



RAISE model: Teaching expressive, critical, and polite speaking skills in elementary school students

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Abstract:

This study seeks to develop and rigorously evaluate the effectiveness of the RAISE (*Recognising, Analysing, Integrating, Speaking, and Evaluating*) model in enhancing expressive, critical, and respectful speaking skills amongst fifth-grade primary school students. Employing a Research and Development (R&D) methodology grounded in the Dick and Carey instructional design framework, the research involved a cohort of 202 students across five schools in Pekalongan City. Data were systematically gathered utilising questionnaires, observations, interviews, rating scales, and speaking tests. Subsequently, these data were analysed employing a mixed-methods approach, comprising quantitative measures (paired t-tests, ANCOVA, N-gain, and effect size calculations) alongside qualitative descriptive analysis. The empirical trials demonstrated the model's robust feasibility and practicality, revealing statistically significant improvements in both linguistic (pronunciation, vocabulary, and syntactic structure) and non-linguistic domains (fluency, confidence, content mastery, and ethical communication). Ultimately, this research presents a novel, evidence-based pedagogical framework that integrates jurisprudential inquiry, multimodal literacy, and ethical communication, thereby addressing critical deficiencies in primary speaking education. The RAISE model provides a highly transferable approach to cultivating 21st-century competencies and holistic communication proficiency within diverse educational contexts.

Keywords: instructional design; RAISE Model; speaking skill

Introduction

Education plays a vital role in preparing future generations to contribute to societal development amid the challenges of globalisation and digitalisation. In this era, the 21st-century skills of critical thinking, creativity, communication, and collaboration—often referred to as the "4Cs"—are recognised as essential competencies for active participation in democratic life and the global knowledge economy (Thornhill-Miller et al., 2023). Among these competencies, speaking skills occupy a strategic position, as they not only support students' academic achievement but also equip them to articulate ideas, engage actively in discourse, and build confidence in social interactions. Developing expressive, critical, and respectful oral communication from the primary school level is therefore both an educational imperative and a matter of civic formation (Ferreira et al., 2025).

At the elementary level, speaking skills should serve as a foundational component in developing effective, critical, and expressive communication. This aligns with the Learning Outcomes of Phase C (Grades V–VI) as mandated in the Decree of the Head of BSKAP No. 8 of 2022 on Indonesian Language Learning Outcomes. However, current speaking instruction in Indonesian elementary schools remains largely teacher-centred—lectures and Q&A activities—that provide minimal opportunities for active student engagement (Syihabudin & Ratnasari, 2020). Approximately 70% of students report low confidence in public speaking, and Generation Alpha students show declining politeness in verbal interactions, particularly influenced by social media and peer behaviour (Afandhi, 2025).

National and international data further underscore the urgency of this challenge. According to the 2022 PISA study, Indonesia ranked 71st out of 81 countries in reading literacy (OECD, 2023). These conditions highlight the need for pedagogical innovations that not only enhance speaking competence but also cultivate critical thinking, ethical communication, and digital literacy simultaneously. The intersection of these goals makes Citizenship Education and Indonesian Language Education particularly strategic arenas for developing expressive, critical, and respectful oral discourse.

The field of multimodal literacy provides a robust theoretical foundation for rethinking speaking instruction. Kress & van Leeuwen (2020) argue that contemporary communication is inherently multimodal—integrating visual, gestural, spatial, linguistic, and audio modes of meaning-making. Lim et al.'s (2022) systematic review of multimodality in English language classrooms confirms that integrating multiple semiotic modes significantly enhances students' communicative competence, critical comprehension, and production of meaning. Rahmanu & Molnár (2024) similarly document in their systematic review that multimodal immersion in higher education significantly improves English language learning outcomes by creating richer, more contextually grounded communication experiences. Despite these advances, multimodal resources in Indonesian elementary schools are often used decoratively rather than analytically (Fajriah et al., 2021), representing a significant missed pedagogical opportunity.

Jurisprudential inquiry, developed by Oliver (1966) and elaborated by subsequent scholars, offers a complementary pedagogical approach by positioning students as ethical reasoners who must analyse social dilemmas, evaluate competing values, and defend their positions through structured argumentation. This model has demonstrated effectiveness in developing critical thinking and argumentation in secondary and higher education (Musyawir & TInggapi, 2019; Supratmi & Safitri, 2011). However, its application at the elementary level—particularly combined with multimodal texts to develop speaking skills—remains largely underexplored in the research literature, representing a significant gap that the present study addresses.

