



The Effectiveness of Islamic-Themed Debate in Improving Speaking Fluency and Self-Efficacy Among Islamic University Students

¹ Johara Indrawati, ^{2,*} Mita Asmira

¹ Universitas Islam Internasional Darullughah Wadda'wah, Pasuruan, Indonesia

¹ joharaindrawati@gmail.com

² Universitas Islam Internasional Darullughah Wadda'wah, Pasuruan, Indonesia

² mita.asmira.ma@gmail.com

(* corresponding author)

Received: 19 March 2025	Revised: 25 March 2025	Accepted: 28 March 2025	Published: 2 April 2025
-----------------------------------	----------------------------------	-----------------------------------	-----------------------------------

Abstract. The development of speaking fluency and self-efficacy remains a significant challenge for Islamic undergraduate students, particularly in contexts where English is not the primary medium of instruction. Despite extensive research on debate as a pedagogical strategy, limited studies have examined its effectiveness in an Islamic-themed context, where content is deeply rooted in religious and academic discourse. This study addresses this gap by investigating how Islamic-themed debate enhances speaking fluency and self-efficacy among Islamic university students. Employing a sequential mixed-methods approach, the research was conducted at Universitas Islam Internasional Darullughah Wadda'wah. The study involved a survey with 30 Islamic university students using a questionnaire assessing fluency (lexical resource, syntactic complexity, discourse cohesion, and speech rate) and self-efficacy (confidence, anxiety control, and perceived competence). Additionally, structured interviews with six selected participants provided deeper insights into students' perceptions and challenges. The findings indicate that Islamic-themed debate significantly improved students' fluency by fostering spontaneous speech production, enhancing lexical variety, and reducing hesitations. Participants also demonstrated increased confidence, reduced speaking anxiety, and a greater sense of control over their speech delivery. The integration of Islamic content into debate activities facilitated meaningful engagement, encouraging critical thinking and argumentation within an Islamic framework. These results suggest that Islamic-themed debate is an effective pedagogical approach for improving both speaking fluency and self-efficacy. The study highlights the need for curriculum designers to incorporate debate-based activities in English language programs at Islamic universities, ensuring alignment with students' linguistic and religious backgrounds to maximize engagement and learning outcomes.

Keywords: debate, Islamic-themed debate, Islamic university students, self-efficacy, speaking fluency



INTRODUCTION

The ability to speak fluently and confidently in English is crucial for students in higher education, particularly those in Islamic universities where academic discourse often integrates religious perspectives. Speaking fluency, which involves spontaneous speech production, lexical variety, syntactic complexity, and discourse cohesion, plays a fundamental role in effective communication, yet many Islamic undergraduate students struggle with these aspects due to limited exposure to interactive and communicative language learning environments (Jao et al., 2024; Mahmood, 2023). Furthermore, self-efficacy, defined as an individual's belief in their ability to perform a task successfully (Bandura, 1977; Schunk & DiBenedetto, 2021), is a key psychological factor influencing students' speaking proficiency. Research has established that learners with higher self-efficacy demonstrate greater willingness to communicate, experience lower anxiety, and are more likely to persist in language learning tasks (Rokhman et al., 2021; Zhang et al., 2020). However, despite these well-documented relationships, there remains a significant gap in understanding how Islamic-themed debate—a pedagogical strategy that integrates argumentation and religious discourse—can foster both speaking fluency and self-efficacy among Islamic university students.

Existing research on debate as a language-learning tool has demonstrated its effectiveness in enhancing students' speaking abilities, critical thinking, and confidence (Apriliani et al., 2021; Renaldo & Fadloeli, 2021). Debate encourages learners to engage in spontaneous speech, refine their argumentation skills, and respond to counterarguments in real time, which directly contributes to improved fluency (Akhsani et al., 2023; Rasyid, 2022; Slamet et al., 2025). Studies have also found that participation in debate activities reduces language anxiety and boosts self-confidence by providing structured speaking opportunities in a controlled yet dynamic environment (Redondo, 2023; Sasikumar & Al-Khayyali, 2020). However, most of these studies have focused on general debate formats, overlooking the potential of integrating culturally and religiously relevant content. In the context of Islamic universities, where students engage with religious and ethical discussions regularly, the use of Islamic-themed debate may provide a more meaningful and engaging approach to language learning. Despite the proven benefits of debate, limited research has examined how an Islamic-themed debate framework specifically influences the speaking fluency and self-efficacy of Islamic university students, leaving a critical gap in the literature.

Fluency development in EFL (English as a Foreign Language) learners is often hindered by structural limitations within traditional Islamic education systems, which typically emphasize rote memorization and teacher-centered instruction (Fuadi & Suyatno, 2020; Yumnah, 2021). Many Islamic universities continue to prioritize grammar-based approaches with limited interactive speaking activities, resulting in students who possess theoretical knowledge of English but struggle with communicative competence (Komariah & Nihayah, 2023; Uyuni & Adnan, 2020). Research has shown that fluency requires meaningful communicative practice rather than mechanical repetition of language structures (Abdullah, 2017; Farah & Sumarsono, 2019). While task-based learning and communicative language teaching (CLT) have gained traction as effective methods, their implementation within Islamic higher education remains inconsistent due to curriculum constraints and pedagogical traditions (Ashdaq, 2015; Roza et al., 2019). Consequently, students often lack the ability to express their ideas fluently and spontaneously in English, particularly in academic or professional settings. Given this challenge, exploring innovative strategies such as Islamic-themed debate, which naturally promotes extended speaking practice and spontaneous language use, is essential to addressing this fluency deficit.

In addition to fluency, self-efficacy plays a critical role in speaking performance, particularly for EFL learners who experience language anxiety and fear of negative evaluation (Zhang et al.,

2020). Islamic university students, in particular, may face additional psychological barriers due to concerns about linguistic accuracy, public speaking apprehension, and the pressure to present arguments within an Islamic ethical framework (Asmira, 2024; Rokhman et al., 2021). Research has indicated that structured speaking activities, such as debate, can help reduce these anxieties by fostering a supportive environment where students practice expressing their ideas with clarity and confidence (Demir et al., 2015). However, traditional debate formats may not fully address the needs of Islamic learners, who often engage with religious discourse that requires a balance between logical reasoning and adherence to Islamic principles (Apriliani et al., 2021). An Islamic-themed debate format differs from traditional debate formats in its emphasis on religious and ethical dimensions, integrating discussions rooted in Islamic values alongside standard argumentation techniques. Unlike traditional debates, which often prioritize general critical thinking and rhetorical skills, Islamic-themed debates encourage students to engage with familiar religious and ethical concepts, fostering a deeper sense of personal relevance and motivation. This format, therefore, offers a potentially effective means of enhancing self-efficacy by providing a culturally resonant platform for students to develop their English-speaking skills while critically engaging with topics that align with their beliefs and values. Despite the theoretical potential of such an approach, empirical research examining the specific impact of Islamic-themed debate on students' speaking self-efficacy remains scarce.

