 20. Agree 21. Strongly disagree 22. Disagree 23. Strongly agree

| 4. | ARL (A Morning Class) | 1. Very useful for students.
2. A little difficult because it does not directly deal with lecturers.
3. Google to help find additional information and zoom meeting.
4. Quite satisfied
5. Find information related to learning.
6. Can give opinions either to friends or lecturers while practicing English fluency.
7. Can't meet directly with lecturers and friends. so that learning is less interesting.
8. lack of interaction with friends and lecturers, so most of them are silent while studying.
9. Clearly offline, because you can interact and talk directly with classmates.
10. I preferred clearly offline learning, because in debate more easier to talk with direct interaction. | 1. Yes
2. Yes
3. Yes
4. Sometimes
5. Yes
6. Other
7. No Face to face interaction with teacher
8. Face to face interaction with teacher
9. All of the above
10. All of the above
11. All of the above
12. Agree
13. Agree
14. Agree
15. Agree
16. Doubt
17. Doubt
18. Agree
19. Agree
20. Doubt
21. Disagree
22. Agree
23. Strongly agree |
| 5. | DJR (A Morning Class) | 1. As face-to-face interaction is limited, and it is more flexible because you can access the material anywhere and anytime.
2. Feel satisfied because I learned | 1. Yes
2. Yes
3. No
4. Sometimes
5. Sometimes |

		to fight my fear of public speaking. 3. Apps like dictionaries or deep websites. 4. Feel satisfied because I learned to fight my fear of public speaking. 5. When I'm memorizing English texts, it can be stressful because I still have very minimal English skills and pronunciation. 6. Yes, it taught me to be confident and focused. Because I almost never learned public speaking, so during the debate learning process I was challenged to learn public speaking. 7. There are and very many, besides my lack of public speaking, I am also still lacking in pronunciation. 8. Pronunciation. 9. I think it's easier to learn in a hybrid way, because I'm too shy to perform in front of and listen to many people. 10. Hybrid more comfortable for me, if do offline we must Debate in front of the class sometimes, i got nervous and not confident to talk. So online learning give me little prepared for my opinion i want to say to the lecture or friends.	6. None of the above 7. All of the above 8. All of the above 9. Bad connection 10. Face to face interaction with teachers 11. No debate practice 12. Doubt 13. Agree 14. Agree 15. Agree 16. Agree 17. Agree 18. Agree 19. Agree 20. Agree 21. Agree 22. Agree 23. Agree	
6.	PM (A Morning Class)	1. In my opinion about learning hybrid English debate in the post-pandemic period, I finally know and get used to using the Zoom application for learning. This application allows us to	1. Yes 2. Yes 3. Yes 4. Sometimes 5. Sometimes 6. All of the	

		keep abreast of existing technological developments.	above
		2. at first I felt confused but as time went on I came to know that there are so many ways to provide learning even though not face to face or online learning.	7. All of the above
			8. Often debate practice
		3. Zoom, whatsapp group, google classroom, google meet.	9. All of the above
		4. Maybe 85% because can be done anywhere.	10. Often debate practice
		5. sometimes the network does not work properly.	11. Stimulation us answer.
		6. The advantages of hybrid learning can be done anywhere and make it easier for students and teachers to be creative in conveying learning.	12. Agree
			13. Agree
			14. Agree
			15. Agree
			16. Agree
		7. The disadvantages is that often the connection is slow or doesn't even run smoothly so that learning is often hampered.	17. Agree
			18. Agree
			19. Agree
			20. Agree
		8. The challenge in my opinion is when we students are required to be more creative in using hybrid learning media such as ppt or zoom.	21. Agree
			22. Strongly agree
			23. Agree
		9. In my opinion, because hybrid learning follows the current developments, we must also be able to share online and offline media as needed so that we are not left behind by other countries.	
		10. I think hybrid is more comfortable learning for me. We can blended the learning. I like hybrid because, in online I m not go to campus so I can save my	

		money and my clothes. For hybrid, I enough satisfied in Debate Learning, I more like write my opinion or argument than talk directly, because I'm shy.	
7.	N (B Morning Class)	1. *Kurang efektif.* Less effective. 2. *Kurang efektif.* Less effective. 3. Youtube. 4. *Cukup puas.* Quite satisfied. 5. *Kurang paham sama sistem pembelajaran hybrid. Karena, kurang praktek.* Do not understand the hybrid learning system. Because, lack of practice. 6. *Sedikit dapat ilmu tentang debat walaupun gk banyak. Apalagi di masa pandemi. Intensitas untuk pembelajaran debat itu kan wajib praktek.* Got a little knowledge about debate, although not much. Especially during a pandemic. The intensity of debate learning requires practice. 7. *Ada, kurang praktek.* Yes, less practice. 8. *Berpikir kritis. Debat itukan harus bisa berpikiran kritis. Dan saya kesulitan dalam hal itu.* Critical thinking. The debate must be able to think critically. And I'm having a hard time with that. 9. Offline. 10. I choose offline, because I think	1. Yes 2. Yes 3. No 4. No 5. Yes 6. Not place bound 7. All of the above 8. All of the above 9. Bad connection 10. All of the above 11. No debate practice 12. Disagree 13. Strongly agree 14. Agree 15. Agree 16. Agree 17. Strogly agree 18. Doubt 19. Doubt 20. Doubt 21. Disagree 22. Disagree 23. Strongly agree

		more effective for debate course.	
8.	BRP (B Morning Class)	1. Hybrid English debate learning make it easier for teachers and participant. 2. I feel excited but sometimes I feel nervous. 3. Zoom. 4. Because when expressing opinions, we don't need to face other people and it makes a little less nervous. 5. There are a some of things to worry about, for example, the lack of facilities to support this hybrid activity, the fear of bad connection when we performance, so that the appearance looks less than optimal. 6. Makes it easier for participants to conduct debates anywhere and anytime without having to gather in one place. 7. When conducting a debate, the feel you get is very different from when conducting an offline debate. 8. The facilities and the connection. 9. Offline, because offline debate feels more exciting and we can face our opponent directly when conveying our opinion. 10. Clearly offline, because students more active and more understand with the material.	1. Yes 2. Yes 3. Yes 4. No 5. Yes 6. All of the above 7. All of the above 8. Face to face inteaction with teacher 9. Not time bound 10. Face to face interaction with teacher 11. No debate practice 12. Doubt 13. Disagree 14. Agree 15. Doubt 16. Agree 17. Agree 18. Disagree 19. Doubt 20. Agree 21. Disagree 22. Agree 23. Strongly agree
9.	SN (B	1. In my opinion, hybrid English debate learning in post pandemic	1. Yes 2. Sometimes

	Morning Class)	is good. But sometimes, if this activity is done completely offline. So that students become more understanding and there are no more obstacles faced. On condition, they must comply with health protocols just in case. 2. I feel better white debate hybrid learning in post pandemic. But sometimes I feel sad and mad, because the network is bad. So, I can't understand and can't listening to the debate. 3. I most often use youtube, zoom, google meet, or sometimes google. Or maybe another website. 4. I can understand the material and I also can do the exercises or listening to the material anytime and anywhere. 5. The bad network can make me stress, because I can't access the website, and I can't collage my exercises on time. 6. Yes. We can listening to the material and can doing the material anytime and anywhere because the online learning. The offline learning also can make us more understand about the debate by practice. 7. Yes. We can't access the website, can't collage the exercises on time, can't listening to the material smoothly. 8. I'm so difficult if the debate course by practice in online learning. Because the network	3. Yes 4. Sometimes 5. Yes 6. All of the above 7. All of the above 8. All of the above 9. All of the above 10. All of the above 11. All of the above 12. Agree 13. Disagree 14. Strongly agree 15. Agree 16. Strongly agree 17. Agree 18. Strongly agree 19. Agree 20. Agree 21. Strongly disagree 22. Doubt 23. Strongly agree

		and I think that's can't make students more active. But, if the debate course by practice in offline learning, it will more effective to make students active and nothing can't be the obstacles. 9. I think, clearly offline learning is easier. Because, nothing can't be the obstacles, students more active, and the material that delivered by the teacher can be make the students more understand. 10. Offline learning is the most comfortable learning for English Debate course, we can meet other person and got the interactive atmosphere during the class.	
10.	NWPS (B Morning Class)	1. In my opinion about this I think this technique it's not really help us for doing English debate because we doing in hybrid not in the same class. 2. I feel I can't doing English debate really well. 3. Zoom. 4. I'm not satisfied at all. 5. I will be stressed if my partner will doing debate in daring when I'm doing in offline that makes different way when we want to make some argument in our debate we can discuss at all. 6. Maybe that makes us so easy when we have another schedule in that day. 7. I'm disadvantage because we can't argue really well because	1. Yes 2. Yes 3. Yes 4. Sometimes 5. Yes 6. All of the above 7. All of the above 8. Often debate practice 9. Bad connection 10. None of the above 11. No debate practice. 12. Strongly agree

		the different places. 8. The difficult we can't debate face to face. 9. Clearly offline learning because we can meet by each person. 10. Offline learning, because in online learning many difficulties during the learning process, I preferred offline more easier for me during English Debate Learning.	13. Strongly agree 14. Agree 15. Agree 16. Agree 17. Agree 18. Agree 19. Agree 20. Agree 21. Disagree 22. Doubt 23. Strongly agree
11.	Y (A Morning Class)	1. In my opinion, learning debate through hybrid was not effective, because in debate subjects, the students should more do practice not only learn about theory. And it should be more effective using offline learning than hybrid. 2. I think it's a little bit nervous or not really brave to talk or giving any opinion, so I feel kind a like facing a new thing. 3. We most learning debate through zoom meeting. 4. Actually, I'm not excited at all. 5. I don't feel excited at all. Because hybrid learning especially on debate subject that should practice in real was really hard through hybrid learning. 6. According to me, I didn't found any advantages on learning hybrid especially on debate subject. 7. Disadvantages that i found it was bad connections when we're doing some online practice, and	1. Yes 2. No 3. No 4. Sometimes 5. Yes 6. Written responses and argument 7. No face to face interaction 8. Often debate practice 9. Bad connection 10. Face to face interaction 11. All of the above 12. Agree 13. Strongly agree 14. Strongly aggre

		then unfree to giving opinion because we don't practice it in real situation. 8. The difficulties that I found was bad internet connection and lack of words on giving any opinion. 9. Clearly offline learning. 10. I choose offline, because in that learning don't have any trouble. Just pressure for build the argument, shy to speak and presented the opinion.	15. Disagree 16. Disagree 17. Disagree 18. Agree 19. Disagree 20. Disagree 21. Doubt 22. Agree 23. Agree
12.	RV (A Morning Class)	1. My opinion, this is two ways in English debate learning like online or offline. 2. I feel while English debate hybrid learning in post pandemic, it needs to help us in speaking fluently and we have many times to practice in pandemic. 3. I use YouTube as reference to learn English debate. 4. Actually, in learning debate English build up our mental. 5. I don't feel excited, when I couldn't give our opinion or argument, because my vocabulary is little and I don't know about the issue. 6. Yes, there is. The advantages are practice our mental, train our speaking, build up our argument and develop our vocabularies. 7. No, there isn't disadvantages. 8. When I don't have many vocabularies and I don't know how to develop the issue. 9. I think offline learning is easier than online. Because offline is	1. Yes 2. Yes 3. Sometimes 4. Sometimes 5. Yes 6. Other 7. Not often debate practice 8. Other 9. Bad connection 10. Often debate practice 11. None of the above 12. Doubt 13. Strongly agree 14. Strongly agree 15. Agree 16. Agree 17. Agree 18. Agree 19. Agree 20. Agree

