Unlocking the Power of ChatGPT: Students' Interest in Asian Parliamentary Debate Classroom

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ABSTRACT

This study aims to measure students' interest in using ChatGPT to teach English using the debate clinic method to improve students' speaking skills. Descriptive quantitative research involving 14 students of the Islamic Religious Education Study Program, STAI DDI Pinrang, used a questionnaire to measure four indicators of learning interest: feelings of pleasure, interest, paying attention, and involvement. The results revealed that the student's average score of learning interest reached 77, indicating a relatively high interest. Students' participation in formulating and refuting arguments during debates proves that ChatGPT positively impacts the development of students' critical thinking skills. Therefore, this study contributes to developing technology-based pedagogy, especially in academic debate. Integrating ChatGPT in the debate process allows teachers to create a more dynamic and interactive learning environment where students can be more actively involved. However, the study has several limitations. First, the limited number of samples, so generalizing the study results may not apply to a broader population. Additionally, it only focused on one study program at one institution, so the results may not reflect the situation at other institutions. Therefore, further research can explore other factors that influence learning interest, such as pedagogical aspects and technology used in the learning process.

Keywords: *Learning Interest, Debate Clinic, ChatGPT, English Speaking Skills*

Introduction

English speaking ability is essential for students regardless of their major, especially when interacting with the international community. This skill is needed for verbal communication and to effectively convey thoughts, analysis, and academic views. In the context of education, students are required to be able to express their opinions verbally, either in individual presentation sessions, group discussions, or practicing debates in front of the class (Doró, 2014; Hromova et al., 2022; Maria et al., 2023).

Mastering English communication skills cannot be achieved in a short period; it requires extensive practice by applying vocabulary that has been learned or memorized. Communication practice can take the form of dialogues, monologues, or discussions with peers. In addition to frequent practice, creating an English-speaking environment is equally important. Establishing a learning environment that requires students to use English is one solution to improving English proficiency. This approach provides students with different learning strategies (Murtiningsih & Lisnawati, 2022). The key

the difference lies in the frequency of communication. If students are immersed in an environment where English is used almost constantly, it will encourage them to use the language, ultimately benefiting their language development.

In this context, the researchers conducted observations on the English communication skills of third-semester students at STAI DDI Pinrang, South Sulawesi. The researchers assessed their English communication abilities and found that their proficiency was categorized poor. The results of the English communication skills test showed an average score of 33 on a scale of 0–100. The primary causes of their poor English communication skills were the lack of effective teaching methods and the absence of a conducive English learning environment. A conducive environment, in this case, includes interactions between students and lecturers using English, which was not present and thus failed to stimulate their language development. The lack of appropriate methods and a conducive environment was further identified through a questionnaire

analysis administered to the students. The results revealed that 40% of respondents required a supportive English learning environment, 40% needed engaging learning media, and the remaining 20% sought appropriate English teaching methods.

Due to the problem, various English teaching methods have been developed by many experts to help students practice their speaking skills, including the debate method. Debate is an effective method for improving critical thinking skills, constructing logical arguments, and defending one's views in front of an audience (Bahruddin et al., 2020; Fauziyah et al., 2020; Latif et al., 2018; Wahyuni et al., 2019). In debates, students learn to speak and are taught how to listen carefully and respond to opposing arguments in a structured and coherent manner. Intensive training is needed, namely training in analyzing problems, creating ideas logically, and responding to opposing arguments critically so that students become proficient in debating (Firman, 2023; Wang, 2021). Although debate has been applied in English language teaching in Indonesia, its implementation still faces challenges, including students' low interest and involvement in the debate learning process.

