



## Implementation of Qatar Debate System in Arabic Language Learning at Naatiq Course Institution Pare Kediri

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### Abstract

Arabic language learning currently experiences several obstacles, especially in learning speaking skills. However, the course institution 'Naatiq' focuses on improving Arabic speaking skills like 'native speakers'. And the learning method used is debate with the Qatar Debate system. Debate is one of the highest components in speaking skills because it requires good skills in speaking, rhetoric, logical acumen and understanding of the mindset of a theme. This study aims to describe the implementation of the Qatar Debate system in Arabic language learning at Naatiq Pare Kediri course institution. This type of research is descriptive qualitative. Data collection using observation, interviews and documentation. The data analysis technique is based on the theory of Miles and Huberman which is carried out through three steps namely data reduction, data exposure and data verification or conclusion making. Based on the results of the study, it can be concluded that the application of the Qatar Debate system in Arabic language learning is very suitable for practicing the use of Arabic vocabulary and increasing confidence in speaking Arabic.

**Keywords:** Arabic Language Learning, Course Institution, Qatar Debate System, Speaking Skill

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## INTRODUCTION

## مقدمة

Arabic language learning is growing rapidly at every level of education, be it elementary school, junior high school, high school and college (Fajrin et al., 2021). It is because Arabic is an international language that is widely used in the field of literature, and it is even said that Arabic has a very large role in all fields of knowledge (Salman & Septiawati, 2023). This important role is one of the factors for teachers and students to teach and study Arabic more seriously and deeply. Special attention is needed for more effective Arabic language learning so that all skills can be mastered optimally.

One of the most important skills in Arabic is speaking skills or in Arabic called *maharah Kalam*. This skill is one that must be mastered by students and one of the ultimate goals of foreign languages (Aliyah & Hidayanti, 2024). Someone who has mastered this skill will be able to communicate with speakers of the language being studied and this is the main goal in language (Maturedy et al., 2021). However, in learning this skill there are several obstacles experienced by both teachers and learners of Arabic. Among the obstacles in speaking Arabic is the lack of confidence when speaking. There are factors that we can see, namely internal factors such as lack of vocabulary mastery and pronunciation of Arabic words that are not yet fluent (Noor Pauseh et al., 2022). Therefore, Arabic language teachers use many approaches and learning systems to train learners to speak Arabic properly and correctly. One of the approaches used by

some schools and colleges is debate. Debate requires a person to be active in speaking and giving opinions on a theme,

Debate is one of the highest components in speaking skills because it requires good skills in speaking, rhetoric, logical acuity and understanding of the mindset of a topic (Bahtiar et al., 2024). Debate is defined as an activity of exchanging opinions between two groups about a discussion topic that has been determined (Astutik, 2021). The two groups will try to convince the audience and the opposing party that the opinion they convey is correct. In debate, it is very important to pay attention to the way a person processes the sentence structure of an argument or opinion so that it is conveyed properly (2023). When discussing the debate system, the system consists of two types, namely Asian Parliamentary and British Parliamentary (Muttaqien & Faedurrohman, 2022). There are several efforts used to improve debating skills, including one of them by using the Qatar Debate system.

The Qatar Debate system is a well-known system for Arabic language debate and focuses on developing debates between students held in Qatar and the Arab world at large. Debate matches with the Qatar Debate system are taken from the Asian Parliamentary style. The system was established in 2008 by Moza bin Nasser with the support of Qatar Foundation members. In addition, there are several elements that must be present in the Qatar Debate system including: 1) debate topic or motion 2) Pro and contra teams 4) judge and 5) audience (Bahtiar et al., 2024). This debate system is the choice of one of the Arabic language course institutions in Pare to train course participants to speak Arabic fluently and confidently.

One of these course institutions is 'Naatiq', which was founded on 25 March 2021 which focuses on improving Arabic speaking skills like native speakers. The 'Naatiq' institution provides programs aimed at course participants with the specifications of their respective course objectives. Of the many programs, one of the featured ones is the *Mahir Bahasa Arab* program which aims to improve the mastery of the Arabic language of course participants. And this program uses debate with the Qatar Debate system as a learning medium for *maharah Kalam* and trains confidence in speaking Arabic. The founder of 'Naatiq', Ustadz Ihya' Ulumuddin, decided to use this debate system because of his background who was very active in participating in debate competitions in Qatar when he was in high school and college. This encouraged him to establish a course institution and teach knowledge related to Arabic and especially in debate learning. According to him, debate is also the right system in improving one's speaking skills.

In this article, the author conducts research on the implementation or application of the Qatar Debate system in learning Arabic at the 'Naatiq' course institution.