		more have movements.	21. Disagree
		10. I think offline is the most comfortable learning in debate, because we often debate practice and easy to understanding the material.	22. Agree 23. Agree
13.	BQ (A Morning Class)	1. I think of debate do in online clearly, I can't do it and maybe i won't be understand. So hybrid is a good strategy after pandemic condition. 2. I feel not bad. I can learn more Debate practice on offline class in the middle of semester. 3. I often use e-learning, for collect the material and send my assignment. 4. I feel enjoy learning in direct class. 5. Not focused well during the learning process, if just learn by e-learning. 6. Yes, the advantage I can learn directly, and sometimes we do the debate practice during the learning process. 7. Disadvantage, when in the direct class I feel nervous when lecture asked me stand in front to the class. 8. it's better than online, because we practice in the class, with our friends face to face. The difficulties, I just feel nervous of Debate in real. 9. Offline English debate learning, because I can more understand. 10. I most preferred offline learning. Because more comfortable for me, I can understand the	1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. Not time bound 7. Not often debate practice 8. Face to face interaction with teacher 9. Bad connection 10. All of the above 11. Other 12. Agree 13. Strongly agree 14. Strongly agree 15. Agree 16. Agree 17. Doubt 18. Agree 19. Agree 20. Doubt 21. Disagree 22. Agree

			material.	23. Strongly agree
14.	SFD		1. I think, English Debate hybrid learning in post pandemic is online and offline learning on Debate subject. We mixed the learning method.	1. Yes
				2. Yes
				3. Yes
				4. Sometimes
			2. I feel enjoy during the learning process. Because we have two way for learning. If the weather not carry out for our to come to the campus, we can do online in English Debate class. But, i actually I feel nervous if we do English debate in face to face learning. Because, the lecture can ask to me directly in the class.	5. Yes
				6. All of the above
				7. All of the above
				8. All of the above
				9. All of the above
				10. Often debate practice
			3. Of course e-learning, we get the source of material from e-learning.	11. None of the above
			4. Yes I feel satisfied, because that learning was balanced for me. I enjoy in online and also in offline, although sometimes I got nervous feeling in direct class, because we do the Debate practice in front of the class. But, that make me be challenge for myself for develop my English skill.	12. Agree
				13. Strongly agree
				14. Strongly agree
				15. Agree
				16. Agree
				17. Disagree
			5. Sometimes I got nervous feeling during the learning process.	18. Agree
				19. Agree
			6. Yes, the advantage of English debate hybrid learning is we can more do debate practice in offline class.	20. Agree
				21. Agree
				22. Strongly agree
				23. Doubt
			7. Yes, the disadvantage I found during English Debate hybrid learning is in offline class we	

		must still used the mask during the learning process. That make me feel musty. 8. The difficulties, I'm not comfortable while English debate learning in offline class, I mean for practice. I prefer in online, because that make me more comfortable. 9. I choose, hybrid learning. Because in hybrid we can choose other one the learning process. If the lecture can't come to the campus and while the weather so rainy. 10. I choose hybrid, because more flexible for me. I can learn from home in online learning and offline I can meet lecture and my friends. So hybrid more comfortable for me.	
15.	S (B Morning Class)	1. My opinion about hybrid English debate learning in post pandemic is blended learning in debate lesson. In the first semester we do learn by online learning and in the middle we do in offline. 2. I feel hybrid learning not really clearly for English debate Learning. Because we need more debate practice in face to face interaction. 3. The application I most often in English debate learning is e-learning. 4. How satisfied I'm during the learning process in give 7,5/10 rate. Because that's learning system based on my experience	1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. Allows time to reflect 7. No face to face interaction with teacher 8. All of the above 9. Bad connection 10. All of the above

		not really efficient for me to study debate. Especially in online debate learning. 5. Of course I feel bored while we just learning on e-learning. We just download the material and read it. Nothing interaction with teacher and friends. The conditio n of learning not interested. 6. Yes, the advantage I found while hybrid English Debate Learning, when we do face to face learning in direct class. We can do debate practice together and can get more knowledge during the learning process. 7. The disadvantage I found during English debate hybrid learning in online class sometimes the e-learning website got error, so that make disturbed for started the learning. 8. The difficulties I found during the learning process is just the time in online class, so limited. English debate need more time for learning because that's subject so interesting. 9. According to me, I preferred offline learning. I think English debate can be more efficient if we do in offline. 10. I think offline learning more easier for me. When Debate class many difficulties material to understand. So in online we can't stimulate the material. But in offline more easier for us, because we can hear the explanation face to face and free	11. None of the above 12. Agree 13. Strongly agree 14. Strongly agree 15. Agree 16. Agree 17. Disagree 18. Agree 19. Agree 20. Doubt 21. Disagree 22. Agree 23. Strongly agree

		to ask without limited time.	

Table A2.2 Answered Data from Interview Sessions

No	Particip ants Initials	Answer of Open Ended Question	Answer of Closed Ended Question
1.	AL (B Morning Class)	1. On my opinion, During hybrid system in Debate course, that was enough helped our learning process. Because we were in post pandemic situation. It can say, hybrid a strategy for learning, I can meet my friends and lecture in half semester. So that was make me more enjoy following debate class. 2. Actually I had been thinking we do the debate class in online learning system clearly. But, finally the campus make a hybrid system. So I was glad to join the class, cause I can often did the Debate practice in face to face. 3. During the hybrid, we still using e-learning, that's a web learning from UMSU. 4. I can more focused during the process. 5. I think, sometimes we did asynchronous debate learning. We just send the task to chat forum or e-learning class. 6. Yes of course, the advantage, English Debate hybrid sometime	1. Yes 2. Sometime 3. Sometime 4. Yes 5. Yes 6. Not time bound 7. All of the above 8. All of the above 9. Bad connection 10. All of the above 11. Other, seldom debate practice 12. Doubt 13. Strongly agree 14. Strongly agree 15. Agree 16. Agree 17. Doubt

		did offline for learning. Disadvantage, debate course hybrid learning sometimes just did on asynchronous learning. That was make me little bored and lazy to join the class. 7. The difficulties I found during English debate hybrid class is we seldom doing the debate practice. 8. According to me, I choose offline learning. Because, I think, I can clearly understanding the material of debate course, and feel a fun learning atmosphere. 9. Yes, I think that was better. We mixed learning method offline and online. For balance our learning process. 10. I preferred offline learning, because more easier for me to stimulate the material.	18. Agree 19. Strongly agree 20. Disagree 21. Disagree 22. Agree 23. Strongly agree
2.	NF (B Morning Class)	1. In my opinion I think hybrid learning in English debate subject is quite efficient and effective because weather can't tend the meeting in the college. We can use zoom meeting or google meet if we come the college we can go there. 2. I feel when attending English debate in hybrid learning in post pandemic, there some advantages and disadvantage when we attend the compound the attendance subject in online time, and the disadvantage sometime there are bad signal, when we do online learning and the offline learning in pandemic the advantages we can	1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. Not place bound 7. Not face to face interaction 8. Face to face interaction with teacher 9. Connection 10. Often debate practice 11. No debate practice

| | | hear the lecture clear with she/he has said. And the disadvantage we should carry so many stuff like mask, hand sanitizer and it's just annoying in my opinion.

3. Based on my experience the application that I used most often in English debate a learning in post pandemic is –learning and zoom.

4. I feel both exited and satisfied while learning English debate in hybrid learning process because we can hear the lecture clearly what he has explained to us and the other is when he/she convey the information to us in directly so that we can really understand what of the meaning of English debate.

5. The only thing i don't feel exited when learning English debate hybrid learning in post pandemic when in that time, in that moment we have to think the answer immediately so when the lecture ask the topic for the answer has to be clear and has to convey directly in that time. So means to little bit stressed me out a little bit that's be i don't feel exited.

6. Yes, there are some disadvantage and disadvantage that I found while English debate hybrid learning in post pandemic, the advantage that I found based on my experience is when we do online learning we can save money, so that means, like saving money for transportation saving money for food, clothes and etc. We can save time for our family | 12. Strongly agree
13. Strongly agree
14. Agree
15. Agree
16. Agree
17. Agree
18. Disagree
19. Agree
20. Disagree
21. Agree
22. Agree
23. Strongly agree |

that we cannot spared when we have a long time. And for the disadvantage based on my experienced while learning English debate in online learning we kind of the feel there is some difficulty, like the signal, bad connection and sometime there is an error in the e-learning that we used.

7. I find challenges during the process, so the difficulties that I found during English debate course hybrid learning is in offline learning, when the lecture give us a topic, so we have to think about the answer immediately in that time. So, the time that the lecture give us is not long. It's like 50 minutes, so that the difficulties I found.

8. In my opinion hybrid learning is easier for me so the reason why I used hybrid learning because when some of us or one of us cannot attend the course in the campus, the lecture can give us online course or online exercise so that students that can't attend the course feel free to learn the exercise and if the lecture can't attend so the lecture can give us material to us and the application that they used to send us the material like what's app and e-learning.