Furthermore, while previous studies have explored the role of debate in enhancing critical thinking and persuasive communication (Akhsani et al., 2023; Renaldo & Fadloeli, 2021), little attention has been given to its impact on fluency development in the context of Islamic education. Most research has focused on general EFL learners in secular academic environments, neglecting the unique linguistic, cultural, and religious dimensions that influence speaking development in Islamic universities. Moreover, studies on self-efficacy in language learning have primarily examined individual factors such as motivation and anxiety (Rasyid, 2022; Susanto, 2023), but have not extensively explored how specific pedagogical interventions, such as Islamic-themed debate, contribute to self-efficacy growth. This oversight limits the applicability of existing findings to Islamic higher education contexts, where students' linguistic confidence is closely intertwined with their religious and academic identities.

Given these gaps in the literature, this study seeks to investigate the effectiveness of Islamic-themed debate in improving both speaking fluency and self-efficacy among Islamic university students. Specifically, it aims to explore how engagement in structured debate activities, centered around religious and ethical topics, influences students' ability to produce fluent speech and their confidence in expressing ideas in English. By addressing these gaps, this research contributes to a deeper understanding of how culturally relevant pedagogical strategies can enhance language learning outcomes in Islamic higher education settings. This study is guided by the research question: "How effective is Islamic-themed debate in improving speaking fluency and self-efficacy among Islamic university students?"

REVIEW OF LITERATURE

Speaking Fluency in EFL Contexts

Speaking fluency is a crucial aspect of communicative competence, reflecting overall language proficiency. It includes lexical variety, which allows for the use of a broad range of vocabulary to express ideas; syntactic complexity, which enables the formation of more intricate and accurate sentence structures; speech rate, which affects the smoothness and natural flow of conversation; and discourse cohesion, which ensures that ideas are logically connected and easy to follow. Each of these components contributes to fluency by enhancing the speaker's ability to communicate effectively and coherently in real-time interactions (Alotumi, 2021; Köroğlu, 2021).

Fluency development in EFL learners is heavily influenced by the amount of meaningful communicative practice they receive, as it requires the ability to produce language spontaneously and with minimal hesitation (Romsis et al., 2024; Slamet et al., 2024b, 2024a; Slamet & Basthomi, 2024; Slamet & Mukminatien, 2024). However, traditional pedagogical approaches in many Islamic universities still emphasize grammar-based instruction and memorization, leading to a gap between theoretical knowledge and practical speaking abilities (Makarim, 2023; Refat et al., 2020; Slamet, 2024). Studies have demonstrated that fluency improves when learners engage in extended speaking tasks that encourage real-time language production, such as storytelling, role-playing, and debate (Apriliansi et al., 2021; Hidayati et al., 2023; Wahyuni, 2024). While debate has been widely recognized as an effective strategy for promoting fluency due to its interactive nature, existing research has primarily focused on Western or secular educational contexts (Bhoko et al., 2024). Despite the proven benefits of debate, fluency development among Islamic university students remains underexplored. The integration of structured argumentation with religiously and culturally relevant topics presents a unique opportunity to enhance fluency, yet little research has examined the role of Islamic-themed debate in facilitating spontaneous speech production. Given that fluency requires consistent practice in authentic and engaging discourse, there is a need to investigate how debate within an Islamic framework can provide meaningful linguistic input and opportunities for students to refine their spoken English. This gap underscores the importance of examining Islamic-themed debate as a pedagogical tool to address fluency-related challenges in Islamic higher education.

Self-Efficacy and Speaking Performance

Self-efficacy, or an individual's belief in their ability to succeed in a given task, has been extensively studied in relation to language learning (Bandura, 1977). Research has consistently shown that higher levels of self-efficacy correlate with greater speaking proficiency, increased willingness to communicate, and lower anxiety levels (Wang et al., 2021). Students with strong self-efficacy are more likely to take risks, persist in language learning tasks, and actively engage in oral communication. Conversely, those with low self-efficacy often experience heightened speaking anxiety, which impedes fluency and overall communicative competence (Alamri, 2023; Rokhman et al., 2021). Various strategies, such as structured speaking activities, supportive peer interactions, and positive feedback, have been recommended to enhance self-efficacy in language learners (Ramadhana et al., 2023; Slamet & Fatimah, 2022). While general debate formats have been shown to improve self-efficacy by providing students with structured speaking opportunities (Afshar & Jamshidi, 2022; Chen, 2020; Schunk & DiBenedetto, 2021), research on self-efficacy development within Islamic-themed debates remains scarce. Islamic university students may face unique psychological barriers, including concerns about linguistic accuracy, fear of public speaking, and the challenge of integrating religious perspectives into English discourse (Bi et al., 2023; Xu et al., 2024). These factors suggest that traditional methods for improving self-efficacy may not be fully applicable to this demographic. Thus, further research is needed to explore whether engaging in Islamic-themed debates can foster greater self-efficacy by providing a familiar and meaningful context for argumentation. Addressing this gap can contribute to a more nuanced understanding of how culturally relevant pedagogical strategies influence students' confidence in their speaking abilities.

Debate as a Pedagogical Strategy for Language Learning

Debate has long been recognized as a valuable tool for language learning, particularly in enhancing speaking skills, critical thinking, and persuasive communication (Apriliansi et al., 2021). By requiring students to construct arguments, defend their positions, and respond to counterarguments in real time, debate promotes linguistic flexibility and higher-order cognitive engagement (Akhsani et al., 2023; Bhoko et al., 2023). Empirical studies have found that students who participate in debate activities demonstrate significant improvements in fluency, coherence, and

lexical resource (Renaldo & Fadloeli, 2021). Additionally, the interactive nature of debate fosters engagement and motivation, making it an effective strategy for encouraging reluctant speakers to participate in discussions (Rasyid, 2022; Redondo, 2023; Widodo et al., 2023). However, most existing research on debate as a language-learning tool has been conducted in secular institutions, with limited attention given to its application in Islamic higher education. The effectiveness of debate as a pedagogical strategy within an Islamic educational framework remains largely unexplored. Given that Islamic university students often engage with religious and ethical discussions, integrating debate into language instruction through Islamic-themed topics may provide a more culturally relevant and engaging approach. However, there is little empirical evidence examining how this adaptation influences students' linguistic development. Research is needed to determine whether Islamic-themed debate fosters the same cognitive and linguistic benefits as traditional debate formats while also aligning with students' religious and cultural backgrounds. By addressing this gap, educators can develop more targeted interventions to support language learning in Islamic universities.