The RAISE Model (Recognising, Analysing, Integrating, Speaking, and Evaluating) developed in this study represents a theoretically grounded and empirically tested innovation that synthesises jurisprudential inquiry, multimodal literacy, and ethical

character education. Grounded in constructivist learning theory (Vygotsky & Cole, 1978) and guided by the systematic instructional design framework of Dick et al. (2015), the RAISE Model aims to transform speaking instruction from passive reception to active, argumentative, and ethically reflective engagement. This study, therefore, aims to: (1) design a prototype to enhance speaking skills; (2) analyse its development process; (3) evaluate classroom practicality; and (4) test its effectiveness across diverse elementary school contexts in Pekalongan City.

Method

This study employed a Research and Development (R&D) approach to develop the RAISE Model to enhance expressive, critical, and polite speaking skills in fifth-grade students. The RAISE Model integrates jurisprudential inquiry with multimodal literacy to address the urgent need for 21st-century speaking skills in primary education. The development followed the Dick and Carey (2015) instructional design model, chosen for its systematic, iterative, and evidence-based approach, which allows thorough needs analysis, clear instructional objectives, structured material development, and iterative validation of both design and implementation quality. Toker (2022) research confirms that the Dick and Carey systems approach effectively develops 21st-century skills, including life and career competencies, through its rigorous alignment of objectives, instruction, and assessment.

The RAISE Model was developed through ten systematic phases of the Dick and Carey framework, from needs analysis to summative evaluation. Each phase produced concrete outputs: learning-needs maps, speaking indicators, learner profiles, instructional objectives, assessment instruments, draft syntax, multimodal teaching materials, expert-validated versions, revised prototypes, and a finalised RAISE Model ready for implementation.

The study involved 202 fifth-grade students from five elementary schools (both public and private Islamic schools) in Pekalongan City, ensuring diverse socio-academic and linguistic representation. Purposive sampling was used to select schools and students that reflected typical classroom conditions for speaking instruction. Table 1 presents the distribution of research subjects.

Table 1. Research Subjects

School	Limited Trial	Main Trial	Operational Trial	Total
SDN Medono 7	31	–	–	31
MSI 8 Medono	–	31	–	31
SDN Panjang Wetan 1	–	16	–	16
SDN Kradenan 1	–	–	54	54
MIS Kauman 1	–	–	70	70
Total	31	47	124	202

Data were collected through multiple, complementary instruments: questionnaires, interviews, observations, rating scales, and speaking tests. Instrument validity and reliability were established through expert review and pilot testing. Quantitative data (pre-post speaking scores, questionnaire ratings) were analysed using descriptive statistics, paired t-tests, Wilcoxon tests, and ANCOVA. Qualitative data from interviews, observations, and document analysis were processed using content analysis to identify patterns in engagement, critical thinking, and multimodal literacy integration. The research design emphasises methodological rigour through multiple data sources, validated instruments, iterative testing, and statistical control of confounding variables.

Finding and Discussion

Findings

Analysis of the Needs of Teachers and Students

The Observations, interviews, and questionnaires conducted in 10 schools/madrasahs in Pekalongan City revealed that fifth-grade speaking instruction was still dominated by conventional teacher-centred methods, with minimal use of technology or multimodal resources. Only about 40% of students actively participated in speaking tasks, and approximately 70% reported low confidence in public speaking. The declining verbal politeness observed among Generation Alpha students (Afandhi, 2025), coupled with limited opportunities for authentic argumentative practice, highlighted the urgent need for a model that systematically fosters interaction, critical thinking, and ethical communication while integrating multimodal resources and structured inquiry.

RAISE Model Syntax Design

The RAISE Model was developed by integrating jurisprudential inquiry (social dilemma analysis) with multimodal texts, grounded in constructivist theory (Vygotsky & Cole, 1978). Its instructional flow is structured into five systematic stages: Recognising, Analysing, Integrating, Speaking, and Evaluating. Table 2 summarises the syntax of each stage.

