



Analysis the Dynamics of Arabic Language Debate Dynamics Among University Students: Benefits and Challenges

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ARTICLE INFO

ABSTRACT

Article History:

Submitted/Received 14 Sep 2025

First Revised 30 Sep 2025

Accepted 15 Oct 2025

Publication Date 31 Oct 2025

Keywords:

Arabic Debate

Benefits

Challenges

Language Skills

Psycholinguistics

This study investigates the benefits and challenges encountered by members of the Al-Kindy Club at UIN Maulana Malik Ibrahim Malang in practicing Arabic debate. Employing a descriptive qualitative approach, data were gathered through questionnaires, classroom observations, and semi-structured interviews to obtain a comprehensive understanding of their experiences. The findings reveal that debating enhances students' critical thinking, language proficiency, confidence, communication ability, and teamwork, while promoting vocabulary enrichment, creativity, and character development. Nevertheless, linguistic difficulties such as grammatical accuracy and vocabulary retrieval, along with psychological barriers like anxiety and nervousness, often affect performance. The study highlights the importance of consistent training, supportive mentorship, and a conducive learning environment for integrating debate-based approaches to enhance students' speaking competence and classroom engagement.

1. INTRODUCTION

Speaking skills in a foreign language are one of the key benchmarks of a person's mastery of that language, including Arabic (Rahmawati et al., 2020). Speaking skills in Arabic are one area of study that is quite interesting to researchers today. Additionally, research on language skills learning is a relatively challenging area of study (Ritonga et al., 2022). Their importance is evidenced by the numerous research and development efforts undertaken by Arabic language educators and practitioners. The results of this research and development can include methods (Ritonga et al., 2024), strategies (Muid et al., 2022), evaluations (Yul et al., 2022), and teaching materials that other Arabic language teachers can utilize to teach Arabic speaking skills (Suryadarma et al., 2024).

Building upon these scholarly efforts, various practical activities have been developed to facilitate the teaching and learning of Arabic-speaking skills. These include role-playing (Daif-Allah & Al-Sultan, 2023), storytelling (Wahyuni et al., 2023), practicing speeches (Arifin et al., 2023), reciting poetry, and engaging in scientific debates in Arabic (Wati & Maula, 2021). One of these factors is the varied language proficiency levels among the students. Cognitively, it is impossible to use Arabic debate activities for students with limited vocabulary and speaking abilities. This indicates that students with limited vocabulary and speaking abilities can benefit from role-playing activities in their learning.

Among these activities, Arabic debate stands out as a dynamic medium that combines linguistic performance with intellectual engagement. Debate is a form of argumentative communication that sharpens critical thinking skills and actively strengthens language proficiency (Elliott et al., 2016). When the debate is conducted in Arabic, this activity will serve as an effective training medium to improve speaking skills in a foreign language actively. Arabic debate is one of the activities in the Arabic language competition for students at the Junior High School and university levels in Indonesia. Examples of these activities include the FJA (Festival Jazirah Arab) at UIN Maulana Malik Ibrahim (Fatim et al., 2020), the University Arabic Debating Championship (UADC) at Universitas Islam Indonesia (Humas UII 2024), and ZUKHRUF at Universitas Islam Negeri Sunan Ampel (Prodi Bahasa dan Sastra Arab 2024). These events not only improve students' Arabic proficiency but also foster critical thinking, teamwork, and intercultural awareness. Internationally, the Arabic Scientific Debate Competition organized by Qatar Foundation further reflects the growing recognition of debate as a valuable educational tool (Bahtiar et al., 2023).

At the institutional level, Arabic debate activities for students are generally carried out within language communities or student activity units that focus on Arabic language development. In recent years, however, several universities have begun to formally integrate debate into the Arabic language curriculum (Suyudi et al., 2023). This inclusion allows Arabic language students to hone their communicative competence through structured and goal-oriented debate practice.