9. In my opinion English debate hybrid learning would not better implemented in post pandemic, why? Because this is for debate so the students have to listen to the

		lecture immediately they can understand what the lecture said and English for debate has a lot material that have to a study, like how to give a good opinion like the positive or negative answer and it must be directly convey to the students in college. 10. The most comforyable learning system of English debate course is offline learning because we can well received the information that lecture conveyed and we can implement our performance well.	
3.	WJ (A Morning Class)	1. I think hybrid learning in pandemic is also referred to as blended learning, is an approach to education that combines online educational materials with traditional in-person classroom methods. 2. My feelings during hybrid English debate learning during the pandemic I feel it very helpful because when learning offline I can focus on existing practice and when online I can repeat material with stored material for example in e-learning. 3. The application I do use most often in English debate in post pandemic is e-learning 4. I'm very satisfied maybe with 10/10 rate doing the English debate learning during the learning process. 5. I'm so file exited and i don't make a stress while English Debate in post pandemic. 6. I can found the advantage and	1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. All of the above 7. All of the above 8. All of the above 9. All of the above 10. All of the above 11. All of the above 12. Agree 13. Strongly agree 14. Agree 15. Agree 16. Agree 17. Agree 18. Agree 19. Agree

		disadvantage while hybrid English debate learning in post pandemic. The advantage is usually flexible more avoidable course, flexible study time, extensive knowledge. And for disadvantage is internet access limitation and reduce interaction with teachers. 7. The challenges during the process, the difficulty that I found during the English debate course hybrid lessons was that there were two learning focuses at each meeting. for example, I have to carry out learning and follow material online and offline. 8. I think one is easier is offline learning is because we can learn face-to-face so that in my opinion the knowledge conveyed can be conveyed clearly without obstacles such as difficult signals when it occurs in online learning. 9. I don't think so because the English debate course has to be done offline because students can practice debating directly with the lecturers. 10. The most comfortable learning will vary from person to person based on their individual preferences, goals and constraints.	20. Agree 21. Agree 22. Agree 23. Agree
4.	VA (A Morning Class)	1. During my hybrid study in English debate course, I had an interesting and useful experience. One of the advantages of hybrid learning is the time flexibility it offers. besides that we also discuss and express opinions through online	1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 6. All of the above

		platforms so that I can access material or assignments anytime and anywhere.	7. All of the above
		2. I feel happy while studying English debate learning using hybrid learning.	8. All of the above
		3. While I study English debate course, I used e learning platform	9. Connection
		4. I feel comfortable in learning because they use e-learning access to help with flexible time.	10. All of the above
		5. I don't feel stressed during debate learning but internet access makes it stressful .	11. None of the above
		6. with hybrid learning, I become more aware of using the internet for learning.	12. Strongly agree
		7. One of the main obstacles is the uniform accessibility of technolog y for all students. Some students may not have stable access to the internet or devices needed to take online learning. Technological accessibility, the digital divide can also be an obstacle. In hybrid learning, social interaction between students and teachers, as well as between students with each other, may be limited.	13. Agree
		8. I think it's easier to be offline often because we can have face-to-face discussions and get direct feedback.	14. Agree
		9. In my opinion, it would be better if the English debate course was conducted offline.	15. Agree
		10. Offline learning because explanations and practice be direct, making it easier for me to learn.	16. Agree

(Right column continued: 17. Strongly agree, 18. Agree, 19. Agree, 20. Strongly agree, 21. Disagree, 22. Agree, 23. Strongly agree)
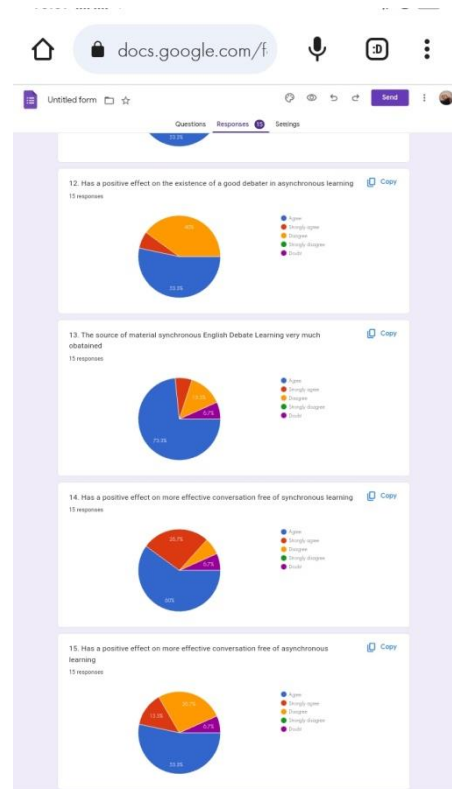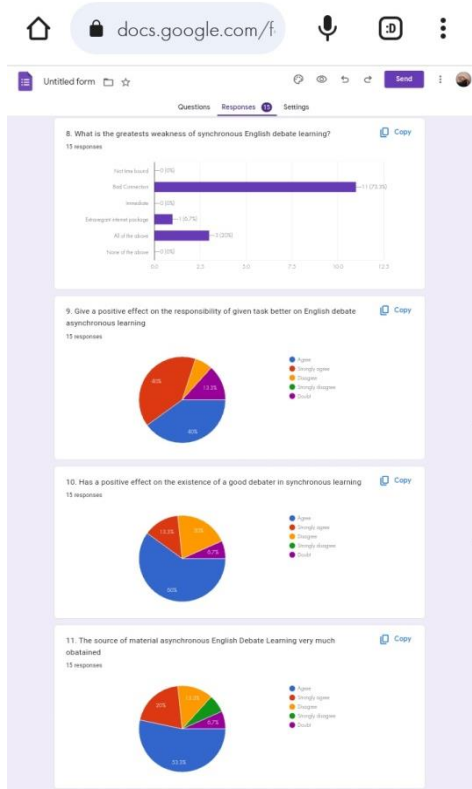
| 5. | HHH (A Morning Class) | 1. In my opinion, hybrid English debate learning in post pandemic is effective because when in post pandemic everyone is worried to meet many people all the time, therefore online education allows students to study, think about their critical thinking to debate at their own pace and convenience. hybrid learning makes it easier for teachers too. As a result, teachers can spend more time with their students or group to provide it.
2. I enjoyed it while English debate hybrid learning in pandemic.
3. I most often used Google in English debate learning in post pandemic.
4. Actually I'm not really excited, I just enjoyed it when the English debate learning in post pandemic.
5. While English debate hybrid learning I feel not very confident about what I think or my own idea, it's not really look like critical thinking that's amazing in debate.
6. Yes, there is an advantage for me that I can search Google about some idea that's good to tell to my friends and my lecture.
7. During English debate course hybrid learning, I think there's no difficult think during the process. But it's just about my confidence.
8. For me, hybrid learning is easier than the other one.
9. Yes, of course English debate hybrid learning better still implemented in post pandemic.
10. I choose hybrid learning because it | 1. Yes
2. Yes
3. Yes
4. No
5. Yes
6. All of the above
7. None of the above
8. All of the above
9. None of the above
10. All of the above
11. None of the above
12. Agree
13. Agree
14. Agree
15. Agree
16. Agree
17. Agree
18. Agree
19. Agree
20. Agree
21. Disagree
22. Agree
23. Strongly agree |

| | | make students debate learning easier because it gets reference ideas at any time and place they are free to want. But still in contacts according to the rules and instructions of the teacher. | |

Appendix 3 Documentation of Questionnaire and Interview

1. Documentation form of Questionnaire semester 8

Screenshot 1 (top-left):

docs.google.com/f

Untitled form

Questions Responses 13 Settings

8. What is the greatest weakness of synchronous English debate learning?
13 responses

- Fast time bound —0 (0%)
- Bad Connection —11 (73.3%)
- Immediate —0 (0%)
- Extravagant internet package —1 (6.7%)
- All of the above —2 (20%)
- None of the above —0 (0%)

9. Give a positive effect on the responsibility of given task better on English debate asynchronous learning
13 responses

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- Doubt

10. Has a positive effect on the existence of a good debater in synchronous learning
13 responses

11. The source of material asynchronous English Debate Learning very much obatained
13 responses

Screenshot 2 (top-right):

docs.google.com/f

Untitled form

Questions Responses 13 Settings

12. Has a positive effect on the existence of a good debater in asynchronous learning
13 responses

13. The source of material synchronous English Debate Learning very much obtained
13 responses

14. Has a positive effect on more effective conversation free of synchronous learning
13 responses

15. Has a positive effect on more effective conversation free of asynchronous learning
13 responses

Screenshot 3 (bottom-left):

docs.google.com/f

Untitled form

Questions Responses 13 Settings

1. How is your opinion about synchronous and asynchronous English Debate Learning during pandemic?
13 responses

In my opinion, learning English debate during a pandemic will be better do in synchronous learning because it will be more effective if learning is do in zoom or face-to-face, whereas if learning English debate is do in asynchronous learning it might be more difficult to understand

In my opinion during pandemic,asynchronous learning is better than synchronous learning because when i use synchronous learning there

2. How do you feel while English Debate online learning during pandemic?
13 responses

during a pandemic is quite difficult to learn when it is done asynchronous because some lecturers may only provide material and lack a more detailed explanation, but I can understand more easily when learning is done synchronous because the material is delivered face to face or via zoom in more detailed explanations.

Actually english debate in online learning quite bit make me confused because i lean it while

3. What application do you most often in English Debate Learning during pandemic?
13 responses

Zoom meeting

Usually i used BBC Learning English (An application that provides content in the form of podcasts and videos for learning English) for

Screenshot 4 (bottom-right):

docs.google.com/f

Untitled form

Questions Responses 13 Settings

1. How is your opinion about synchronous and asynchronous English Debate Learning during pandemic?
13 responses

In my opinion, learning English debate during a pandemic will be better do in synchronous learning because it will be more effective if learning is do in zoom or face-to-face, whereas if learning English debate is do in asynchronous learning it might be more difficult to understand

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Actually english debate in online learning quite bit make me confused because i lean it while

3. What application do you most often in English Debate Learning during pandemic?
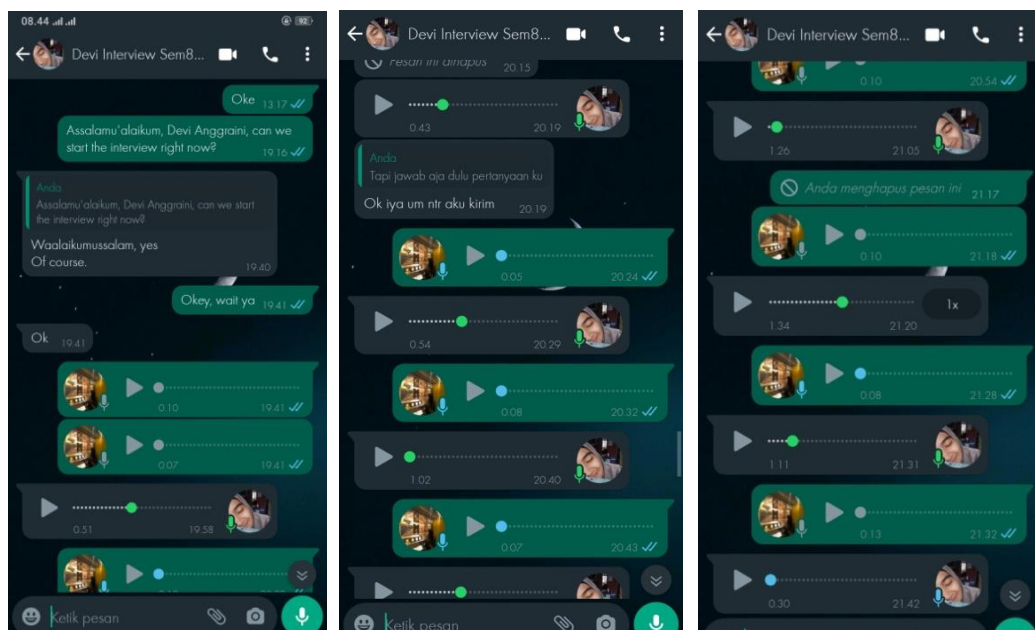13 responses