Table 2. RAISE Model Syntax

Stage	Key Focus	Student-Teacher Interaction
Recognizing	Identify context, issues, and cases from multimodal texts	Students read materials and observe teacher modeling; teachers introduce content and guide case recognition
Analyzing	Examine speaking texts, analyze arguments, and identify underlying issues	Students discuss in groups and answer guided questions; teachers scaffold critical analysis
Integrating	Construct arguments, synthesize information, and determine stance	Students collaborate to create speaking texts; teachers facilitate integration and provide feedback
Speaking	Deliver oral presentations and explore argumentation	Students practice and present; teachers monitor, guide peer feedback, and encourage reflection
Evaluating	Assess arguments, reflect, and summarize learning	Students evaluate perspectives and create reflective products; teachers guide evaluation and assign critical-creative tasks

Students consistently demonstrated systematic improvement in confidence, critical reasoning, and polite communication across all five stages. The Recognising and Analysing stages promoted active observation, problem identification, and argument evaluation, while the Integrating and Speaking stages fostered collaboration, creativity, and structured expression. The Evaluating stage reinforced reflective thinking and

ethical communication, ensuring that learning was both meaningful and contextually relevant.

Model Development Result

The development of the RAISE Model followed a systematic, iterative process guided by the ten phases outlined by Dick et al. (2015). Theoretical foundations draw on constructivist learning theory (Vygotsky & Cole, 1978), social semiotic multimodal theory (Kress & van Leeuwen, 2020), and principles of jurisprudential inquiry (Supratmi & Safitri, 2011). The model's instructional materials integrate infographics, case study videos, and interactive digital texts as analytical—rather than merely decorative—tools for stimulating critical reasoning and evidence-based argumentation. The RAISE Model provides a structured framework for developing holistic communicative competence, as Liu (2025) bibliometric review of collaborative learning identifies as central to contemporary educational priorities.

Social System in the RAISE Learning Model

The RAISE Model's social system structures student–teacher interactions to foster reciprocal learning, where teachers guide analysis, argumentation, and reflection, while students actively engage in discussion, collaboration, and presentations. Table 3 presents the teacher and student activities across each stage.

Table 3. Teacher and Student Activities in the RAISE Learning Model

Stage	Student Role	Teacher Role	Observed Pattern
Recognizing	Identifies cases from multimodal texts	Provides examples and facilitates discussion	Students show systematic engagement, recognizing relevant issues and linking them to real-life contexts
Analyzing	Responds to comprehension questions, analyzes texts	Guides analysis and scaffolds collaborative work	Students progressively develop critical reasoning and collaborative problem-solving
Integrating	Constructs arguments and speaking texts	Supports framework and text construction	Students demonstrate logical organization of ideas and evidence-based argumentation
Speaking	Practices and presents texts	Organizes practice, monitors peer feedback	Students exhibit increasing confidence and communicative clarity through repeated practice and peer interaction
Evaluating	Reflects, summarizes, assesses perspectives	Assigns evaluative tasks, facilitates reflection	Students consistently apply evaluative thinking and ethical communication, integrating feedback

into their learning process

The RAISE social system encourages iterative skill development, where students move from comprehension to reflection in a continuous learning cycle. The model mitigates common classroom limitations: in typical fifth-grade settings in Pekalongan, students are polite but hesitant to express opinions, and teachers rely heavily on teacher-centred methods with minimal digital integration. By embedding multimodal texts and structured inquiry stages, the RAISE social system promotes both cognitive and socio-emotional growth, preparing students to engage in constructive, critical, and contextually grounded communication. This aligns with Lobczowski et al. (2021) findings on the importance of socioemotional regulation in project-based learning for sustainable academic and interpersonal development.

Feasibility Testing

Expert validation confirmed that the RAISE Model is valid and feasible, with an average design score of 96.2 and material score of 115.2, both categorised as "valid/feasible." Validation was conducted by experts in curriculum design, Indonesian language education, and elementary pedagogy, ensuring alignment between the model's theoretical foundations and practical implementation requirements. A deeper analysis of the validation data revealed that the integration of multimodal resources facilitates students' recognition of social issues and the construction of logical yet polite arguments, extending the model's validity beyond numerical ratings to demonstrate its effectiveness in supporting active, constructivist learning consistent with Kress & van Leeuwen's (2020) social semiotic principles.