Beyond its institutional adoption, Arabic debate functions as a strategic medium to develop students' linguistic, rhetorical, and intellectual competencies simultaneously. It is not merely a verbal competition but also a platform for exploring culture, expressing ideas, and

training in argumentative diplomacy (Tannen, 1998). Through participation in debates, students enhance their critical thinking and deepen their understanding of diverse perspectives within the Arabic-speaking world.

Despite its growing popularity and pedagogical value, existing research on Arabic debate has remained limited in scope. A review of previous studies reveals that most focus on three main areas: linguistic error analysis among debaters (Abdullah & Fitriyana, 2021; Mahdi et al., 2022), descriptions of debate implementation (Fikri et al., 2021; Al Hajury, 2019; Maturedy, Wargadinata, and Maimunah, 2021; Siddiq & Isnaini, 2025), and the effectiveness of Arabic language debates among certain groups (Bahruddin, Halomoan, and Sahid, 2020; Solehudin, 2024). Thus, there remains a notable gap in research examining the psycholinguistic dynamics experienced by Arabic language debaters. This gap is significant, as numerous studies have emphasized that students often face challenges in mastering Arabic speaking skills that are vital for Arabic language majors (Marlius, Bambang, and Wirman 2021). While debate activities have proven effective in enhancing oral proficiency, many students still struggle to adapt to the cognitive and linguistic demands of debating in Arabic. Nevertheless, debate in Arabic also holds substantial potential as an interactive and reflective learning medium. It facilitates authentic language use, builds confidence in expressing opinions, enhances intercultural awareness, and nurtures constructive argumentative thinking (Eli Hinkel, 2005).

Given its increasing prominence in Arabic language programs, some of which have formally included debate as a course, understanding the psycholinguistic dynamics involved becomes essential for lecturers and debate coaches. Insights into how students process arguments, manage anxiety, and construct meaning can help instructors design more effective guidance and interventions. Recognizing both the pedagogical potential and the challenges faced by debaters, this study aims to explore the benefits and obstacles experienced by Arabic language students in engaging with Arabic debate, with the broader goal of improving teaching methodologies and fostering deeper engagement in Arabic language learning.

2. METHODS

This study employed a qualitative descriptive design aimed at understanding the psycholinguistic dynamics experienced by Arabic language debaters at the Al Kindy Club, UIN Maulana Malik Ibrahim Malang. The approach focuses on exploring participants' perspectives and linguistic behaviors in authentic contexts rather than measuring variables statistically. Through observation, interviews, and questionnaires, the study sought to describe the real experiences of students and interpret how benefits and challenges emerge in the learning process. The choice of this design aligns with the interpretive and phenomenological paradigm that emphasizes meaning construction through human interaction (Creswell, 2014).

Conceptually, this research is grounded in psycholinguistic and educational perspectives that regard language acquisition as both a cognitive and social process. Debate activities are understood as learning contexts that stimulate linguistic proficiency, critical

thinking, and emotional development through interaction and reflection. This approach allows for a holistic understanding of the phenomenon, ensuring that the voices of debaters are authentically represented and that the findings contribute to a deeper comprehension of Arabic language learning dynamics (Vygotsky, 1978). This study was conducted in the environment of the Arabic Language Education Study Program at UIN Maulana Malik Ibrahim Malang, specifically within the Al Kindy Community, which focuses on developing Arabic language competence through academic debate. The community was chosen as the research site because it provides authentic interactional settings where learners use Arabic actively to construct arguments and express critical opinions. The context represents a natural language learning environment that integrates cognitive, linguistic, and emotional engagement (Duff, 2008).

The participants consisted of six active members of the Al Kindy Community selected through purposive sampling based on specific criteria: (1) active participation in Arabic debate activities for at least one semester, (2) demonstrated ability to communicate in Arabic, and (3) willingness to reflect on their experiences during interviews. The use of purposive sampling allowed the researcher to capture participants who could provide rich, relevant, and in-depth information about the research phenomenon (Patton, 2015). To maintain research ethics, participants' names were anonymized using initials. Details of the participants are summarized in the following table.

