

STUDENTS' PERCEPTION OF THE USE OF THE CONSTRUCTIVIST MODEL IN DEBATING CLASS AT THE EXECUTIVE ENGLISH DEBATE COMMUNITY

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Abstract: This research aimed to analyze Students' Perceptions of the Constructivist Model in Debating Class at the Executive English Debate Community. The research method was descriptive quantitative, and 8 students of the Mandalika University of Education were involved, here the data was described objectively based on a questionnaire. The data are presented in numerical and descriptive form. Descriptive research is conducted to determine the value of an independent variable, either one or more variables without making comparisons, or linking with other variables. The researcher concluded that the students have a positive perception of the constructivist model because the results of this research showed that most of the students (85.5%) were agree, The other (35.5%) students on Neutral Perception, and (0%) students on disagreed. The data were obtained most students agreed with that because students were able to Engage with their teammates and share their ideas with friends. They are also able to build their arguments in a good way, elaborate their points and develop problem-solving during the debate class. . In the future, the results of this research can be used as a reference in order to give a general overview related to the English debate class or related to the Constructivist Model in the classroom. In collecting the data, the researcher used a questionnaire. All the data was collected and then analyzed by using a formula of a Questionnaire by Wahyuni et al (2016).

Key Words: *Students' Perception, Constructivist Model, Debating Class*

Abstrak: Penelitian ini bertujuan untuk menganalisis Persepsi Siswa terhadap Model Konstruktivis pada Kelas Debating di Executive English Debate Community. Metode penelitian deskriptif kuantitatif, dan 8 mahasiswa Universitas Pendidikan Mandalika berpartisipasi dalam penelitian dengan mengisi kuesioner. Data disajikan dalam bentuk numerik dan deskriptif. Berdasarkan penelitian tersebut, peneliti menyimpulkan bahwa siswa memiliki persepsi positif terhadap model konstruktivis karena hasil penelitian ini menunjukkan bahwa sebagian besar siswa (85,5%) setuju bahwa mereka memiliki persepsi positif terhadap Model Konstruktivis. 35,5%) siswa pada Persepsi Netral, dan (0%) siswa pada sikap tidak setuju terhadap persepsi negatif terhadap Model Konstruktivis. Data yang diperoleh menunjukkan sebagian besar siswa setuju bahwa Model Konstruktivis adalah Model yang baik untuk meningkatkan kemampuan Debating mereka karena siswa dapat terlibat dengan teman satu timnya dan berbagi ide dengan teman-temannya. Mereka juga mampu membangun argumen mereka dengan cara yang baik, menguraikan poin-poin mereka dan mengembangkan pemecahan masalah selama kelas debat. Kedepannya, hasil penelitian ini dapat digunakan sebagai referensi untuk memberikan gambaran umum terkait dengan kelas debat Bahasa Inggris atau terkait dengan Model Konstruktivis di kelas. Dalam mengumpulkan data, peneliti menggunakan kuesioner. Semua data dikumpulkan kemudian dianalisis dengan menggunakan rumus Kuesioner oleh Wahyuni et al (2016).

Kata Kunci: *Persepsi Siswa, Model Konstruktivis, Kelas Debat*

INTRODUCTION

Constructivism has been a very powerful model for explaining how knowledge is produced in the world as well as how students learn. Moreover, constructivist teaching practices are becoming more prevalent in teacher education programs, while demonstrating significant success in promoting student learning. (Rajendra, 2019) . Hence, the Constructivist model is an action that creates something meaningful from what is learned. Students should be allowed to construct their ideas during the learning process, this is the important role of the constructive learning model. As a theory of learning, constructivism focuses on the implication of “constructing new knowledge” for learning (Lowenthal and Muth, 2008). Constructing the new knowledge that has been gained by students during the learning process with the teacher or coach is very important because the knowledge they gain will be very useful in their daily lives.

Students' perceptions of the model used in the learning and teaching process in a class or in the organization are very important because the perception of students can affect their interest in learning. According to (Slameto,2003) perception is a process that involves the entry of messages or information into the human brain. It can be concluded that students have the ability to observe and receive the information during the class with the teacher. Shale and Wahab(2004) state that perception is a process combining and organizing our sensory data to be developed in such a way that we can realize it around us, including aware of ourselves. Moreover, According to Shidu (2003) students' perceptions are students' point of view toward something that happened in learning process class and produces it with suggestions or arguments for teacher or classmate to improve their learning process. It means students' perception towards certain model that apply in the class matter, because it will affect their improvement.

