CHAPTER II
LITERATURE REVIEW

A. Perception on University Course

1. Definition of Perception

The researcher talked about how students responded about English discussion in this study. The activities and programs that the English debate students have completed show the students' perceptions of the English debate. Perception can be defined as a response in which a person must analyze things based on his or her own point of view. Perception is a reaction that a person has to analyze anything that is viewed from their point of view.

Perception can be defined as the process of receiving or understanding information in a more detailed way. From the cognitive dimension of perception, perception is the process by which people attach meaning to experiences *(Eggen & Kauchak, 1988)*. Perception also refers to the process of selecting, organizing, and interpreting stimuli conducted by someone to get a coherent and meaningful picture of the world *(Kumar, 2010)*. People who are being exposed to a situation or a stimulus, they will receive the information meaningfully based on their previous experience *(Gould, 2014)*. All perceptions involve signals passing through the nervous system resulting from physical or chemical sensory system stimulation. It depends on complex functions of the nervous system but on the other side it all seems effortless because this process happens outside conscious awareness *(Goldstein, 2009)*. However, perception is not a passive process of those signals; later it is going to be shaped by the recipients' memory, expectation and attention.

2. Types of Perceptions

There are two types of perception, they are negative and positive perception, both are explained in the following description:

a. Positive Perceptions

Positive perceptions is the perception or view of an object and lead to a state where the subject is perceived to accept the object that is captured because it is in accordance with his personality.

b. Negative Perceptions

That is the perception or view of an object and pointing to the circumstances in which the subject is perceptive tend to reject the object being arrested because it is not in accordance with his personality.

3. **Students' Perceptions**

Students are oblivious to the lecturer's facts. The student figure is typically a child who need assistance from others in order to mature and develop.

Student perception is the process of applying student information to an item in the technique of learning English debate. By observing the thing with their senses, students can add significance to their interpretation.

Perception is a complex process that cause a person to receive or summarize information obtained from his environment. That perception is relative, selective and orderly. The better the perception of something, the easier it is for students to learn to remember something (Tarmiji, 2016)

4. **Aspect of University Course**

The aspects of a university course in this study consists of seven indicators. These indicators are adopted from a model proposed by (Curran & Rosen, 2006) that includes seven antecedent predictors of attitude toward the course. These seven predictors are:

a. Course Presentation

Presentation is different from the other constructs in this study because it deals with the stylistic nature of how the course was presented rather than the nuts-and-bolts execution of each class.

b. Instructor

There is little question that the instructor for any course plays a crucial role in the successful delivery of thecourse material. A great deal of research has been conducted on teachers and student evaluations of teachers and it has long been established that student reactions to teachers are important to almost every institutionof higher learning.

c. Student (Himself or Herself)

The motivation and involvement of an individual in the purchase and consumption of services has been the focus of a good deal of attention. Research in education has revealed that students find that active participation in the class will enhance their learning experience. Students' active participation in their education is vital to their realizing the maximum effect from it.

d. Course Topic

Value of the course material as an important contributor to studentattitudes toward the course.

e. Other Students

The national debate over admissions policies' encouraging a more diverse student population to enhance the educational experience is indicative of the belief that other students play a significant role in education. This notion that other people affect service outcomes has been researched in the services arena. Need for interaction as a desire to retain personal contact with others during a service encounter, and these personal interactions have fostered the development of interpersonal relationships between a customer and service provider. For many consumers, these relationships and interpersonal interactions are a highly valued aspect of the service-consumption experience.

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g. Course Execution

Preliminary research revealed that it was important to students to be given information on how the course would proceed and how they

would be evaluated. It was equally important that the information they were given accurately reflected the way in which the course was conducted. These parallels the basics of disconfirmation theory in that expectations must be established and performance must meet or exceed those expectations for the students to be satisfied with their experiences.

h. Physical Environment or Classroom Environment

The importance of the services cape, or physical environment, to the success of service delivery, and the focus groups here indicated that the condition of the physical surroundings was a contributing factor to the reaction to the course in total.

It will be simpler to understand what is said in the perception if the perception aspect is explained. And it turns out that, according to the preceding explanation, there are just 7 indicators of perception when it comes to the implementation of the English Debate subject. It will be much easier to understand the realm this way.

