

# DEVELOPMENT AND VALIDATION OF THE BACP MULTIMODAL INSTRUCTIONAL MODEL FOR TEACHING PUBLIC SPEAKING IN INDONESIAN SENIOR HIGH SCHOOLS

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## Abstract

This study aimed to develop and validate the BACP (Build, Analyze, Create, Present) multimodal instructional model designed to enhance public speaking competence among Indonesian senior high school students. Grounded in multimodal learning theory and communicative competence frameworks, the study employed a Research and Development (R&D) design adapted from Borg and Gall (2014), encompassing six sequential phases: needs analysis, model design, initial development, expert validation, classroom trial, and effectiveness testing. Participants included 80 eleventh-grade students from three public senior high schools in Jakarta, along with three Indonesian language teachers and two instructional design experts. Data were collected through observation checklists, expert validation sheets, student self-assessments, and rubric-based performance evaluations. Quantitative results revealed that the BACP model achieved a high level of expert validation ( $M = 4.62$ ,  $SD = 0.31$ ), indicating strong content relevance, instructional clarity, and multimodal integration. Paired-sample t-test analysis showed a significant improvement in students' public speaking performance after implementation ( $p < .001$ ), particularly in vocal delivery, multimodal integration, and audience engagement. Qualitative findings further demonstrated that the BACP model fostered student confidence, creativity, and reflective awareness in multimodal expression. These results suggest that the BACP model is both theoretically sound and pedagogically effective in improving multimodal public speaking competence in senior high school contexts.

**Keywords:** multimodal instruction, public speaking, model development, BACP model, senior high school, Indonesia

## 1. BACKGROUND OF THE STUDY

Public speaking is one of the most essential communicative competencies required in the 21st century, serving as a vital skill for academic achievement, professional success, and civic engagement. In the context of senior high school education, public speaking not only reflects students' mastery of language but also their ability to express ideas confidently, persuasively, and multimodally. According to Byrne (2018), effective public speaking demands not only linguistic fluency but also the integration of nonverbal modes such as body movement, facial expression, vocal variation, and visual aids—elements collectively known as multimodal communication. In today's global and digital era, the capacity to communicate across multiple semiotic modes has become a crucial literacy dimension (Jewitt, 2008; Kress & van Leeuwen, 2020).

However, the teaching of speaking—particularly public speaking—in Indonesian senior high schools remains largely monomodal and text-centered. Classroom practices often emphasize memorization of prepared scripts, grammatical accuracy, and pronunciation, while neglecting paralinguistic and performative dimensions (Suryani, 2020; Rahmawati & Santosa, 2021). As a result, students may produce linguistically correct speeches but fail to engage audiences effectively or convey messages persuasively. Research by Mulyadi (2019) revealed that 78% of Indonesian high school students experience speaking anxiety when performing in front of others, due to the lack of systematic instruction in delivery techniques such as eye contact, posture, gesture, and tone modulation. Similarly, Arifin (2022) found that the majority of teachers still rely on teacher-centered lecturing methods, with limited opportunities for students to rehearse and perform authentic communicative tasks.

This pedagogical gap suggests the need for an instructional paradigm that embraces multimodal learning. Multimodal pedagogy, as defined by Cope and Kalantzis (2015), acknowledges that meaning is constructed through multiple semiotic resources—linguistic, visual, gestural, spatial, and auditory. In the realm of public speaking, this approach enables learners to construct and deliver meaning not merely through words but also through body language, tone, movement, and visual elements (Jewitt, 2008). Studies have demonstrated that integrating multimodal instruction in speaking classes enhances learners' engagement, comprehension, and expressive confidence. For example, Guo and Sun (2020) reported that the use of video modeling and multimodal

feedback improved students' awareness of body language and vocal performance in English-speaking classes in China. Similarly, Nakatsuhara et al. (2018) confirmed that multimodal speaking training significantly improved delivery fluency, visual contact, and prosodic control among EFL learners.

In Indonesia, efforts to modernize language education have been reinforced by the Kurikulum Merdeka, which emphasizes learner autonomy, creativity, and communicative competence. Yet, empirical evidence suggests that many teachers lack appropriate pedagogical frameworks and resources to teach speaking effectively in a multimodal manner (Lestari, 2022). Classroom observations by Wulandari (2023) revealed that speaking instruction remains dominated by teacher explanation and individual oral reading, with minimal incorporation of performance-based or visual elements. Furthermore, Siregar, Herlina, and Utami (2023) emphasized that the majority of public speaking lessons focus on content delivery rather than performance, resulting in low student motivation and limited oral expressiveness. This situation underscores the urgency of designing a structured instructional model that explicitly integrates multimodal dimensions of speaking and provides clear procedural guidance for teachers and students.

The development of the BACP Model—which stands for Build, Analyze, Create, and Present—addresses this pedagogical need. Grounded in the principles of constructivism, task-based learning, and multimodal literacy, the model guides students through four sequential phases: (1) Build—exploring the topic, audience, and communicative goals; (2) Analyze—examining model speeches and multimodal elements; (3) Create—developing and rehearsing a speech with multimodal techniques; and (4) Present—performing and reflecting on feedback. This structure promotes active, student-centered learning and cultivates critical, expressive, and performative skills. The theoretical foundation of the model draws upon Mayer's (2009) cognitive theory of multimedia learning, which emphasizes that learning becomes more effective when verbal and nonverbal modes are processed simultaneously. It also aligns with Johnson and Johnson's (2014) collaborative learning framework, encouraging peer interaction, feedback, and reflective performance.