One debate format often applied in education is the Asian Parliamentary Debate System (APDS). APDS is frequently used in debate format because it stimulates students to convey critical ideas and teamwork and trains their ability to interrupt arguments (Aclan & Abd Aziz, 2015; Rasyid & Namrullah, 2021). In this format, students are challenged to construct arguments based on solid data and facts and to defend their position by refuting the opponent's arguments. Teaching debate with the APDS format aims to boost students' critical thinking skills and ability to logically and persuasively convey opinions (Aclan & Abd Aziz, 2015; Hodges, 2019; Mubaraq, 2016). However, one of the main obstacles in implementing this debate format is the low motivation of students to be actively involved, especially in the early stages when they have to construct arguments and in the final stages when closing the debate with a firm conclusion.

Along with the development of technology, artificial intelligence (AI), such as ChatGPT, presents new opportunities in debate teaching. ChatGPT, developed by OpenAI, can facilitate the English learning process, especially exploring arguments in the context of debate (Praphan & Praphan, 2023). This technology can provide new ideas and feedback and help students construct more structured and logical arguments. Besides, it can help students overcome the initial obstacles in constructing arguments and provide guidance in preparing responses to opposing arguments (Nugroho et al., 2024; Zhai, 2023). Thus, integrating ChatGPT into learning can increase student motivation and engagement in English debate (Farrokhnia et al., 2024; Kohnke et al., 2023; Sullivan et al., 2023). However, despite the many benefits of this technology, some concerns have been raised regarding the use of ChatGPT in education. One of the main concerns is students' dependence on the ChatGPT application. Using AI, such as ChatGPT, risks reducing students' thinking ability if they rely too much on technological assistance (Fiialka et al., 2023). In addition, ethical issues and the reliability of information provided by AI also need to be considered. Sometimes, ChatGPT can provide inaccurate or irrelevant information, which, if not correctly identified, can affect the quality of arguments developed by students (Kuşcu et al., 2023; Ling et al., 2023; Rawashdeh et al., 2023). Therefore, it is essential to ensure that students use the ChatGPT application in the debate learning process through supervision and direction from lecturers so that the application does not hinder their critical thinking skills.

Additionally, it is essential to understand the integration of ChatGPT technology in the learning process, especially debate teaching, so that learning takes place effectively and the role of the lecturer continues to run as it should. Lecturers still play a crucial role in providing more in-depth and contextual guidance on debate materials, which AI technology may not be able to give entirely. Therefore, ChatGPT should be seen as a supporting tool that helps, not as a substitute for the role of instructors in guiding students in constructing arguments and expressing their ideas well.

Previous research has extensively examined the use of debate as a teaching method. Findings consistently indicate that students' speaking abilities and critical thinking skills improve significantly through the debate learning model. The progression in students' performance is evident, moving from inadequate to sufficient, and ultimately to proficient levels across learning cycles. Furthermore, the debate learning model has proven effective in fostering character education and enhancing critical thinking skills (Fauziyah et al., 2020; Rasyid & Namrullah, 2021; Wahyuni et al., 2019).

In addition to its impact on speaking skills, debate has also been shown to improve students' critical thinking in reading. Firman (2023) revealed that debaters actively apply their critical thinking skills when engaging with reading texts. This was evidenced through observational data, demonstrating how debaters provided factual evidence, real-world data, and opinions during debate practices on assigned reading topics. Similarly, Aclan & Abd Aziz (2015) found that post-debate activities contribute to the development of various soft skills, particularly lifelong learning, information management, and communication skills. Based on these findings, a pedagogical model for teaching soft skills through debate was proposed.

This study aligns with previous research in its use of the debate method to enhance students' speaking abilities and critical thinking skills. However, it diverges by exploring a novel aspect: the integration of ChatGPT into the debate process to assess its impact on students' engagement and interest. This specific focus has not been addressed in prior studies, marking a significant contribution to the field. Therefore, the study aims to measure students' interest in using the ChatGPT-assisted Debate Clinic method to improve their English speaking skills. The main focus is STAI DDI Pinrang students involved in ChatGPT-assisted debate learning. The results of this study provide new insights into the use of AI technology in teaching English debate and recommendations for optimizing its use in educational settings.

