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POLITENESS IN ACCEPTING AND REJECTING OPINIONS: INSIGHTS FROM 4th QATAR INTERNATIONAL ARABIC DEBATE VIDEOS FOR ARABIC SPEAKING LESSONS

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Abstract: Qatar International Arabic Debate is a prestigious event and a reference in the practice of Arabic debate in the world. Participants who enter the event are the best representatives of countries in the world. Therefore, the ability to speak Arabic is good, besides that in delivering, accepting, and rejecting arguments in the debate has been arranged in a good systematic and polite manner. The researcher is interested in examining the sentence patterns used in accepting and rejecting opinions in Arabic debates with the aim that the results of the analysis can be utilised in speaking practice in Arabic language classes. To diversify the ways of teaching speaking skills and improve students' efficiency in expressing opinions with the beauty of correct Arabic. This research uses a qualitative method with listening and note-taking techniques and uses classification referring to Leech's concept of appropriateness. The results of this study show that the words uttered in the Arabic scientific debate have a good and polite systematic in accepting and rejecting the opponent's opinion. In addition, this research produces a formulation of Arabic sentence patterns and teaching methods that are ready to be used in the practice of learning to speak Arabic through classroom debates. So that the results of this research are applicable and useful for a wider audience.

Keywords: Discourse analysis, Politeness in speech, International Arabic Qatar Debate, Arabic Speaking.

A. INTRODUCTION

Speech is an integral part of speech and communication. Speech is a larger type of sentence and sentence patterns and has consistency and harmony between its parts. There are two types of speech: spoken and written. Written, such as books, short stories, novels, etc. Spoken speech, such as public speaking, preaching, etc. Politeness in language according to Leech its truth is based on four principles, namely politeness, limiting the use of ambiguous words, using polite words and words of respect in communication with others Politeness has sections, including accepting and responding to the opinions of the neighbouring speaker. ¹ According to Khair a reply speech is a speech produced by the listener to what the speaker has said. This type of discourse is usually command, management, presentation, or group feedback. ²

Leech's literary scale, ³ and ⁴ we can utilise every Maxim on interpersonal relations because all of them are like the existing discourse scale. Leech's literary scale is: 1) The profit and loss scale, a measure of how much the output of the discourse is profitable or unprofitable. The more it loses, the more literary the speech is, and conversely, the more it gains, the more unliterary the speech is. 2) Option scale. An indication of the amount of choice within the discourse. The more choice within the discourse indicates that the discourse is highly literary and vice versa. 3) Bluntness Scale. Indicates how explicit the discourse is. The more explicit it is, the more unliterary it is. 4) Social Status Scale. Indicates the social status relationship between the speaker and the listener. If the social status distance between them increases, the more literary the speech is. 5) Social Relationship Distance Scale. Indicates the distance of the social relationship between the speaker and the listener. If the proximity of the social relationship between the orator and the listener increases, the politeness of the speech between them decreases.

People are talking animals, everywhere and always there is speech. Speech used to be a means of transmitting information, exchanging opinions, and presenting what came to

¹ (Ningsih, Boeriswati, and Muliastuti 2020).

² Andi Ummul Khair, "Error Analysis of the Language Transfer in Grammar Construction of the Brain," *International Journal of Humanities and Innovation (IJHI)* 1, no. 3 (September 5, 2018): 36–44, <https://doi.org/10.33750/ijhi.v1i3.22>.

³ Ahmad Syahmi Mohamed et al., "Oral Communication Strategies Preferences in Arabic Debate among Non-Arabic Speakers," *International Journal of Academic Research in Business and Social Sciences* 11, no. 9 (September 7, 2021), <https://doi.org/10.6007/ijarbss/v11-i9/10758>.

⁴ Mahmood K. M. Eshreteh and Huda Badran, "The Application of Leech's Politeness Maxims in Shakespeare's The Merchant of Venice," *Indonesian Journal of English Language Studies (IJELS)* 6, no. 2 (September 25, 2020): 60–76, <https://doi.org/10.24071/ijels.v6i2.1091>.

mind. Speech has now become a means of teaching and learning. This issue is deeply researched by people because this discourse is about society. One of the previous research projects on speech and discourse was done by Noeraeni ⁵ under the title "*Analisis Kesantunan Berbahasa Politikus dalam Program Indonesia Lawyers Club di TV One*", Noeraeni researched and described 3 important points, namely the role of speaking/discourse between the speakers in the debate show on TV One, the closest speech partner in speaking, speech completion and speech interference.