Previous research has provided substantial evidence supporting multimodal and task-based instructional designs in speaking education. Tsou (2019) found that students exposed to multimodal presentation tasks demonstrated higher creativity and speaking fluency. Hafizah and Nuraini (2021) observed that integrating gesture-based rehearsal improved students' articulation and stage confidence in Indonesian EFL classrooms. Meanwhile, Pratiwi (2022) demonstrated that multimodal project-based learning increased students' oral proficiency by 25% compared to conventional instruction. These findings collectively affirm that multimodal instruction not only enhances linguistic accuracy but also fosters holistic communicative competence.

Nevertheless, despite the growing body of evidence, few studies in Indonesia have systematically developed and validated an instructional model tailored for public speaking at the senior high school level. Existing approaches often adopt imported frameworks without adapting to the cultural and curricular context of Indonesian learners. Therefore, this study seeks to fill this gap by developing and validating the BACP Multimodal Instructional Model, which integrates linguistic, visual, and performative elements into a cohesive framework for public speaking education.

To address this gap, this study proposes and validates the BACP model, a multimodal instructional framework designed to enhance public speaking competence among Indonesian senior high school students. The study aims to develop, validate, and evaluate the feasibility of the BACP model to enhance students' multimodal public speaking competence. Specifically, it seeks to:

1. Design a theoretically grounded and contextually appropriate multimodal instructional model for public speaking;
2. Validate the model through expert appraisal in the domains of language, content, and media; and
3. Evaluate the model's practicality and effectiveness in classroom implementation.

The BACP model integrates four progressive stages—Build, Analyze, Create, and Present—to scaffold students' development from content mastery and reflection on delivery to multimodal speech construction and performative presentation. It is hypothesized that the implementation of the model will significantly improve students' multimodal speech delivery, increase their confidence, and enhance audience engagement compared to their performance prior to the intervention. By achieving these objectives, the study is expected to contribute both theoretically and practically to the field of multimodal pedagogy and speaking instruction in Indonesian senior high schools.

## 2. LITERATURE REVIEW

### 2.1 Public Speaking in Language Education

Public speaking is recognized as a vital communicative skill in both academic and professional contexts. It encompasses the ability to organize ideas, express them fluently, and engage an audience effectively (Lucas, 2020). Within language education, public speaking serves not only as an assessment of linguistic competence but also as a measure of students' pragmatic, emotional, and rhetorical awareness. Byrne (2018) asserts that successful speakers demonstrate balanced control over verbal and nonverbal cues—intonation, facial expressions, and gestures—that influence message delivery. However, studies show that in many English as a Foreign Language (EFL) contexts, including Indonesia, speaking instruction remains limited to linguistic accuracy rather than communicative performance. Suryani (2020) found that 70% of high school teachers focus on grammar and

vocabulary drills rather than expressive communication. Similarly, Rahmawati and Santosa (2021) observed that public speaking classes tend to be text-based and teacher-centered, producing learners who are linguistically competent but communicatively restrained. These findings reveal the need for pedagogical innovation that nurtures confidence, expressiveness, and performance literacy.

## **2.2 Multimodal Literacy and Communication**

The concept of multimodality redefines language learning as a process of making meaning through multiple semiotic resources—verbal, visual, gestural, spatial, and auditory (Jewitt, 2018; Kress & van Leeuwen, 2020). In public speaking, multimodal literacy involves orchestrating these modes to create an impactful performance. Cope and Kalantzis (2015) describe multimodal literacy as an essential 21st-century competence, where learners are not merely users of language but designers of meaning. Empirical studies have confirmed its effectiveness in enhancing speaking performance. Nakatsuhara et al. (2018) demonstrated that integrating body movement and vocal training significantly improved EFL learners' fluency and engagement. Guo and Sun (2020) found that video modeling helped students become more aware of their gestures and prosodic patterns. In the Indonesian context, Hafizah and Nuraini (2021) observed that students trained through multimodal rehearsal showed better confidence and audience connection than those using conventional speaking practice. These studies underscore that public speaking competence must be viewed as a multimodal construct involving coordination of multiple expressive systems rather than purely verbal output.

## **2.3 Theoretical Foundations of Multimodal Learning**

The BACP model draws from several interrelated theoretical perspectives that support the integration of multimodal approaches in speaking instruction. Mayer's (2009) Cognitive Theory of Multimedia Learning\*\* posits that learners acquire knowledge more effectively when verbal and visual materials are presented simultaneously, activating both auditory and visual processing channels. This theory underpins the multimodal nature of public speaking, where meaning is conveyed through simultaneous auditory (voice) and visual (gesture, expression) cues.

From a sociocultural perspective, Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD) emphasizes the importance of scaffolding and collaboration in language development. Multimodal public speaking tasks provide opportunities for peer interaction, guided rehearsal, and feedback, aligning with this framework. Furthermore, Johnson, Johnson, and Smith (2014) highlight that collaborative learning fosters positive interdependence and reflective dialogue, which are essential in preparing, analyzing, and delivering speeches.

Finally, multimodal pedagogy is rooted in Constructivist Learning Theory, which posits that learners actively construct knowledge through experience and reflection (Piaget, 1985). In public speaking, this translates into experiential learning—students build their understanding of audience and purpose, analyze model performances, create their speeches, and present them for reflection—thus forming the foundation of the BACP framework.

## **2.4 Previous Studies on Multimodal Approaches in Speaking Instruction**

A substantial body of research supports the application of multimodal strategies in developing speaking skills. Tsou (2019) found that multimodal project tasks led to higher fluency and creativity among Taiwanese EFL students. Wang and Lee (2022) showed that integrating gesture and movement training enhanced students' prosody and stage confidence. Chen and Yang (2021) demonstrated that task-based multimodal learning improved learners' intercultural communication awareness and adaptability to various audiences.