Islamic-Themed Debate and Its Potential in Language Learning

Islamic-themed debate is a distinct pedagogical approach that integrates religious discourse with language learning by focusing on specific debate formats and argument structures rooted in Islamic teachings. In this format, students engage in discussions on topics such as ethical dilemmas, religious principles, and contemporary issues within an Islamic context. Debates often follow structured formats like “pro” and “con” sides, where students must present arguments supported by Islamic references and reasoning, allowing them to practice both critical thinking and English-speaking skills within a culturally relevant framework. The integration of familiar and meaningful content has been shown to enhance motivation and engagement in language learning (Apriliani et al., 2021; Bhoko et al., 2023). When students engage in discussions that align with their interests and beliefs, they are more likely to participate actively and develop deeper connections with the material (Hidayati, 2024; Renaldo & Fadloeli, 2021). However, while Islamic-themed debate holds theoretical promise, little empirical research has investigated its impact on speaking fluency and self-efficacy. One of the primary challenges in implementing Islamic-themed debate is balancing linguistic development with religious and academic discourse. While students may be comfortable discussing Islamic topics in their native language, transitioning to English may introduce additional cognitive and linguistic difficulties (Rasyid, 2022; Redondo, 2023). Moreover, existing debate models often prioritize Western rhetorical styles, which may not fully align with the communicative norms and argumentative structures familiar to Islamic learners (Akhsani et al., 2023; Susanto, 2023). These considerations highlight the need for research that examines how Islamic-themed debate can be effectively structured to maximize linguistic benefits while remaining culturally and religiously appropriate. Addressing this gap can provide valuable insights into how debate can be adapted to better serve the needs of Islamic university students.

Despite the extensive research on speaking fluency, self-efficacy, and debate as a language-learning tool, several key gaps remain. First, while debate has been widely studied in secular educational contexts, little attention has been given to its adaptation for Islamic-themed content. Second, existing studies on self-efficacy have primarily focused on general EFL learners, without considering the unique psychological and cultural factors affecting Islamic university students. Third, while research has established the benefits of debate in improving fluency, the specific impact of Islamic-themed debate on spontaneous speech production and discourse cohesion remains underexplored. Finally, there is limited empirical evidence examining how the integration of religious discourse into debate influences students' motivation, engagement, and linguistic development. By addressing these gaps, this study contributes to the growing body of knowledge on culturally relevant language learning strategies and provides insights into the role of Islamic-themed debate in fostering speaking fluency and self-efficacy in Islamic university students.

METHOD

Research Design

This study employed a sequential mixed-methods approach to investigate the effectiveness of Islamic-themed debate in improving speaking fluency and self-efficacy among Islamic university students at Universitas Islam Internasional Darullughah Wadda'wah. The research was conducted in two phases: a quantitative survey followed by qualitative structured interviews. The survey involved 30 female Islamic undergraduate students, using a validated questionnaire that assessed two key constructs. The first construct, speaking fluency, was evaluated based on four linguistic dimensions: lexical resource, syntactic complexity, discourse cohesion, and speech rate. The second construct, self-efficacy, was measured across three psychological dimensions: confidence, anxiety control, and perceived competence. After the survey, six students were selected for structured interviews to provide deeper insights into their perceptions, challenges, and experiences related to Islamic-themed debate as a learning strategy.

This research design was chosen to provide a comprehensive evaluation of how debate influences students' fluency and self-efficacy, both from a quantitative perspective (measuring improvements in specific language and psychological dimensions) and a qualitative perspective (exploring students' perceptions and internalized experiences). The sequential approach ensured that the quantitative results informed the qualitative phase, allowing a more nuanced interpretation of the findings (Ivankova et al., 2006). Given that debate is both a linguistic exercise and a confidence-building activity, a mixed-methods approach was considered the most appropriate for addressing the research question: "How effective is Islamic-themed debate in improving speaking fluency and self-efficacy among Islamic university students?"

Participants

The study involved 30 female undergraduate students who were selected through purposive sampling based on specific inclusion criteria, as the university program or class consists exclusively of female students. All participants were actively enrolled in an English-speaking course at Universitas Islam Internasional Darullughah Wadda'wah and had prior experience engaging in Islamic discourse. The sampling ensured that participants had a basic level of English proficiency, allowing them to engage meaningfully in debates while also benefiting from structured speaking practice. Since self-efficacy plays a crucial role in language learning, participants were chosen to represent a range of speaking confidence levels, ensuring that both fluent and less proficient speakers were included.

Table 1. Demographic Information of Participants ($n = 30$)

Characteristics	Total (n)	Percentage (%)
Gender	Female: 30	100%
Age Range (years)	18–20	40%
	21–23	50%
	24–26	10%
English Proficiency	Beginner: 12	40%
	Intermediate: 14	47%
	Advanced: 4	13%

Instruments

To assess the effectiveness of Islamic-themed debate, this study employed two research instruments: a questionnaire and structured interviews. The questionnaire was adapted from Latorre-Coscolluela et al. (2022) for self-efficacy assessment and Zhang et al. (2020) for fluency evaluation. The questionnaire contained two main sections. The first section measured speaking fluency, evaluating students' ability in lexical resource, syntactic complexity, discourse cohesion, and speech rate on a five-point Likert scale. The second section measured self-efficacy, assessing students' confidence, anxiety control, and perceived competence in debating contexts. The questionnaire underwent expert validation by three ELT specialists, ensuring both content validity and reliability. The reliability test using Cronbach's Alpha confirmed high internal consistency ($\alpha = 0.91$ for fluency and $\alpha = 0.89$ for self-efficacy), indicating that the instrument was suitable for measuring the targeted constructs.

In addition to the questionnaire, structured interviews were conducted with six students to gain deeper insights into their experiences, attitudes, and challenges related to debating. The interview questions focused on students' perceptions of Islamic-themed debate, the linguistic and psychological difficulties they encountered, and how participation in debates influenced their speaking fluency and confidence.

Data Collection Procedures

The study was conducted over a period of six weeks, during which participants engaged in weekly Islamic-themed debates. Each debate session followed a structured format to ensure consistency in speaking opportunities and assessment. Students were randomly assigned to debate groups of three members per team, forming proposition and opposition sides. The debates focused on Islamic-themed topics carefully selected to be relevant to students' academic and religious backgrounds, encouraging both critical thinking and structured argumentation.

Each debate session was structured into four key stages. First, teams were given one week to prepare their arguments, with instructors providing guidance on content development and speech organization. Second, during the debate session, each speaker delivered a three-minute opening statement, followed by a three-minute rebuttal round. The third stage involved a structured Q&A session, where opposing teams engaged in a dynamic exchange of arguments. Finally, the debate concluded with a three-minute closing statement, summarizing key points. To reinforce learning beyond the debate sessions, students were required to complete post-debate reflection activities, which included writing a self-evaluation report on their speaking performance, confidence levels, and areas for improvement. These reflections were reviewed by instructors, providing an additional formative assessment of students' speaking progress.

