



STRATEGIC COMPETENCE IN ARABIC DEBATES

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Abstract

Strategy competence is important to help foreign language speakers when encountering obstacles in communicating using foreign languages. The speaker or debater in Arabic with the situation at the time of submitting the argument is always faced with limitations so that the speaker needs strategic competence in arguing. The benefit of this research is to contribute related to strategic competencies theoretically and practically the results of this research can be used in second language learning both in Arabic language learning institutions to master communicative competencies. This research uses a qualitative type of research with a case study approach, where researchers will find the type of strategic competence used by the debater, as well as the obstacles experienced by the debater in the situation of arguing. Researchers conducted research on students of the Arabic alkindy debate community of Maulana State Islamic University Malik Ibrahim. The data collection will be carried out using observation, interviews and documentation.

Key words: *Strategic Competence, Arabic Debates*

INTRODUCTION

Strategic competence is one of the four competencies that are part of communicative competencies, including grammatical competence, sociolinguistic competence, discourse competence and strategic competence (Octaviana, 2021). Strategic competence is a person's knowledge to use language according to the intent and purpose of the speaker (Alem, 2020). In addition, strategic competence is the plurality of people to use intonation word choices and certain techniques for a goal (Octaviana, 2021). In another definition, strategic competence is the speaker's ability to use strategies in dealing with the gap between minimal language skills in communicating using foreign languages (Watson, 1994). The components of strategic competence include; the ability to conceptualize problems, represent problems, and provide solutions to problems (Seong, 2014).

Arabic debate is the art of speaking in Arabic that requires a person's ability to convey his arguments well, as well as convince the listener of the arguments presented (Burdah, 2016). Therefore, in the arabic debate there is a division of parts in each speaker. The first speaker is tasked with presenting the definition and intent of a motion and finding the problem and explaining the

team's position on the motion Furthermore, the second speaker has the task of corroborating arguments from various aspects that support the definition and purpose of the motion. The third speaker is tasked with debunking each argument presented by the opponent as well as conveying the reasons for the buffer.

In the Arabic debate, there is also a frame of mind that must be conveyed by each speaker, including determining the principle of *musykilah* (the basis of the problem), *mauqi'* (position on the motion), *mantuqul hujjah* (logic of argumentation), *Ta'lil* (explanation of arguments), *Tadlil* (proof of arguments) and *Ta'liq* (correlation of argument logic and explanation) (<https://qatardebate.org>).

In the debate process, speakers are given the opportunity to provide disruption and accept disruption. In addition, speakers in debates are limited to a certain time in delivering their material, which is between 5-7 minutes. In this situation, debate speakers have challenges to complete their arguments, convince listeners and answer the instructions of opponents in a short time and provide confidence in opponents (aad nur sayyidus syuhuur baking, 2018).

The research questions related to three things, namely first knowing the competence of the strategy used, this is needed to know the strategic competence applied in Arabic debate theory, secondly to know the obstacles experienced by the debater when speaking Arabic. Because the competence of different students will cause different difficulties so that the strategic competence of each person is different

So strategic competence is needed in overcoming these conditions so that the debate material can be conveyed properly. The strategies used by each speaker in the debate are certainly different during the debate process both in the choice of words, gestures of the body, intonation and bearing. So researchers want to know the competencies of the Arabic debate speakers and the types of strategies used in the debate process

METHOD

This research uses qualitative research methods, according to Azwar (Azwar, 2010). The process of inference to the dynamics of relationships between observed phenomena, to answer research questions using scientific logic and formal and argumentative ways of thinking

There are various paradigms in qualitative research including symbolic interaction, ethnography, ethnomethodology, grounded theory, case studies, phenomenology, and narrative. In this study, researchers used case studies as an approach in exploring qualitative data (Wahyuningsih, 2013).

According to Creswell (Creswell John W, 2015) case studies are a research strategy to carefully investigate something with the collection of complete information using various data collection procedures. In addition, case studies are also carried out to gain a deep understanding and analyze more intensively about something about an individual, group, or situation.

Azwar stated that this more intensive and in-depth case study research is aimed at obtaining a complete picture of the subject under study with the scope of the research covering the entire life or only certain aspects (Azwar, 2010). Linguistically The word "Case" is taken from the word "Case" which according to the Oxford Advanced Learner's Dictionary of Current English is interpreted as 1). "instance or example of the occurrence of sth., 2). " actual state of affairs; situation", and 3). "circumstances or special conditions relating to a person or thing". Sequentially the meaning is 1). examples of the occurrence of something, 2). actual condition of the circumstances or situation, and 3). certain environments or conditions about people or things.

From the description of the definition, it can be concluded that a Case Study is a series of scientific activities that are carried out intensively, in detail and in depth about a program, event, and activity, whether at the level of an individual, group of people, institutions, or organizations to obtain in-depth knowledge of the event. Usually, the selected event hereinafter referred to as the case is an actual thing (real-life event), which is ongoing, not something that has passed. Data collection techniques using observation, interviews and documentation

RESULT AND DISCUSSION

1. Strategic Competence

Strategic competence is "made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence"(Canale & Swain, 1980)

Tarone (Tarone, 1983) writes that CSs are “used to compensate for some lack in the linguistic system, and focus on exploring alternative ways of using what one does know for the transmission of a message, without necessarily considering situational appropriateness”

Brown (Brown, 2007) states that “all communication strategies may be thought of as arising out of a person's strategic competence” and that “an eloquent speaker possesses and uses a sophisticated strategic competence” By using communication strategies, students can either communicate their intended meaning to their companions or avoid vocabulary or subject matter that they are unsure of how to discuss in a second language. CSs provide language learners with the crucial assistance they need to manage their relationships and to maintain such interactions.