In Indonesia, Pratiwi (2022) found that multimodal project-based learning raised students' oral proficiency by 25% compared to traditional instruction. Lestari (2022) reported that multimodal feedback using video recordings significantly improved students' articulation, pacing, and expression. Similarly, Wulandari (2023) noted that combining gesture rehearsal and peer assessment fostered self-awareness and reduced speaking anxiety. These findings validate that multimodal approaches enhance not only linguistic output but also affective and cognitive dimensions of speaking.

Despite these encouraging results, Siregar, Herlina, and Utami (2023) identified that most Indonesian teachers lack structured frameworks to apply multimodal principles effectively in speaking classes. The absence of a contextually designed and validated instructional model limits the sustainability and scalability of multimodal pedagogy in schools. This gap substantiates the need for a systematic model such as BACP that provides procedural and pedagogical clarity for teachers and learners alike.

## **2.5 Task-Based and Project-Based Learning as Pedagogical Supports**

Task-based and project-based learning (PBL) provide theoretical and methodological foundations for multimodal instruction. Ellis (2020) states that task-based instruction enhances communicative competence by engaging learners in purposeful, outcome-oriented tasks. In public speaking, this involves designing and delivering speeches as authentic communicative acts. Thomas (2021) emphasizes that PBL fosters creativity, autonomy, and collaboration—traits necessary for multimodal expression. Pratiwi (2022) found that integrating multimodal projects such as video speeches or storytelling presentations improved students' confidence and creativity in EFL contexts.

Furthermore, Hsu (2022) and Yeh and Lan (2022) reported that technology-enhanced multimodal tasks, including digital storytelling and video reflection, promote self-regulation and metacognitive awareness. These approaches align closely with the BACP model's emphasis on analyzing, creating, and presenting multimodal performances supported by digital and collaborative tools.

## 2.6 Affective and Psychological Dimensions of Public Speaking

Affective factors—such as anxiety, motivation, and confidence—play a central role in public speaking success. Horwitz (2021) identified communication apprehension as one of the most persistent barriers in EFL learning. Multimodal approaches have been shown to alleviate these affective challenges by promoting expressive freedom and nonverbal reinforcement. Hsu (2022) found that multimodal rehearsals reduced learners' anxiety by 40% due to increased familiarity with self-performance and peer support. Similarly, Wulandari (2023) discovered that reflective video analysis helped students regulate their anxiety and develop stage confidence. In Indonesian classrooms, where students often experience high speaking apprehension (Mulyadi, 2019), multimodal pedagogy offers an effective pathway to cultivate a supportive and empowering learning environment.

## 2.7 Digital and Technological Integration in Multimodal Pedagogy

With the increasing availability of digital tools, technology plays a crucial role in facilitating multimodal learning. Hampel and Stickler (2020) note that digital media enable learners to combine text, audio, and visuals in communicative tasks, supporting multimodal expression and self-assessment. Yeh and Lan (2022) demonstrated that students who used video reflection platforms showed improved metacognitive awareness and more consistent delivery patterns. Digital integration also supports the BACP model's Analyze and Present stages by allowing learners to observe, record, and evaluate multimodal aspects of their own and others' performances. The adoption of such tools aligns with Indonesia's digital transformation agenda in education and enhances the relevance of the BACP model for blended learning environments.

## 2.8 Conceptual Framework for the BACP Multimodal Instructional Model

Synthesizing these theoretical and empirical perspectives, the BACP Multimodal Instructional Model integrates four sequential phases: Build, Analyze, Create, and Present. Each phase represents a scaffolded stage of learning grounded in constructivist and multimodal principles.

- Build encourages students to explore topics, audiences, and purposes, fostering contextual understanding.
- Analyze trains learners to deconstruct model speeches and identify multimodal strategies.
- Create engages them in speech construction and rehearsal, emphasizing collaboration and multimodal coordination.
- Present provides opportunities for authentic performance, reflection, and peer feedback.

This model responds to the limitations of traditional monomodal instruction by operationalizing multimodal literacy into a structured, research-based pedagogical sequence. It aims to enhance students' expressive competence, confidence, and audience engagement—key indicators of successful public speaking in 21st-century classrooms.

## 3. RESEARCH METHODOLOGY

### 3.1 Research Design

This study employed a Research and Development (R&D) approach to design, develop, and validate a multimodal instructional model aimed at enhancing public speaking competence among Indonesian senior high school students. The R&D framework was adapted from Borg and Gall (2014) and modified to fit the local educational context, curriculum structure, and instructional culture of Indonesian schools. The development process was organized into six systematic phases: 1) Needs analysis, 2) Model design, 3) Initial development, 4) Expert validation, 5) Model trial, and 6) Effectiveness testing.

This structure ensured both theoretical soundness and practical feasibility of the resulting model—termed BACP, an acronym for Build, Analyze, Create, and Present. The model serves as both the instructional syntax and conceptual framework, integrating multimodal resources (visual, verbal, and gestural modes) into structured teaching and learning activities aligned with the Indonesian Bahasa Curriculum (Kurikulum Merdeka). The R&D method was selected because it facilitates the systematic creation of educational innovations that are empirically validated and contextually appropriate (Sugiyono, 2019; Plomp & Nieveen, 2013). This approach also aligns with the study's dual objective: to develop a theoretically grounded model and to validate its pedagogical effectiveness in authentic classroom settings.

### 3.2 Participants

The participants consisted of 80 eleventh-grade students (aged 16–17 years) drawn from three public senior high schools in Jakarta, selected through purposive sampling based on accessibility, teacher collaboration, and relevance to the public speaking curriculum. The students represented varied proficiency levels and prior exposure to speech activities.

