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The Impact Of Asian Parliamentary Debate Techniques On The Arabic Speaking Skills Of University Students

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Abstract

This study investigates the impact of Asian Parliamentary Debate (APD) techniques on the Arabic speaking skills of university students, specifically those in the Arabic Language Education program at UIN Sunan Kalijaga. Speaking skills, particularly in Arabic, are essential for students' academic and professional success, yet many face challenges in mastering fluency, confidence, and argumentation. This research aims to evaluate the potential of APD in improving speaking skills, specifically fluency, self-confidence, and argumentative construction in Arabic. This qualitative study utilizes a descriptive methodology, incorporating observation, semi-structured interviews, and document analysis to collect data from second-semester students engaged in APD sessions. The study indicates notable advancements in students' speaking abilities, especially in areas of self-confidence, fluency, and argumentation. After three cycles of debate, students exhibited an increase in self-confidence from 60% to 90%, an improvement in fluency from 55% to 89%, and an enhancement in their ability to construct arguments from 50% to 90%. Furthermore, participation in debates also increased, from 60% to 95%. Interviews with students highlighted the positive effects of APD on overcoming public speaking fears and enhancing critical thinking. The findings suggest that APD techniques foster a dynamic and interactive learning environment that not only improves speaking skills but also boosts student engagement and critical thinking. These results contribute to the growing body of research on the effectiveness of debate techniques in language education, particularly in Arabic. The study recommends incorporating APD into Arabic language curricula to further enhance students' speaking abilities. Future research should explore the long-term effects of APD and its application in other language learning contexts.

Keywords: Asian Parliamentary Debate; Arabic Speaking Skills; University Students.

1. Introduction

Speaking skills (*mahārah al-kalām*) in Arabic are one of the main competencies that university students must have, especially those studying Arabic Language Education. This skill is not only important to support the learning process, but also to meet future professional demands (Yasin & Tarauni, 2023). However, in practice, many students face challenges in mastering Arabic speaking skills (Abdun & Arifin, 2022). These challenges are not only linguistic in nature but also include psychological aspects that influence their learning process

The importance of speaking skills in Arabic has been widely recognised, especially in the context of global interaction. Based on observations of second-semester students in Class D of the Arabic Language Education Program at UIN Sunan Kalijaga, many of them struggle with speaking fluently and confidently. In the opinion of the author, this is due to a lack of opportunities to practise speaking actively and limited teaching methods that can facilitate the development of their Arabic speaking skills (Syahida Urwati et al., 2023). Therefore, a more interactive learning approach is needed that allows students to practise speaking in realistic situations.

One approach that can be implemented to overcome this problem is through debating techniques, particularly Asian Parliamentary Debate (APD). Debating is an effective method for training speaking skills, critical thinking, and honing argumentation skills (Syahputra & Salwa Chaira, 2020). The utilization of Asian Parliamentary debating techniques in Arabic language acquisition remains constrained and has not been extensively studied, particularly within the realm of higher education in Indonesia. The use of debate in English or other foreign languages has been the focus of previous studies. Consequently, this research gap necessitates a comprehensive investigation into the impact of Asian Parliamentary Debate techniques on the speaking proficiency of Arabic Language Education students in Arabic (B. Sanjaya & Hidayat, 2022).

This study aims to investigate the influence of Asian Parliamentary debate techniques on the Arabic speaking proficiency of second semester students in Class D of the Arabic Language Education Study Program at UIN Sunan Kalijaga for the academic year 2024–2025. This study will concentrate on enhancing key elements of speaking, including self-confidence, fluency, and argumentative construction in Arabic following students' participation in Asian Parliamentary debate sessions. This study's results are anticipated to yield new insights into the efficacy of debate techniques in improving Arabic speaking skills. (Lubis & Kasim, 2024).

This study holds substantial importance within the realm of language education, specifically concerning Arabic language instruction. This study enhances Arabic language learning by implementing APD debate techniques, fostering more dynamic, interactive, and effective educational methods. (Rasyid & Namrullah, 2021). This study's results are anticipated to offer practical recommendations for curriculum managers in Arabic language education programs and other Arabic language educational institutions. The utilization of APD debate techniques can assist students in actively practicing Arabic speaking, augment their self-confidence, and fortify their speaking abilities in academic and professional settings (Bin Md. Noor et al., 2023).

