

Development of Point Counter Point-Based Teaching Materials To Increase Speaking Ability in Debate Material for Student of Darul Hikmah Islamic Boarding School in Asahan

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ABSTRACT

This study aims to determine the Development of Teaching Materials Based on point counter points to improve speaking ability in debate material in class X students of the Madrasah Aliyah Pesantren Darul Hikmah Asahan Academic Year 2025/2026. This type of research involves experimental research using Random Sampling. The population in this study was the entire class X, comprising 30 students. The sample of this study comprised 30 students divided into six groups, namely group I, consisting of five students as a control class using the conventional model, and group II, consisting of five students using the Point Counter Point model. A simple Random Sampling technique was used to determine the sample. The instrument used for data collection was an essay test. After the learning was completed, a post-test was obtained with an average result of the experimental class of 88.13 and the control class of 80. The results of the t-test obtained $t_{count} = 5.60 > t_{table} = 2.00$, so the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. Thus, there is a Development of Point Counter Point Based Teaching Materials to Improve Debate Speaking Skills in Class X Students of Madrasah Aliyah Pesantren Darul Hikmah in the 2025/2026 Academic Year.

Keywords: Point Counter Point Model, Speaking Skills, Debate

I. INTRODUCTION

Education is the achievement of desires or activities in learning that are carried out to produce development individually and in society. Education is also called the foundation for motivating students to receive knowledge given by teachers to be applied in everyday life. Education can also be believed to be an effort to educate students through activities such as guidance, teaching, or training for the role of students in the future. The goal of education based on Pancasila is to increase piety towards God Almighty, intelligence, skills, responsibility, character, and strengthen personality and strengthen the spirit of nationalism and love for the homeland in order to form a character that emerges within oneself as well as physical and spiritual health. In addition, education is also a means by which humans can develop or train all the potential embedded within themselves.

Indonesian Language and Literature education is an important idea that must be taught to students to gain confidence and ideals to be achieved through education. Indonesian language lessons are also directed at improving students' abilities and skills to communicate well and correctly. Indonesian language lessons include language and literary skills, which include aspects of listening, speaking, reading and writing (Yanti et al., 2018).

Therefore it is important to consider the importance of achieving optimal educational goals. Quality can be seen in the success of students in teaching and learning activities. Therefore, education is a human requirement. The need for education is unavoidable throughout the history of human civilization. It is crucial in the learning process to in still meaning in learning so that learning outcomes are beneficial in life. Meaningful learning is a learning process that is expected of every student, where they can be directly involved in the learning process and directly discover the knowledge gained.

The Indonesian language and literature are crucial subjects taught in schools. Therefore, Indonesian language and literature lessons are offered at every level of education, from elementary to junior high school and high school. Indonesian language and literature instruction aims to teach and guide students' language skills. These skills must be honed to develop Indonesian language learning further. Language skills encompass four aspects: Listening, speaking, reading, and writing. These four aspects are closely interconnected.

Speaking is one of the various language skills that must be taught to students. Speaking skills are the most important component of communication and are used as a benchmark for determining students' thinking abilities. This is because speaking skills are the only skills that provide two-way communication between speakers and listeners, using language directly. According to Ilham, (2020), speaking skills can be defined as a person's ability to convey thoughts, ideas, and feelings through language. Teaching speaking skills is an effort to provide students with knowledge (Ilham, M, & Wijiati, 2020).

Speaking is the ability to produce articulated sounds or words to express, convey, and convey thoughts, ideas, and feelings. A speaker must choose a language variety appropriate for the language's ecology. According to (Hikmah, 2016) speaking is a two-way communication activity that requires language accuracy, fluency, and the ability to adapt a message to the person you are speaking to (Hikmah, 2016).

Speaking, an aspect of language skills, is often considered a separate activity. This is evident in the teaching of speaking implemented thus far. In practice, speaking is usually taught by having students stand in front of the class to speak, for example, by telling a story, debating, or delivering a speech. Other students were expected to listen and not interrupt. Consequently teaching speaking in schools has become less engaging. Students who turn it feel pressured because they have to prepare teaching materials and sometimes receive excessive criticism from the teacher. Meanwhile, other students feel involved in the activity, except when it is their turn, so that the entire class can participate in the speaking learning activity.