Table 1. Summary of Research Participants

Participant Code	Gender	Role in Al Kindy	Debate Experience (Years)	Data Source
P1	M	Debater	2	Interview, Observation
P2	M	Debater	3	Interview, Observation
P3	M	Debater	1	Interview, Observation
P4	M	Chair of Debate Team	3	Interview, Observation, Questionnaire
P5	M	Debater	2	Interview, Observation
P6	M	Debater	1	Interview, Observation

This summary provides an overview of the participants' background, ensuring transparency and reliability of the data collection process. The number of participants was considered sufficient for phenomenological analysis since the focus was to explore individual perspectives and extract recurring patterns in experiences rather than to generalize findings statistically. The data for this study were collected using three qualitative techniques: observation, semi-structured interviews, and open-ended questionnaires. The combination of these methods allowed the researcher to obtain both descriptive and reflective data regarding the participants' experiences, behaviours, and perceptions in Arabic debate activities. Each technique was selected to capture different dimensions of the phenomenon under investigation. Observation was employed to record the natural language interactions and

nonverbal expressions that occurred during debate sessions, while interviews explored participants' inner experiences and emotions. The open-ended questionnaire provided complementary insights that enriched the understanding of recurring linguistic and psychological patterns (Sugiyono, 2020).

To ensure that the research process was systematic, data collection followed several clearly defined stages. The preliminary stage included participant selection and scheduling of data gathering activities. This was followed by continuous observation of weekly debate sessions, written documentation of the events, and arrangement of semi-structured interviews conducted in an open and friendly atmosphere. After interviewing all participants, the researcher performed data verification through follow-up discussions and member checking to ensure accuracy. The detailed sequence of these procedures is illustrated in the following flowchart.

Flowchart: Research Procedure

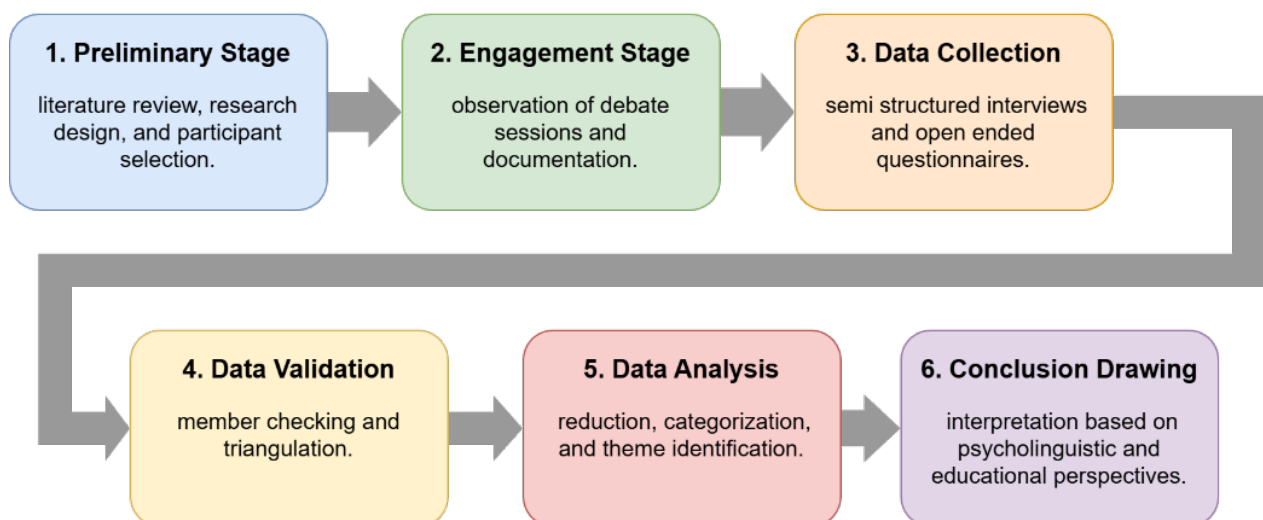


Figure 1. Research Procedure

This structured procedure ensured comprehensive and credible data collection. Data triangulation across multiple methods strengthened internal validity, while prolonged engagement at the research site enhanced contextual familiarity and authenticity of interpretation.

