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Depicting Urgencies of The Integration of Cybertext Context in Educational Pragmatics with A Sociosemiotic Multimodal Perspective

Memerikan Urgensi Integrasi Konteks Siberteks dalam Pragmatik Edukasional Berperspektif Multimodal Sosiosemiotik

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Abstract: This study aims to describe the urgency of integrating cybertext context aspects in pragmatic educational learning with a social semiotic multimodality perspective. The data for this research are the numbers obtained from respondents' responses to the Likert scale research instrument submitted via the google form. The population of this study was students of the Indonesian language education master's program. At the same time, the research sample was students of the Indonesian language education master's program, FKIP, the University of Sanata Dharma, who had received pragmatic educational lectures. The responses to the instruments presented to them were then analyzed with simple descriptive statistics to obtain figures that describe the depth of understanding and perception of the urgency of integrating cybertext contexts into educational pragmatics learning. This research has produced two findings in response to the formulation of the research questions. First, students' understanding of aspects of the cybertext context in a semiotic social multimodality perspective is still low. Second, the urgency to integrate aspects of the context and function of the cybertext context into pragmatic educational learning based on semiotic social multimodality is very high.

Keywords: cybertext context; multimodality; sociosemiotics; educational pragmatics

Abstrak: Tujuan penelitian ini adalah mendeskripsikan urgensi aspek-aspek konteks siberteks diintegrasikan dalam pembelajaran pragmatik edukasional berperspektif multimodalitas sosial semiotik. Data penelitian ini adalah angka-angka yang diperoleh dari respons penilaian responden atas instrinstrumen penelitian berskala Likert yang disampaikan lewat wahana google form. Populasi penelitian ini adalah para mahasiswa program magister pendidikan bahasa Indonesia sedangkan sampel penelitian adalah para mahasiswa program magister pendidikan bahasa Indonesia, FKIP, Universitas Sanata Dharma yang pernah mendapatkan perkuliahan pragmatic edukasional. Respons atas instrumen yang disampaikan kepada mereka selanjutnya dianalisis dengan statistik deskriptif sederhaan untuk mendapatkan angka-angka yang menggambarkan kedalaman pemahaman dan persepsi urgensi integrase konteks siberteks ke dalam pembelajaran pragamtik edukasional. Penelitian ini telah menghasilkan dua temuan sebagai jawaban atas rumusan pertanyaan penelitian. Pertama, pemahaman dari para mahasiswa terkait dengan aspek-apek konteks siberteks dalam perspektif multimodalitas sosial semiotic masih rendah. Kedua, urgensi untuk mengintegrasikan aspek-aspek konteks dan fungsi

konteks siberteks ke dalam pembelajaran pragmatik edukasional berbasis multiodalitas sosial semiotik sangat tinggi.

Kata kunci: konteks siberteks; multimodalitas; sosiosemiotik; pragmatik edukasional

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1. Introduction

The pragmatic learning paradigm has shifted from being systemic, general, and culture-specific to being based on cybertext. The latter type of pragmatics is called cyberpragmatics. Other sources call 'internet pragmatics' because cyberpragmatics is also based on cybertext data found on the internet (Locher, 2013); (Yus, 2016). The focus of the study's attention on various types of pragmatics is still the same, namely on the question of pragmatic intent or meaning. Thus it must be emphasized that the intent in the study of cyberpragmatics is also referred to as the speaker's meaning. This type of meaning contrasts with the meaning contained in linguistics or semantics which is essentially not bound by context (Leech, 2014). Even with contextual ties, the context is intralinguistic regarding word collocations, word positions between words that make up a sentence construction, and other segmental aspects. In pragmatics before the advent of cyber pragmatics, the context used to understand the speaker's intent was the conventional extralinguistic context. In cyber pragmatics, the context shifts to a virtual extralinguistic context (R. K. Rahardi, 2020); (Culpeper, 1996).