Zoom meeting

Usually i used BBC Learning English (An application that provides content in the form of podcasts and videos for learning English) for learning english debat.
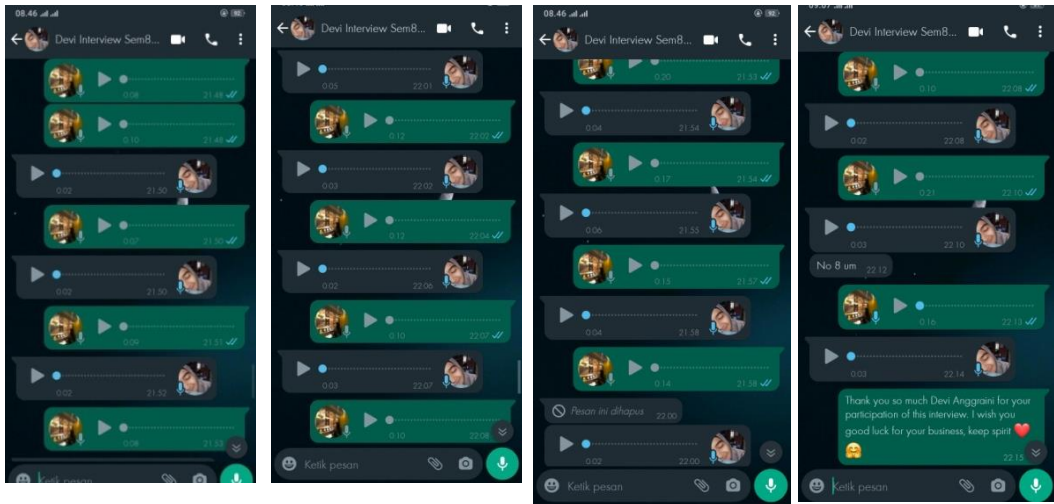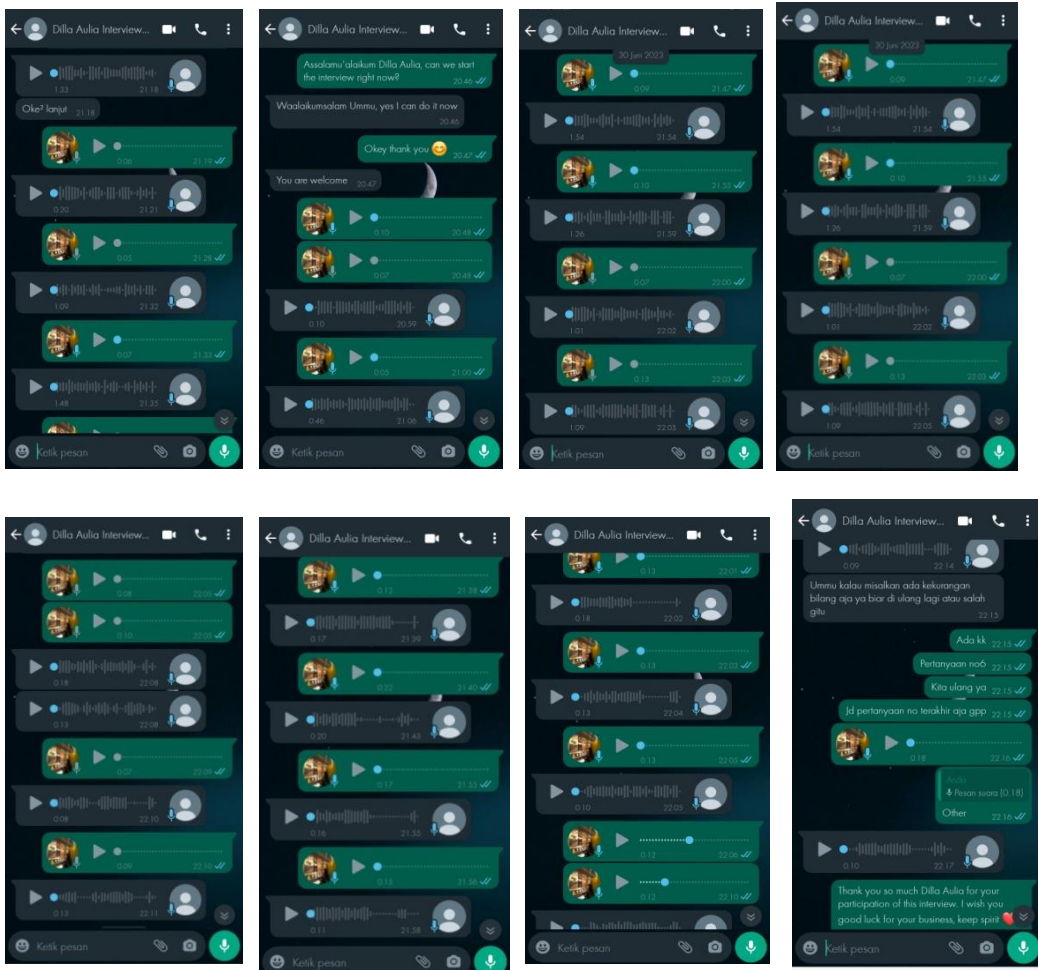
Zoom, gmeet and e learning
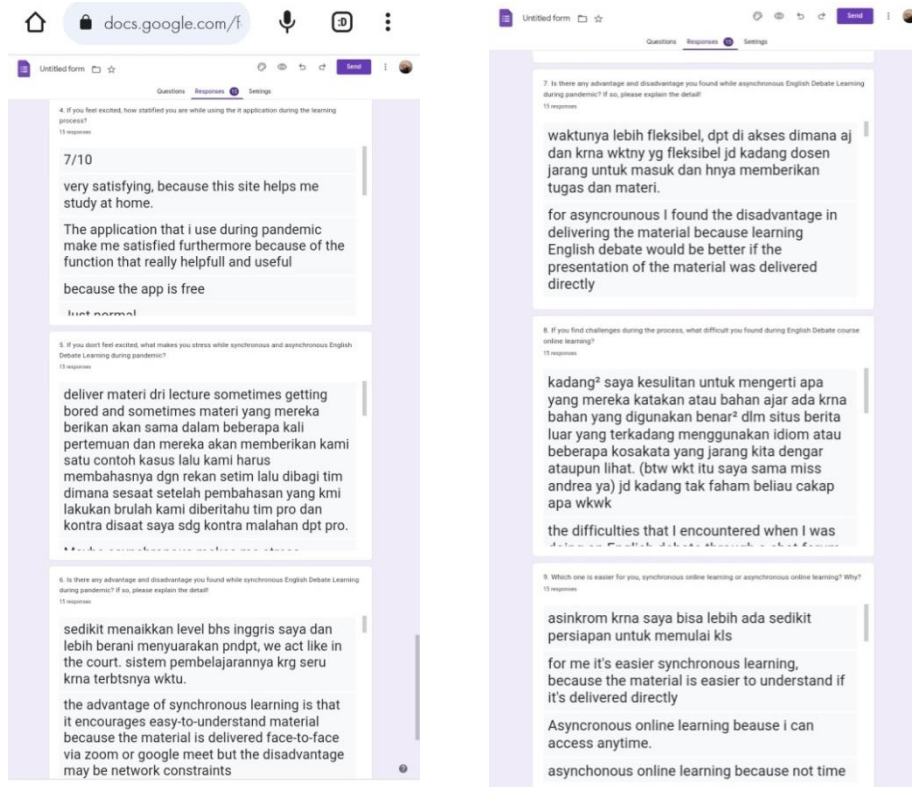
2. **Documentations of Interview via Voice Note What's App**
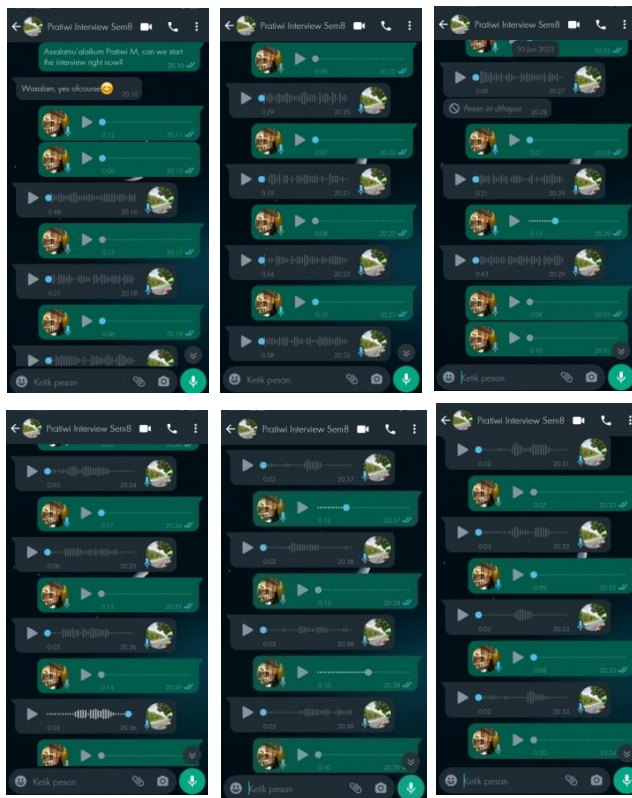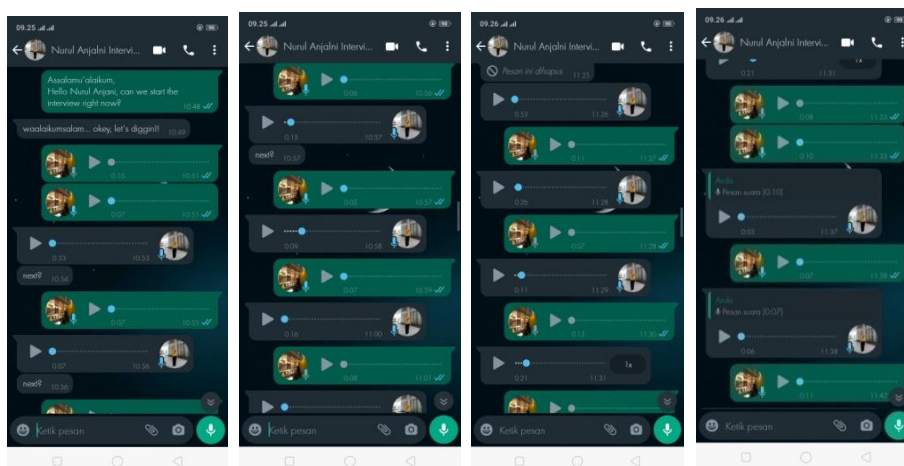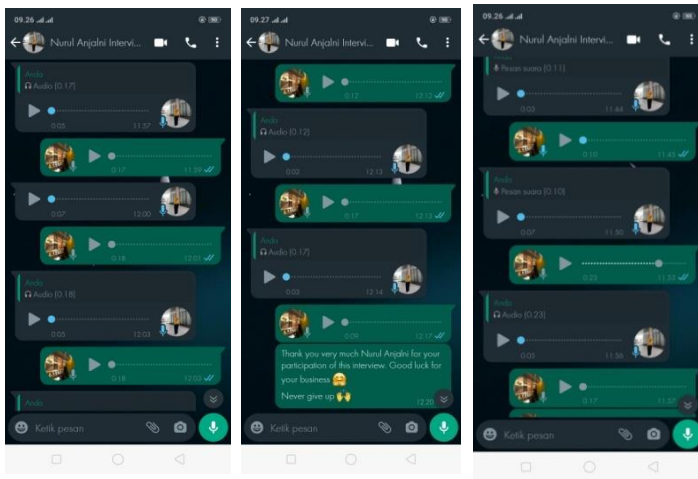
   semester 8