Data from observations, interviews, and questionnaires were analysed using the Miles and Huberman model, comprising three interconnected stages: data reduction, data display, and conclusion drawing. During data reduction, raw data were organized and refined according to the study's focus on psycholinguistic dynamics in Arabic debates. Relevant linguistic and psychological patterns were grouped into thematic categories (Miles et al., 1994). In the data display stage, categorized themes were described systematically to illustrate the emergence of benefits and challenges in honest debate contexts. This helped identify linkages among linguistic, cognitive, and affective elements based on participants' experiences. The final stage, conclusion drawing and verification, involved interpreting

recurring themes, validating them against original transcripts, and refining meanings through iterative comparison until theoretical saturation was reached.

Throughout the analysis, the psycholinguistic framework served as an interpretive lens to understand how cognitive and emotional factors interacted within the language learning experience. The analytical procedure emphasized how debaters processed linguistic input, managed mental load, and expressed ideas under communicative pressure. This interpretative approach made it possible to reveal not only what the participants experienced but also how those experiences contributed to their broader linguistic and cognitive development. To ensure the validity and reliability of the research findings, several strategies were applied to establish trustworthiness. The criteria consisted of credibility, transferability, dependability, and confirmability. Credibility was achieved by using source triangulation and method triangulation. Source triangulation was implemented by comparing information from multiple participants, while method triangulation combined observation, interviews, and questionnaires as complementary data. Prolonged engagement at the research site also strengthened credibility by allowing the researcher to fully understand the participants' context and behavioural patterns (Korstjens & Moser, 2018).

Transferability was maintained by providing detailed contextual descriptions of the research setting and participants so that similar studies can be replicated or compared in other contexts. Dependability was ensured through transparent documentation of data collection and analysis procedures. This systematic record allowed for procedural consistency and enabled external auditing if needed. Confirmability was established by maintaining reflective notes throughout the research process to minimize researcher bias and ensure that interpretations were grounded in the participants' actual statements. Member checking was also conducted by returning preliminary findings to the participants for validation of accuracy and meaning. The combination of these validation techniques ensured that the findings accurately represented the participants' experiences. Through this integrated approach, the data were verified from multiple perspectives, reinforcing both the analytical rigor and ethical accountability of the research process.

The conceptual framework of this study illustrates the interrelation between Arabic debate activities, psycholinguistic dynamics, and language learning outcomes. The framework was developed from the theoretical assumption that language learning is both a social and cognitive process, where interaction serves as a medium for linguistic construction and psychological adaptation. Within this process, debate functions as an authentic communicative practice that stimulates critical thinking, reinforces verbal fluency, and enhances affective engagement. Consequently, the framework captures how Arabic debate becomes a domain where cognitive, emotional, and linguistic experiences converge. The interactional experience in debate activities produces two major psycholinguistic dynamics: benefits and challenges. The benefits include linguistic enrichment, self-confidence, and cooperative learning, while the challenges involve linguistic barriers, vocabulary recall difficulties, and performance anxiety. These two dynamics collectively shape learners' cognitive and emotional responses, influencing the development of their Arabic proficiency

and communicative competence. The conceptual relationship among these elements is represented as follows.