The second research paper written by Fikri ⁶ with the topic "The Debate Strategy and Its Contribution to the Arabic Learner's Competence". The research addresses the challenges faced by language learners in Arab debate competitions, aiming to describe successful strategies and enhance learner's competencies through debate learning and the successful learners in debate competitions utilize specific debate strategies and experience improvement in linguistics, communicative, and cultural competencies through acquiring materials and presenting speeches.

The focus of this research is to analyse the discourse from the video of the 4th International Arabic Debate Competition in Qatar 2018 between Turkey and Lebanon. Based on the background of the previous research, this research has similarities in the discussion of Arabic debates, but the previous research discussed how debate strategies can be implemented in improving learners' Arabic speaking competence, while this research focuses on discussing sentence patterns that contain politeness in accepting and rejecting an opinion so as to enrich the vocabulary of Arabic language learners and practice correct and polite sentence patterns in Arabic speaking practices. In the first previous research, the researcher discussed the analysis of language politeness in a debate held by Indonesian politicians through the TV One channel, from the results of the study it was found that there were several analyses carried out, namely the analysis of the closest interlocutor, how to finish the conversation and errors or speech disorders, in the form of impoliteness in speaking and diction errors.

Whereas in this research, the author tries to capture the politeness made by the speaker in the debate team in responding to the interlocutor, in the form of acceptance and rejection of opinions with correct and polite words so that the results of this analysis can be

⁵ Rani Noeraeni, "ANALISIS KESANTUNAN BERBAHASA POLITIKUS DALAM PROGRAM INDONESIA LAWYERS CLUB DI TV ONE," *Educatioanl Journal: General and Specific Research* 3, no. Februari (2023): 154-63.

⁶ Shofil Fikri et al., "The Debate Strategy And Its Contribution To The Arabic Learner's Competence/ استراتيجيّة المناظرة و اسهامها على كفاءة المتعلم اللغة العربية," *Ijaz Arabi Journal of Arabic Learning* 4, no. 3 (October 30, 2021), <https://doi.org/10.18860/ijazarabi.v4i3.12306>.

utilised in the practice of speaking in class using the debate or expression method. So that it can add to the vocabulary and sentence patterns (*al-anmat al-jumal*) that are good and polite in that context.

B. RESEARCH METHODE

The researcher used a qualitative descriptive research approach. In this study, the researcher focused on analysing a video of the final round of the Qatar International Arabic Debate in 2018 to find the concept of politeness in accepting and rejecting opinions in scientific debates based on Leech's concept of politeness. This research uses the content analysis method included in the structural analysis of texts, which has the characteristics of qualitative, holistic, selective, specific, latent meaning and relative to the reader.⁷ To collect information, the researcher used the method of collecting, categorising, listening, writing questionnaires, analysing, and finally summarizing.⁸ The sample in this research is the video of the fourth international scientific debate in 2018 in Qatar between Turkey and Lebanon transferred from <https://www.youtube.com/@QatarDebate/videos>. The first step was to listen to the source video carefully and record the words of the debaters from Turkey and Lebanon. Then classify the data that has been obtained by recording and organizing or distinguishing words to reject and accept opinions in the debate. Then analyse the politeness in the sentences and formulate sentence patterns that are applicable in the practice of learning Arabic speaking in the classroom.

C. RESULT OF RESEARCH AND DISCUSSION

Speech from the video of the International Scientific Debate in Qatar in 2018

The researcher collected information through documents. The researcher watched and listened to the video of the scientific debate and wrote down the sentences by the speakers in the debate about accepting and rejecting the opinions of the neighbouring group and the parliament. He obtained this result:

الدولة	كلمات قبول الآراء	كلمات ردّ الآراء
متحدث من دولة تركيا	التي لا تريد منها إلا...	أيها السادة أريد أن ألفت انتباهكم إلى أن هاتين المؤسستين تقطعان للدول الكبرى باتفاق ضمّ

⁷ "ANALISIS-NARATIF-ANALISIS-KONTEN-DAN-ANALISIS-SEMIOTIK," n.d.