## METHOD

## منهج

This type of research is descriptive qualitative research with a case study approach. Researchers explained the application of the Qatar Debate system in Arabic language learning. This research uses observation, interview and documentation data collection techniques. Observations were made directly to the research site, namely at the course institution 'Naatiq' Pare Kediri. Researchers conducted interviews with the founder of the course institution and several teachers there to collect the necessary data. Another source of information is some course participants who are learning Arabic and are in the Mutaqaddim class. While documentation in the form of books used in debate learning to complement the necessary data. The data analysis technique is based on the theory of Miles and Huberman which is carried out through three steps, namely data reduction, data exposure and data verification or conclusion

making. And the data analyzed includes data on debate provisions using the Qatar Debate system, the implementation of debates using the Qatar Debate system at Naatiq and the impact of using the debate system in improving Arabic speaking skills.

## RESULT | نتائج

### History of Qatar Debate

Qatar Debate is a debate competition system taken from the Asian Parliamentary style (Asians). It was founded in 2008 by Moza bin Nasser with the support of Qatar Foundation members. The slogan used in this system is “مناظرو اليوم قادة المستقبل” (Debaters of today, leaders of tomorrow). In addition, there are several elements that must be present in the Qatar Debate system including: 1) debate topic or motion 2) Pro and contra teams 4) judges and 5) audience.

Although the Qatar Debate system is based on the Asian Parliamentary debate system (Asians), there are still differences that we can note from these two systems, including the following:

- a) The Asian Parliamentary debate begins with salutations, greetings, and goes into the presentation of the title. While the Qatar debate prioritizes the statement of approval, which is accompanied by a brief background and real data.
- b) Asian Parliamentary debates usually only take 5 minutes, while Qatar Debate takes 7 minutes per speaker, and closes with a 3-minute conclusion.
- c) Asian Parliamentary Debate is assessed by the quantitative value of the judges, while Qatar Debate is a qualitative assessment of the number of judges. Debate is a qualitative assessment of the number of judges who agree with the arguments presented by the speakers.
- d) Asian Parliamentary debate emphasizes arguments and data, while Qatar debate emphasizes the quality of logical thinking.
- e) Qatar debate does not recommend giving application so that the argument is accepted by the judges.
- f) Qatar debate is more detailed in explaining the argument.

### Terms of Implementation of Qatar Debate System

In all systems used in debate, there must be different provisions. Likewise with the Qatar Debate debate system. Among the provisions of the Qatar Debate system debate are as follows:

- a) The topic or motion is announced before the match.
- b) There are two teams, namely the affirmation team (pro) and the opposition team (contra) and each team consists of 3 speakers
- c) There are 6 main arguments and two counter-arguments
- d) Counter arguments are only given to the first and second speakers
- e) Points for information are only allowed at the beginning or end of the main argument (not allowed during argument responses)
- f) The debate starts with the first pro speaker and is followed by the first con speaker
- g) The response from the pro team can be made after the third speaker from the contra team has finished giving conclusions and the response from the contra team is the last argument in the debate.

After the motion is announced by the moderator, a preparation time of 20-30 minutes is given. During this time only team preparation is allowed (three speakers from each team). It is forbidden to receive assistance from other people such as coaches or other members and it is forbidden to bring electronic devices such as cell phones or laptops.

As for the provisions of the speakers in the Qatar Debate, it begins with speaker 1 of the pro group, followed by speaker 1 of the contra group then continued by speaker 2 of the pro group then speaker 2 of the contra group then continued with speaker 3 of the group and ended with speaker 3 of the contra group. At the end of the session will be followed by the presentation of conclusions by each representative of each group for 3 minutes starting with the pro group and ending with the contra group. An overview of the course of the debate is as follows:

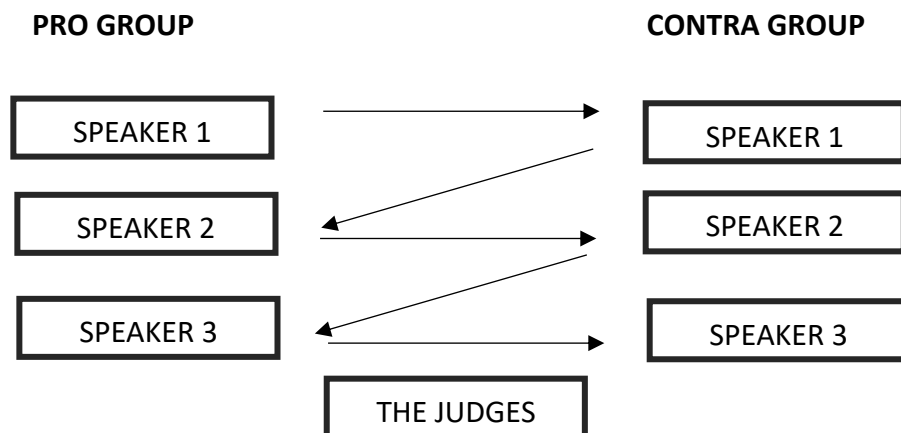


Figure 1. Flow of Debate

Based on the picture above, each speaker has their turn to convey the arguments that have been prepared. In this case, each speaker also has different tasks from one another. In order to understand the tasks that need to be carried out, the author presents a table as follows:

Table 1. Tasks of Each Speaker

Speaker	Pro Group	Contra Group
1	a) Opening	a) Opening
	b) Explanation of the motion in relation to definition	b) Explaining the purpose and position of the group
	c) Explaining the purpose and position of the group	c) Rebuttal to the definition of a motion presented by speaker 1 from the pro group.
	d) Explaining the group map (what aspects each speaker is addressing)	d) Explaining the group map (what aspects will be presented by each speaker)
	e) Explaining the division of each speaker's argument by <i>taukid</i> , <i>ta'ilil</i> and <i>tadlil</i> .	e) Explaining the division of each speaker by <i>taukid</i> , <i>ta'ilil</i> and <i>tadlil</i> .
	f) Closing by emphasizing the core of the argument	f) Closing by emphasizing the core of the argument
2	a) Opening	a) Opening
	b) Emphasize pro position and state objectives	b) Emphasize counter position and state objectives
	c) Rebuttal to the arguments of speaker 1 of the counter group	c) Rebuttal to the arguments of speaker 2 of the pro group
	d) Addition of arguments by paying attention to <i>taukid</i> , <i>ta'ilil</i> and <i>tadlil</i>	d) Addition of arguments with attention to <i>taukid</i> , <i>ta'ilil</i> and <i>tadlil</i>
	e) Closing by emphasizing the point of the argument	e) Closing by emphasizing the point of the argument
3	a) Opening	a) Opening
	b) Emphasize pro position and state objectives	b) Emphasize pro position and state objectives
	c) Rebuttal to the arguments of speakers 1 and 2 of the counter group	c) Rebuttal to the arguments of speakers 1 and 2 of the pro group
	d) Emphasizing the arguments of speakers 1 and 2 of the pro group	d) Emphasizing the arguments of speakers 1 and 2 cons
	e) Closing by emphasizing the strengths and weaknesses of the opponent	

Speaker	Pro Group	Contra Group
	f) Closing by emphasizing the strengths and weaknesses of the opponent	e) Closing by emphasizing the strengths and weaknesses of the opponents

Based on the table above we can see that the most important task for the speakers is to present arguments to strengthen that their position on the given theme is correct. Arguments are at the heart of debate. How to present an argument effectively is the key to success in presenting an argument. There are three ways in which a good argument can be presented: taukid, ta'lil, and tadril (reinforcement, reasoning, and data). These are Arabic terms used in the Qatar Debate system. The explanation of these methods is as follows:

1. Taukid (reinforcement) is the main idea of an argument expressed in one core sentence.
2. Ta'lil (reason) is an explanation of a case and explains the reason for the taukid expression that has been conveyed
3. Tadril (data) is the presentation of data and facts that strengthen taukid and ta'lil.

After the debate session is over, it will be followed by a conclusion session or known as khitab rad. This khitab rad (conclusion session) begins with the contra group and ends with the pro group within a period of 3 minutes who delivered the khitab rad is one of the group members between speaker 1 or 2 and is not allowed for speaker 3. The tasks performed by each group representative speaker in the khitab rad (conclusion session) are as follows:

Table 2: Concluding tasks

Pro Group	Contra Group
a) Opening	a) Opening
b) Comparison of what both groups have said	b) Comparison of what the two groups presented
c) Emphasizing the strengths of the pro team and the weaknesses of the con team	c) Emphasizing the strengths of the counter team and the weaknesses of the pro team
d) Closing and reasons why the group should win	d) Closing and reasons why the group should win

Based on the table above, we can see that each group is given time to convey conclusions related to the themes that have been discussed previously. This conclusion session begins with the counter group (against) and continues with the pro group (in favor). Each speaker will present a comparison of the arguments that have been presented both in terms of arguments in favor of and against the given theme. This comparison is expected to briefly explain the differences in opinion from groups that support and groups that oppose the theme of the debate. After making a comparison, the speaker will convey the strengths of each group's arguments and convey the weaknesses of the opposing group. This is to reinforce that the position obtained in the debate is acceptable and approved by the judges and the audience. At the end of the presentation each speaker in this conclusion session will provide strong reasons to make their group worthy of being declared the winner.