   1). Devi Anggraini
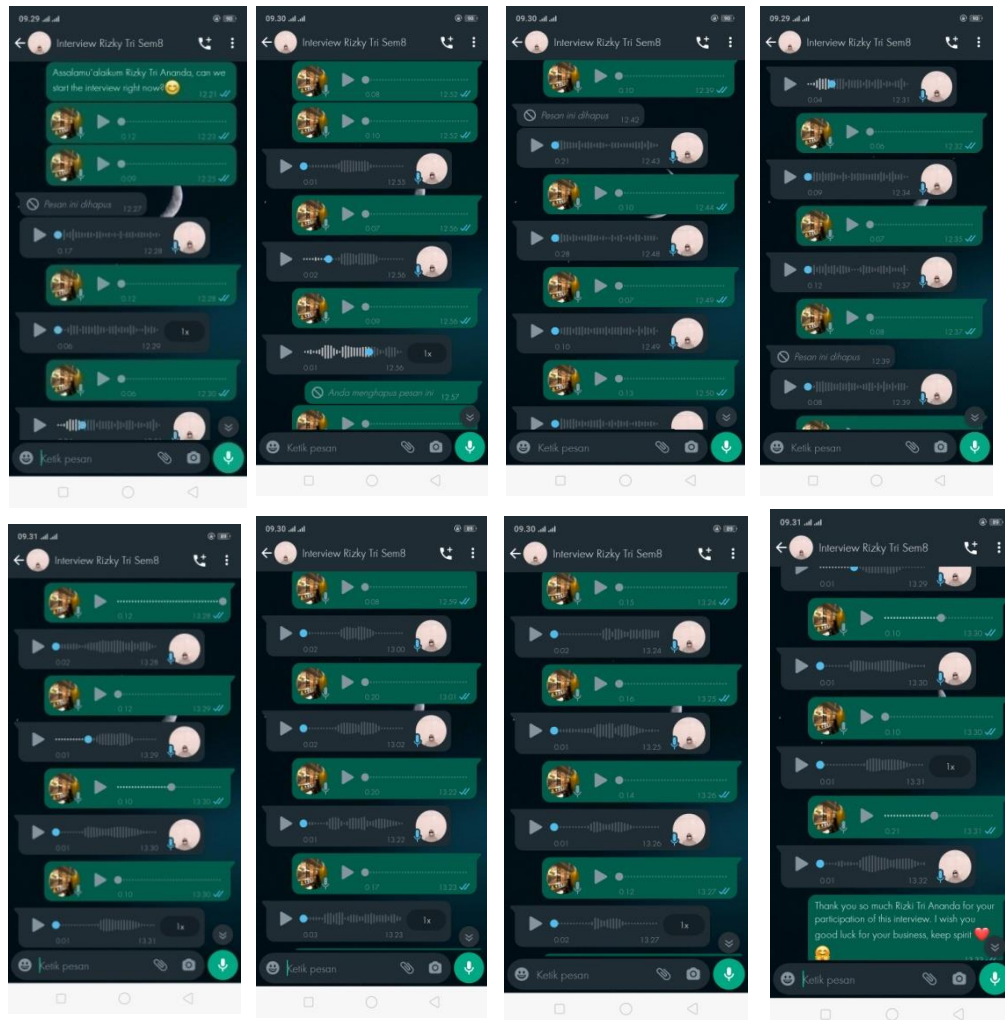
2). Dilla Aulia

3) Pratiwi M Sarjonno

4) Nurul Anjalni

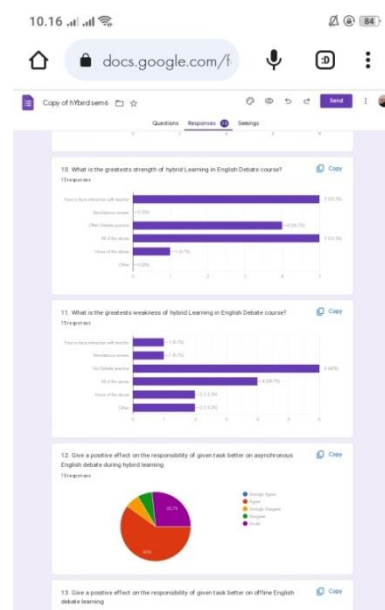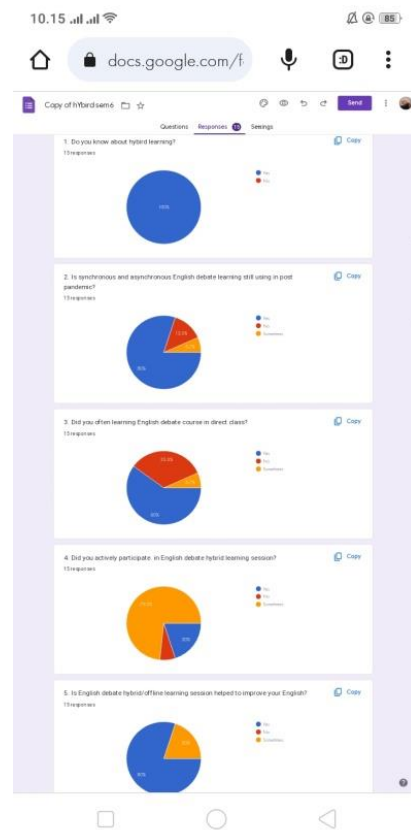5) Rizky Tri Ananda