Method

The research method employed in this study is descriptive quantitative research, a methodology that involves the systematic collection, analysis, interpretation, and reporting of numerical data (Creswell, 2014). The primary objective of this study is to assess students' interest in utilizing the Debate Clinic method, assisted by ChatGPT, to enhance their English-speaking skills. The study's population consists of 14 students enrolled in the Islamic Religious Education Study Program at STAI DDI Pinrang, Indonesia. Given that all members of the population were included in the research, a total sampling technique was applied, ensuring that every student in the population participated directly in the study.

The instrument used to collect the data was a questionnaire designed in four leading assessment indicators of learning interest, namely feelings of pleasure, interest, paying attention, and student involvement in the debate learning process. Each indicator was assessed using a Likert scale of 1-5; 1 indicates strong disagreement, and 5 indicates strong agreement. After the Questionnaire was distributed and filled out by respondents, the data collected were analyzed descriptively to measure the level of student learning interest using the Debate Clinic method assisted by ChatGPT.

Data analysis was carried out by converting the Likert scale results into a scale value of 100 to get a clearer picture of the level of student learning interest. The average value of each indicator was calculated to see which indicator has the most significant influence in increasing learning interest. The research findings were then analyzed and interpreted to identify areas that need improvement and the potential challenges in using ChatGPT in the debate learning process.

Findings and Discussion

This study investigates students' learning interest in English courses using the Debate Clinic method assisted by the ChatGPT application. The findings of this study include an analysis of several indicators of learning interest, namely feelings of pleasure, interest, attention, and involvement. The researchers used data from a questionnaire filled out by 14 respondents to identify various aspects contributing to students' learning interest in the debate context.

The data obtained presents the analysis of students' learning interests based on the four indicators, namely feelings of pleasure, interest, paying attention, and involvement while the research results provide an overview of the effectiveness of the Debate Clinic method and the role of the ChatGPT application in increasing students' interest in learning. In addition, the discussion section discusses recommendations for future improvements to improve student's learning experiences, especially in the early and late stages of the debate process.

Table 1
Analysis of Student Learning Interests (Indicator of Feelings of Pleasure)

Sample /Questionnaire	I am happy when compiling ideas/concepts to be delivered with the help of the ChatGPT application.	I am happy to discuss with the team when developing arguments.	I am happy when opening a debate.	I am happy when delivering arguments.	I am happy when refuting the opposing team's arguments.	I am happy when refuting arguments put forward by the opposing team.	I am happy when ending the debate.	I am happy when the lecturer gives feedback.	Total
A	5	5	3	3	4	3	5	3	31
B	5	5	5	5	5	5	1	5	36
C	4	4	4	4	3	3	3	3	28
D	5	5	3	3	3	3	4	4	30
E	5	5	4	5	4	4	5	5	37
F	5	4	4	4	3	4	5	3	32
G	5	4	3	3	3	3	5	5	31
H	5	5	4	4	5	4	4	5	36
I	4	3	4	4	2	2	5	5	29
J	4	4	4	5	5	5	4	4	35
K	5	3	4	4	3	3	3	3	28
L	4	5	3	3	2	2	3	3	25
M	3	4	4	5	5	3	5	4	33
N	4	3	5	4	3	3	5	5	32
Total	63	59	54	56	50	47	57	57	443
Average	4.500	4.214	3.857	4.000	3.571	3.357	4.071	4.071	31.64
Scale Value 100	90.000	84.286	77.143	80.000	71.429	67.143	81.429	81.429	632.86
Average									79.107

The study results showed that from 14 respondents, the average interest in learning students in the English course reached 79 on a scale of 100. It shows a high interest in learning from students about the course. The highest average score was in the aspect "I am happy when refuting the opposing team's arguments", indicating that students feel happy in the debate and countering the arguments put forward by the opposing team. However, several aspects received lower average scores, such as "I am happy when opening the debate" and "I am happy when ending the debate". It shows the potential to increase student interest in learning in the early and late stages of the debate process. In addition, there was variation in scores between respondents. For example, students B and H had the highest scores, with a total of 36, indicating that they liked all aspects asked in the Questionnaire. In addition, student L had the lowest score, with a total of 25, indicating variation in interest in learning among students—the need for feedback from lecturers is a reasonably influential aspect that needs to be considered. Feedback from lecturers can help students improve their debating skills and increase their interest in learning. In particular, the use of the ChatGPT application in compiling ideas/concepts and providing support in discussions with the team was perceived positively by students, as reflected in the highest scores in this aspect.