### Implementation of Debate with Qatar Debate System at 'Naatiq' Course Institute

Debate training activities at the Naatiq course institution are focused on the Mutaqaddim class. This class is the highest class so that it is felt that the provisions they have in Arabic are sufficient to debate in Arabic. Before entering the Mutaqaddim class, course participants have been prepared to debate such as memorizing as much Arabic vocabulary as possible, learning Arabic grammar and learning short expressions that can be used in speaking and debating Arabic.

Debate training in the Mutaqaddim class begins with istima' or listening activities. The material provided is related to the debate delivered directly by native Arabic speakers. The material listened to was an Arabic debate competition held in Qatar. Usually course participants are required to listen to the same video for a week so that they can understand well and correctly. Each participant will be given the task to imitate the material listened to for two minutes. This can add to the course participants' vocabulary in debating and knowing the correct way to present arguments.

After that, debate practice with a predetermined theme will be conducted in the evening. The debate will be conducted three times, namely in the morning from 9 to 11 am, in the afternoon from 1 to 3 pm and in the evening from 7 to 9 pm. All course participants will be given the opportunity to practice debating for 20 minutes and submit motions that have been prepared in the evening. In this debate practice, two groups will be divided, according to the Qatar Debate system, namely pro and contra groups. Each group delivers a representative of three speakers to convey the motions of each group.



Figure 2. Debate Practice at Naatiq

The picture above shows Naatiq course participants practicing debate. This debate is represented by two pro groups that support the given theme and a contra group that opposes the given theme. For example on the topic *يؤمن هذا المجلس أن البرامج التلفزيونية في إندونيسيا لها تأثير سلبي* 'We believes that TV programs have a bad impact on the young generation of Indonesia'. The pro group must agree that many bad impacts will occur if the younger generation often watches programs broadcast on TV. While the counter group must oppose the statement by providing logical arguments and facts that can be listened to by the judges and the audience.

In the Qatar Debate system, the speakers who are given the opportunity to come forward to represent the group are three people and have their respective tasks. The role of the counter group speaker starts with speaker 1 who supports the given topic and defines it accurately and in detail and explains their group's position as a pro. Next, speaker 2 must present arguments and evidence to show synchronization and relevance of the arguments. Next, the role of speaker 3 is to respond and respond to the opponent's arguments and invalidate the opponent's arguments from all aspects.

The role for the counter group started by speaker 1 is to oppose the opposition and respond to the definition presented by speaker 1 of the pro group. Next, speaker 2 is to establish reliable and accurate evidence accompanied by data relevance. Next, speaker 3 makes arguments that refute all the material presented by the opposing group with the responsibility of clarifying the main issue of debate according to the appropriate definition.



Each speaker is given approximately 5 to 7 minutes according to their role in the group. The total time spent in one debate is approximately 36 to 51 minutes. This amount of time includes the conclusion session which is allotted 3 to 4 minutes for each group. Speaking practice using this debate method is considered very effective because everyone will speak and at the same time will train someone to listen and understand what is being discussed at that time. It requires accuracy in the use of vocabulary and speed of thought to string sentences so that the arguments to be conveyed can be understood by the opposing group, judges and audience.

Usually the debate practice will be broadcast live on Tiktok so that outsiders can also watch the debate practice. This can also train course participants' confidence to speak in front of many people. Course participants can express opinions in a straightforward and structured manner in front of a large audience. In speaking skills, confidence is needed in delivering either opinions or statements. If confidence is already skilled in speaking in public, it is certain that someone will be able to speak well and correctly. Therefore, the Naatiq course institute trains course participants to be able to speak in public even though it is online, namely by broadcasting debate exercises on Tiktok.

## CONCLUSSION | خاتمة

The conclusion obtained based on this research is that the implementation of the Qatar Debate system is very suitable in learning Arabic, especially for learning maharah kalam. This is because debates can train course participants to speak and convey the right arguments in Arabic. In addition, the use of debate practice will train course participants to be more confident in speaking Arabic. Therefore, the use is highly recommended for the use of debates in Arabic language learning with the provisions of the Qatar Debate system.

Additionally, suggestion that the author wants to give is for Arabic language teachers to be able to utilize the application of the Qatar Debate system in Arabic language learning and can understand the provisions of the Qatar Debate system well before using this system.

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