⁸ Indah Wahyuningsih, "Analisis Wacana Kritis Pada Debat Pilwakot Surakarta Putaran Kedua Tahun 2020," *ESTETIK: Jurnal Bahasa Indonesia* 4, no. 1 (July 2, 2021): 17, <https://doi.org/10.29240/estetik.v4i1.2197>.

أقوم بملا فَيَّ أن الدول الكبرى قد بنت حضارتها وتقدمها على حسب دول العالم الثالث	اسمعوا وعوا إليكم هذا الدليل القاطع على تدخل الدول السياسية	
	أيها السادة بهذا أختتم قولي راجية من الله التوفيق	
سأجيبها بالدليل التالي ...	أن تدخل الدول الكبرى بكل وجوهه سبب تدهور دول العالم الثالث	
إليكم دليلا آخر... ما كان إلا إمداد النفط والغاز...	نحن نوالي رأي المجلس لأننا نحن مع المظلوم	
والتي نراها بعيني أعيننا النتيجة هي التدهور	نحن نؤكد رأي المجلس أن تدخل الدول أدّى إلى تدهور الدول الثالث	
قد أجابت لكن لم تقنع الجميع ..		
المساعدة ظاهرها رحمة وباطنها عذابا		
وعلينا ألا نخصر التدخلات الدولية بالسلبية، فهناك مواطن الدولية تتطلب بتدخل دول الكبرى في بعض الحالة	بالواقعيات والمنطق يكون النجاح وبخلافهما فإننا نغوص في الوهم باعدني كل البعد عما نرمي إليه من هدف سام	متحدث من دولة لبنان
وسنقوم بالتنفيذ مع متحدثه الثانية	ونحن نحقق أن الارتباط الجوهري بين ديمقراطية والتنمية، فالتنمية هي ...	
نحن نكرّ بهذه التدخلات، ولكن لا نكرّ بسبب هذه التدهور	وأثبتنا من خلال عرضنا لأصحاب المعارضة وجمهور الكريم أن التنمية هي أحد الحلول	

لكن دعوني أبدأ بتفنيد ما قد جاء به زميلة من فريق المولاة	وخير دليل على ذلك...	
لكن دعيني أضيع لك نقطة مهمة قمت بالنسيان أو تناسيها		
ألا تعرفين أن لبنان هناك الشراعات الداخلية كثيرة قائمة على النظام		
أن فريق المولاة قد تناسى أن هناك المواقف الدولية تتبنى هيئة الأمم المتحدة يقوم على ضرورة تدخل الدول الكبرى		
سألتموني الأسئلة متعجبة تحركم إيانا		
دعوني ننظر إلى الواقع وإلى الأخطاء التي نرتكبها		

Incorporating speech as instructional materials in the skill of speech

According to the researcher's reading of Leech's previous principles, the researcher documented the speech during the competition in the form of written words and categorised the words into acceptance and rejection words in the previous table. From the previous categorisation, the words spoken by the speakers in the debate were of good literature. Whatever the words for replying to opinions, they use polite sentences because they are all skilled and polite in the Arabic language.

In the debate process, literal translation is not enough, in some cases, debaters also need the ability to explain the literally translated definition by applying contextual translation strategies. Contextual strategies are used before the debate competition starts, which is by carefully preparing each content of the speech text so that the text produced is

complete and informative.⁹ Therefore, the use of sentence patterns will greatly facilitate in delivering arguments informatively and efficiently in a relatively short time.

The method of scientific debate is taken from one of the methods of teaching Arabic language in the skill of speech. This method practices students' opinion, fluency, diverse vocabulary, and courage.¹⁰ One of the strategies of scientific debate is the use of sentence patterns¹¹. Using the previous speech, the researcher took the sentence patterns that will be used to train speech skills.¹² They are:

النمرة	أنماط الجمل	الاستفادة
١.	أيها السادة أريد أن ألفت انتباهكم إلى أن +	لرد الآراء
٢.	سأجيبها بالدليل التالي +	لرد الآراء
٣.	دعوني ننظر إلى الواقع +	لرد الآراء
٤.	نحن نكرّ بهذه..... + ولكن لا نكرّ	لرد الآراء
٥.	ألا تعرفين أن ورأيك غير معقول	لرد الآراء
٦.	نحن نوالي رأي المجلس لأننا +	لقبول الآراء
٧.	ونحن نحقق أن +	لقبول الآراء
٨.	نحن نأكّد + أن	لقبول الآراء
٩.	وأثبتنا من خلال + أن	لقبول الآراء
١٠.	وخير دليل على ذلك.....	لقبول الآراء

⁹ Mohamed et al., "Oral Communication Strategies Preferences in Arabic Debate among Non-Arabic Speakers."