**Conceptual Framework Diagram:
Relationship among Arabic Debate Activities, Psycholinguistic Dynamics, and Learning Outcomes**

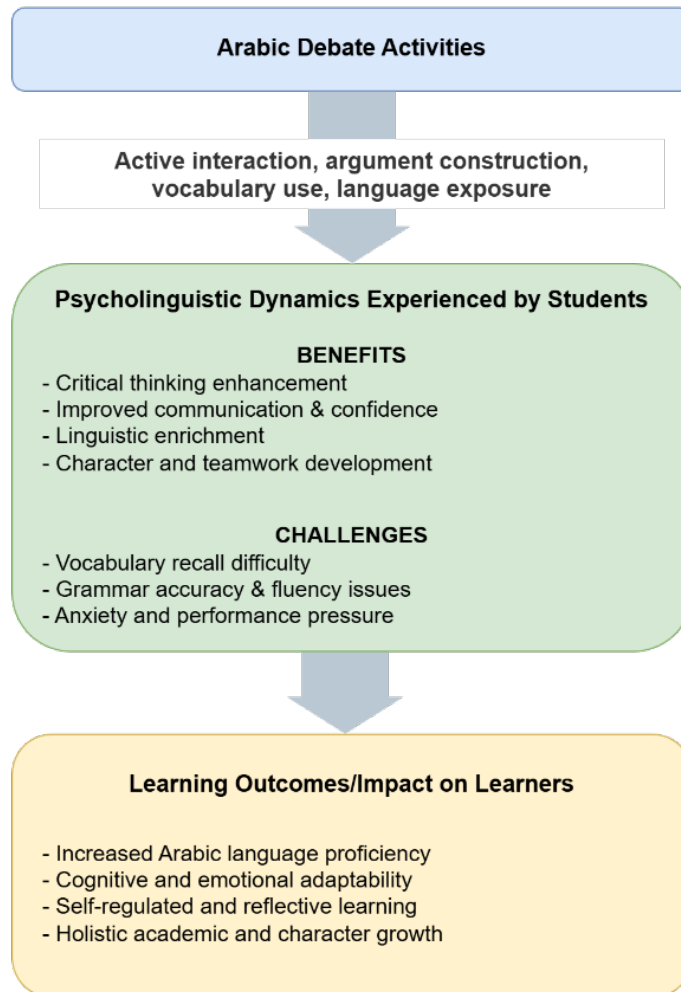


Figure 2. Relationship among Arabic Debate Activities, Psycholinguistic Dynamics, and Learning Outcomes

This framework guided the interpretation of findings by connecting the participants' experiences to broader theoretical constructs in language learning and psycholinguistics. It also provided a conceptual foundation for explaining how debate activities foster both linguistic growth and psychological adaptation within higher education contexts.

3. RESULTS AND DISCUSSION

3.1 Results

Arabic debate activities in the Al Kindy community at UIN Maulana Malik Ibrahim are a weekly event. Each member is committed to attending the activity in order to

participate fully in the debates. This program includes several key components. These primary activities include discussing the debate motion, determining debate groups, and holding practice debates among members. The debate format used is the Asian Parliamentary Debate, which consists of 3 speakers. Each speaker has a different role.

Based on the researcher's observations at the research site, it was found that there were predetermined time durations for team discussions and debate matches between teams. A 30-minute debate match followed the 30-minute discussion. Long-standing members of the debate community served as judges in the matches. After each team presented their arguments and the debate was declared over, the judges were given time to objectively review the debate that took place between the opposing team and the government team. The judges can determine the winner after reviewing and providing feedback on both individual participants and the group as a whole.

In addition to observation, data were collected through interviews with six members of the Al Kindy community. Here are the results of the researcher's interviews with each member, without explicitly mentioning the informant's name to protect privacy and research ethics.

Table 1. Interview narrative with the source

No	Informant's Initials	Interview Result	Theme
1	MI	"When I actively participated in debate activities, I felt a unique benefit and change for myself, namely a change in my way of thinking, especially in assessing a problem or event."	Benefits and advantages for Arabic debaters
2	AZ	"Participating in debate activities was a great benefit for me, because through debate I became more confident than before when expressing my opinion in public, especially when doing so in Arabic."	Benefits and advantages for Arabic debaters
3	NJA	Honestly, I felt a difference when debating in Arabic. Beside broadening my horizons, I also understood many new words and terms that are commonly used in Arabic debates" Challenges for Arabic language debaters 5 RRA "In pronunciation, we sometimes mispronounce words or the grammatical sentences used, often stumbling over our words and stopping abruptly because we miss a single word in the middle of our delivery, caused by forgetting certain vocabulary."	Benefits and advantages for Arabic debaters.
4	KW	"Sometimes I do feel confused or hesitant when choosing words or structuring sentences, especially when I have to speak in situations that	Challenges for Arabic