The difference is that in virtual extralinguistic contexts, aspects of each element of the extralinguistic context have changed due to technological developments. For example, elements of speakers and speech partners in virtual extralinguistic contexts do not only focus on aspects of age, gender, ethnicity, etc. the elements of aspects of the speaker and the hearer have shifted far beyond these identities. The other context elements are the same, all have shifted, and this shift has been explained by Rahardi (Kunjana Rahardi, 2020). In the development of context studies, it turns out that the rapid development of technology has forced the birth of new interpretations of the existing context. Context can not only be distinguished into social, social, cultural, and situational contexts but also involves contexts that are multimodality cybertexts. In this regard, Rahardi calls it the cybertext context (R. K. Rahardi, 2019). There is a fundamental difference between understanding aspects of the multimodality context presented by Kress & Leeuwen and Rahardi's view, namely that the cybertext context only involves four dimensions, namely gestural aspects, spatial aspects, visual aspects, and audiovisual aspects (Kress, 1990); (Leeuwen, 2005).

It is impossible to call the linguistic aspect an aspect of context as is commonly understood in multimodality. The basic reason is that the linguistic aspect, essentially verbal language, is used as the main vehicle for conveying the speaker's intent. So the pragmatic meaning of the speaker, whatever the vehicle, always the main means is verbal language. The non-verbal aspects only act as a support, background, inspiration, and illustrator, conveying the main purpose through the vehicle of language. The discussion related to the aspects of the cybertext context presented above is closely related to the representation of functions described by MAK Halliday, namely instrumental, regulatory, representational, interactional, heuristic, personal and

imaginative functions (Meyer et al., 2006); (Halliday, 1993). Furthermore, the seven language functions are divided into three language meta-functions: ideational meta-functions, interpersonal meta-functions, and textual meta-functions. This idea of language functions and language metafunctions are based on Halliday's perspective on language as a semiotic social system (Halliday, 1975). In actual language, there is an inseparable relationship between language and society and the culture that embodies the language. From a functional perspective, language is never seen as a single or homogeneous entity but as a heterogeneous entity. Language exists together with its environment, both naturalistic and symbolic. Within this metaphorical and naturalistic environment, various symbols, icons, and indexes have the nature of social semiotics (Kravchenko, 2016); (Kramsch, 2002). In this regard, Halliday has given birth to a view of functional grammar, which cannot be separated from the language from the perspective of its function in society. This perspective then gave birth to systemic functional linguistics that inspired various critical discourse analysis vehicles (critical discourse analysis) and multimodality analysis, as described above.

In this regard, Kress and Leeuwen gave birth to their perspective of thinking about visual grammar, which emphasizes that understanding the speaker's pragmatic intent or meaning cannot be separated from the visual aspects of the object being studied. Multimodality research data in the form of multimodality vehicles in the form of cybertext and its context. These tools can be easily obtained from various internet links in the form of multimodality-based cybertexts (Sari, 2018); (K. Rahardi, 2020). Understanding the meaning conveyed through language vehicles in cybertext data cannot be separated from the cybertext context in the form of visual, gestural, spatial, and aural aspects. All aspects of the language environment are essentially symbols, icons, and semiotic spatial indexes that are full of meaning. So let's just say, why an advertisement is made in light color, made graphic, etc., must be explained in detail in order to understand the meaning conveyed in the language vehicle of the advertisement.

In the past, these aspects could not be considered as context. People think these things are meaningless because the context is still understood conventionally. This research on the cybertext context was carried out based on the above. In particular, the author wants to discuss the urgency of integrating aspects of the cybertext context in educational pragmatics in the master's program, which is seen from the perspective of semiotic social multimodality (Lucas et al., 2008); (Holmes & Marra, 2002). A clear answer about the urgency of this integration becomes important because the development of educational pragmatics learning must be based on the real need for the development of the learning (Mahboob, 2010). The research problem is formulated: How is the understanding and urgency of aspects of the cybertext context integrated with pragmatic educational learning with a semiotic social multimodality perspective? In line with the formulation of the problem, this study aims to describe the understanding and urgency of aspects of the cybertext context integrated with pragmatic educational learning with a semiotic social multimodality perspective. This research is expected to have the following benefits: (1) To develop the field of pragmatic studies, especially those related to the study of cybertext contexts intertwined with semiotic social multimodalities. (2) Develop educational pragmatic

learning models in research-based master's programs so that in the future, they can become reliable researchers in the field of pragmatics.