Table 2
Analysis of Student Learning Interests (Interest Indicators)

Sample /Questionnaire	I am interested in compiling ideas/concepts that will be conveyed with the help of the	I feel interested in discussing things with the team while formulating	I feel interested in opening a debate.	I feel interested in conveying arguments.	I feel interested in refuting the opposing team's arguments.	I feel interested in refuting the arguments presented by the	I felt interested when ending the debate.	I feel interested when given feedback by the lecturer.	Total

	ChatGPT application.	arguments.			opposing team.				
A	4	5	3	4	3	3	5	3	30
B	5	5	5	5	5	5	1	5	36
C	3	3	3	3	3	3	3	3	24
D	4	3	3	3	3	3	4	5	28
E	5	5	5	5	5	5	5	5	40
F	4	3	4	4	3	3	4	3	28
G	4	4	3	3	4	3	5	4	30
H	5	5	4	4	4	5	4	5	36
I	5	3	4	3	3	3	4	5	30
J	4	4	5	4	4	4	5	5	35
K	5	3	4	4	3	3	3	4	29
L	4	5	3	3	2	2	3	3	25
M	5	5	3	3	4	3	3	3	29
N	4	4	5	4	3	3	5	5	33
Total	**61**	**57**	**54**	**52**	**49**	**48**	**54**	**58**	**433**
Average	**4.357**	**4.071**	**3.857**	**3.714**	**3.500**	**3.429**	**3.857**	**4.143**	**30.93**
Scale Value 100	**87.143**	**81.429**	**77.143**	**74.286**	**70.000**	**68.571**	**77.143**	**82.857**	**618.5714**
							Average		**77.32**

The study results showed that from 14 respondents, the average interest in learning students in the English course reached 77 on a scale of 100. It shows a relatively high level of interest in learning from students towards the course, as seen from the interest indicator. The highest average score was "I feel interested in delivering arguments". It indicates that students feel interested and motivated when delivering arguments in the debate. However, several aspects get a lower average score, such as "I feel interested in opening the debate" and "I feel interested in ending the debate". It shows the potential to increase interest in learning in the early and late stages of the debate process. There is variation in scores between respondents, indicating differences in interest in learning between students. For example, student E has the highest score, 40, while student L has the lowest, with 25. Students consider feedback from lecturers necessary, and this aspect gets a relatively high average score. Feedback can help students improve their debate skills and increase interest in learning. The use of the ChatGPT application in compiling ideas/concepts was also assessed positively by students, with this aspect getting a relatively high average score.

Table 3
Analysis of Student Learning Interests (Paying Attention Indicators)

Sample /Questionnaire	I focus when formulating ideas/concepts that will be conveyed with the help of the ChatGPT application.	I focus when discussing with the team while formulating arguments.	I focus when the opposing team is opening up a debate.	I pay attention when the opposing team is presenting an argument.	I focus when the opposing team refutes an argument.	I pay attention when the opposing team refutes the arguments I present.	I focus when the opposing team ends the debate.	Total
A	5	4	3	3	3	3	4	25
B	5	5	5	5	5	5	5	35
C	3	3	3	3	3	3	3	21
D	4	3	3	3	3	3	4	23
E	5	4	5	5	5	5	5	34
F	4	4	4	4	3	3	4	26