		require accuracy and speed, such as during debates or presentations. That hesitation usually arises because I worry that the words I choose are not semantically accurate or could cause misunderstandings." Besides that, in Arabic, I also sometimes feel unsure whether the sentence structure I use is in accordance with the rules of grammar and morphology. As a result, I might pause for a moment or repeat words, which actually makes my delivery less smooth. However, I learned to overcome that by practicing continuously, expanding my vocabulary, and getting used to thinking quickly when constructing sentences".	language debaters
5	RRA	"In pronunciation, we sometimes mispronounce words or the grammatical sentences used, often stumbling over our words and stopping abruptly because we miss a single word in the middle of our delivery, caused by forgetting certain vocabulary".	Challenges for Arabic language debaters
6	AR	"I felt a challenge and was very anxious when I encountered a powerful and skilled opponent, so besides preparing my arguments, I also had to be mentally prepared to face them." "When the debate competition time arrived, I felt an extraordinary level of nervousness. Besides having to be ready to compete against my opponent, I was also representing the good name of the campus, which made me overthink a little because I was afraid of failing".	Challenges for Arabic language debaters

Based on the data presented above, the debaters gained different experiences during their active participation in Arabic debate activities. Next, the debaters' experiences, grouped by theme, will be discussed from a psycholinguistic perspective.

3.2 Discussion

The Benefits of Arabic Debate For Students

In the context of foreign language learning, improving language skills is a fundamental action that requires more attention (Muhlisin, 2021). This principle also applies to Arabic language learning (Munawarah & Zulkifli, 2021). Therefore, the Arabic Language Education Study Program created a club called Al Kindy as a platform to develop

Arabic language skills among students.

Based on the research results obtained through the distribution of questionnaires, observations, and in-depth interviews with active debate members, it was found that Arabic language debate activities can provide various benefits that students experience. These benefits encompass cognitive, linguistic, affective, and social aspects, which will be explained as follows:

Improving Critical Thinking Skills

One of the most prominent benefits is the improvement in critical thinking skills. Students who actively participate in debate activities report that they are encouraged to read more, understand current issues, and hone their ability to analyze problems in depth (Baig & Yadegaridehkordi, 2023). Moreover, debate activities can change the way one thinks about assessing an issue. In this way, they become more open to various perspectives and more capable of considering different arguments before making a decision. This process is not only beneficial in an academic context but also in everyday life, where the ability to think critically is essential.

The benefit was also emphasized by the chairman of the Al-Kindy Club, who is also a student with experience in participating in various national-level debate competitions, stating that his involvement in the world of debate has made him more fluent in the language, especially in presenting arguments critically. This shows that debate activities not only enhance language skills technically but also encourage students to express ideas more logically, analytically, and systematically (Walker & Kettler, 2020). These skills are highly valuable, especially in academic and professional contexts where effective communication is essential.

This indicates that the debate experience is a concrete form of learning within the "zone of proximal development," as theorized by Vygotsky, who explained that individuals reach their maximum potential when guided or engaged in interactions with others who are more competent (L. S. Vygotsky, 1978). In this context, debate is an ideal learning medium because it is collaborative, competitive, and cognitively challenging, thus encouraging students to achieve higher-order understanding and thinking skills.

Thus, it is clear that those learning Arabic through debate develop the habit of evaluating information objectively, distinguishing between fact and opinion, and constructing arguments logically and systematically. The use of the debate method is highly effective for assessing and training critical thinking (Suryaningsih & Halimatul Mu'minah, 2022). This also fosters reflective and rational thinking habits (Al Asadullah & Nurhalin, 2021), which are helpful not only in debate but also in the classroom and everyday life (Cahyani, Hutagalung, and Harahap, 2024).