2. Method

This study employs a qualitative methodology with a descriptive framework to examine the influence of the Asian Parliamentary Debate (APD) technique on the Arabic speaking proficiency of second semester students in the Arabic Language Education Study Program (PBA) at UIN Sunan Kalijaga (Azhar et al., 2022). The qualitative approach was selected to attain a profound comprehension of students' experiences in debate participation and its influence on their speaking abilities. (Setiawan, 2018). This approach enables researchers to comprehensively understand the changes in speaking skills, encompassing confidence, fluency, and argumentation in Arabic.

This study's primary data sources comprised second-semester students from Class D of the Arabic Language Education Program at UIN Sunan Kalijaga, who engaged in debates utilizing the Asian Parliamentary format, involving 15 students and 2 lecturers. Additional data was obtained through interviews with lecturers who taught Arabic language courses and observations during the debate process. The students involved in this study were selected because they are in the early stages of Arabic language learning and have the opportunity to participate in debates as part of their learning activities (Nelson & Chen, 2023). The researcher also collected data from student reflection documents, feedback forms, and debate recordings to complement the information obtained from interviews and observations (Linur & Mubarak, 2022).

This study employs data collection techniques such as direct observation, semi-structured interviews, and document analysis. Direct observation was performed during debate sessions to assess students' speaking skills in Arabic, focusing specifically on confidence, fluency, and argumentation abilities. Semi-structured interviews were carried out with students and

lecturers to examine their perceptions regarding changes in speaking skills following participation in the debate technique. These interviews enabled the researcher to obtain more in-depth and personal data from participants about their experiences in using the debate technique (In'ami et al., 2022).

This study employs data collection techniques such as direct observation, semi-structured interviews, and document analysis. Direct observation was conducted during debate sessions with the aim of monitoring students' speaking skills in Arabic, particularly in terms of confidence, fluency, and argumentation skills. Semi-structured interviews were conducted with students and lecturers to explore their perceptions of changes in speaking skills after participating in the debate technique (Qulub et al., 2023). These interviews enabled the researcher to obtain more in-depth and personal data from participants about their experiences in using the debate technique.

Document analysis was conducted by reviewing students' written reflections and feedback forms, which served to document students' opinions and feelings about the debate activities and identify aspects that they considered most influential on their speaking skills. Direct observation, semi-structured interviews, and document analysis were employed as methods. Direct observation was carried out during the debate sessions to assess students' speaking skills in Arabic, focusing specifically on confidence, fluency, and argumentation abilities.

This study employed thematic analysis techniques for data analysis. Following data collection via observation, interviews, and document analysis, the researcher transcribed the interviews and coded the data to identify emerging themes. Each theme relevant to the study, such as increased self-confidence, fluency in speaking, and argumentation skills, was grouped and analyzed to find patterns that indicated changes in students' speaking skills. The results of this analysis were used to explain the impact of the APD debate technique in the context of Arabic language learning. The researcher also conducted data triangulation, which involved comparing findings from observation, interviews, and document analysis.

The qualitative approach allows researchers to explore students experiences in depth and providing insights into how APD debates can influence specific aspects of speaking skills, which cannot be fully explained through quantitative approaches. By employing diverse data collection techniques and systematic analysis procedures, this study can produce valid and

reliable findings, thereby contributing to the development of more interactive and practice-based Arabic language teaching methods.

3. Result and Discussion

3.1. Result

This research investigates the Impact of the Asian Parliamentary technique on the speaking abilities of second-semester PBA class D students. This study employed observations, interviews, and document analysis over one semester to gather extensive data on students' speaking performance and engagement levels. The results demonstrate a notable enhancement in students' speaking skills, encompassing greater confidence, fluency, and the capacity to formulate and sustain arguments.

3.1.1. Improvement Speaking Skills.

Enhancement of Speaking Ability Students demonstrated notable improvement in their speaking abilities following three cycles of debate-based learning. Preliminary findings suggest that numerous students encountered challenges related to confidence and fluency. At the conclusion of the study, all students demonstrated significant improvement in both areas. The mean speaking score exhibited a notable increase, as illustrated in Table 1.

Table 1.