G	3	3	5	4	4	3	5	27
H	5	4	5	4	4	4	5	31
I	3	3	3	3	3	3	3	21
J	3	4	3	5	5	4	4	28
K	3	3	3	3	3	3	3	21
L	4	5	3	3	2	3	2	22
M	4	2	3	4	4	5	5	27
N	4	4	5	4	5	5	4	31
Total	**55**	**51**	**53**	**53**	**52**	**52**	**56**	**372**
Average	**3.929**	**3.643**	**3.786**	**3.786**	**3.714**	**3.714**	**4.000**	**26.571**
Scale Value 100	**78.571**	**72.857**	**75.714**	**75.714**	**74.286**	**74.286**	**80.000**	**531.429**
						Average		**75.918**

The study results showed that out of 14 respondents, the average interest in learning English for students reached 75.91 on a scale of 100. It shows a relatively good level of interest in learning from students towards the course, as seen from the indicator of paying attention. The highest average score was "I focus when the opposing team ends the debate". It shows that students tend to focus their attention at the end of the debate. However, several aspects get a lower average score, such as "I focus when compiling ideas/concepts that will be conveyed with the help of the ChatGPT application" and "I focus when discussing with the team when compiling arguments". It shows room to improve student focus in the early stages of the debate process. Score variations were seen between respondents. Besides, the data indicates differences in learning interests between students. For example, student G obtained the highest score of 27, while student B obtained the lowest score of 22.

The study's results indicate that focus and attention at the debate stage significantly increase students' learning interest. Strategies to increase learning interest can focus on developing students' focus and concentration skills during the debate process. Students consider using the ChatGPT application to develop ideas/concepts positively, but there is still room for improvement.

Table 4
Analysis of Student Learning Interests (Involvement Indicators)

Sample /Questionnaire	I pay attention when given feedback by the lecturer.	I am directly involved when compiling ideas/concepts that will be conveyed with the help of the ChatGPT application.	I am directly involved in discussing with the team when compiling arguments.	I am directly involved in opening the debate.	I am directly involved in delivering the argument.	I am directly involved in refuting the opposing team's arguments.	I am directly involved in refuting the arguments put forward by the opposing team.	I am directly involved in ending the debate	I am directly involved in the lecturer's feedback	Total
A	3	3	5	4	3	3	3	3	1	28
B	5	5	5	5	5	5	5	1	5	41
C	3	3	3	3	3	3	3	3	3	27
D	5	4	3	3	3	3	3	3	4	31
E	5	5	5	5	5	4	4	4	5	42
F	4	5	4	4	4	3	3	4	3	34
G	4	4	5	5	4	3	4	5	3	37
H	5	4	4	4	4	4	4	4	3	36
I	5	5	3	3	3	3	2	3	5	32
J	5	4	4	5	5	4	4	5	4	40
K	3	4	4	4	4	3	3	4	4	33
L	3	5	4	3	2	3	3	3	3	29

M	2	5	4	3	4	3	4	2	3	30
N	5	4	4	4	5	3	4	4	5	38
Total	**57**	**60**	**57**	**55**	**54**	**47**	**49**	**48**	**51**	**478**
Average	**4.071**	**4.286**	**4.071**	**3.929**	**3.857**	**3.357**	**3.500**	**3.429**	**3.643**	**34.143**
Scale Value 100	**81.429**	**85.714**	**81.429**	**78.571**	**77.143**	**67.143**	**70.000**	**68.571**	**72.857**	**682.8571**
									Average	**75.873**

The study results showed that from 14 respondents, the average student involvement in the English course reached 75.87 on a scale of 100. It indicates a relatively high level of student involvement in the course. The highest average score was "I am directly involved in compiling ideas/concepts that will be conveyed with the help of the ChatGPT application". The data shows that students are actively involved in developing ideas and concepts, as assisted by the ChatGPT application. On the other hand, some aspects obtained lower average scores, such as "I am directly involved in opening the debate" and "I am directly involved in ending the debate". These data show that it is essential for lecturers to increase student involvement in the early and late stages of the debate process.