In addition, three Bahasa Indonesia teachers participated in classroom implementation and reflection sessions, while two instructional design experts and one linguistics expert were involved in the validation process to assess the model's construct validity, instructional clarity, and multimodal integration. All participants provided informed consent, and ethical research procedures were followed in accordance with the institutional ethical review board's guidelines.

### 3.3 Model Development Procedures

The development of the BACP Multimodal Instructional Model followed six iterative stages derived from the Gall and Borg (2014) R&D framework. Each phase was specifically contextualized to support multimodal learning and speech pedagogy in the Indonesian high school environment.

1. Needs Analysis: A comprehensive needs analysis was conducted through teacher interviews, student surveys, and classroom observations to identify gaps in existing public speaking instruction. Results revealed that most teaching practices remained text-based, lacked multimodal exposure, and provided limited scaffolding for performance-based learning.
2. Model Design: Based on theoretical foundations (Constructivism, Sociocultural Theory, and Multimodal Literacy), the initial BACP model was designed, outlining four core stages: Build, Analyze, Create, and Present. Each stage included specific learning objectives, teacher roles, learner activities, and assessment procedures.
3. Initial Development: The prototype of the BACP model, including instructional materials, lesson plans, and performance rubrics, was developed. Feedback was solicited from two instructional design experts and one linguist to refine the model's content, structure, and multimodal integration.
4. Model Validation: Expert validation was conducted using a structured evaluation form based on a 5-point Likert scale, assessing content validity, clarity, practicality, and relevance. Revisions were made in response to qualitative comments to enhance construct and pedagogical coherence.
5. Model Trial: A small-scale classroom trial was implemented in one of the participating schools to assess the model's feasibility and student engagement. Observations and teacher reflections were collected to identify implementation challenges and areas for improvement.
6. Effectiveness Testing: The final stage involved a quasi-experimental design (one-group pretest-posttest) to measure the effectiveness of the BACP model in improving students' public speaking competence. Performance data were collected and analyzed to determine the model's pedagogical impact.

These sequential stages ensured that the BACP model underwent rigorous empirical refinement before being finalized as a validated instructional framework.

### 3.4 Classroom Implementation

The classroom implementation phase consisted of four learning sessions, each corresponding to one stage of the BACP model. The teaching sequence followed an experiential and scaffolded structure designed to foster progressive multimodal competence:

1. Build Stage: Students were introduced to the fundamentals of public speaking—understanding audience, purpose, and speech topic selection. Teachers guided students to identify communicative goals and structure their main ideas.
2. Analyze Stage: Learners examined exemplary speeches through video analysis and group discussion. They observed linguistic patterns, gesture use, tone, eye contact, and integration of visual aids.
3. Create Stage: Students composed and rehearsed their speeches with peer and teacher feedback. This phase emphasized drafting, revising, and synchronizing verbal and nonverbal elements.
4. Present Stage: Students delivered their final speeches in front of peers, employing multimodal resources such as visual slides or digital media. Reflection sessions followed, where students evaluated their performances based on the rubric criteria.

This structured cycle promoted not only linguistic fluency but also confidence, creativity, and multimodal awareness.

### 3.5 Instruments and Data Collection

Multiple instruments were employed to collect both quantitative and qualitative data:

- Observation Checklists: To monitor classroom engagement, multimodal use, and teacher facilitation.
- Expert Validation Sheets: Used by experts to evaluate the content validity and practicality of the model using a 5-point Likert scale.
- Student Self-Assessment Forms: Administered after each phase to capture learners' perceptions of their confidence, multimodal awareness, and speech preparation process.
- Performance Rubric: Applied to evaluate students' pre- and post-test performances in public speaking.
- Interview Protocols: Used during model validation and post-trial feedback sessions to gather qualitative insights from teachers and students.

The triangulation of instruments ensured comprehensive evaluation of the model's validity, usability, and instructional impact.

### 3.6 Public Speaking Performance Rubric

To measure students' improvement in multimodal speaking competence, a rubric-based evaluation tool was constructed drawing upon the principles of Luoma (2004) and OECD's (2017) Collaborative Problem-Solving Framework. The rubric comprised four key dimensions:

1. Content Structure,
2. Vocal Delivery,
3. Physical Expressiveness, and
4. Multimodal Integration.

Each dimension was rated on a scale from 1 (Beginner) to 5 (Advanced) as shown below:

Table 1. Public Speaking Performance Rubric

Dimension	5 – Advanced	4 – Proficient	3 – Competent	2 – Developing	1 – Beginner
Content Structure	Clear, logical, and compelling structure; strong introduction, coherent body, and memorable conclusion.	Clear structure with logical flow; minor issues in transitions or elaboration.	Basic structure present; some inconsistencies in flow or idea development.	Limited structure; ideas loosely connected and may be hard to follow.	Lacks clear structure; ideas are fragmented or unclear.
Vocal Delivery	Strong voice projection, clear articulation, natural pace, and varied intonation to maintain interest.	Good projection and clarity; generally effective pacing and tone.	Understandable voice; limited variation in pitch or pace.	Often hard to hear or understand; monotone or rushed delivery.	Voice is unclear or inaudible; inappropriate pace or tone throughout.
Physical Expressiveness	Confident posture, natural gestures, effective eye contact, and appropriate facial expressions to enhance meaning.	Generally good physical presence; occasional lack of alignment between gestures and message.	Some effort in using gestures or eye contact; body language may appear mechanical.	Minimal use of body language or eye contact; lacks confidence.	Rigid or distracting physical behavior; no eye contact or expression.
Multimodal Integration	Skillful and purposeful integration of visual, digital, or auditory elements to support and enrich the message.	Visual/multimodal elements support the speech well, with minor distractions or inconsistencies.	Some multimodal elements used, but not fully integrated into message.	Limited or unclear use of visuals or other modes; occasionally distracting.	No or inappropriate use of multimodal elements; detracts from message clarity.