In the speaking process, a person goes through the stages of thinking to convey views and ideas comprehensively. The speaking process is closely related to the development of thinking, based on experience. This experience can be gained through reading, listening, observation, and discussions.

The primary purpose of speaking is communication. Communication is the sending and receiving of messages between two or more people so that the intended message can be understood. Therefore, to convey a message effectively, the speaker must understand what they are trying to convey or communicate, and in order for speaking activities to be informative and accepted by the listener, the overall speech must be clearer, logical, and systematic, speaking activities can involve measurements to gather information about a person's ability in speaking skills and is carried out with integrated or integrative tests. The aspects assessed in speaking skills include pronunciation, grammar, vocabulary, fluency, speech content, and comprehension. In general, speaking can be divided into two groups, direct and indirect. Speaking varies when viewed from various perspectives, such as the type of speaking used, speaker-listener contact, techniques and appearance, reader readiness, and the type of language used.

Point counter point is a method of engineering learning the art and science of speaking effectively to persuade, inform, or motivate others, by learning how to use language persuasively so that the message is conveyed clearly and powerfully and can involve presenting an argument (point) followed by an opposing response or counter-argument (counter-point), similar to a debate but more structured to stimulate in-depth discussion of complex issues and develop critical thinking from multiple perspectives.

According to Ismail (2018), the point-counterpoint learning model involves students exchanging opinions when discussing complex issues from various perspectives. In this model, students were asked to debate a problem from various perspectives. This can make students more interested in speaking and responding to problems (Ismail, 2008).

The main purpose of point counter point is to gain a deeper understanding of an issue that has multiple perspectives, develop students'/participants' argumentation skills and thinking processes, and encourage active participation and critical thinking from each participant.

A debate is an exchange of opinions or arguments between two or more parties on a topic (a motion), in which each party defends its view with logical reasoning, data, and facts, often to prove which opinion is stronger or correct, and usually ends with a decision or vote. It is structured communication that aims to test ideas, not just verbal exchange.

A debate is an argument that determines whether a particular proposal is good or not, supported by one party called the supporter or affirmative, and denied by another party called the denier or negative (Widiyarti, 2018). Debate is also called a process that provides emotional opinions to achieve a desire or goal obtained by each group and does not want to give in to each other to choose a reasonable opinion (Widiyarti, 2018).

Speaking skills are essential competencies in the Indonesian language curriculum, particularly in debates, which require the ability to express opinions logically and critically. However, initial observations in 10th grade indicate that most students still struggle to present arguments in a structured manner and to provide appropriate rebuttals. Students tend to be passive, lack confidence, and lack understanding of effective argument structures.

Furthermore, the teaching materials used by teachers are still general, and do not provide systematic examples of pro (point) and con (counter) arguments. However, the point-counterpoint approach has been proven to help students map the flow of critical thinking through the two sides of an argument. With specifically designed teaching materials, students can gain a clearer understanding of debate structure, argument formulation, and rebuttal techniques.

Based on the results of observations and understanding from Indonesian language teachers in Class X at Madrasah Aliyah Pondok Pesantren Darul Hikmah Asahan, the ability of students to develop teaching materials based on appropriate, practical, and effective points to improve the speaking skills of Class X Aliyah students on debate material is still relatively low. Many students obtained an average score below the minimum completeness criteria (KKM), which was 75, with a total of 30 students. The scores achieved by the students were below the KKM score. Each student obtained a different score: 15% of students got a score of 75, 35% of students got a score of 80, and 50% of students got a score of 90. This shows that students still lack vocabulary when speaking, their insights are not broad, they are unable to master the material, and they lack motivation so that they cannot focus on one topic to be discussed or delivered. In addition, the students felt embarrassed when they are asked to come forward. In addition, one of the obstacles experienced by students is that the teaching material process applied by Indonesian language teachers does not vary sufficiently, so that students feel bored in receiving the material delivered. To make the learning process more enjoyable in the classroom, the teacher conducted debate material practice. Each group then discussed the debate material and asked questions for each group, after which questions were sought according to the tasks given to the students. Using this teaching material, students have the opportunity to speak critically and solve the problems faced. The advantage of using this teaching material is that students do not feel embarrassed when asked to come forward and can train them to be more skilled and understand well, so that lessons on debate materials can take place well and smoothly.