Table 2. Weekly Debate Themes and Structure

Week	Debate Theme	Group Assignment	Speaking Focus	Reflection Task
1	The Role of Women in Islamic Leadership	Random assignment (Group A: Proposition, Group B: Opposition)	Lexical Resource, Confidence	Self-reflection on speech delivery and vocabulary use
2	Islamic Perspectives on Environmental Conservation	Rotating assignment	Speech Rate, Discourse Cohesion	Summary of key arguments and counterarguments

3	The Ethical Dimensions of Modern Finance in Islam	New group pairing	Syntactic Complexity, Anxiety Control	Self-assessment of fluency and confidence
4	The Importance of Halal Certification in Global Trade	New role allocation	Discourse Cohesion, Perceived Competence	Peer feedback on debate performance
5	The Future of Islamic Education in the Digital Era	Reverse roles (previous opposition becomes proposition)	Lexical Resource, Confidence	Written reflection on debating skills improvement
6	Should Islamic Scholars Engage in Political Affairs?	Final reassignment	Speech Rate, Self-Efficacy	Debate portfolio submission, summarizing all debate experiences

Data Analysis

The quantitative data from the questionnaire were analyzed using descriptive statistics and paired sample t-tests to measure changes in fluency and self-efficacy across the six-week period. Fluency scores were examined in relation to lexical resource, syntactic complexity, discourse cohesion, and speech rate, while self-efficacy was assessed through confidence, anxiety control, and perceived competence. Additionally, correlation analysis was conducted to determine the relationship between fluency development and self-efficacy growth. For qualitative data analysis, interview responses were transcribed and analyzed using thematic analysis, following Braun and Clarke's (2006) framework. The process involved familiarization with the data, coding key themes, and categorizing findings into overarching concepts related to students' debate experiences, speaking challenges, and confidence development. To ensure reliability and consistency, inter-coder agreement was established among three independent researchers, with an 85% agreement rate confirming the robustness of the analysis. The combination of statistical analysis for fluency and self-efficacy alongside thematic analysis for student perceptions provided a comprehensive understanding of how Islamic-themed debate enhances speaking proficiency and self-confidence in Islamic university students.

RESULTS

The findings of this study are presented based on the results of the questionnaire and structured interviews. The questionnaire examined students' speaking fluency and self-efficacy in Islamic-themed debates, while the interviews provided deeper insights into their experiences, challenges, and perceptions. The questionnaire consisted of two sections: the first section measured speaking fluency across four dimensions—lexical resource, syntactic complexity, discourse cohesion, and speech rate—while the second section assessed self-efficacy, focusing on confidence, anxiety control, and perceived competence. Each item was rated on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The structured interviews explored participants' perceptions of their speaking fluency, self-efficacy, and the overall effectiveness of Islamic-themed debates.

Table 3. Results of the Questionnaire on Speaking Fluency and Self-Efficacy (n = 30)

Dimension	No	Item	SD (n, f)	D (n, f)	N (n, f)	A (n, f)	SA (n, f)	Mean	Std. Dev
Lexical Resource	1	I use a variety of vocabulary in debates.	2 (6.7%)	5 (16.7%)	4 (13.3%)	10 (33.3%)	9 (30.0%)	3.64	1.19

	2	I can express my ideas with precise words.	3 (10.0%)	6 (20.0%)	5 (16.7%)	9 (30.0%)	7 (23.3%)	3.37	1.24
	3	I rarely struggle to find the right words.	4 (13.3%)	7 (23.3%)	6 (20.0%)	8 (26.7%)	5 (16.7%)	3.10	1.26
Syntactic Complexity	4	I construct grammatically correct sentences.	3 (10.0%)	5 (16.7%)	6 (20.0%)	9 (30.0%)	7 (23.3%)	3.40	1.22
	5	I use a variety of sentence structures.	2 (6.7%)	6 (20.0%)	7 (23.3%)	10 (33.3%)	5 (16.7%)	3.33	1.14
	6	I avoid grammatical mistakes in debates.	3 (10.0%)	7 (23.3%)	5 (16.7%)	8 (26.7%)	7 (23.3%)	3.30	1.26
Discourse Cohesion	7	I connect my ideas logically.	2 (6.7%)	4 (13.3%)	5 (16.7%)	11 (36.7%)	8 (26.7%)	3.63	1.14
	8	I maintain coherence throughout my speech.	3 (10.0%)	5 (16.7%)	6 (20.0%)	10 (33.3%)	6 (20.0%)	3.37	1.21
Speech Rate	9	I speak at a consistent and natural pace.	4 (13.3%)	6 (20.0%)	6 (20.0%)	9 (30.0%)	5 (16.7%)	3.17	1.24
	10	I can adjust my speech rate when necessary.	3 (10.0%)	6 (20.0%)	7 (23.3%)	8 (26.7%)	6 (20.0%)	3.27	1.22
Confidence	11	I feel confident when debating.	2 (6.7%)	4 (13.3%)	5 (16.7%)	12 (40.0%)	7 (23.3%)	3.60	1.14
	12	I believe I can perform well in debates.	3 (10.0%)	5 (16.7%)	6 (20.0%)	9 (30.0%)	7 (23.3%)	3.40	1.22
Anxiety Control	13	I manage nervousness effectively.	3 (10.0%)	7 (23.3%)	5 (16.7%)	8 (26.7%)	7 (23.3%)	3.30	1.26
	14	I remain calm when facing strong opponents.	4 (13.3%)	6 (20.0%)	6 (20.0%)	9 (30.0%)	5 (16.7%)	3.17	1.24
Perceived Competence	15	I believe my arguments are well-structured.	2 (6.7%)	5 (16.7%)	6 (20.0%)	10 (33.3%)	7 (23.3%)	3.50	1.18
	16	I can effectively counter opposing arguments.	3 (10.0%)	6 (20.0%)	5 (16.7%)	9 (30.0%)	7 (23.3%)	3.37	1.24
	17	I can present arguments persuasively.	2 (6.7%)	4 (13.3%)	6 (20.0%)	11 (36.7%)	7 (23.3%)	3.57	1.16
	18	I perform well under time constraints.	3 (10.0%)	7 (23.3%)	6 (20.0%)	8 (26.7%)	6 (20.0%)	3.23	1.23
	19	I can engage the audience effectively.	3 (10.0%)	5 (16.7%)	6 (20.0%)	9 (30.0%)	7 (23.3%)	3.40	1.22

20	I believe Islamic-themed debates enhance my skills.	2 (6.7%)	4 (13.3%)	5 (16.7%)	12 (40.0%)	7 (23.3%)	3.60	1.14
----	---	-------------	--------------	--------------	---------------	--------------	------	------

The results from Table 3 indicate varying levels of agreement among students regarding their speaking fluency and self-efficacy in Islamic-themed debates. The findings show that students generally perceive improvements in their lexical resource, discourse cohesion, and confidence, while challenges remain in speech rate control and anxiety management during debates. For lexical resource, the majority of participants agreed that they could use a variety of vocabulary effectively ($M = 3.64$, $SD = 1.19$), although some still struggled to find precise words ($M = 3.37$, $SD = 1.24$). While 30% of students strongly agreed that they rarely struggled to find words, 23.3% disagreed, indicating that vocabulary retrieval remains a challenge for some learners. This suggests that while the debate format encourages vocabulary expansion, spontaneous word retrieval under pressure remains a concern. In terms of syntactic complexity, students reported moderate confidence in constructing grammatically correct sentences ($M = 3.40$, $SD = 1.22$), but slightly lower confidence in using diverse sentence structures ($M = 3.33$, $SD = 1.14$). This indicates that although debates encourage syntactic flexibility, some students may still rely on familiar structures. Additionally, grammatical accuracy ($M = 3.30$, $SD = 1.26$) remains inconsistent, highlighting an area that requires further practice and support. The results for discourse cohesion were more positive, with 36.7% of participants agreeing that they could connect ideas logically, and 26.7% strongly agreeing. Coherence in speech ($M = 3.37$, $SD = 1.21$) was also rated positively, suggesting that the structured format of debates helps students organize their arguments effectively. However, some participants still struggled to maintain coherence throughout extended responses. For speech rate, responses were more varied. While 30% agreed that they spoke at a consistent pace, 20% remained neutral, and 20% disagreed. The ability to adjust speech rate ($M = 3.27$, $SD = 1.22$) also showed a similar pattern. These findings indicate that while debates improve fluency, students may still struggle with pacing, particularly under time constraints.