Improving Self-Confidence and Communication Skills

One of the most significant benefits students experience from participating in debate activities is the improvement of their self-confidence and communication skills, particularly in formal contexts and when using Arabic. Based on questionnaire data, 83.3% of students stated that they became more confident in expressing their opinions in

public. Debate activities encourage them to be more active speakers, develop a habit of systematically presenting their ideas, and respond appropriately to arguments.

Debate not only impacts the technical aspects of communication but also builds overall self-confidence. Many students reported that participating in debates helped them feel more at ease during academic presentations and class discussions, as well as being more open to others' perspectives.

One student actively participating in debate activities reflected the tangible positive impact of this activity. Before joining the world of debate, expressing opinions in public was nerve-wracking, especially when it came to using Arabic. However, over time, regular participation in training and competitions built greater self-confidence. Their speaking skills also improved significantly, not only in fluency but also in developing convincing and structured arguments. These skills also impact other academic activities, such as class presentations and scientific discussions, which are now undertaken with more confidence and composure (Majidi, Janssen, and de Graaff 2021).

This phenomenon reflects the importance of an active and supportive communication environment. As Krashen's theory emphasizes, a supportive and challenging environment can reduce affective barriers and accelerate the language acquisition process (Krashen, 1985). In this context, Arabic debate serves as a vehicle that creates authentic and meaningful language experiences, enabling students to develop more quickly in communication and self-expression.

Based on this, a conducive and challenging debate environment helps students use Arabic with greater confidence and free from the fear of making mistakes. Furthermore, this ability is a crucial benefit for students, both in their academic and professional lives, where communication skills are often a key indicator of a person's competence (Rifa Hanifa Mardhiyah et al. 2021).

Linguistic Enrichment and Multidisciplinary Insight

Debate activities also significantly contribute to broadening students' horizons, both in linguistics and in other fields. In linguistics, debate students experience a wealth of new vocabulary and sentence structures relevant to current issues. The process of constructing arguments and understanding reference texts encourages students to develop a deeper understanding of linguistic aspects such as grammar and vocabulary. Furthermore, they find it easier to grasp new terms and gain more confidence in using them in competitive debate contexts.

This situation aligns with the principles of task-based language teaching, where authentic tasks such as Arabic debates can enhance language acquisition through meaningful and realistic contexts (Ji, 2018). Furthermore, this activity also supports the development of critical literacy, which is the ability to understand, analyze, and critique texts or discourse within their social and ideological contexts (Janks, 2013).

Thus, Arabic debates can be considered a strategic medium for developing students' linguistic competence and critical literacy, as well as expanding their horizons to the wider world.

Character Building and Teamwork

Equally important, character building through the learning process and methods used has significant benefits in creating a generation that is not only intellectually intelligent but also emotionally and morally mature (Mayasari & Arifudin, 2023).

Indirectly, Arabic debate also helps shape students' character, such as courage, sportsmanship, responsibility, and teamwork skills. This is evident during debate activities, where all team members are required to work together, provide input, and support one another while developing strategies, even under time pressure.

Through debate activities, students not only improve their Arabic language skills but also experience real collaborative learning. This approach emphasizes the importance of cooperation among members in building knowledge and social skills (Johnson, Johnson, and Smith 1998). In the context of debate, students learn to share roles, engage in intensive discussions, and develop strategic arguments as a team.

Thus, it can be seen that overall, debate activities have proven to be a highly effective and transformative learning environment for students. In addition to providing new knowledge, debate is also an effective method for developing and improving Arabic language skills.

Challenges Of Arabic Debate For Students

Linguistic Barriers

Although it offers many benefits, the debate on the Arabic language is also not free from various complex and diverse challenges. One of them is the presence of obstacles from the field of linguistics. Arabic is recognized as a complex language, particularly in terms of its grammar (*nahwu* and *sharaf*) (Vrind et al., 2024). Based on this, debating in Arabic is a special challenge for students. They often experience difficulties when constructing sentences with grammatically correct language structures, especially when speaking spontaneously in front of an audience.