Debate is a skill that learns how to make good and correct arguments. The word debate itself according to Harahap (1999) referred to an activity that can develop the skill of communication by organizing some arguments to convince and entertain audiences to prove that your arguments upper hands the opposition. Therefore, debate is also called the process of making arguments or points that are neatly structured so that they can be understood easily by the audience and judges, the arguments should be relevant to the topic that is being discussed. Hence, applying the constructivist model in the debate class is ultimately expected to bring about significant changes in the coaching and learning process.

Based on the explanation above, the researcher did research entitled“ Students' Perception on The Use of Constructivist Model in Debating Class at The Executive English Debate Community”.

RESEARCH METHOD

In this study, the researcher used the quantitative Descriptive method as the research design. According to Sugiyono (2012: 13) descriptive research, namely, research conducted to determine the value of independent variable, either one or more variables (independent) without making comparison, or linking with other variables. The main reason of selecting questionnaire as the data collection technique in this research because it can generalize the data from a sample to population (Creswell,

2003). In this research the data was described objectively or based on questionnaire because the data is presented in numerical and descriptive form. The researcher applied that method to describe the students perception on the use of Constructivist Model in Debating Class at the Executive English Debate Community (E2DC).

This research conducted in Education University of Mandalika especially in the Executive English Debate Community (E2DC) located on Jl. Pemuda No.59A, Dasan Agung Baru, Kec. Mataram, Kota Mataram, Nusa Tenggara Barat. The researcher selected this place because the researcher wants to know the perception of students towards the Constructivist Model in Debating class in order to improve the interest of students in learning English Debate.

The instrument of the research was questionnaire. The questionnaire method which describes the psychological dimension of students' perception of the use of the constructivist model in debating class. Questionnaires according to Arikunto (2006: 151), are a set of written questions designed to elicit information from respondents in the private sense or report about topics that are known.

To determine students perception of the Constructivist Model, the researcher collected data using a questionnaire, the results of the questionnaire were calculated by using the formula from Wahyuni et.all (2016).

RESULT AND DISCUSSION

The research was carried out on Tuesday, August 16 2022. To achieve the objectives of this study, the researcher gave questionnaires to the respondents, 6 female and 2 male in the Debating class at the Executive English Debate Community. The results of the questionnaires can be seen in the table below.

Table 4. The Result of students' Perception towards Constructivist model Question Number 1 from the questionnaire

NO	Items	Frequency	Precentage %
1	Strongly Agree	7	87.5
2	Agree	1	12.5
3	Neutral	0	0
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		8	100%

Table 4 showed that 7 students (87.5%) choose strongly agree and (12.5) students choose agree that they were actively engaging and share the ideas with their friends in debating Class.

Table 5. The result of The Result of students' Perception towards Constructivist model question number 2 from the questionnaire

NO	Items	Frequency	Precentage %
1	Strongly Agree	0	0
2	Agree	0	0
3	Neutral	0	0
4	Disagree	5	62.5
5	Strongly Disagree	3	37.5
Total		8	100%

Table 5 showed that 5 students (62.5%) choose disagree and (37.5) students choose strongly disagree that they were not able to explore new knowledge in debating class.

Table 6. The result of students' Perception towards Constructivist model question number 3 from the Questionnaire

NO	Items	Frequency	Precentage %
1	Strongly Agree	2	25
2	Agree	4	50
3	Neutral	2	25
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		8	100%

Table 6 showed that 2 students (25%) choose Strongly agree, 4 students (50%) choose Agree and 2 students (25%) choose Neutral that they were able to Evaluate their weakness during the debate class.

Table 7. The result of students' Perception towards Constructivist model question number 4 from the Questionnaire

NO	Items	Frequency	Precentage %
1	Strongly Agree	0	0
2	Agree	0	0
3	Neutral	1	12.5
4	Disagree	6	75
5	Strongly Disagree	1	12.5
Total		8	100%

Table 7 showed that 1 student (12.5%) Neutral, 6 students choose disagree (75%) and 1 student (12.5) choose strongly disagree that they are not able to evaluate their weakness during the debate class.

Table 8. The result of students' Perception towards Constructivist model question number 5 from the Questionnaire

NO	Items	Frequency	Precentage %
1	Strongly Agree	3	37.5
2	Agree	4	50
3	Neutral	1	12.5
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		8	100%

Table 8 showed that 3 students choose strongly agree (37.5%), 4 students choose agree (50%), and 1 student (12.5%) choose Neutral that they were able to elaborate on their points and develop problem-solving during the debate class.