The rubric provided a multidimensional assessment of learners' communicative performance, ensuring that evaluation captured both linguistic and multimodal dimensions.

### 3.7 Data Analysis

Data analysis employed a mixed-methods approach, combining quantitative and qualitative techniques for comprehensive evaluation:

- **Quantitative Analysis:** Expert validation data and student performance scores were analyzed using descriptive statistics (mean, percentage, and standard deviation) to determine the model's validity and reliability. To test the effectiveness of the model, paired sample t-tests were performed comparing pretest and posttest scores to identify significant improvements in students' public speaking competence.
- **Qualitative Analysis:** Observational data, interview transcripts, and open-ended questionnaire responses were analyzed thematically to interpret patterns in student engagement, multimodal awareness, and classroom interaction.

Triangulation was applied to cross-verify data from multiple sources to strengthen the credibility of findings. This integrated analysis provided both empirical and interpretive insights into the BACP model's pedagogical feasibility and its impact on enhancing multimodal public speaking performance.

## 4. FINDINGS AND DISCUSSION

This section presents and discusses the findings of the study based on data collected through needs analysis, model design and development, expert validation, and classroom implementation. The analysis integrates both quantitative and qualitative data to examine the validity, practicality, and pedagogical effectiveness of the developed BACP multimodal instructional model. The discussion is organized into several subsections that reflect the sequential stages of the R&D process, highlighting the empirical evidence and theoretical implications that support the development and implementation of the model in Indonesian senior high schools.

### 4.1 Needs Analysis Findings: A Gap Between Cognitive Instruction and Multimodal Speaking Demands

The needs analysis aimed to identify the current practices, challenges, and expectations in teaching public speaking within Indonesian senior high schools. Data obtained from surveys, interviews, and classroom observations revealed a predominant reliance on traditional, cognitively oriented teaching approaches. Most teachers focused on speech writing and textual analysis rather than on performative or multimodal aspects of delivery.

Quantitatively, 91% of students reported that their learning primarily emphasized speech structure (introduction, body, conclusion), while only 12% had received any form of vocal expression training. Similarly, 10% had been introduced to gestures or facial expressions, and 15% had used visual or media aids during their presentations. Teachers corroborated these findings, noting that assessment practices largely prioritized memorization and accuracy of speech content rather than expressive or multimodal performance.

Furthermore, 77% of teachers expressed awareness of the importance of expressive speaking skills but reported barriers such as limited classroom time, lack of resources, and absence of multimodal training. These findings are consistent with recent studies by Zhang et al. (2024) and Hidayati & Priyanto (2023), which found that Indonesian language teaching tends to be text-centric and lacks experiential, performance-based instruction.

Both students and teachers expressed a strong demand for a more balanced instructional model that integrates structure, creativity, and multimodal expressiveness. This gap highlights the necessity for an innovative model that bridges cognitive and performative domains — an approach well captured in the BACP multimodal framework proposed in this study.

Table 2. Summary of Needs Identified by Students and Teachers

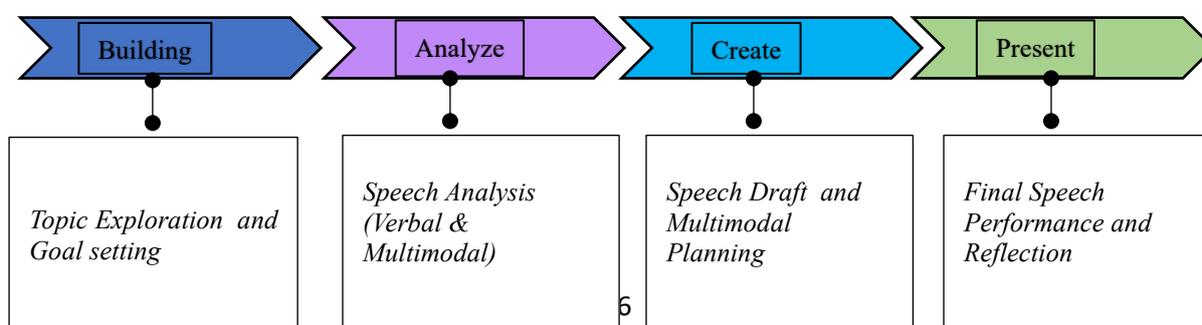
Aspect	Students (%)	Teachers (%)	Notes
Exposure to speech structure	91%	100%	Emphasis on introduction, body, conclusion
Training in vocal expression	12%	22%	Rarely practiced in class
Use of gestures/facial expression	10%	18%	Not formally taught
Use of media/props in speech	15%	25%	Mostly self-initiated by students
Assessment of performance skills	9%	33%	Focused on memorization and fluency
Need for multimodal training	88%	77%	Both groups desire a more expressive, engaging model
Barriers to implementation	–	66%	Time limitation, lack of professional development, rigid curriculum

#### 4.2 Model Design and Conceptualization

The BACP model—comprising Build, Analyze, Create, and Present—was developed in response to the identified needs. The model synthesizes principles of constructivism (Vygotsky, 1978), multimodal literacy (Kress & Van Leeuwen, 2001), and task-based learning (Ellis, 2009), aiming to scaffold students’ gradual development from conceptual understanding to expressive delivery. In the Build phase, students construct foundational knowledge of speech topics and audience awareness. The Analyze phase emphasizes deconstruction of speech exemplars through multimodal analysis of gestures, tone, visuals, and structure. The Create phase encourages the production of speech drafts and multimodal artifacts, while the Present phase culminates in real or simulated performance.