¹⁰ Najjah Salwa Abd Razak et al., "STUDENTS' ACTIVE ROLES IN ARABIC LANGUAGE DEBATE ACTIVITIES IN NDUM," *Journal of Defence Management, Social Science & Humanities* 3, no. 2 (December 31, 2020), <https://doi.org/10.58247/jdmssh-2020-0302-07>.

¹¹ Rika Astari, Alvinda Yunaz, and Muhammad Irfan Faturrahman, "The Grammatical Deviations in The Arabic Debate Competition in Indonesia," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 2 (December 31, 2022): 178-90, <https://doi.org/10.15408/a.v9i2.29008>.

¹² Mohamed et al., "Oral Communication Strategies Preferences in Arabic Debate among Non-Arabic Speakers."

These patterns are used in the mini scientific Arabic debate method in class. Scientific Arabic debate is one of the methods of teaching speech to improve students' proficiency in speaking Arabic.¹³ The subjects are divided into a pro and con group. This method is indicative of the cooperative type of teaching, because in the process of this method students question each other in their group. This method encourages students to present their opinions and to strengthen their opinions with conclusive and responsible evidence.¹⁴ The Arabic language teacher can follow these procedures:

- 1) Divide the students into two groups, the loyalty group, and the opposition group, and address each other.
- 2) Students read the issue of the day.
- 3) The teacher selects one of the students to present the opinion from the pro-opposition group using the sentence patterns provided.
- 4) His/her peers from the opposition group oppose his/her views using existing sentence patterns.
- 5) This method is used until most students read in two groups.
- 6) Write the important points of the opinions on the board.
- 7) The teacher increases the opinions not mentioned by the students.
- 8) Research and summarise on the case.

This method has advantages and disadvantages. The advantages of this method are Students are equipped with the necessary skills to excel in the field of education. They are trained to articulate their viewpoints along with providing sound justifications. Enhancement in students' oratory capabilities is observed. Students are coached to navigate through varying perspectives.¹⁵ The approach is uncomplicated and minimally dependent on external resources. And some deficiencies associated with this approach include a tendency towards monotony in instructional delivery, prolonged duration of teaching sessions, heightened levels of stress experienced by certain students, particularly those who are more reserved.

¹³ Rachma Ni'matul Fauziah et al., "PENERAPAN METODE AS-SAM'IYYAH ASY-SYAFAWIYAH UNTUK MENINGKATKAN KETERAMPILAN BERBICARA BAHASA ARAB PESERTA DIDIK Oleh," n.d.

¹⁴ Nor Azhan Norul and Noor Shamshinar Zakaria, "MEMPRAKTIK KEMAHIRAN BERTUTUR DALAM BAHASA ARAB DAN KHIDMAT SOSIAL MELALUI PEMBELAJARAN BERASASKAN PROJEK Practicing Arabic Speaking Skills and Community Service Through Project-Based Learning," *Malaysian Online Journal of Education*, vol. 5, 2021.

¹⁵ Lukman Hakim Nasution and Ali Fuddin Nasution, "METODE PEMBELAJARAN BAHASA ARAB DI KELAS SYARQI AWWAL LEMBAGA KURSUS MARKAZ ARABIYAH PARE KEDIRI," *Journal Transformation of Mandalika* 4, no. 6 (2023), <http://ojs.cahayamandalika.com/index.php/jtm/issue/archive>.

D.CONCLUTION

The result of this research is to analyse the discourse in the international scientific debate in Qatar and the sentence patterns to upgrade the Arabic speaking skill. The result of the discourse analysis is that the discourse in this debate is polite and does not violate the literary principles of speech. The researcher categorised the discourse in this debate into two types, namely acceptance of opinions and rejection of opinions. From these categorisations, the researcher included this speech in the Arabic speech skills course. With the help of these patterns, it is easier for students to form new sentences in presenting and rejecting opinions. The researcher increased the procedures in the application of the debate method in the classroom. Finally, I hope that the result of this research will be useful for the development and analysis of discourse in the same subject and that this research will be a reference for the Arabic language teacher in developing the teaching method. This research is not without errors and shortcomings, and suggestions for the next development are needed in this case.

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