2. Arabic Debates

a. Definition

In Perception debate is the art of dialogue or looking with insight from both sides in the ratio between two things, to show the truth (Jarhan, 2003) This is a kind of interesting dialogue in which two or more contribute thoughts, and each of them takes a certain position that he defends with evidence and evidence, tries to corroborate and defend his opinion, invalidates the other's opinion with arguments and refutes the claim That is, debate as a means of persuasion between designated parties to achieve the desired goal.

Farisha argues that debate is competition of argument or ideas or opinion involving critical thinking process and speaking ability in which there are two opposing parties face to face and each other defend their ideas or opinion or argument by rational reason (Baso, 2016)

Debate in this study means a meaningful and constructive dialogue based on arguments linked to each other by logical chains. The debate is between groups that have opposing opinions in order to achieve the greatest amount of benefit for both sides. The idea of competitive debate is based on the existence of two teams in which specific texts of cases are presented and then these texts are assigned to pro or opposition teams.

b. System

The debate is started by the first speaker of the pro team by providing the definition, basis of the problem as well as limiting the title to

the debate. Followed by the first speaker by the counter team, starting with providing a refutation related to the exposure of the previous speaker and continued with the presentation of the definition and position of the counter team.(Bahruddin et al., 2020)

After that, it was the turn of the second speaker, the pro team started the argument with the refutation of the previous speaker and strengthened the pro's position from several aspects. The next turn was taken by the second speaker of the counter team. Like the others, the second speaker begins the argument by giving a refutation of the previous speaker's argument and continues with an argument that strengthens the counter team.(Wati & Maula, 2021)

The third speaker of the pro team is in charge of refuting speakers one and two of the counter team. As well as strengthening and providing reinforcement conclusions from the entire pro team's arguments. The debate was ended by the third speaker from the counter team by giving a refutation of the arguments presented by the pro team from both speakers 1, 2 and 3 from the pro side and closing by giving a reinforcing conclusion.(Mohamed et al., 2021)

In the debate system, it is also welcome for each speaker to give inspiration to the speaker on duty. The speaker has the right to decide whether to accept or reject the opposing party's instruction. Because the instrument can only be answered by the speaker on duty(Baso, 2016).

3. Strategic Competence In Arabic Debates

a. Strategic Competence used

In the debate system, there are several patterns of using strategic competence in presenting arguments, including:

1) Formulating Problem

In formulating problems, debaters usually make formulations related to the definition of the title, the background of the problem to the purpose of the debate. Also strengthen the position in the debate. The definition of the title is discussed in terms of Language as well as terms. Furthermore, knowledge of the background of the problem will help the debater in finding the root of the problem. With that, the speaker on duty can explain the problem in a coherent and systematic manner

2) Representing Problem

After knowing the root of the problem, the speaker begins to compile the idea of reinforcement or reinforcing a title that is associated with several points of view. As explained in the previous explanation that in the debate the speaker will compile their ideas in several stages, namely; *Manthuqul Hujjah*, *Ta'lil*, *Tadlil*.

Manthuqul hujjah explains how the core logic used in assessing a problem, followed by Ta'lil which explains the explanation of the logic used. Tadlil is evidence or reinforcement presented in the form of data, surveys, news and research.

3) Solving Problem

After explaining the series of reinforcements in the debate, the speaker was also asked to provide options for solving the problems that had been described. In addition, the presenter is also asked to answer and influence opponents, judges and listeners both when giving explanations and when receiving instructions

b. The Obstacles

1) time limitations

In debates, each speaker is limited by time in presenting explanations and arguments. So the speaker must be able to manage time in explaining the material, strengthening, influencing opponents, and responding to intrusions from opponents. Otherwise, the speaker will lose time and cannot optimize the opportunity to strengthen his position. Therefore, speakers must be able to use straightforward and clear language

2) difficult questions

During the instruction, the speaker will encounter various pressures from opponents such as long-winded, cornering and trapping questions. So with limited time the speaker must find a strategy in response to the pressure. The commonly used strategies include:

- a) I'll take your question later
- b) Your question is wrong so it doesn't need an answer
- c) The answer to your question will be found in my explanation

3) lack of knowledge

limited knowledge regarding the question or explanation to be submitted by the debater. When the speaker's knowledge is limited, there are several strategies that can be used, including:

- a) Give your opponent a chance to ask questions
 - b) repeating and explaining more deeply related to the previous speaker's material
 - c) Provides many corrections related to the opponent's material
- That way the speaker can optimize the time until the end of the speaking opportunity

- 4) back-to-back questions
the opponent gives consecutive questions so that the speaker does not have the opportunity to answer and support his arguments

CONCLUSION

The conclusion of this study is that strategic competence is one component of communicative competence that plays a role in helping foreign language speakers overcome their language limitations including the situation of arabic debate speakers at the time of debate. The suggestion from this study is that strategic competence can not only be practiced in learning the second language but can also be practiced in learning the first language. Because students will find ways to keep communicating with limitations.

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