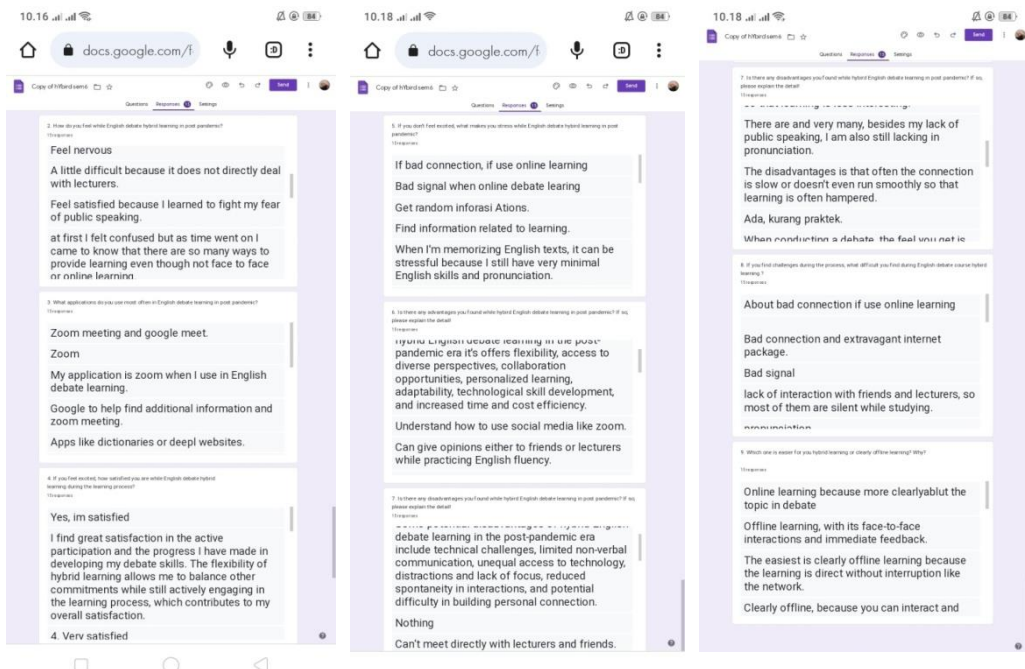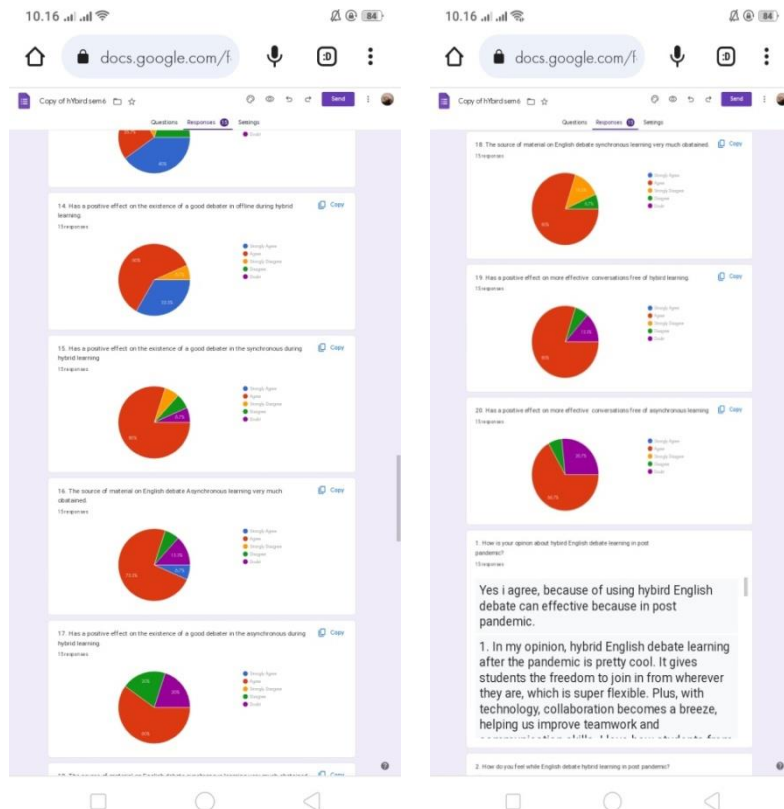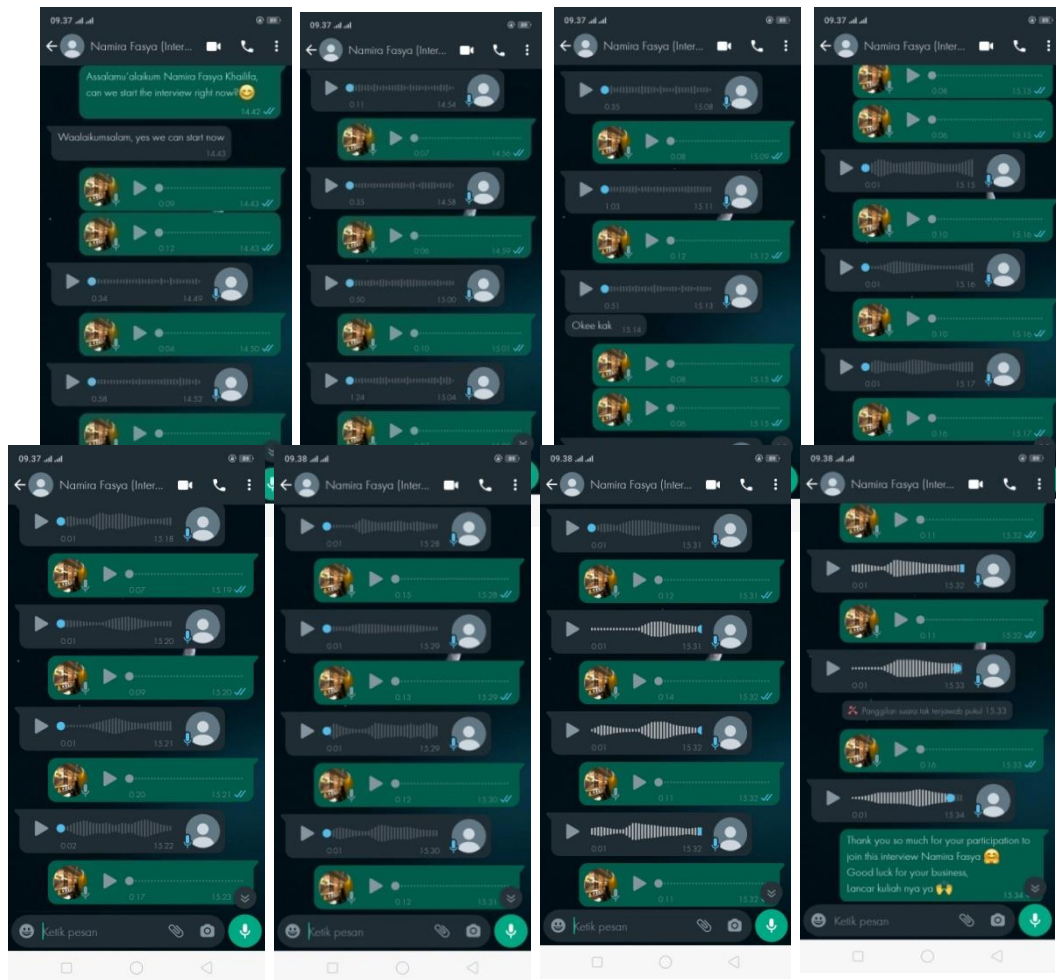3. **Documentation of Questionnaire semester 6**
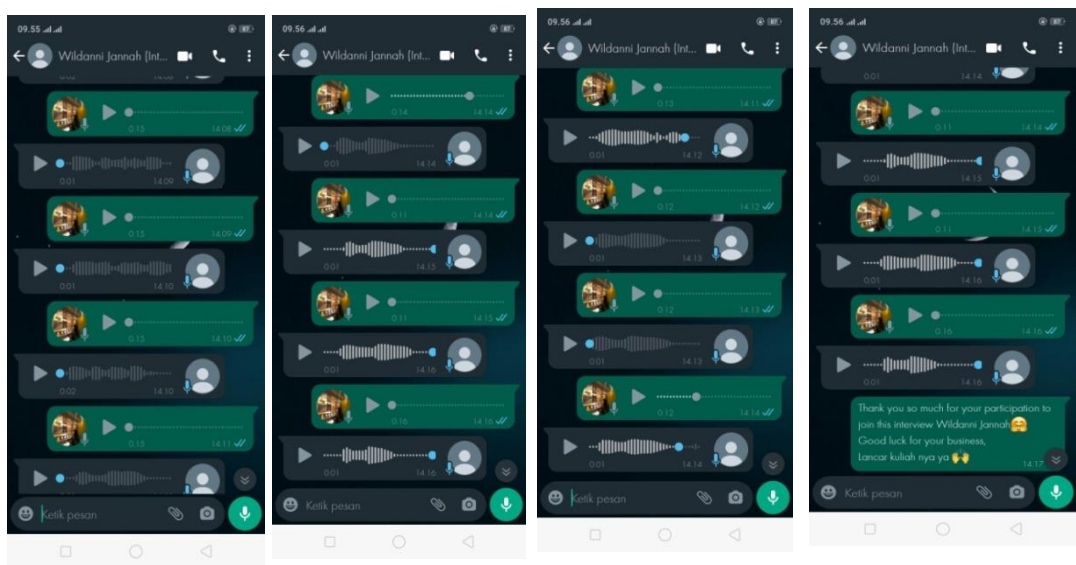
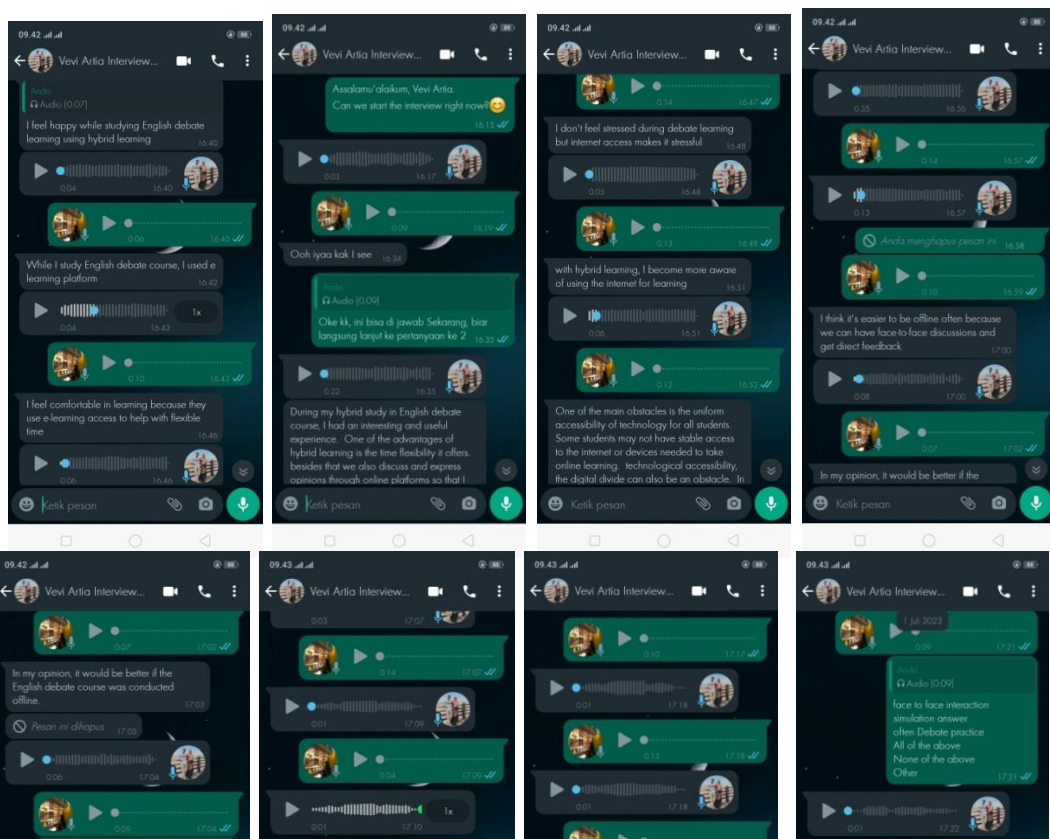## 4. Documentation of Interview Semester 6
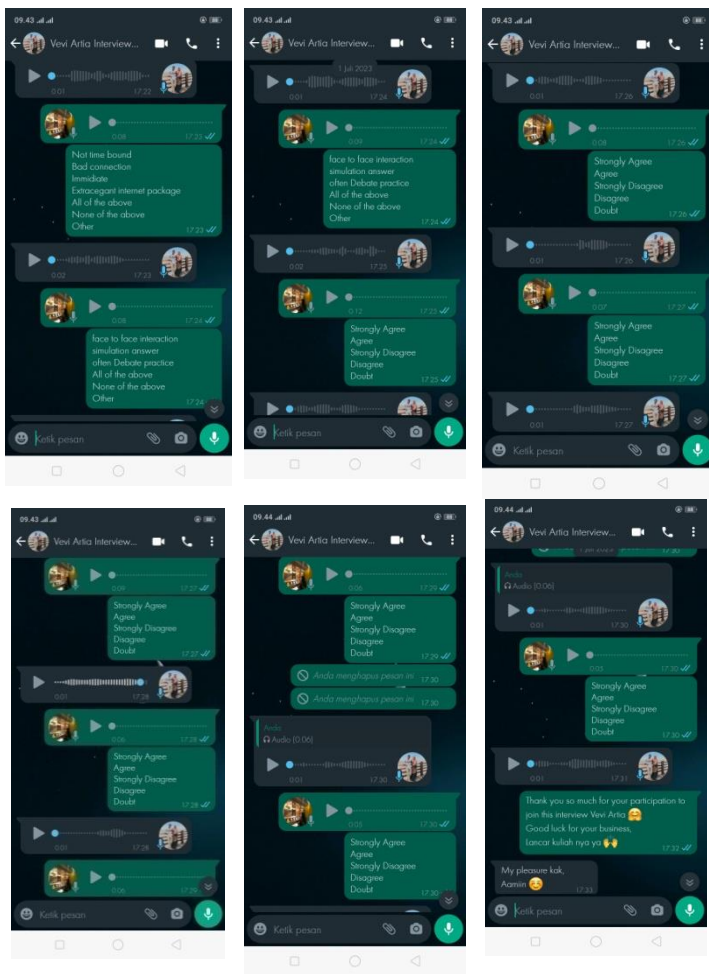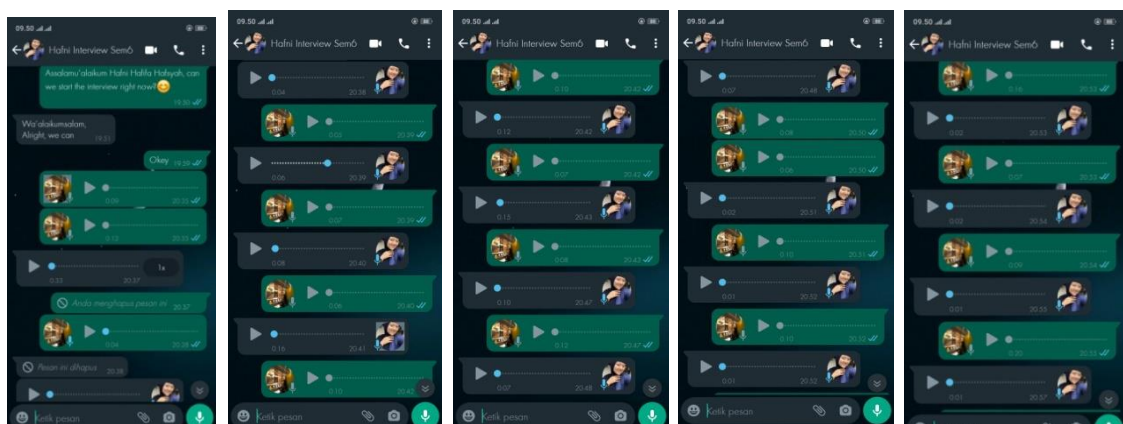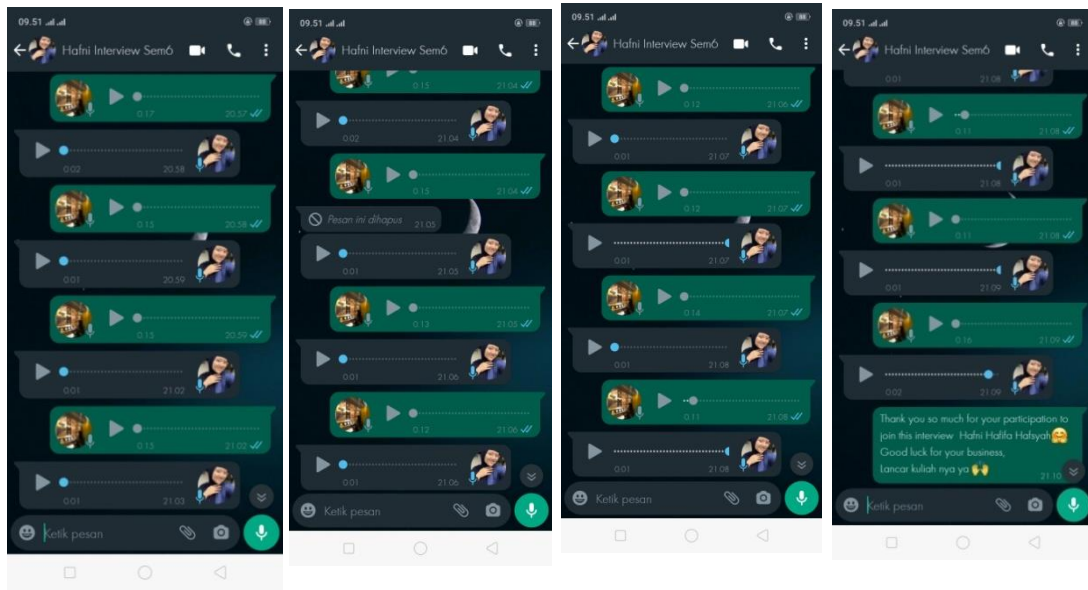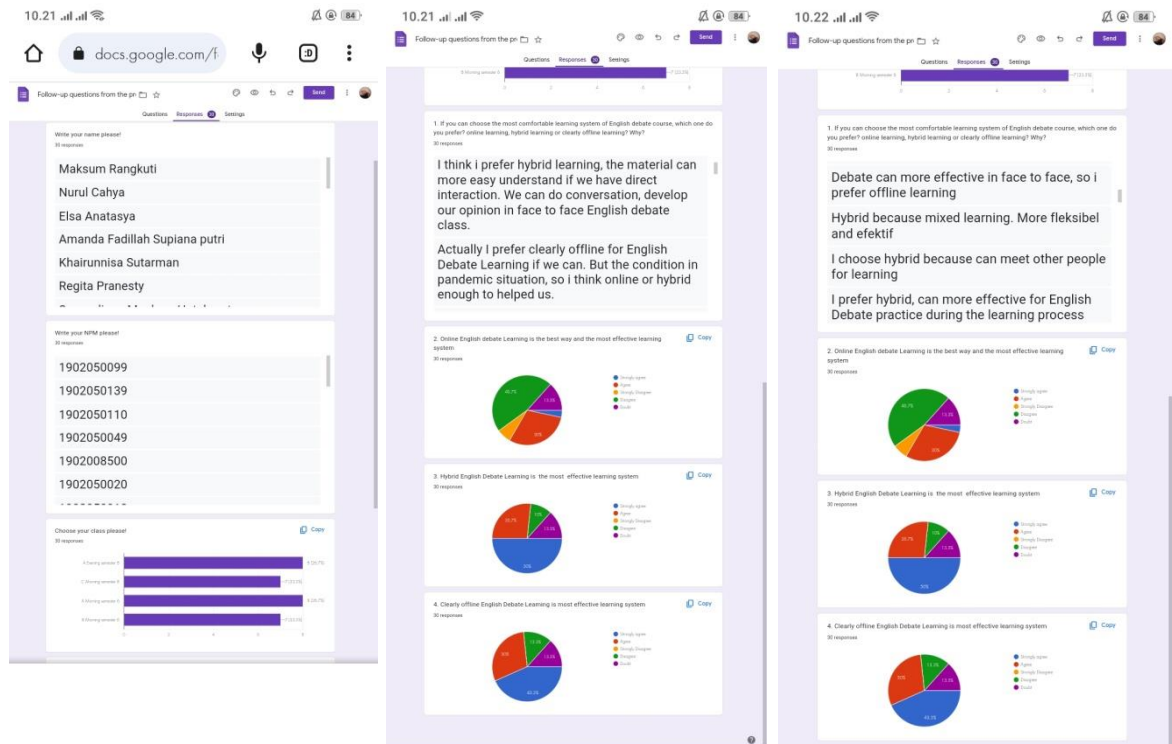
1). Alika Larasati