Based on the findings, the result of students' perception on the use of constructivist model in debating class at the executive English debate community can be categorized in the following table :

Table 9. Average of students positive perceptions towards the Constructivist Model

No		Questions	Agree	Neutral	Disagree
1	Students positive Acceptance on the use of Constructivist model	I was actively engaging and shared the ideas with my friends in debating class	100%	0%	0%
2	Students positive Acceptance on the use of Constructivist model	I was able to explain and build my arguments about the topic that has given by the coach	75%	25%	0%
3	Students positive Acceptance on the use of Constructivist model	I was able to elaborate on my points and develop problem-solving during the debate class.	87.5%	12.5%	0%
		Average	87.%	37.5%	0%

Table 9 Average of students acceptance on the use of Constructivist model in Debating class showed that most of students (87.5%) on agree perception, the other (37.5%) students on Neutral perception and (0%) students on disagree perception.

Table 10. Average of negative perception from students towards the Constructivist Model

No		Questions	Agree	Neutral	Disagree
1	Negative perceptions towards	I was not able to explore the new knowledge in	0%	0%	100%

	constructivist model	debating class			
2	Negative perceptions towards constructivist model	I was not able to evaluate my weakness during the debate class	0%	12.5%	87.5%
		Average	0%	6.25%	93.75%

Table 10 Average of student's negative perception showed that most of the students (93.75%) on disagree perception, other students (6.25) on Neutral Perception and (0%) on Agree perception.

Students Positive Perception

Based on the discussion of the findings previously, the researcher can conclude that the students Positive perception of Constructivist model showed that most of students (85.5%) were agree, The other (35.5%) students on Neutral Perception and (0%) students on disagree. Students positive perception of Constructivist Model were obtained on most students agreed with that because students were able to Engaging with their teammate, share the ideas with friends, they are also able to build their arguments in a good way and they are able to elaborate their points and develop problem solving during the debate class.

Students Negative Perception

Students Negative perception of Constructivist Model showed that most of students disagree with the negative perception. Based on the data above most students (87.5%) on Disagree, (12.5%) of students on Neutral perception and (0%) students on Agree Perception. Therefore we can conclude that Most of the students on disagree perception when it comes to Negative perception of the Constructivist Model. Meaning that Students have positive perception towards the Constructivist Model because students were able to explore new knowledge and they also able to evaluate their weakness or their mistakes in debating class. Therefore, the conclusion is students have positive perception towards the Constructivist Model.

Students Acceptance on the use of Constructivist Model

The result of data analysis for students acceptance on the use of constructivist model were obtain most of students agreed with the constructivist model in debating class. It means that from the questions about students acceptance towards the constructivist model in debating class, students was agree and have positive perception/respond of that. Constructivist model is effective to use in debating class because students are able to express their idea and engaging with their friend while debating about certain motion/topic that has given by the coach. As stated by (Driver & Oldham, 1986) Students construct their views from prior experiences . Therefore, the experience of students in the learning process greatly affects their thinking and their perspective in solving the problem especially in debating class where students are required to be more aware about the issues of now days.

Based on the research from Muliani and Sumarsono (2021) state that the students intercultural communicative competence is build up by means of applying Constructivist Model regarding their participations as one of the aspects of Cultural Experience Model. It can be concluded that the students actively participate during the class supported by the proper motion where L2 culture is incerted the well-Engaged teachers/tutors, and also peers assisting the learners to have a lot of interaction. Therefore, Constructivist model helps students to be more active and confident in the classroom because it's not only triggered their interest in learning debate but also improve their knowledge about certain issues now days.

According to the research from Ahmad (2011), his study aimed at investigating the effectiveness of Constructivist Learning in teaching science on the academic achievement and in developing the social skills among the students of the first preparatory grade in Egypt. The results of the study showed statistically significant differences in cognitive achievement and social skills among the study groups in favour of the group that studied science by using Constructivist Learning. It means Constructivist Model play important roles in the learning process. Not only in debating class but classroom in general. Therefore, the teachers or coaches should consider to apply Constructivist Model in the classes because of the benefit and the positive respond of the students.

CONCLUSION

Based on the discussion of the findings previously, the researcher can conclude that the students Positive perception of Constructivist model showed that most of students (85.5%) were agree, The other (35.5%) students on Neutral Perception and (0%) students on disagree. Students positive perception of Constructivist Model were obtained on most students agreed with that because students were able to Engaging with their teammate, share the ideas with friends, they are also able to build their arguments in a good way and they are able to elaborate their points and develop problem solving during the debate class

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