These obstacles are not limited to grammatical errors but also relate to the selection of appropriate vocabulary in delivering arguments. Based on the interview results, it was found that students often experience pauses in speaking due to forgetting or not finding the correct vocabulary, especially when discussing contemporary issues that require the use of technical terms and new vocabulary. Therefore, students must make extra efforts to search for and learn thematic vocabulary before the debate takes place in order to present arguments accurately and convincingly. This confirms that minimal mastery of vocabulary in specific fields can have a negative impact in the academic world, especially in the context of scientific debate (Zhang & Tan, 2024).

This obstacle reinforces the importance of continuous practice in productive skills. According to the integrated skills approach, speaking ability cannot be separated from reading and writing. Debate provides a space for integrated practice that supports the overall development of the four language skills, especially writing skills (Majidi, Graaff, and Janssen 2020). Furthermore, the principles of task-based language teaching emphasize that authentic tasks, such as debates, encourage students to use language

meaningfully, which in turn helps improve language accuracy and fluency (Ellis, 2003).

Psychological Barriers

The fear of making grammatical mistakes in debate also contributes to a decline in self-confidence (Firna et al., 2024). This effect is felt by several members of the Al-Kindy debate team, who admit to often feeling anxious before performing. Besides linguistic challenges, psychological factors pose a significant obstacle for students who are not yet accustomed to speaking in public in Arabic. Nervousness and anxiety still arise even after preparation has been made, especially when faced with an opponent considered strong, and the expectation to win is relatively high.

Some informants described feeling mentally pressured before the competition because they had to represent their institution and were afraid of failing. Nervousness, fear of making mistakes, and losing one's train of thought while speaking are common psychological issues among debate members. This highlights the importance of continuous coaching and mentoring, as well as the creation of a supportive environment, so that students can develop gradually without excessive pressure.

This needs to be reviewed from the perspective of Horwitz and his colleagues' theory on "foreign language anxiety," which refers to the feeling of anxiety that arises when someone has to speak in a foreign language under pressure (Horwitz et al., 1986). This condition becomes a psychological challenge that can hinder the communication process, especially in formal contexts such as debates. Therefore, the academic environment of the campus and the active role of lecturers who are experienced in scientific Arabic debate certainly provide positive encouragement in developing Arabic speaking skills through debate activities (Martin-Rubió & Cots, 2018).

Furthermore, MacIntyre and Gardner's theory of "willingness to communicate" also supports the importance of creating favorable psychological conditions that foster an internal drive to speak (MacIntyre & Gardner, 1991). In other words, a safe environment, social support from the team, and gradually built confidence will enhance students' readiness to use the Arabic language actively.

4. CONCLUSION

Based on the research results presented above, Arabic debate activities have been shown to have a wide-ranging positive impact on students, enhancing their critical thinking skills, language proficiency, self-confidence, and character development. Debate becomes an authentic, challenging, and enjoyable learning medium that not only trains linguistic aspects but also social and emotional ones. However, challenges in the form of linguistic and psychological barriers still need to be addressed. Difficulties in grammar and anxiety when speaking can hinder the learning process if not adequately addressed.

Therefore, educational institutions need to provide continuous training, a supportive environment, and mental reinforcement strategies to help students overcome these obstacles. Thus, Arabic debate can become an effective and transformative learning medium in the context of higher education. One concrete action to support this initiative is to make this

activity a required course for Arabic language students. This way, lecturers can provide specific feedback to help students overcome the challenges they face when speaking Arabic in debate activities.

Based on the conclusions above, it is understandable that this study is limited to describing the strengths and challenges experienced by Arabic language debaters. Therefore, the researcher recommends further, more in-depth research on Arabic language students' responses to Arabic debates, from the perspective of mother tongue interference in Arabic.

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