2). Namira Fasya Khailifa
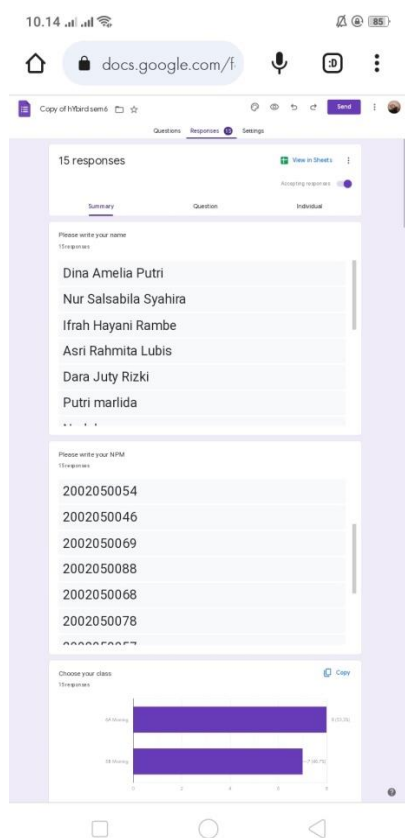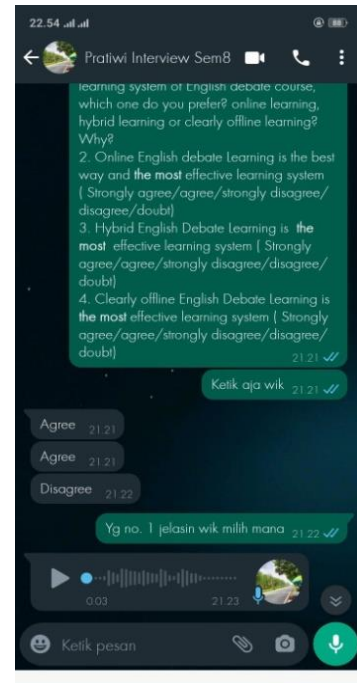
3). Wildanni Jannah
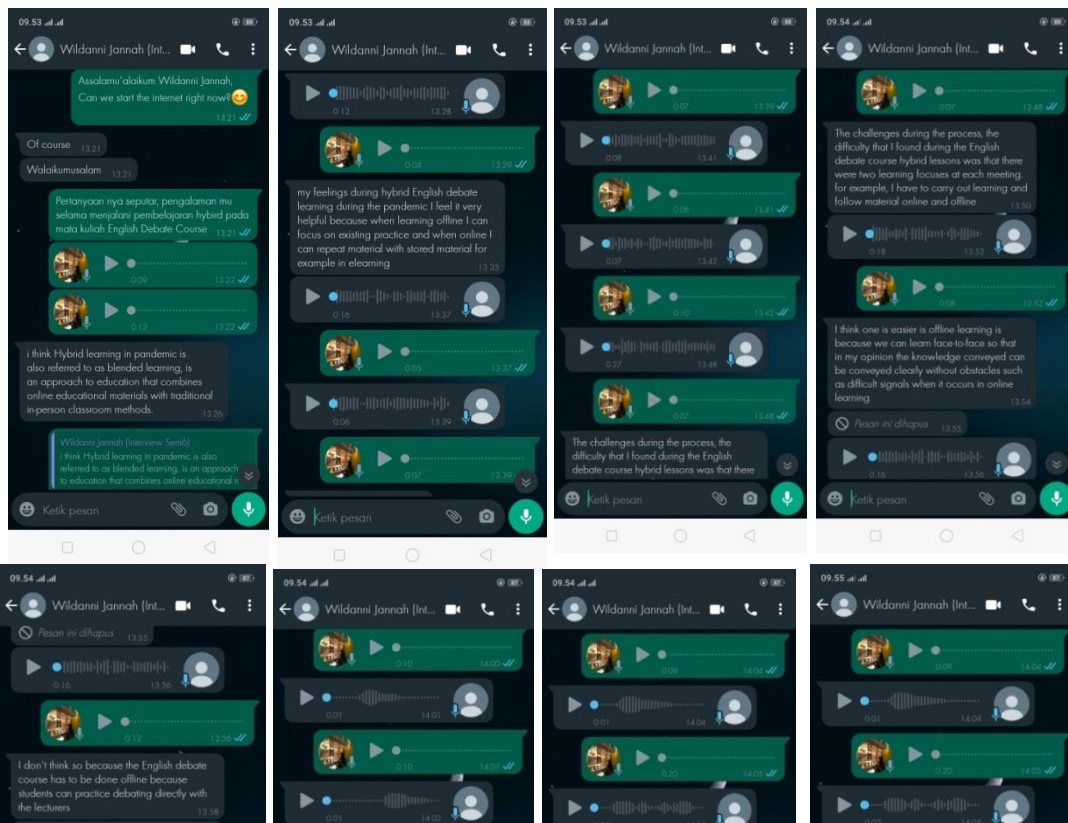
4). Vevi Artia