Practicality Testing

Practicality tests showed that the RAISE Model is highly applicable in classroom settings across limited, main, and operational trials. Implementation scores consistently exceeded 83%, with the limited trial reaching 87.50% ("very practical") and student activity success rates over 90%. Students systematically followed the RAISE stages and demonstrated gradual improvement in speaking skills, while teachers reported ease of implementation due to clear print and digital guides. These findings are consistent with Dick et al. (2015) emphasis on the importance of practical implementability in instructional design, and with Toker (2022) documentation that the Dick and Carey systems approach produces materials that practitioners can effectively implement without extensive additional support.

Effectiveness Testing

The effectiveness trial involved 202 elementary school students and revealed systematic improvement in both linguistic and non-linguistic aspects of speaking. In the limited trial, the average linguistic score improved from 66.61 to 81.45, while the non-linguistic score improved from 68.71 to 82.42, with Wilcoxon testing indicating significant improvement ($p < 0.05$). Similar patterns were observed in the main and operational trials, where the experimental classes consistently outperformed the control classes (Table 4).

Table 4. N-Gain Scores in Experimental and Control Classes

Aspect	N-Gain Experimental	N-Gain Control	Cohen's d	Partial η^2
Linguistic	0.46	0.22	2.4	0.10
Non-linguistic	0.48	0.35	1.3	0.032

Linguistic skills showed systematic and substantial improvement (Cohen's $d = 2.4$; $\eta^2p \approx 0.10$), indicating a very large educational effect. Non-linguistic skills—including fluency, expression, and confidence—also improved significantly (Cohen's $d = 1.3$; $\eta^2p \approx 0.032$), reflecting meaningful gains in communicative ethics and social competence. These improvements are attributed to the integration of jurisprudential inquiry with multimodal texts, which enables students to think critically, develop evidence-based arguments, and express themselves politely and confidently.

Discussion

This study confirms that the RAISE Model is significantly more effective than conventional instruction in enhancing fifth-grade students' expressive, critical, and polite speaking skills. The improvement is evident in both linguistic and non-linguistic dimensions, corroborating previous studies on jurisprudential inquiry-based learning (Hamidah & Zamzani, 2016; Rahmi et al., 2019; Yanto et al., 2019) while extending their scope through a multimodal, character-oriented instructional design specifically adapted for elementary learners.

A key theoretical contribution of the RAISE Model lies in its integration of jurisprudential inquiry with multimodal literacy. Social semiotic theory, as articulated by Kress & van Leeuwen (2020), posits that meaning making is inherently multimodal and that learning is enriched when students engage with multiple coordinated semiotic modes. Lim et al. (2022) systematic review of multimodality in English language classrooms—encompassing 34 studies published between 2013 and 2024 and indexed in Scopus—confirms that explicit integration of multimodal resources systematically enhances students' communicative competence, critical comprehension, and meaning construction. The RAISE Model's positioning of multimodal texts as analytical instruments—rather than illustrative supplements—directly applies this insight, with students using infographics, case videos, and visual narratives as scaffolds to identify social issues, evaluate competing values, and construct evidence-based oral arguments. This approach represents a significant advance over current practices, in which visuals serve merely decorative purposes (Fajriah et al., 2021).

The inquiry-driven structure of the RAISE Model is grounded in the constructivist tradition, particularly Vygotsky & Cole (1978) sociocultural theory of learning, which emphasises that higher cognitive functions—including critical reasoning and ethical judgment—develop through guided social interaction within zones of proximal development. In the RAISE framework, the teacher functions as a more knowledgeable facilitator, scaffolding students' progression from problem recognition through argumentation to reflective evaluation. At the same time, peer collaboration in group discussion provides the social context for constructing shared meaning. Rahmawati & Ashadi (2018) found that problem-based speaking tasks grounded in real-life dilemmas significantly enhance students' critical thinking and argumentative clarity, consistent with the present findings. Mahanani et al. (2019) research further confirms that inquiry-with-issues approaches produce consistently stronger reasoning and explanation skills compared to verification-oriented learning.

The effectiveness of the RAISE Model in improving speaking skills also aligns with broader international evidence on inquiry-based and collaborative learning approaches. Liu's (2025) comprehensive bibliometric review of 24 years of collaborative learning and computer-supported collaborative learning (CSCL) research confirms that structured collaborative inquiry is among the most consistently effective approaches for developing 21st-century communicative competencies. The RAISE Model's structured turn-taking, peer feedback, and reflective evaluation embody the principles of collaborative sense-making that Liu identifies as fundamental to deep learning and communicative development. Ferreira et al. (2025) found in their study of collaborative learning in Finnish teacher education that structured, inquiry-based collaborative approaches systematically develop the 21st-century skills of critical thinking, creativity,

communication, and collaboration—the same competencies targeted by the RAISE Model.