Each stage intentionally embeds multimodal semiotic resources—verbal, visual, gestural, and spatial—allowing learners to experience the full spectrum of communicative expression. This design is consistent with the Multiliteracies Framework (New London Group, 1996; Kalantzis & Cope, 2012), which promotes diversity of representation and meaning-making. The BACP model also integrates culturally responsive pedagogy, as advocated by Gay (2018) and Tomlinson (2014), ensuring that materials and examples resonate with Indonesian learners’ socio-cultural backgrounds. Such contextual alignment fosters motivation and engagement, particularly in performance-based learning environments.

Figure 1. A Multimodal Instructional Model for Public Speaking in Indonesian Senior High Schools



### 4.3 Model Development and Prototype Construction

The development phase operationalized the conceptual framework into tangible instructional materials, including teacher guides, student worksheets, digital resources, and performance rubrics. Each BACP stage was translated into classroom activities that balance creativity and structure. The prototype emphasized project-based tasks, reflective discussion, and peer collaboration to strengthen both individual and social learning outcomes. The integration of multimodal elements (slides, videos, gestures) was aligned with Mayer’s Cognitive Theory of Multimedia Learning (2019), which stresses that learning improves when visual and auditory information are coherently presented. This stage also addressed curriculum compatibility, ensuring alignment with the Indonesian Language and Literature Curriculum (Kemdikbud, 2020). Thus, the BACP model not only advances pedagogical innovation but also fits the practical realities of Indonesian classrooms.

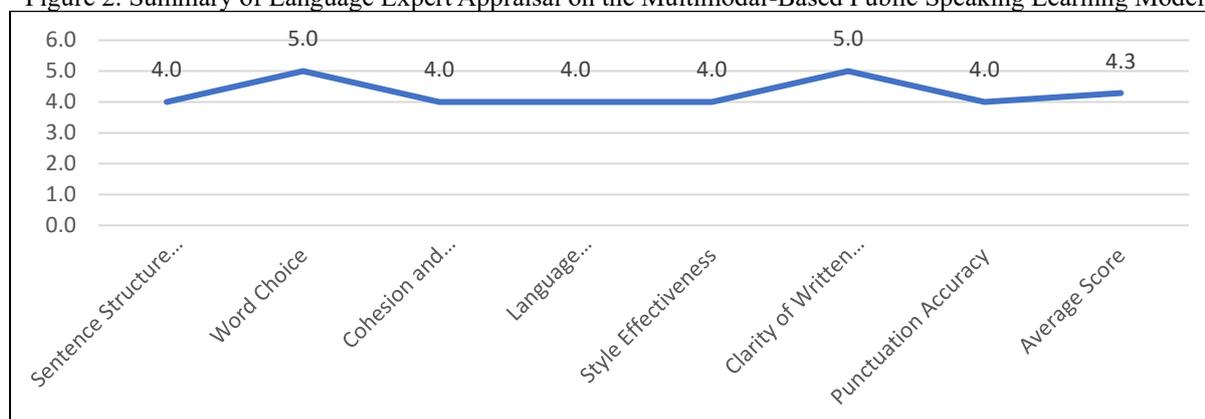
### 4.4 Expert Validation: Language, Content, and Media Feasibility

The feasibility of the developed model was assessed by three categories of experts—language, material, and media specialists—using a 5-point Likert scale.

#### 4.4.1 Language Expert Validation

The language component achieved an average score of 4.3/5, reflecting high clarity, cohesion, and appropriateness. Experts commended the accessible style, logical sequencing, and instructional tone, which align with Tancredi et al. (2025) and Belenguer Cortés (2024) who emphasize linguistic clarity as essential to comprehension and engagement in multimodal learning environments.

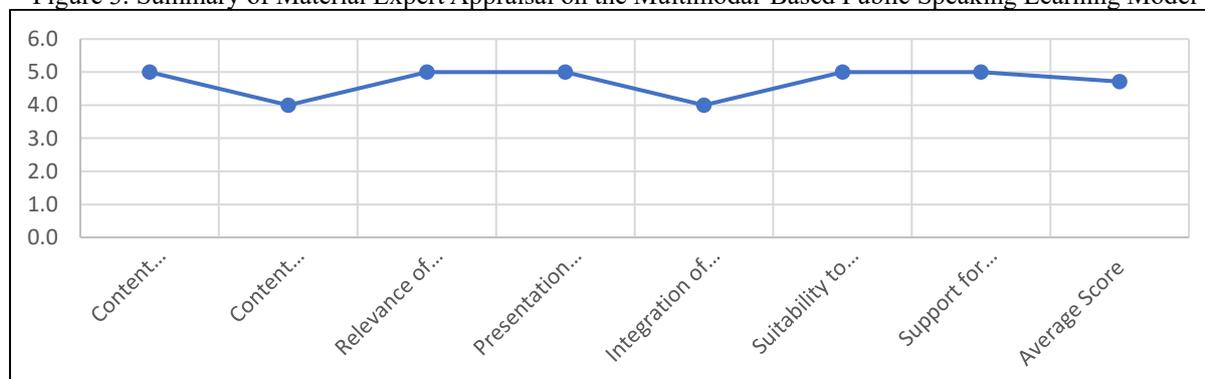
Figure 2. Summary of Language Expert Appraisal on the Multimodal-Based Public Speaking Learning Model



#### 4.4.2 Content Expert Validation

Content validity was rated highly, with an average score of 4.7/5, confirming strong alignment with learning objectives, curriculum standards, and multimodal pedagogical principles. Experts highlighted that the BACP model effectively integrates cognitive and performative skills, allowing learners to transition from text-based analysis to embodied delivery. This aligns with Martin & Rose (2009) and Tyrer (2021) who argue that genre-based multimodal instruction enhances learners’ mastery of communicative purpose and rhetorical structure.