In terms of self-efficacy, confidence was one of the strongest areas, with 40% of students agreeing that they felt confident when debating and 23.3% strongly agreeing ($M = 3.60$, $SD = 1.14$). A similar trend was observed for their belief in their debating abilities ($M = 3.40$, $SD = 1.22$). However, anxiety control was identified as a challenge, with only 23.3% of students strongly agreeing that they managed nervousness effectively. Additionally, 20% disagreed that they remained calm when facing strong opponents, indicating that performance anxiety remains a concern. Perceived competence was generally positive, with students believing that their arguments were well-structured ($M = 3.50$, $SD = 1.18$) and that they could effectively counter opposing viewpoints ($M = 3.37$, $SD = 1.24$). Furthermore, the majority agreed that Islamic-themed debates enhanced their skills ($M = 3.60$, $SD = 1.14$), reinforcing the perceived benefits of this approach. However, the ability to perform well under time constraints ($M = 3.23$, $SD = 1.23$) showed mixed responses, suggesting that time pressure continues to be a difficulty for some participants.

These findings indicate that while Islamic-themed debates serve as an effective platform for enhancing students' speaking fluency and self-efficacy, several persistent challenges hinder optimal performance. The quantitative results reveal noticeable improvements in lexical resource, discourse cohesion, and confidence, yet significant difficulties remain in maintaining a consistent speech rate, ensuring grammatical accuracy under pressure, and managing anxiety during debates. These challenges suggest that while students benefit from the structured and interactive nature of debates, the spontaneous and high-pressure environment still presents barriers to fluency and self-assurance. To gain deeper insights into these complexities, qualitative data from structured interviews were

analyzed to uncover students' lived experiences, perceptions, and the specific obstacles they face in navigating fluency and self-efficacy within the debate setting.

Findings from the Structured Interviews

The structured interviews provided deeper insights into students' experiences, challenges, and perceptions regarding Islamic-themed debates. Thematic analysis identified three key themes: (1) Impact on Speaking Fluency, (2) Development of Self-Efficacy, and (3) Challenges in Debate Participation. Each theme is presented in detail, accompanied by original participant quotes to illustrate both positive and negative perspectives.

1. Impact on Speaking Fluency

Question: How has participating in Islamic-themed debates influenced your speaking fluency, particularly in vocabulary use, coherence, and overall fluency?

Participants generally reported improvements in their speaking fluency, particularly in lexical resource and discourse cohesion. They acknowledged that the debate process required them to expand their vocabulary, improve the organization of their ideas, and enhance their ability to present arguments coherently. However, some students still encountered difficulties in maintaining accurate grammar and controlling their speech rate under pressure.

Table 4. Thematic Coding “Impact on Speaking Fluency”

Code	Participant	Quote
Expanded vocabulary	P1	<i>“I learned new words in every debate, especially from my opponents’ arguments. I realized I needed more precise terms to make my points stronger.”</i>
Improved coherence	P2	<i>“Before, my speech was unstructured. Now, I can present my points more clearly. I have learned how to transition smoothly from one idea to another.”</i>
Struggles with grammar	P3	<i>“I still make grammatical mistakes, especially when speaking quickly. I know what I want to say, but sometimes I mix up tenses or word order.”</i>
Difficulties in speech rate	P4	<i>“Sometimes I speak too fast when nervous, making it hard for others to understand. I need to slow down, but it’s difficult in the heat of the debate.”</i>
Confidence in articulation	P5	<i>“I have become more confident in how I articulate my ideas. Debating has helped me speak in a more structured and persuasive manner.”</i>
Hesitation in complex arguments	P6	<i>“I hesitate when formulating complex arguments. When I don’t know the right word, I pause too long, which affects my fluency.”</i>

The majority of participants reported that debates encouraged them to expand their vocabulary and present their arguments in a more structured and coherent manner. Nevertheless, some students still struggled with grammatical accuracy, particularly under time constraints, while others found it challenging to regulate their speech rate and avoid hesitation when forming complex ideas.

2. Development of Self-Efficacy

Question: In what ways has Islamic-themed debating influenced your confidence, anxiety levels, and perceived competence in speaking English?

Many students expressed increased confidence in public speaking, particularly due to repeated exposure to debate situations that required them to articulate their thoughts in real time. Several participants noted that their anxiety levels decreased as they became more accustomed to speaking in front of an audience. However, others admitted that their self-doubt persisted, especially when debating against more experienced opponents.

Table 5. Thematic Coding “Development of Self-Efficacy”

Code	Participant	Quote
Increased confidence	P2	<i>“I used to be afraid of speaking in front of people. Now, I feel more confident. The debates pushed me to practice under pressure.”</i>
Anxiety management	P5	<i>“At first, I was very nervous, but over time, I learned to control it. The structured format of debates helped me prepare and reduce my fear of public speaking.”</i>
Struggles with strong opponents	P6	<i>“I still get nervous when debating someone who is more experienced. I sometimes doubt my arguments and feel hesitant to speak up.”</i>
Overcoming stage fright	P1	<i>“I used to shake and forget my words when speaking in front of a crowd. Now, I can control my nervousness better, but it still happens sometimes.”</i>
Feeling more competent	P3	<i>“I now believe I can present my opinions effectively. Debates have trained me to speak logically and with confidence.”</i>
Self-doubt in spontaneous rebuttals	P4	<i>“I can prepare my arguments well, but when I have to respond quickly, I feel uncertain. I still struggle with thinking on my feet.”</i>

Most participants reported notable improvements in their confidence when speaking in English, particularly in formal and structured settings. However, a few still struggled with anxiety, especially when debating more skilled opponents or responding to unexpected counterarguments. While many felt their perceived competence had grown, some continued to experience self-doubt in high-pressure moments.

3. Challenges in Debate Participation

Question: What challenges have you faced in participating in Islamic-themed debates, and how have they affected your ability to engage effectively?

While students acknowledged the benefits of participating in debates, they also pointed out specific challenges that made participation more demanding. The most frequently mentioned difficulties included limited preparation time, the need for rapid critical thinking during rebuttals, and the complexity of structuring arguments effectively within the debate framework.