II. METHODS

A. Research Method

In this study, the researcher took the location at the Madrasah Aliyah school. Darul Hikmah Sei Alim Hasak Islamic Boarding School, Sei Dadap District, Asahan Regency, North Sumatra Province. The researchers chose this location based on the following considerations.

1. The number of students at Darul Hikmah Sei Alim Hasak Islamic Boarding School is sufficient for use as a research sample, so that the data obtained is more accurate.
2. To the researcher's knowledge, no research has ever been conducted at the school in accordance with the problem presented.
3. The location of this research is close to the author's residence, so it saves time and costs and is easy to reach

This research was conducted in an even semester on class X students of the Madrasah Aliyah Darul Hikmah Sei Alim Hasak Islamic Boarding School.

The subjects of this study were educators as researchers, while the improvement in student learning outcomes as a result of improved educator performance was 30 class X students of Madrasah Aliyah Pondok Pesantren Darul Hikmah in the 2021-2022 academic year.

B. Research Population and Sample

A population is the entirety of the object to be studied. According to (Sugiyono, 2016:135), a population is a generalized area consisting of objects/subjects with specific quantities and characteristics determined by the researcher to be studied and conclusions drawn. This population is often referred to as the universe. Population members can be living or non living objects, including humans, whose characteristics can be measured or observed.

Based on the above research, all 30 students from class X of Darul Hikmah Islamic Boarding School in the 2025 academic year were included in the sample. This can be seen in the following table (Sugiyono, 2016)

Table 1. Population

No.	Class	Amount
1	X	30 Students
	Total	30 Students

A sample is a portion or representative of the population to be studied. According to (Sugiyono, 2016:136), a sample is a portion of the number and characteristics of the population. Sampling is determined to achieve the

research objectives that have been formulated. The sampling technique used in this study is the Random Sampling. Based on the opinion of "Random Sampling (Sugiyono, 2017:126) is a technique for taking sample members from a population which is done randomly without paying attention to the parts in the population (Sugiyono., 2017).

The sample consisted of one class divided into six groups of five students each. The student data are shown in the table below:

The sample criteria used are as follows:

- Can read and understand the questionnaire well
- Not focused on the exam
- Obtain permission to be used as a research sample

Table 2. Research Sample

Class	Number of Students			Information
	Man	Woman	Amount	
X	17	13	30	Experimental Class
X	17	13	30	Control Class

B. Types of Research

According to (Darmadi, 2013:153), a research method is a scientific method to obtain data for a specific purpose. This study was a type of experimental research. According to (Arikunto, 2006:3), an experiment is a way to find a causal relationship (causal relationship) between two factors that are either intentional or created by the researcher by analyzing or eliminating other interfering factors.

Research design is a strategy chosen by researchers to comprehensively integrate research components in a logical and systematic manner to discuss and analyze the focus of the research.

This study used an experimental method that provides treatment to the two groups in the form of a "true experimental design" because this design can control all external variables that affect the course of the experiment.

An operational Definition is based on the characteristics to be observed. A variable can change its values. A research variable is an attribute, nature, or value of a person, object, or activity that has certain variables determined by the researcher to be studied and conclusions drawn (Sugiyono, 2016:135). Based on this, this model is used, because the researcher wants to know the development of teaching materials based on point counter points to improve speaking skills in debate material for class X students of Madrasah Aliyah Pondok Pesantren Darul Hikmah Asahan.

Research instruments were tools needed or used to collect the data. According to (Sugiyono, 2016:135), an instrument is a data collection tool used to measure natural phenomena. Observational sheets and documents were used in this research. Observation sheets were used to observe student activities during the teaching and learning process. Meanwhile, documentation is used to obtain data on student speaking skills tests or Indonesian language learning achievement tests (Sugiyono, 2016)..