Cycle	Self-confidence (%)	Fluency (%)	Argumentation (%)
1	60	55	50
2	75	70	70
3	90	89	90

Based on the data in Table 1, it can be seen that there was a significant increase in students' speaking competence in each debate cycle. In Cycle 1, students showed 60% confidence, 55% fluency, and 50% argumentation skills, indicating that they still faced difficulties in speaking confidently and fluently. However, in Cycle 2, confidence increased to 75%, fluency reached 70%, and argumentation skills improved to 70%, indicating significant progress in speaking skills. In Cycle 3, which showed the best results, students' confidence reached 90%, fluency in speaking reached 89%, and argumentation skills reached 90%.

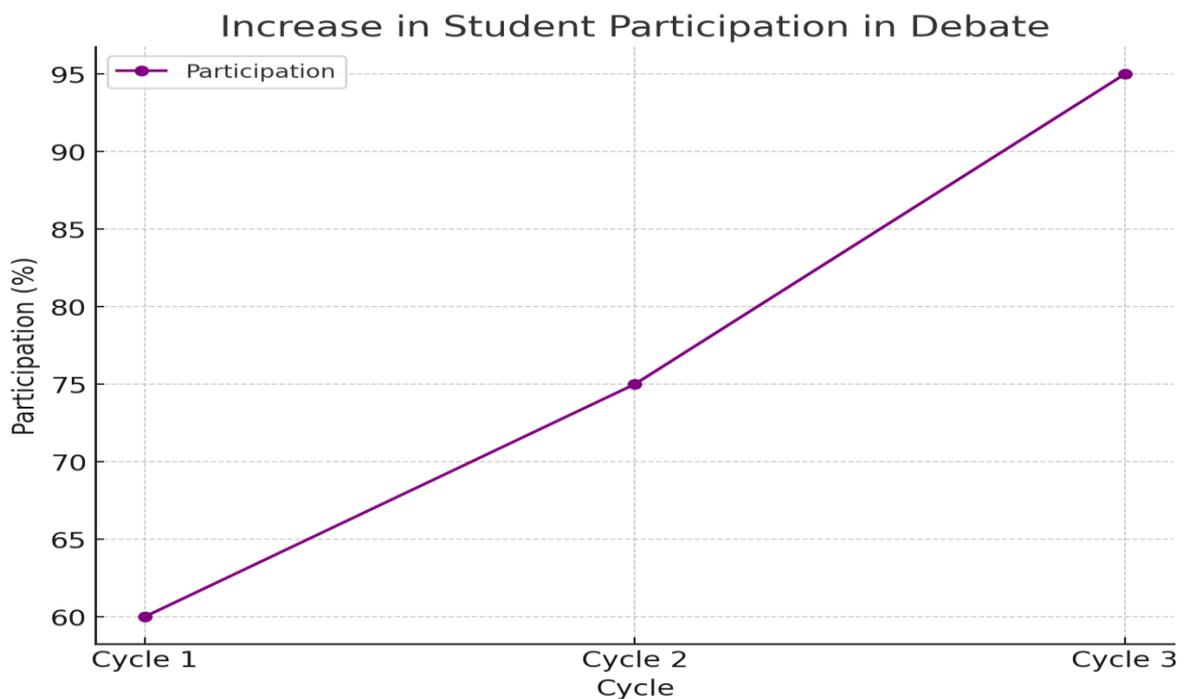
indicating that students are now able to speak fluently and confidently, as well as construct arguments well.

This improvement indicates that the Asian Parliamentary Debate technique has been successful in improving various aspects of students' speaking skills. Debate techniques offer students the chance to engage in structured speaking, enhance fluency, and develop skills in constructing and defending arguments. Overall, these findings suggest that APD debate is not only effective in enhancing self-confidence and fluency but also in improving students' critical thinking skills, which are crucial for mastering Arabic comprehensively.

3.1.2. Increased Participation and Involment

The implementation of the Asian Parliamentary Debate technique resulted in heightened student participation and engagement. During the initial debates, students exhibited hesitance and demonstrated lower levels of engagement in discussions. Students' involvement did, however, significantly increase as they grew more accustomed to the structure and expectations.

Figure 1 illustrates the rise in student participation across three cycles.



The data shown in the graph demonstrates an increase in student participation in debates across three cycles. In Cycle 1, participation started at 60%, indicating a moderate level of involvement. In Cycle 2, there was a significant increase to 75%, showing that changes or

interventions were successful in encouraging more students to participate. Finally, in Cycle 3, participation reached 95%, almost at the maximum, indicating that the changes or methods implemented were increasingly effective in boosting participation.