Table 6. Thematic Coding “Challenges in Debate Participation”

Code	Participant	Quote
Time constraints	P1	<i>“Sometimes I need more time to organize my ideas, but the debate moves too fast. I wish there were more preparation time before speaking.”</i>
Spontaneous rebuttals	P3	<i>“It is hard to think of a strong counterargument quickly. Sometimes my mind goes blank when responding to an opponent.”</i>
Difficulty with debate structure	P4	<i>“I was confused about how to structure my arguments at first, but I improved over time. Still, sometimes I struggle with making my points clear in the given time.”</i>

Managing pressure	P2	<i>"I feel pressured to perform well, and this sometimes affects my ability to think clearly. When I feel overwhelmed, I speak too fast or forget my points."</i>
Difficulty keeping up	P5	<i>"Some opponents speak very fast, and it's hard to follow their arguments. I struggle to catch key points and form strong rebuttals in time."</i>
Balancing preparation and spontaneity	P6	<i>"I can prepare well, but adapting to new arguments in the moment is tough. I feel like I rely too much on memorized responses."</i>

These findings suggest that while Islamic-themed debates are beneficial for developing speaking fluency and self-efficacy, students continue to face significant challenges in adapting to the fast-paced nature of debates. The pressure to think quickly, structure arguments effectively, and respond to opponents in real-time often posed difficulties for many participants.

The results indicate that Islamic-themed debates have a positive impact on students' speaking fluency and self-efficacy. The questionnaire findings revealed that students perceived substantial improvements in their ability to use diverse vocabulary, maintain discourse cohesion, and speak with greater confidence. However, persistent challenges were identified in speech rate control, grammatical accuracy, and managing anxiety during debates. The structured interviews further elaborated on these issues, highlighting both the strengths and difficulties experienced by students. While debates helped students expand their vocabulary and structure arguments logically, some continued to struggle with hesitation, rapid speech, and spontaneous rebuttals. Although most participants reported feeling more confident in their speaking abilities, anxiety remained a barrier for some, particularly when facing highly skilled opponents. Furthermore, challenges related to time constraints, adapting to unpredictable arguments, and managing debate pressure were frequently cited.

Overall, these findings highlight the effectiveness of Islamic-themed debates in enhancing speaking fluency and self-efficacy while also revealing persistent challenges that require further instructional support. Although students benefit from engaging with familiar ethical and religious topics, difficulties such as grammatical inaccuracies, uneven speech pacing, and anxiety in real-time discussions remain barriers to optimal fluency development. To address these challenges, future interventions should incorporate targeted grammar reinforcement to improve linguistic accuracy, structured training on speech pacing to enhance delivery smoothness, and strategies for managing speaking anxiety to build confidence. Additionally, providing students with guided debate practice, scaffolded frameworks for argument construction, and feedback-driven reflection sessions may further strengthen their ability to articulate ideas clearly and persuasively. By integrating these supportive measures, educators can maximize the pedagogical impact of Islamic-themed debates, ensuring a more structured, engaging, and effective learning experience.

DISCUSSION

The findings of this study highlight the significant role of Islamic-themed debates in enhancing students' speaking fluency and self-efficacy, aligning with previous research that underscores the effectiveness of debates as a pedagogical tool for developing oral proficiency in English as a Foreign Language (EFL) setting. Several studies have emphasized that debate-based learning fosters linguistic competence, particularly in lexical development, discourse cohesion, and structured argumentation (Apriliani et al., 2021; Bhoko et al., 2023). The present study corroborates these findings by demonstrating that students engaged in Islamic-themed debates exhibited improved fluency, greater lexical awareness, and enhanced coherence in speech. However, while previous studies primarily focus on general debate settings, this study extends the discussion by exploring the

unique impact of religiously contextualized debates, which appear to foster deeper engagement due to the relevance of topics to students' cultural and ideological backgrounds. The integration of familiar and meaningful themes likely contributed to increased motivation, aligning with findings from Rasyid (2022), who argued that content familiarity significantly influences students' willingness to communicate.

Despite the fluency gains observed, challenges related to speech rate control, grammatical accuracy, and hesitation in complex argumentation persisted, revealing gaps in previous research that often overlooks the cognitive demands associated with real-time spoken discourse in debates. While Susanto (2023) highlighted fluency improvements through debates, they did not extensively address the difficulties students face when required to process information rapidly and construct spontaneous responses under time constraints. The present study provides a more nuanced understanding of these challenges, suggesting that the cognitive load involved in formulating arguments while adhering to grammatical accuracy remains a considerable obstacle. This finding is consistent with the work of Akhsani et al. (2023), who noted that fluency does not always equate to accuracy, as EFL learners often prioritize meaning over form in spontaneous speech. The necessity of balancing fluency with linguistic precision suggests that supplementary instructional support, such as targeted grammar reinforcement or structured rebuttal training, may be necessary to fully capitalize on the benefits of debate participation.

Another central finding of this study is the development of self-efficacy through debate participation, supporting previous research that has linked structured speaking activities to increased confidence and reduced speaking anxiety (Redondo, 2023). Similar to findings by Apriliani et al. (2023), the present study demonstrates that repeated exposure to debates allows students to gradually overcome their apprehension about public speaking. However, while prior studies suggest that debate activities inherently lead to anxiety reduction, the current study reveals that anxiety persists, particularly when students are confronted with more skilled opponents or unexpected counterarguments. This nuance extends the discussion by suggesting that self-efficacy development in debate settings is not linear but rather contingent on the level of challenge students encounter. The findings suggest that while familiarity with debate structure may build confidence over time, ongoing challenges such as performance pressure and self-doubt may require explicit anxiety management strategies, a dimension that previous research has insufficiently explored.

In addition to fluency and self-efficacy, this study highlights the difficulties students face in adapting to the dynamic nature of debate participation, particularly in managing time constraints and generating spontaneous rebuttals. While previous studies have identified the benefits of debate for enhancing critical thinking (Slamet & Basthomi, 2024; Romsy et al., 2024), they have not sufficiently addressed the extent to which students struggle with the immediacy of response formulation. The present study suggests that although students become more proficient in structuring their arguments with practice, the unpredictability of debates poses an ongoing challenge. This finding aligns with Slamet et al.'s (2024a) assertion that while debates can enhance logical reasoning, the pressure to articulate arguments quickly may hinder cognitive processing, particularly for less proficient speakers. As such, the study highlights the need for additional scaffolding mechanisms, such as structured practice in counterargument formulation or extended preparation phases, to alleviate the cognitive burden associated with real-time debate engagement.

Furthermore, the study underscores the significance of topic relevance in sustaining student engagement, an aspect that has received limited attention in previous debate-focused research. While prior studies have demonstrated that debates improve students' motivation and communicative competence (Renaldo & Fadloeli, 2021), they have not explicitly examined how culturally and religiously relevant themes influence student participation. The present study suggests that Islamic-

themed debates may provide an added motivational dimension, as students feel a personal connection to the subject matter, fostering deeper investment in argumentation. This finding supports Bhoko et al.'s (2023) claim that meaningful and contextually relevant topics enhance students' willingness to communicate, yet it also raises new questions regarding the generalizability of such benefits to debate formats that do not align with students' cultural backgrounds. Future research may need to explore whether similar motivational effects can be replicated across diverse topic selections, particularly in multicultural EFL classrooms.