C. Data Analysis technique

Data analysis is the process of systematically searching for and organizing data obtained from interviews, field notes, and documentation. The test was used to test the hypotheses. The "t" test is a statistical test used to test the truth or falsity of the null hypothesis which states that between two sample means taken randomly and the same population, there is no significant difference. Two measurements will be carried out, namely before and after treatment, to compare the two values and determine whether there is a significant influence between the two. Measurements were carried out on the average of the two values, and to determine the difference between the two results, the following formula was used.

Hypothesis testing was carried out by consulting t_0 and t_{table} at a significance level of 5% with $dK = (N1-N2)$ if $t_0 > t_{table}$, then H_0 is rejected and H_a is accepted; if $t_0 < t_{table}$, then H_0 is accepted and H_a is rejected. Category test were conducted using standart score to determine the effect of the debate model on student learning outcomes. To carry out the analysis of this research data, all data were first organized to make it easier to test the hypotheses.

III. RESULTS AND DISCUSSION

A. Research Results

After conducting research on the problems taken, the data obtained for each group was an experimental class (X) consisting of five students, and group II was a control class (Y) consisting of five people. This research is an experimental research using two groups: the experimental group (X) using the Point Counter Point model on speaking skills in debate material for class X students of Madrasah Aliyah Pesantren Darul Hikmah Sei Alim Hasak Asahan in the 2025/2026 Academic Year, and the control class without using the Point Counter Point model.

The highest score data obtained for the ability to speak debate material in the control class without using the Point Counter Point model was 90, and the lowest score was 75. It can be seen that the average value of the results of speaking debate without using the Point Counter Point model, According to (Sugiyono: 2013:49), the total amount of data is then divided by the number of students using the formula (Sugiyono., 2019).

Table 1. Identifying Control Class Tendencies

Score Range	f.absoloute	f. relative	Category
82-100	5	33.3%	Very good
70-81	10	66.7%	Good
60-69	0	0	Enough
50-59	0	0	Not enough
0-49	0	0	Very less
Amount	15	100%	

The learning outcomes of the experimental class (X) using the Point Counter Point model on speaking skills in debate material for class X students with a total of 30 students. The highest score data for the ability to speak debate material for the experimental class using the Point Counter Point model was 95, and the lowest score was 75. The average value of the results of the speaking debate material using the Point Counter Point model can be found, namely the total value divided by the number of students.

It can be concluded that there are differences in the results of speaking debate material based on the model. Point Counter Point by learning without using learning models.

The data were obtained from a post-test administered by the principal. The data are as follows:

Table 2. Identification of Experimental Class Tendencies

Score Range	f.absoloute	f. relative	Category
91-100	5	65%	Very good
80-90	7	25%	Good
70-79	3	10%	Enough
60-69	0	0	Not enough
0-59	0	0	Very less
Amount	15	100%	

After calculating the standard error of the mean of the experimental class (X) and the standard error of the mean of the control class (Y), the next step is to calculate/find the standard error of the difference between the mean of the experimental class and the mean of the control class.

Data analysis used comparative statistics, namely the "t" test. This analysis was carried out with the requirement that the researched population is from a normally distributed population and that the variance of the groups that make up the sample is homogeneous. Thus, normality is a basic requirement for the validity of comparative analysis.

Lhitung = 0.291 was obtained using $\alpha = 0.05$ and $N = 15$, so the critical value through the Lilifors test was obtained as $L_{table} = 0.149$. $L_{hitung} > L_{table}$, namely $0.291 > 0.149$, which proves that the Y variable data are normally distributed.

Lhitung = 0.1035 was obtained using $\alpha = 0.05$ and $N = 15$, and the critical value through the Lilifors test was obtained $L_{table} = 0,149$. It turns out that $L_{hitung} > L_{table}$, namely, $0.1035 > 0.149$, which proves that the data for variable Y are normally distributed.

A homogeneity test was conducted to determine whether the samples were from a homogeneous population. To test the homogeneity of the two variances, the following formula was used.