The observed trend is a consistent positive increase in participation from cycle to cycle. This suggests that the changes made, such as improved training, strategies, or student motivation, had a significant impact. This increase could be attributed to factors like peer influence, increased student confidence, or more effective educational interventions. Overall, the data reflects success in increasing student participation, which can be maintained or even further improved in subsequent cycles.

3.1.3. Qualitative Insights from Student Interviews

Students' experiences participating in debating activities were qualitatively revealed through interviews. Students indicated that participation in debates facilitated the reduction of their public speaking anxiety and enhanced their self-confidence. Students valued the chance to articulate their viewpoints and participate in organized debates. The interviews revealed several recurring themes, which are summarized in Table 2.

Table 2. frequently Emerging Themes from Student Interviews

Theme	Frequency
Increased self-confidence	High
Improved fluency in speaking	High
Improved critical thinking	Medium
Better argumentation skills	High
Enjoyment of debate	High

The data reveals that participating in debates results in several positive outcomes, with most benefits being reported at a high frequency. These include increased self-confidence, improved fluency in speaking, better argumentation skills, and enjoyment of debate. These themes suggest that debate has a significant impact on boosting participants' communication abilities, confidence, and overall engagement in the activity. Such improvements are likely to have lasting effects on participants, contributing to their personal and professional growth.

In contrast, improved critical thinking was reported at a medium frequency, suggesting that while debates contribute to enhancing critical thinking skills, this benefit might not be as immediately noticeable or consistent as the others. This could imply that critical thinking development takes more time or requires more focused attention, compared to the other aspects that show more direct and observable results in debates. Nonetheless, the overall data indicates that debate is a highly effective tool for fostering a range of valuable skills in participants.

3.1.4. Dokument Analysis

The results from observations and interviews are corroborated by an analysis of pertinent documents, such as written reflections and feedback forms completed by students. Students' reflections demonstrate favorable views regarding the debate activities. Students frequently report enhancements in their speaking abilities and increased ease in engaging in discussions. Feedback forms reveal that students value the interactive aspect of the debates and appreciate the opportunity to practice Arabic in a supportive setting.

3.1.5. Debate Analysis

The beneficial effects of debating techniques are further demonstrated by the recorded analysis of the Asian Parliamentary Debate sessions. The analysis of the recordings indicates that students improved their ability to construct coherent arguments and effectively respond to opposing viewpoints. The debates fostered spontaneous speaking, requiring students to think quickly and respond to their classmates' points.

3.2. Discussion

This study demonstrates that students who are not native Arabic speakers can greatly enhance their Arabic speaking abilities by using debate techniques. The results demonstrate notable advancements in confidence, fluency, and argument construction across three cycles of debate-based learning. This study addresses a research gap by offering empirical evidence regarding the effectiveness of debate techniques across various cultural and linguistic contexts. (Stepanenko et al., 2022) noted that debate can improve students' confidence and speaking skills in the context of learning Arabic as a foreign language. Similarly, (Malik, 2023) Classroom debate enhances students' critical thinking skills and their understanding of the subject matter. This study extends previous findings by concentrating on non-native speakers of Indonesian Arabic, thus addressing gaps in the broader application of debate techniques. (Hasanah, 2024)

Table 1 presents data on the improvement in students' speaking skills in three debate cycles. In the first cycle, the average scores for confidence, fluency, and argumentation skills were only 60%, 55%, and 50%, respectively. This indicates that students initially struggled with speaking confidently and fluently. However, after the implementation of debate techniques in the second cycle, there was a significant improvement, with students' self-confidence reaching 75%, speaking fluency 70%, and argumentation skills 70%. In the third cycle, which yielded the best results, the scores improved further to 90% for self-confidence, 89% for fluency, and 90% for argumentation skills. These results demonstrate that the Asian parliamentary debate technique successfully enhanced students' speaking skills significantly, which also had a positive impact on their critical thinking abilities (Harefa, 2024).

In addition to improving speaking skills, this study also observed an increase in student participation in debates. The data obtained showed that in the first cycle, only 60% of students actively participated in debates. However, as time went on, student participation increased significantly, reaching 95% in the third cycle. This increase indicates that debate techniques were successful in creating an interactive and in-depth learning environment that encouraged students to participate more actively. This is in line with the theory proposed by (Siddiqi & Yates, 2022), who states that debate can create a space that allows students to develop their speaking skills while increasing their engagement in learning.