This study expands the existing body of literature by providing a deeper, more nuanced exploration of the role of debate in developing speaking skills and self-efficacy while also highlighting persistent challenges that have been underexamined in previous research. While much of the current scholarship emphasizes the broad benefits of debate, this study delves into the specific difficulties students face, particularly in real-time speech formulation, maintaining linguistic accuracy, and managing anxiety under pressure. The findings affirm that debate is a powerful tool for fostering fluency and confidence but also reveal that spontaneous argumentation can lead to cognitive overload, disrupting coherence and precision in speech. To address these challenges, pedagogical interventions should incorporate structured speech pacing exercises, grammar-focused instruction, and targeted strategies for anxiety regulation, equipping students with the tools to engage in debates more effectively. Furthermore, future research should explore how varying debate formats and instructional scaffolds can optimize both linguistic and affective learning outcomes, ensuring that students not only develop fluency and confidence but also acquire the strategic competence necessary for structured, persuasive argumentation in high-stakes communication contexts.

CONCLUSION

The findings of this study underscore the significant role of Islamic-themed debates in enhancing students' speaking fluency and self-efficacy, while also revealing persistent challenges that require pedagogical attention. The positive insights highlight that debates foster lexical development, discourse cohesion, and structured argumentation, allowing students to articulate their thoughts more fluently and confidently. The integration of culturally relevant themes further increased engagement, reinforcing the idea that meaningful content enhances communicative motivation. However, despite these benefits, students encountered notable difficulties in maintaining grammatical accuracy, managing speech rate, and formulating spontaneous rebuttals under time constraints. The persistent anxiety experienced by some students, particularly when debating against more skilled peers, suggests that while debates contribute to confidence-building, they do not entirely eliminate performance-related apprehension. These contrasting findings have several pedagogical implications. While debates can be an effective strategy for developing oral proficiency, they should be complemented with targeted interventions to address linguistic accuracy, speech pacing, and anxiety regulation. Implementing structured rebuttal training, explicit grammar reinforcement, and guided stress management techniques may enhance students' overall performance and learning experiences. Additionally, scaffolding strategies, such as extended preparation phases or gradual exposure to impromptu debates, could help students develop confidence while mitigating cognitive overload. The study's limitations should also be acknowledged. The findings are context-specific, focusing on a particular group of EFL learners in an Islamic-themed debate setting, which may limit generalizability to different cultural or educational contexts. Additionally, self-reported measures of fluency and self-efficacy may be subject to individual perception biases, necessitating further triangulation through objective speech analysis or external assessments. Future research should explore the long-term impact of debates on students' speaking proficiency, investigate the effectiveness of supplementary instructional interventions, and examine how debate structures can be optimized for diverse learner populations. By addressing these limitations and expanding on existing research, educators can refine debate-based methodologies to maximize linguistic, cognitive, and

affective learning outcomes, ensuring that students not only develop communicative competence but also gain the confidence and strategic skills necessary for engaging in structured discourse across various real-world contexts.

REFERENCES

- Abdullah, M. A. (2017). Islamic studies in higher education in Indonesia: Challenges, impact and prospects for the world community. *Al-Jami'ah: Journal of Islamic Studies*, 55(2), 391–426. <https://doi.org/10.14421/ajis.2017.552.391-426>
- Afshar, H. S., & Jamshidi, B. (2022). EFL learners' language learning strategy use, instrumental motivation, self-efficacy, self-regulation, autonomy, and L2 achievement: A SEM analysis. *Applied Research on English Language*, 11(4), 133–160.
- Akhsani, F. A., Romdanih, R., & Nurjanah, K. (2023). Using debate techniques on students' speaking skill. In *Proceeding of International Conference on Education* (Vol. 2, pp. 58-66).
- Alamri, H. (2023). Instructors' self-efficacy, perceived benefits, and challenges in transitioning to online learning. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-11677-w>
- Alotumi, M. (2021). EFL college junior and senior students' self-regulated motivation for improving English speaking: A survey study. *Heliyon*, 7(4), e06664. <https://doi.org/10.1016/j.heliyon.2021.e06664>
- Apriliani, E., Harmayanthi, V. Y., & Fitriani, D. (2021). A use of debate technique to improve speaking skill. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 98-106).
- Ashdaq, M. R. (2015). *The use of story completion technique to improve students' speaking ability of international class program boarding students of teacher training and education faculty of state institute for Islamic studies Salatiga Batch 2015*. 1–45.
- Asmira, M. (2024). The role of information technology in teaching English to Islamic higher education learners: Assessing digital literacy skills. *English Language and Literature in Education Journal*, 2(2), 74-88. <https://doi.org/10.63011/thakjg96>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bhoko, M. L., & Keli, E. W. (2023). Improving students speaking skills through debate strategy. *KLAUSA (Kajian Linguistik, Pembelajaran Bahasa, Dan Sastra)*, 7(1), 90-99.
- Bi, J., Bigdeli, H., & Izadpanah, S. (2023). The effect of the flipped classroom on reflective thinking, academic self-efficacy, and achievement motivation in language learners in intermediate level. *Education and Information Technologies*, 28(9), 11589–11613. <https://doi.org/10.1007/s10639-023-11655-2>
- Chen, Y. (2020). Correlation between self-efficacy and English performance. *International Journal of Emerging Technologies in Learning*, 15(8), 223–234. <https://doi.org/10.3991/IJET.V15I08.13697>

- Demir, A., Yurtsever, A., & Çimenli, B. (2015). The relationship between tertiary level EFL teachers' self-efficacy and their willingness to use communicative activities in speaking. *Procedia - Social and Behavioral Sciences*, 199, 613–619. <https://doi.org/10.1016/j.sbspro.2015.07.616>
- Farah, R. R., & Sumarsono, P. (2019). *The English needs of Islamic studies learners: ESP speaking course model*. <https://doi.org/10.2991/iccd-19.2019.147>
- Fuadi, A., & Suyatno, S. (2020). Integration of nationalistic and religious values in Islamic education: Study in integrated Islamic school. *Randwick International of Social Science Journal*, 1(3), 555–570. <https://doi.org/10.47175/rissj.v1i3.108>
- Hidayati, D. (2024). Integrating student self-assessment as a key instrument for achieving need-supportive learning outcomes. *English Language and Literature in Education Journal*, 2(2), 24–41. <https://doi.org/10.63011/jxnqsj70>
- Hidayati, D., Novianti, H., Khansa, M., Slamet, J., & Suryati, N. (2023). Effectiveness project-based learning in ESP class: Viewed from Indonesian students' learning outcomes. *International Journal of Information and Education Technology*, 13(3), 558-565.
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods*, 18(1), 3–20. <https://doi.org/10.1177/1525822X05282260>
- Jao, C.-Y., Yeh, H.-C., Huang, W.-R., & Chen, N.-S. (2024). Using video dubbing to foster college students' English-speaking ability. *Computer Assisted Language Learning*, 37(4), 585–607. <https://doi.org/10.1080/09588221.2022.2049824>
- Komariah, N., & Nihayah, I. (2023). Improving the personality character of students through learning Islamic religious education. *At-Tadzkir: Islamic Education Journal*, 2(1), 65–77. <https://doi.org/10.59373/attadzkir.v2i1.15>
- Köroğlu, Z. Ç. (2021). Using digital formative assessment to evaluate EFL learners' English speaking skills. *GIST – Education and Learning Research Journal*, 22, 103–123. <https://doi.org/10.26817/16925777.1001>
- Latorre-Coscolluela, C., Suárez, C., Quiroga, S., Anzano-Oto, S., Lira-Rodríguez, E., & Salamanca-Villate, A. (2022). Facilitating self-efficacy in university students: an interactive approach with Flipped Classroom. *Higher Education Research & Development*, 41(5), 1603–1617. <https://doi.org/10.1080/07294360.2021.1937067>
- Mahmood, R. Q. (2023). Enhancing EFL speaking and pronunciation skills: Using explicit formal instruction in a Kurdish university. *Issues in Educational Research*, 33(4), 1421–1440. <http://www.iier.org.au/iier33/mahmood.pdf>
- Makarim, M. N. (2024). Enhancing speaking skills through guessing games: A study on descriptive texts at SMP Sunan Ampel Porong. *English Language and Literature in Education Journal*, 2(1), 40-52. <https://doi.org/10.63011/xqkamd21>
- Ramadhana, D., Basthomi, Y., & Zen, E. L. (2023). Correlation analysis of academic perfectionism, self-efficacy, and burnout among English department learners. *VELES (Voices of English Language Education Society)*, 7(2), 300–311. <https://doi.org/10.29408/veles.v7i2.18309>