The development of ethical communication and communicative politeness through the RAISE Model reflects its integration of character education with language instruction. This distinctive feature connects it to Indonesia's Profil Pelajar Pancasila. Siki et al. (2024) confirms that both family and school environments significantly influence elementary students' language politeness, with structured school programs playing a particularly important role. The RAISE Model's embedding of Qur'anic communicative principles (*qaulan sadidan*, *qaulan ma'rufan*, and *qaulan balighan*) alongside secular ethical communication frameworks provides a culturally grounded approach to character education that Afandhi (2025) identifies as particularly important for Generation Alpha students, who face unique pressures on verbal politeness from social media influences.

This study addresses a critical gap in the literature by synergising jurisprudential inquiry and multimodal literacy at the elementary school level—an area previously dominated by research in secondary and tertiary contexts (Musyawir & TInggap, 2019). The RAISE Model's flexibility across face-to-face, online, and hybrid learning modes aligns with contemporary educational realities and students' digital learning habits. Hinostroza et al. (2024) confirms that digital integration in inquiry contexts significantly enhances engagement, meaning construction, and the development of autonomous learning competencies—outcomes directly supported by the RAISE Model's digital resource integration strategy.

Table 5. Key Patterns and Practical Implications

Key Patterns	Practical Implications
Systematic improvement in linguistic and non-linguistic skills	Adopt RAISE as a structured, inquiry-based approach for speaking instruction
Critical reasoning and moral communication	Incorporate debates, discussions, and reflective tasks in speaking lessons
Engagement through multimodal texts	Integrate videos, images, and infographics to enhance motivation and contextual understanding
Development of digital literacy	Guide students to explore, evaluate, and present digital content responsibly

The applicability of the RAISE Model in real classroom settings is further supported by its implementation in diverse instructional contexts, including digital learning environments with supplementary instructional videos. These implementations illustrate the model's practicality and scalability for contemporary elementary language education in Indonesia and beyond.

Conclusion

This study concluded that the RAISE Model (Recognising, Analysing, Integrating, Speaking, and Evaluating) is an effective instructional innovation for developing expressive, critical, and polite speaking skills among fifth-grade elementary school students in Pekalongan City. Through the integration of jurisprudential inquiry and multimodal texts—grounded in Vygotsky's constructivist theory and guided by Dick and Carey's systematic instructional design model—the RAISE Model successfully enhanced both linguistic (pronunciation, vocabulary, sentence structure) and non-linguistic (fluency, confidence, content mastery, communicative politeness) dimensions of speaking, as evidenced by medium n-gain scores (0.46 linguistic; 0.48

non-linguistic), large effect sizes (Cohen's d up to 2.4), and consistently positive teacher and student responses across three trial phases.

Compared to conventional methods, the RAISE Model provides substantially stronger outcomes in fostering critical reasoning, respectful communication, and digital literacy. The model's instructional power derives from the synergistic integration of jurisprudential inquiry—which positions students as ethical reasoners engaging with authentic social dilemmas—with multimodal text resources that scaffold comprehension, stimulate creative argumentation, and strengthen evidence-based reasoning. This integration responds directly to international research for pedagogical approaches that treat multimodality as a core cognitive instrument rather than a decorative supplement.

The implications of these findings are both practical and theoretical. In practice, the RAISE Model offers teachers a structured, research-based, and contextually flexible strategy that cultivates digital literacy and Profil Pelajar Pancasila values alongside speaking competencies essential to 21st-century citizenship. It can be adapted across diverse classroom contexts, subject areas requiring argumentation and ethical reasoning, and hybrid learning environments. Theoretically, the study contributes to the fields of language education and civic pedagogy by demonstrating how jurisprudential inquiry, combined with multimodal literacy resources, can enrich critical pedagogy in elementary schools—extending the existing jurisprudential inquiry literature beyond secondary and higher education contexts. Future research may explore the RAISE Model at different grade levels, across diverse cultural and linguistic settings, and through integration into AI-enhanced and technology-mediated learning platforms to maximise its scalability, sustainability, and transferability across Indonesia's diverse educational landscape.

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