There are differences in the level of engagement between students. For example, student B gets the highest score of 41, while student M gets the lowest score of 30. In addition, students also responded that feedback from lecturers was necessary, as seen from the relatively high average score data. It indicates that feedback from lecturers can motivate students to be more actively involved in the learning process. Students responded positively to using the ChatGPT application to compile ideas/concepts. The relatively high average score is the evidence.

Based on this study's findings, the ChatGPT-assisted debate clinic method can be used as a practical approach to increasing student involvement in the English learning process. However, several aspects still need to be improved as well as providing comprehensive feedback to support effective learning, such as student involvement at the beginning and end of the debate session.

Table 5
Students' Perceptions of Interest in Teaching English Speaking Ability Using the Debate Clinic Method Assisted by ChatGPT

No	Learning Interest Indicator	Total	Average
1.	Feelings of Pleasure	632.857	79.107
2.	Interest	618.571	77.321
3.	Paying Attention	531.429	75.918
4.	Involvement	682.857	75.873
	Total	2465.714	308.220
	Average	616.429	**77.055**

Figure 1
Students' Interest in Learning English Speaking Skills Using the Debate Clinic Method Assisted by ChatGPT

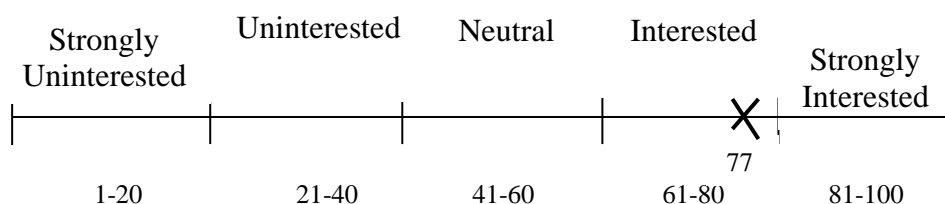| Strongly Uninterested	Uninterested	Neutral	Interested	Strongly Interested
1-20	21-40	41-60	61-80	81-100

X
77

Table 5 shows students' perceptions of interest in English language teaching in speaking skills with the Debate Clinic method assisted by ChatGPT. Four indicators are measured: feelings of pleasure, interest, attention, and involvement. From the results of this study, it can be concluded that, in general, students showed a relatively high level of interest in learning English, especially in speaking skills, with the Debate Clinic method assisted by ChatGPT. The average value reaches 77.05, indicating that this teaching method can potentially increase students' interest in learning English.

This study revealed that the Debate Clinic method assisted by ChatGPT significantly increased students' interest in learning, especially in active involvement and argumentation. The average learning interest score reached 77.05 on a scale of 100, indicating that students responded positively to using AI technology in debate learning. This finding is consistent with previous studies' results that AI-based technology can increase learning motivation through personalized learning support and fast Feedback (Almusaed et al., 2023; Aydin Yildiz, 2023; Liu & Lu, 2023). ChatGPT helps students construct arguments more structured and logically, speeding up their critical thinking process and making AI a practical learning tool.

Student involvement in the debate was prominent in the argument formation and rebuttal stages. In this process, students were challenged to critically analyze the debated issues (Lestari et al., 2021; Yến & Tran, 2022). With the help of ChatGPT, students could easily develop responses to opposing arguments and find strong logic in each argument. In addition, when formulating and refuting arguments, students were free to think and open up opportunities for various ideas to emerge, thus strengthening students' positions in arguing and encouraging their active involvement in the debate. However, this study also revealed several challenges, especially in the early and late stages of the discussion. Students often seemed less enthusiastic at the beginning of the debate, and their interest tended to decrease at the end. It indicates that although ChatGPT can help in the argument-building stage, lecturers must provide direct guidance.

The use of ChatGPT in providing feedback to students has also proven beneficial. Students who received input from ChatGPT improved the quality of their arguments, both structure and substance. The input provided by ChatGPT allowed students to enhance their arguments more quickly, which is in line with Abel & Bäuml (2020), Azarova et al. (2021), and Kinnear et al. (2023) finding that timely and relevant feedback can strengthen learning motivation. However, lecturer guidance is essential in ensuring that the arguments developed by students meet high academic standards and are relevant to the broader learning context.