5). Hafni Hafifah Hafasyah

5. Documentation Follow up Question of Questionnaire

6. Documentation Follow Up Question of Interview
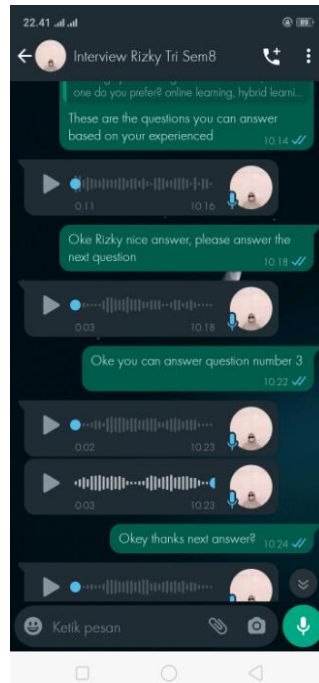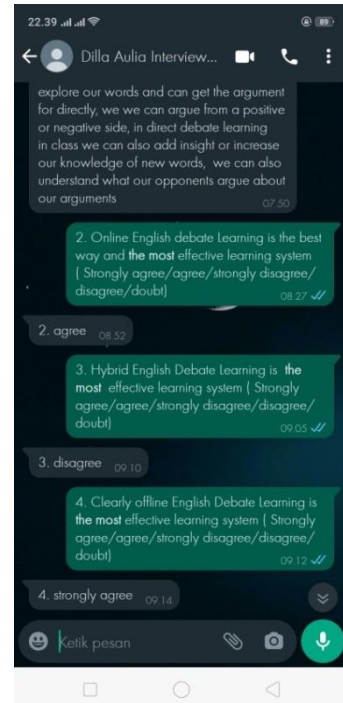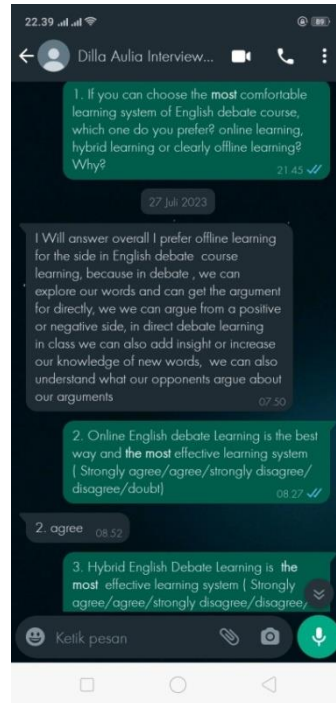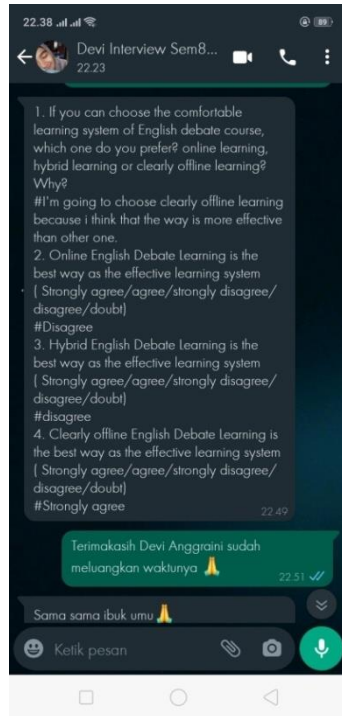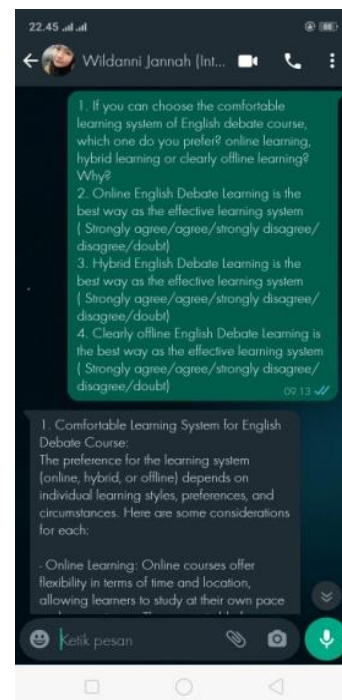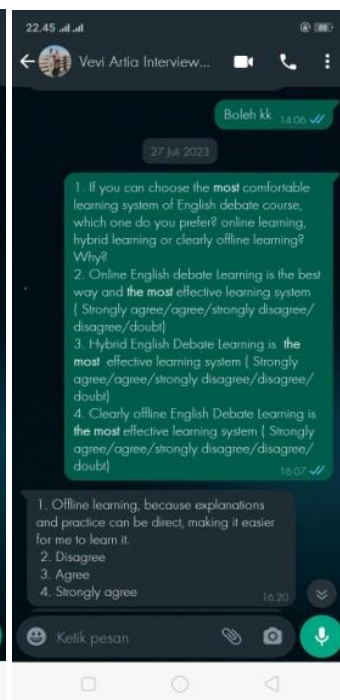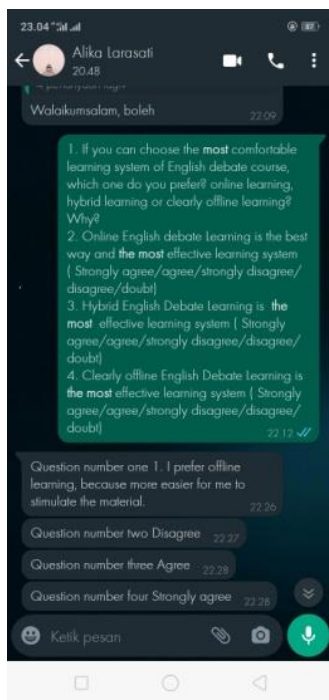
Appendix 4 Lampiran-lampiran

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
===

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya,

Nama Mahasiswa : Ummu Hashilla Hafni

N PM   1902050104

ProgramStudi   : Pendidikan Bahasa Inggris

Judul yang diajukan	Diterima
Students' Perception Towards Synchronous and Asynchronous Learning in Debate Courses During Pandemic and Post Pandemic Context.	30/12 '21

Bermohon kepada Dosen Pembimbing untuk mengesahkan judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Disetujui oleh,
Dosen Pembimbing

Medan, 27 Desember 2022

Hormat Pemohon,

Yayuk Hayulina Manurung S.Pd.,M.Hum

Ummu Hashilla Hafni

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
===

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal :**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Ummu Hashilla Hafni
NPM	1902050104
ProgramStudi	: Pendidikan Bahasa Inggris
IPK Kumulatif	: 3.63

Persetujuan Ketua/Sekret, Prodi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
	1. Language Style and Gender Differences in Vocabulary When Giving Opinion in Case: Youtuber Mahyar was Insulting to Tradisional Indonesia Clothing.	
	2. Analysis Motivation to Learn English and Activity of Choice non-English Students at University Muhammadiyah Sumatera Utara.	
30/12/22	3. Students' Perception Towards Synchronous and Asynchronous Learning in Debate Courses During Pandemic and Post Pandemic Context.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 27 Desember 2022

Hormat Pemohon,

Ummu Hashilla Hafni

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   **Form : K3**

Nomor	: 192 /II 3/UMSU-02/F/2023
Lamp	: ---
H a l	: Pengesahan Proyek Proposal
	Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini ..

Nama	: **Ummu Hashilla Hafni**
N P M	: 1902050104
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: **Students' Perception Towards Synchromous and Asynchronous Learning in Debate Course During Pandemic and Post Pandemic Context.**

Pembimbing   : **Yayuk Hayulina Manurung, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut .

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **14 Januari 2024**

Medan   21 Jumadil Akhir   1444 H
              14 Januari   2023 M

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan
   WAJIB MENGIKUTI SEMINAR

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Ummu Hashilla Hafni
NPM	: 1902050104
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Students' Perception Towards Synchronous and Asynchronous Learning in Debate Course During Pandemic and Post Pandemic Context.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
08/12/22	Bimbingan Judul	
27/12/22	Revisi dan acc judul	
06/3/23	Perbaikan BAB I	
17/3/23	Perbaikan Latar Belakang dan bimbingan BAB II	
12/4/23	Bimbingan BAB II dan BAB III	
19/5/23	Perbaikan Conceptual Framework	

Diketahui oleh:
Ketua Prodi

dto

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Mei 2023

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd., M.Hum.)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 31 Bulan Mei Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap	: Ummu Hashilla Hafni
N.P.M	: 1902050104
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Students' Perception Toward Synchronous and Asynchronous Learning in Debate Course During Pandemic and Post Pandemic Context.

No	Masukan dan Saran
Judul	*It's ok.*
Bab I	- Revise of Formulation of the Problem.
Bab II	*It's ok*
Bab III	- Mention :- How many students of the sixth and eight semester as Source of Data. - Open ended and close ended questionnaire in Source of Data - Mention how many students that will be involved in the interview
Lainnya	- Revise the grammar of writing - Put close and open-ended questionnair, Interview and documen in Appendices
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Rita Harisma, S.Pd., M.Hum)

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ
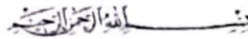
LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Ummu Hashilla Hafni
N.P.M   : 1902050104
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Student Perception Toward Synchronous and Asynchronous Learning
                   in Debate Course During Pandemic and Post Pandemic Context.

Pada hari Rabu, tanggal 31, bulan Mei, tahun 2023 sudah layak menjadi proposal skripsi.

Medan,   2023

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum.)   (Yayuk Hayulina Manurung, S.Pd., M.Hum)

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN
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SURAT IZIN RISET
Nomor: 2430 /SI/II.3-AU/UMSU-02/D/2023

Bismillahirrahmanirrahim

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini membenkan Izin pelaksanaan Riset Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 21 Oktober s.d 21 Nopember 2022 kepada :

Nama	:	Ummu Hashillah Hafni
NIDN	:	1902050104
Program Studi	:	Pendidikan Bahasa InGgris
Judul	:	**Students' Perseption Toward Synchronouus Learning in Debate Course During Pandemic and Post Pandemic Context.**

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih

Medan, 20 Juni 2023

Dekan,

Dra. Hj. Syamsuyurnita, M.Pd

Cc. Pertinggal.

MAJELIS PENDIDIKAN TINGGI
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بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Ummu Hashilla Hafni
NPM : 1902050104
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception towards Synchronous and Asynchronous Learning in Debate Course During Pandemic and Post Pandemic Context.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20/7 2023	Review 1st, 2nd and 3rd chapter Data	
27/7 2023	Data and Data Analysis	
31/7 2023	Findings and Discussion	
02/08 2023	Conclusion Reference	
10/08 2023	Abstract, Acknowledgement and final Review	

Medan, 11 Agustus 2023

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Yayuk Hayulina Manurung, S.Pd., M.Hum.)

Appendix 5 Curriculum Vitae

Curriculum Vitae

1. Biodata Pribadi

   Nama   : Ummu Hashilla Hafni

   Jenis Kelamin   : Perempuan

   Tempat/Tanggal Lahir   : Medan, 27 Januari 2002

   Kebangsaan   : Indonesia

   Status   : Belum Menikah

   Agama   : Islam

   Nama Ibu   : Nila Wati

   Nama Ayah   : Sumarto, S.Pd.I

   Alamat   : Jl. Perhubungan Dusun VII Desa Cinta Rakyat

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   Email   : ummuhas27@gmail.com

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   SD   : SD Negeri 107402 Saentis

   SMP   : SMP Negeri 3 Percut Sei Tuan

   SMA/SMK   : SMK Teknik Imelda Medan