For $\alpha = 0.05$ dk $(n-1) = 15 - 1 = 14$ and the dominator is $(n-1) = 15-1 = 14$. Based on the F distribution table, it was found that $F_{table} = 2.03$, because $F_{count} = 1.101$ is smaller than $F_{table} = 2.03$, and it can be concluded

that the experimental class (X) and the control class (Y) are homogeneous. If for $\alpha = 0.01$ dk $(n-1) = 15 - 1 = 14$ and the dominator dk is $(n-1) = 15 - 1 = 14$. Based on the F distribution table, it is found that $F_{table} = 2.72$, because $F_{count} = 1.12$ or $1.12 < 2.03$ is greater than $F_{table} = 2.72$ from F_{count} , it can be concluded that the experimental class (X) and the control class (Y) are homogeneous.

B. Discussion

Learning using a model is a pattern or plan that has been designed and arranged to create active and efficient learning in the classroom to achieve a learning objective by creating a learning concept so that teachers directly convey the material to be taught to students in the classroom (Naquila & Curayag, 2025). Learning can also take place effectively and efficiently if supported by teacher's skills in organizing the learning model. The way teachers organize this learning strategy greatly influences student learning. Learning to speak debates requires critical thinking skills through the process of reading and writing (Ağayeva, 2025). This learning needs to be conditioned, so that students can develop critical thinking skills, namely by using teaching materials based on Point Counter Point, which can help students to improve learning outcomes in speaking debate material, especially for class X students of Madrasah Aliyah Pondok Pesantren Darul Hikmah Asahan.

Based on data analysis calculations, it can be seen that the average score for student learning outcomes in speaking debate material using the point-counter-point learning model was 88.13, falling into the very good category. Meanwhile, there were 80 student learning outcomes in speaking debate material using the conventional model, falling into the good category (Fitriarrum & Mukminatus Zuhriyah, 2025).

Thus, it can be concluded that a picture of the Point Counter Point learning model is obtained, which is more effective than learning without using the model, on the ability to speak debate material in class X students of Madrasah Aliyah Pondok Pesantren Darul Hikmah Asahan in the 2025/2026 Academic Year with a significance level of 5%, namely $t_{th} > t_{tt}$ ($5.60 > 2.00$) or with a significance level of 1%, namely $t_{th} > t_{tt}$ ($5.60 > 2.65$). Thus, the results of the alternative hypothesis (H_a) are accepted in this study.

IV. CONCLUSIONS

Based on the research that has been conducted, the author can conclude the following The ability to speak in debate material using Point Counter Point based teaching materials for class X students of Madrasah Aliyah Pondok Pesantren Darul Hikmah Asahan in the 2025/2026 academic year was completed with the highest score of 97 and the lowest score of 75, with an average score of 88.13 at a very good level. The ability to speak in debate material without using point-counter point-based teaching materials in class X students of Madrasah Aliyah Pondok Pesantren Darul Hikmah Asahan in the 2025/2026 Academic Year with the highest score of 90 and the lowest score of 75, with an average score of 80, is at a good level. There are point counter point-based teaching materials to improve speaking skills in debate material for class X students of Madrasah Aliyah Pondok Pesantren Darul Hikmah in the 2025/2026 Academic Year with a significance level of 5%, namely $t_{th} > t_{tt}$ ($5.60 > 2.00$) or with a significance level of 1%, namely $t_{th} > t_{tt}$ ($5.60 > 2.65$).

Funding Statement

No external funding was received for this study.

Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in at study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

Common Elements in a Data Access Statement:

1. Data Location: Specifies where the data are stored, such as in online repositories (e.g., Zenodo, Dryad, or institutional repositories).
2. Access Instructions: Provides information on how to access the data, such as direct links, digital object identifiers (DOI), or contact details.
3. Data Availability: Indicates whether the data are publicly accessible, available upon request, or restricted due to ethical, legal, or privacy considerations.

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Examples of Data Access Statements:

1. Open Data:

- "The data supporting this study are openly available in Zenodo at [DOI:10. xxxx/zenodo.xxxx]."

2. Restricted Data:

- "The data that support the findings of this study are available upon request from the corresponding author. Due to privacy concerns, the data are not publicly available."

3. No Data Available:

- "No datasets were generated or analyzed during the current study."

4. Conditional Access:

- "The data supporting this study are available under restricted access and can be obtained upon reasonable request to the corresponding author and with the permission of the ethics committee."

Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to the policies of funding agencies or journals that require open access to data.

Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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