B. English Debate
1. Definition of English Debate

Debate is a formal discussion, such as in parliament or an institution, in which people present differing viewpoints on a topic before voting on it. A debate is a discussion of two opposed points of view. Debate is one of the English language competitions held by numerous institutions in the school environment. Arguments for and against certain proportions are presented in debate. Debate allows students to express their feelings and defend their points of view, therefore speaking English well is an excellent exercise.

According to Ahmed (2020), debating gives the chance to meet new people and new ideas. Debate gives opportunities the students to

stand up and argue with someone in public. Debate facilitates the students to discuss their ideas and try to defend their opinion to others. Also, debate has interaction role in each practice. That fact shows debate improves students' attitude in public. Based on definitions above, the writer summarizes that debate is a communicative interaction that involves different perspective and build critical strong arguments. Debate facilitates the students to enrich their vocabularies through comprehending the issue and how the way they defend their perspectives. Also, students have to speak up their ideas fluently and grammatical correct. Those definitions and facts above proved that debate is good strategy to improve speaking skills.

2. **Types of English Debate**

There are four types of debate, they are explained in the following description:

a. Parliamentary Debate

Parliamentary Debate. This is the debating that goes on in colleges and universities. For more information on this type of debate see the web pages we link to on our Trivium Pursuit Links.

b. Lincoln-Douglas Debate

Lincoln-Douglas Debate (also called value debate) is modeled after the namesake for the activity. In an Illinois election of the mid-1800s, Abe Lincoln and Stephen A. Douglas debated the slavery issue before audiences in different towns around the state.

c. Cross-Examination Debate

Cross-Examination Debate (also called policy debate or team debate) which is similar to team policy debate but at the collegiate level.

d. Academic Debate

These are debates of a purely academic nature. An example of this type of debate would be creation/evolution debates.

3. Aspects of English Debate

In debating, students speaking skill is challenged whether it can express students opinion smoothly or students have problem when they deliver their idea based on their perspective (Pradana, 2017). Having a chance to take a part in debate can also enhance active learning. Debate is a speaking situation in which opposite points of view are presented and argued (Arung & Jumardin, 2016). A debate is about the real or simulated issue. The students' roles ensure that they have basic information regarding issue and different point of view to defend their argument. According to (Syamdianita & Maharia, 2020), here are some items related to debate.

a. Motion. The topic of the debate is called a motion. Usually, motion stars with word like "this house" (TH), "this house believes that (THBT)", this house would" (THW), and "this house regrets" (THR). Both affirmative and negative team should debate about the topic under the motion that is debatable and not partial or benefitting one side.

b. Debaters should see the current issue in society, because that is what debaters are going to debate about the issue that happens in society.

c. Theme line. Theme line is one of jobs that debaters should fulfill. Theme line will talk about why debaters finally agree with the motion or why they disagree. Thus both time need to proof and theme line can be the main reason to attack their opponent.

d. Argument, argument is also the gun that debaters have to attack their opponent. In their argument they should give further analysis about the motion that is being talked about.

e. Rebuttal, in debating debaters can not only have the strong argument and everything will be just fine. Rebuttal is a gun that debater can use to attack their opponent   .

f. Sum-up/Closing, is the conclusion that debaters give at the end of the debate. There will be one debater who isthe last speaker that will deliver about what have happened on the debate and also will give conclusion about the strength from their team and the weakness from their opponent team.

C. Previous Related Studies

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows:

There are several previous studies discussing about English debate. First, a study from *Rokhayani & Nur Cahyo (2015)* entitled "Peningkatan Keterampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate". The purpose of this research is to see if English Debate may help students enhance their speaking skills. This is a classroom action research project that was carried out for the ESA (English Students Association) of Muria Kudus University's English Education Department fourth semester students in the academic year 2014/2015. In the class, the students are taught by using English Debate technique. Second, a research conducted by *Putri (2019)* "The Speech Acts Used In English Debate By The Eleventh Grade Students Of SMAN 2 Bojonegoro In The Academic Year Of 2018/2019" Students are supposed to use polite or formal language when debating, in addition to using the appropriate strategies. The researcher focused on the speech acts and politeness styles utilized by SMAN 2 Bojonegoro eleventh grade students in conducting English discussion. Then, the other research *Lestari et al., (2021)* with the titled "EFL Students' Perception of Speaking Course through Debating Process during the Pandemic". The research found that participants' perceptions of a video-conferenced speaking course stimulate critical thinking, teamwork, social skills, and enthusiasm in the subject. The debate technique appears to have a favorable impact on pupils by encouraging critical thinking, social skills, teamwork, and student enjoyment with the

subject.