- Rasyid, F. (2022). Pathway of involvement in debate to critical thinking skills, confidence, and speaking ability. In *ICELT2022 Proceedings International Conference on English Language Teaching* (pp. 365-374). Tadris Tadris Bahasa Inggris IAIN Kediri.
- Redondo, M. V. (2023). Beyond the classroom: empowering EFL learners through formal debates and public speaking. In *Innovación en la enseñanza de lenguas: mejoras docentes para el aprendizaje del siglo XXI* (pp. 198-221). Dykinson.
- Refat, N., Kassim, H., Rahman, M. A., & Razali, R. bin. (2020). Measuring student motivation on the use of a mobile assisted grammar learning tool. *PLOS ONE*, 15(8). <https://doi.org/10.1371/journal.pone.0236862>
- Renaldo, M., & Fadloeli, O. (2021). The effectiveness of using debate technique in teaching speaking skill. *Project Journal*, 4(6), 979-984.
- Rokhman, N. M., Latief, M. A., Suryati, N., & Artikel Abstrak, I. (2021). Learners' anxiety, self-efficacy, and personality as predictors of learners' speaking performance. *Jurnal Pendidikan*, 6(1), 103–108. <http://journal.um.ac.id/index.php/jptpp/>
- Romsy, A., Widodo, J. P., & Slamet, J. (2024). Empowering slow learners: Gamification's impact on students' engagement and academic performance in an LMS for undergraduate students. *International Journal of Information and Education Technology*, 14(2), 193–203. <https://doi.org/10.18178/ijiet.2024.14.2.2040>
- Roza, A. S., Rafli, Z., & Rahmat, A. (2019). The implementation of contextual teaching learning (CTL) to improve the students' speaking ability in Islamic studies course. *International Journal of Applied Linguistics and English Literature*, 8(4), 45. <https://doi.org/10.7575/aiac.ijalel.v.8n.4p.45>
- Schunk, D. H., & DiBenedetto, M. K. (2021). *Self-efficacy and human motivation* (pp. 153–179). <https://doi.org/10.1016/bs.adms.2020.10.001>
- Slamet, J. (2024). Potential of ChatGPT as a digital language learning assistant: EFL teachers' and students' perceptions. *Discover Artificial Intelligence*, 4(1), 46. <https://doi.org/10.1007/s44163-024-00143-2>
- Slamet, J., & Basthomi, Y. (2024). Assessing gamification-based LMS for EFL students: A self-directed learning framework. *Studies in Linguistics, Culture, and FLT*, 12(2), 100–122. <https://doi.org/10.46687/CVHT3942>
- Slamet, J., Basthomi, Y., Ivone, F. M., & Eliyanah, E. (2024a). Unlocking the potential in a gamification-based MOOC: Assessing autonomous learning and self-directed learning behaviors. *Teaching and Learning Inquiry*, 12, 1–20. <https://doi.org/10.20343/teachlearningqu.12.19>
- Slamet, J., Basthomi, Y., Ivone, F. M., & Eliyanah, E. (2024b). Utilizing an SDL approach in designing a gamification-based MOOC to enhance autonomous learning. *Journal of Information Technology Education: Research*, 23, 010. <https://doi.org/10.28945/5278>
- Slamet, J., Basthomi, Y., Ivone, F. M., & Eliyanah, E. (2025). Promoting autonomous learning in ESP courses through a gamified MOOC platform: A self-directed learning framework. *Journal of Educators Online*, 22(2). <https://doi.org/10.9743/JEO.2025.22.2.7>

- Slamet, J., & Fatimah, S. (2022). Quizizz application-based English learning materials assessment instrument development. In *International Conference on Art, Design, Education and Cultural Studies (ICADECS)* (Vol. 4, No. 1).
- Slamet, J., & Mukminatien, N. (2024). Developing an online formative assessment instrument for listening skill through LMS. *LEARN Journal: Language Education and Acquisition Research Network*, 17(1), 188–211. <https://so04.tci-thaijo.org/index.php/LEARN/index>
- Susanto, I. (2023). Speaking skill assessment through debate for university students. *English Language Education Journal (ELEJ)*, 2(1), 29-43.
- Uyuni, B., & Adnan, M. (2020). The challenge of Islamic education in 21st century. *SALAM: Jurnal Sosial Dan Budaya Syar-i*, 7(11), 1101–1120. <https://doi.org/10.15408/sjsbs.v7i12.18291>
- Wahyuni, D. S. (2024). Utilizing Facebook for teaching speaking skills through student activities in recount texts. *English Language and Literature in Education Journal*, 2(1), 31-39. <https://doi.org/10.63011/4ajv6523>
- Wang, Y., Shen, B., & Yu, X. (2021). A latent profile analysis of EFL learners' self-efficacy: Associations with academic emotions and language proficiency. *System*, 103(March), 102633. <https://doi.org/10.1016/j.system.2021.102633>
- Widodo, J. P., Subandowo, M., Musyarofah, L., & Slamet, J. (2023). Interactive gamification-flip-book for developing students' outcomes. *Advances in Mobile Learning Educational Research*, 3(2), 754-762.
- Xu, J., Li, J., & Yang, J. (2024). Self-regulated learning strategies, self-efficacy, and learning engagement of EFL students in smart classrooms: A structural equation modeling analysis. *System*, 125, 103451. <https://doi.org/10.1016/j.system.2024.103451>
- Yumnah, S. (2021). Character education with Islamic insights of the nusantara. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 547–562. <https://doi.org/10.31538/nzh.v4i3.1597>
- Zhang, X., Ardasheva, Y., & Austin, B. W. (2020). Self-efficacy and English public speaking performance: A mixed method approach. *English for Specific Purposes*, 59, 1–16. <https://doi.org/10.1016/j.esp.2020.02.001>