Through this guidance, lecturers can provide constructive feedback and help students develop a critical understanding of the arguments they construct. Lecturers also play a role in helping students see the connection between the arguments they put forward and more profound academic principles so they can achieve a more holistic and contextual understanding. With this guidance, the quality of students' thinking can be more focused and in line with the expected learning objectives. In addition, the level of student interest in learning and using technology such as ChatGPT turned out to be diverse, which is one of the critical findings in this study. Some students were enthusiastic about using ChatGPT as a learning aid, while others seemed less interested due to differences in digital literacy abilities. Students who were unfamiliar with digital technology felt less confident or had difficulty utilising ChatGPT optimally. Therefore, efforts are needed to improve digital literacy through special training and ongoing support from lecturers so all students can optimally use this technology in their learning process.

This study highlights the potential for students to rely on technology such as ChatGPT. Although helpful in constructing arguments, ChatGPT risks inhibiting independent critical thinking skills if used unwisely. Therefore, lecturers need to encourage the development of critical thinking skills without relying entirely on technology. In addition, ChatGPT's limitations in providing accurate and relevant information must be a concern. Students are expected to be selective in receiving information, and the lecturers' role in verifying the truth of arguments made with the help of AI remains essential to maintain the quality of learning.

The interaction between technology and humans in learning has proven very important.

Although ChatGPT plays a significant role in increasing student engagement and the quality of arguments, this study emphasises that quality teaching still relies heavily on direct interaction between teachers and students. Lecturers still play an essential role in providing guidance, significantly facilitating more profound and complex discussions. Therefore, combining technology and human interaction is crucial to creating an optimal learning experience.

The results of this study provide new insights into how ChatGPT can be effectively used in debate learning to improve students' speaking and critical thinking skills. Although several challenges must be overcome, such as dependence on technology and diverse digital literacies, this study shows that ChatGPT has excellent potential to enrich the learning process. Students can develop their speaking and critical thinking skills with proper guidance from lecturers.

This study also contributes to developing technology-based pedagogy, especially in academic debate. Integrating ChatGPT in the debate process allows teachers to create a more dynamic and interactive learning environment where students can be more actively involved. ChatGPT not only functions as an aid but also as an interactive partner that helps students think and construct arguments in a more structured way.

The novelty of this study lies in integrating ChatGPT into the Debate Clinic method, which allows students to use AI to help them construct arguments and respond to their opponents' arguments more quickly and efficiently. Although there is research on the use of technology in education, few have highlighted how AI technology can support debate learning, especially in enhancing engagement and critical thinking skills. The finding that ChatGPT encourages students to be more actively involved in discussions and think critically is a new contribution to the literature on technology-based education. Therefore, this study opens up space to explore how instructors integrate AI into other interactive learning methods.

In sum, the debate clinic method assisted by ChatGPT can be a practical approach to increasing student engagement in English debate. However, to maximise the benefits of this technology, lecturers need to take an active role in providing appropriate guidance and feedback. Integrating AI technology with traditional teaching opens up new opportunities for innovation in more interactive and adaptive learning methods in the digital era.

Conclusion

The study results showed that the level of student interest in learning the Debate Clinic method assisted by ChatGPT was relatively high. The indicators measured showed a sense of feelings of pleasure, interest, paying attention, and significant involvement from students in the learning process. This finding contributes to the existing literature by highlighting the effectiveness of the Debate Clinic method as an innovative and exciting learning tool for students learning English. However, this study also has several limitations. First, the limited number of samples only included 14 students, so generalizing the study results may not apply to a broader population. Additionally, this study only focused on one study program at one institution, so the results may not reflect the situation at other institutions or study programs.

For further research, expanding the scope by involving more samples from various study programs or other educational institutions is recommended. In addition, further research can explore other factors that influence learning interest, such as pedagogical aspects and technology used in the learning process.

Acknowledgment

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