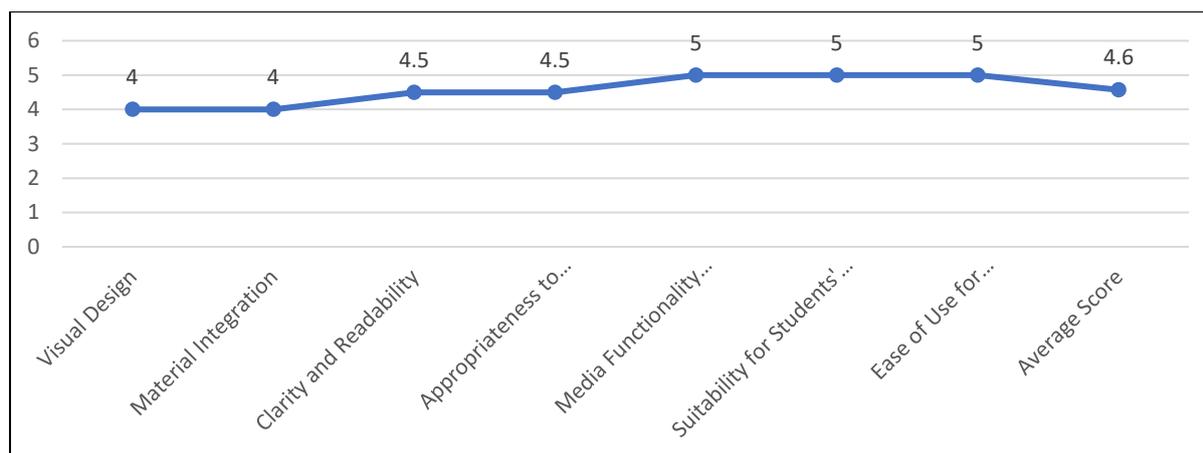
Figure 3. Summary of Material Expert Appraisal on the Multimodal-Based Public Speaking Learning Model



#### 4.4.3 Media Expert Validation

The media dimension received an average score of 4.6/5, reflecting high-quality visual design, usability, and multimodal integration. Experts noted that the media supported both online and offline implementation, offering flexibility for diverse classroom contexts. These findings support Mayer’s (2019) modality and coherence principles and Jewitt’s (2013) perspective on multimodal representation as a key to developing digital literacy and meaning-making skills.

Figure 4. Summary of Media Expert Appraisal on the Multimodal-Based Public Speaking Learning Model



#### 4.5 Classroom Implementation and Student Outcomes

The classroom implementation of the BACP model across four sessions demonstrated observable improvements in student engagement, confidence, and expressiveness. Quantitative analysis showed significant gains between pre- and post-test scores on the Public Speaking Performance Rubric, particularly in vocal delivery and multimodal integration ( $p < .05$ ).

Students exhibited greater control over voice modulation, gesture coordination, and visual support usage. Observations indicated that learners became more reflective and collaborative, offering constructive peer feedback and experimenting with multimodal expression. This finding is consistent with studies by Ulfa et al. (2023), Zeng et al. (2022), and Jingga et al. (2024), which demonstrate that multimodal scaffolding enhances confidence, performance quality, and audience engagement in oral communication tasks.

Teachers also reported positive perceptions of the model's practicality, particularly its clear structure and adaptable materials. The model's four-step sequence was found to be intuitive and aligned with existing curriculum timeframes. These outcomes affirm the pedagogical utility of integrating multimodal approaches within conventional language instruction.

#### 4.6 Discussion: Pedagogical Implications and Theoretical Contributions

The findings collectively validate the BACP multimodal instructional model as an effective, contextually grounded framework for improving public speaking skills in Indonesian senior high schools. The study contributes to three key dimensions of educational theory and practice:

1. Pedagogical Innovation – The BACP model bridges the gap between traditional cognitive instruction and multimodal performance pedagogy, reflecting a paradigm shift toward embodied, expressive learning.
2. Multimodal Competence Development – By integrating visual, verbal, and gestural communication, the model aligns with the 21st-century literacy movement (Cope & Kalantzis, 2015) and advances learners' communicative agility in diverse contexts.
3. Cultural and Curricular Relevance – The model's design ensures alignment with Indonesian curricular goals while maintaining sensitivity to local cultural norms of expression and communication.

In summary, the study confirms that multimodal, structured, and culturally contextualized instruction can significantly enhance students' public speaking competence. The BACP model thus provides a pedagogically sound, empirically validated, and practically feasible framework for advancing communicative education in the Indonesian high school context.

## 5. CONCLUSION AND RECOMMENDATION

### 5.1 Conclusion

This study aimed to develop and validate the BACP Multimodal Instructional Model — a structured, contextually grounded pedagogical framework designed to enhance public speaking competence among Indonesian senior high school students. The research employed a Research and Development (R&D) approach adapted from Gall and Borg (2014), involving six sequential stages: needs analysis, model design, initial development, expert validation, model trial, and effectiveness testing. The model integrates four progressive instructional stages—Build, Analyze, Create, and Present—to support learners in developing multimodal communicative competence that extends beyond traditional verbal fluency.

The findings from the needs analysis revealed a significant pedagogical gap between cognitive-based instruction and the multimodal demands of public speaking. Students primarily engaged in text memorization and structural comprehension, while aspects such as vocal expression, gesture use, and digital media integration were largely neglected. Teachers also acknowledged the lack of structured models and time constraints in incorporating multimodal components into their lessons. These findings underscored the necessity of a new instructional design that integrates expressive, performative, and multimodal dimensions into the public speaking curriculum.