The qualitative information gleaned from student interviews corroborated the quantitative results. Students indicated that participation in debates facilitated the reduction of their public speaking anxiety and enhanced their self-confidence. A few students also reported feeling more at ease speaking up and taking part in organized debates. Interviews revealed several prominent themes, including enhanced self-confidence, improved fluency, development of critical thinking skills, and superior argumentation abilities. The majority of students indicated an increase in confidence regarding their speaking abilities and valued the chance to participate in more structured and logical arguments. These findings are also relevant to a study conducted by (Grieve et al., 2021), which showed that debates can reduce fear of public speaking and increase participants' self-confidence.

Analysis of debate session recordings, in addition to firsthand observation and interviews, offers more proof of the beneficial effects of this debate strategy. The analysis of the recordings indicates that students improved their ability to construct coherent arguments and effectively respond to opposing viewpoints. The recorded debate sessions also show that

students became more skilled at thinking quickly and responding spontaneously, which enriched their speaking experience (Khatimah et al., 2022). This supports previous findings that debate encourages spontaneous speaking and can improve participants' critical thinking skills (Abrami et al., 2020).

The results of this study generally support the proposed hypothesis, namely that the Asian Parliamentary debate technique can improve students' speaking skills, particularly in terms of confidence, fluency, and argumentation skills. These findings are consistent with various theories linking debate to improvements in speaking and critical thinking skills (Saputri, 2022). The implementation of the Asian Parliamentary debate offers students a platform to engage in structured speaking and develop critical thinking skills, essential for achieving proficiency in the Arabic language.

This study's results align with those of (R. Sanjaya et al., n.d.), which showed that the use of debate in English language learning improves students' speaking skills and argumentation abilities. Although Sanjaya's research focused on English, the same principles can be applied to Arabic language learning, indicating that debate techniques can be effectively applied in various languages and learning contexts. Additionally, this study shows that the application of Asian Parliamentary debate techniques has advantages in enhancing students' critical thinking and improving the quality of their participation in debates.

The findings of this study hold significant implications for the development of Arabic language education curricula. Given the significant improvement in students' speaking skills, the integration of Asian Parliamentary debate techniques into Arabic language learning is highly recommended.

This technique enhances speaking skills while also enriching students' experiences in critical thinking and argumentation. For further research, it is recommended to examine the long-term impact of this debate technique on students' speaking skills. Further research could also involve more students from different semesters to see whether the same results can be achieved by students with varying levels of experience in Arabic

4. Conclusion

In conclusion, this study demonstrates that the application of Asian Parliamentary Debate (APD) techniques significantly enhances the Arabic speaking skills of university students, particularly in terms of self-confidence, fluency, and argumentation. The data analysis

reveals substantial improvements in these skills across three debate cycles, confirming the research hypothesis that APD can effectively foster better speaking competencies. The findings corroborate earlier research regarding the beneficial impact of debate on language acquisition, emphasizing the capacity of organized debate formats to enhance students' speaking abilities and critical thinking skills. This study contributes to the existing body of research by providing empirical evidence of APD's effectiveness in Arabic language education, a field with limited exploration of debate techniques. Academically, this research emphasizes the value of interactive learning methods, while practically, it suggests that integrating APD into Arabic language curricula can enhance student engagement and language proficiency. Further research should explore the long-term impact of APD on Arabic language skills and consider its applicability across different language programs and educational contexts.

Based on the findings of this study, it is recommended that educators and curriculum developers incorporate Asian Parliamentary Debate (APD) techniques into Arabic language education programs to enhance students' speaking skills, self-confidence, and critical thinking abilities. Practitioners should consider structuring debates within the curriculum to encourage active participation and provide students with more opportunities for interactive learning. Academics should explore further research on the long-term effects of APD on language proficiency, considering a larger and more diverse sample, including students from various semesters or different academic backgrounds. Additionally, future studies could employ more complex methods, such as mixed-methods approaches, to gain a deeper understanding of the nuances in student performance and engagement. Expanding the research to other languages and educational contexts could also provide valuable insights into the broader applicability of debate techniques in language learning.

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