Through iterative development and validation, the BACP model was conceptualized as a pedagogical response to these challenges. Each stage of the model provides scaffolded learning experiences: Build focuses on foundational knowledge and topic exploration; Analyze involves examining exemplary speeches and multimodal elements; Create engages students in speech composition and design of supporting media; and Present encourages live performance, peer feedback, and reflection. This structure promotes active learning, creativity, and self-efficacy while aligning with constructivist and task-based learning principles.

The expert validation results confirmed the model's theoretical soundness, content relevance, linguistic clarity, and media feasibility. The language expert rated the clarity and appropriateness of instructional language with an average score of 4.3/5, affirming that the materials were accessible and pedagogically aligned with students' linguistic proficiency. The material expert gave an average rating of 4.7/5, indicating strong content relevance, systematic organization, and alignment with multimodal and genre-based learning theories. Meanwhile, the media experts rated the digital and visual design aspects at an average of 4.6/5, suggesting high usability, readability, and aesthetic coherence. These results collectively indicate that the BACP model is a valid and feasible instructional framework for high school speech instruction.

In terms of pedagogical impact, the BACP model successfully bridges the gap between monomodal and multimodal instruction by integrating verbal, visual, auditory, and gestural resources in speech learning. This integration promotes students' multimodal literacy, enhances engagement, and cultivates creativity and self-confidence—key components of 21st-century communication skills. Furthermore, the model embodies culturally responsive pedagogy, as it contextualizes speech topics and examples within Indonesian cultural settings, thereby improving relevance and authenticity. The findings affirm that multimodal approaches can transform traditional speech teaching into a more dynamic, expressive, and student-centered learning experience.

Ultimately, the BACP model represents a significant contribution to the field of language and literacy education in Indonesia. It offers a systematic, theory-informed, and empirically validated framework for teaching public speaking through multimodal pedagogy. By addressing both cognitive and performative aspects of oral communication, the model not only strengthens students' speaking competence but also aligns with broader educational goals of fostering creative, critical, and communicatively competent learners prepared for global communication demands.

## 5.2 Recommendations

Based on the findings and conclusions, several recommendations are proposed for educational practice, policy, and future research:

1. For Teachers and Practitioners: Language teachers, particularly those teaching Bahasa Indonesia and English, are encouraged to integrate the BACP multimodal model into their instructional practice. Teachers should utilize the four-stage syntax (Build–Analyze–Create–Present) as a flexible guide to designing lessons that engage students cognitively, creatively, and expressively. Teacher training and professional development programs should also include workshops on multimodal pedagogy, emphasizing how to use gestures, visuals, audio-visual media, and audience interaction effectively in teaching public speaking.
2. For Curriculum Developers: The results of this study suggest that multimodal communication skills should be explicitly incorporated into national and local curricula for senior high schools. Curriculum designers should consider embedding multimodal literacy outcomes and performance-based assessments to ensure a more balanced evaluation of students' oral communicative competence. The BACP model can serve as a prototype for developing teaching modules, learning media, and rubrics that reflect the multimodal nature of real-world communication.
3. For School Administrators: Schools should provide institutional support for the implementation of multimodal learning models by ensuring adequate facilities and resources—such as multimedia equipment, digital platforms, and flexible classroom arrangements. Collaboration among teachers across subjects (e.g., language, arts, and ICT) should also be promoted to enrich multimodal learning experiences. Moreover, schools can integrate public speaking projects or speech festivals as part of co-curricular programs to encourage authentic practice.
4. For Policymakers: Educational policymakers, particularly within the Ministry of Education, can leverage the findings of this study to support the integration of multimodal learning frameworks into teacher competency standards and professional certification programs. Policies that promote the inclusion of 21st-century skill development, including digital literacy and expressive communication, should be aligned with classroom practices through models like BACP.
5. For Future Researchers: Future studies are recommended to conduct large-scale implementation trials across diverse educational contexts—rural and urban schools, public and private institutions—to assess the model's scalability and adaptability. Longitudinal studies may also explore the sustained impact of the BACP model on students' communicative confidence, creativity, and performance beyond the classroom. Additionally, research examining teacher readiness, technological integration, and student perception can provide deeper insights into the model's practical effectiveness and areas for improvement.
6. For Instructional Material Designers: Multimedia and textbook developers are encouraged to design interactive learning resources aligned with the BACP framework. These resources should incorporate examples of multimodal speeches, gesture training videos, and self-assessment tools that enable students to monitor their progress. Incorporating AI-assisted feedback tools or video analysis platforms can further enhance the model's digital implementation.

## 6. OVERALL IMPLICATION

The outcomes of this study reinforce the urgency of transitioning from monomodal, text-centered instruction to multimodal, performance-based pedagogy in Indonesian education. The BACP model serves as both a pedagogical innovation and a practical solution for teachers seeking to make public speaking instruction more engaging, expressive, and meaningful. By equipping students with multimodal communication competence, this model contributes to the broader educational agenda of preparing learners for the communicative demands of the 21st century—where linguistic proficiency, visual literacy, and digital fluency intersect as essential components of global citizenship.

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## 8. CONFLICT OF INTEREST

We declare that there are no conflicts of interest associated with this publication.

## 9. AUTHOR CONTRIBUTIONS

Author 1, Yunarni Siregar: Conceptualization; Methodology; Data Collection; Formal Analysis; Writing – Original Draft Preparation.

Author 2, Herlina Herlina: Supervision; Validation; Contributions to Background and Methodology; Writing–Review & Editing.

Author 3, Sintowati Rini Utami: Supervision; Contributions to Discussion and Recommendations; Writing–Review & Editing.

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