2. Method

This study applies a quantitative descriptive approach. This was done because this study aimed to describe the urgency of integrating aspects of the cybertext context in educational pragmatics learning based on semiotic social multimodalities (Schilling, 2006); (Kress, 1990). The results of simple computations are carried out to understand the cybertext context's identity and the urgency of its integration into learning. Thus, it can be emphasized that the research data are numbers obtained from respondents' assessment responses to Likert-scale research instruments submitted through the google form (Yang et al., 2011); (Wodak, 2007). The population of this study was students of the Indonesian language education master's program. At the same time, the samples were students of the Indonesian language education master's program, FKIP, Sanata Dharma University, who had received pragmatic educational lectures. The responses to the instruments presented to them were then analyzed using simple descriptive statistics to obtain figures that describe the depth of understanding and perception of the urgency of integrating cybertext contexts into educational pragmatics learning.

3. Research Results and Discussion

This section is the most important section of your article. The analysis or results of the research should be clear and concise. The results should summarize (scientific) findings rather than provide data in great detail. Please highlight the differences between your results or findings and the previous publications by other researchers. Analysis and discussion must be separate. The statement "I have taken the Educational Pragmatics course," when associated with pragmatic cybertexts research, becomes the basis for knowing the respondent's initial experience regarding the courses they have taken at the Masters level in Indonesian Language Education. The existing bar chart states that as many as 72.5% of respondents strongly agree with the statement. It can be concluded that 72.5% of respondents have taken Educational Pragmatics courses.

Figure 1. I Once Took the Educational Pragmatics Course.
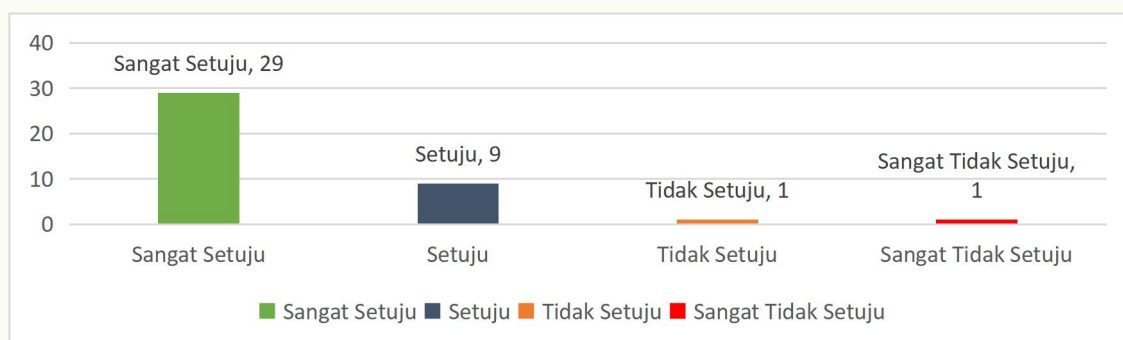
The statement "I understand the substance of the Educational Pragmatics course," when associated with pragmatic cybertexts research, is still the basis for knowing the respondents' initial experiences regarding the respondent's understanding of the substance of the Educational Pragmatics course. Based on the existing bar chart, it can

be concluded that 42.5% of respondents in the category strongly agree and 52.2% of respondents in the agree category, meaning that almost most of the respondents have understood the substance of the Educational Pragmatics course.

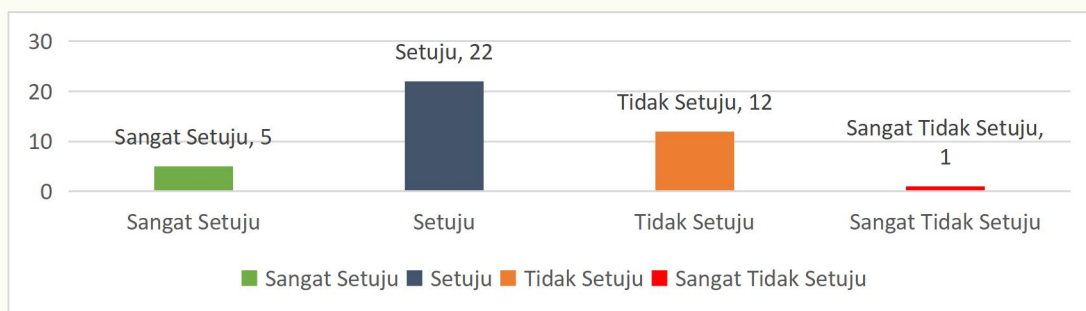**Figure 2.** I understand the substance of the Educational Pragmatics course
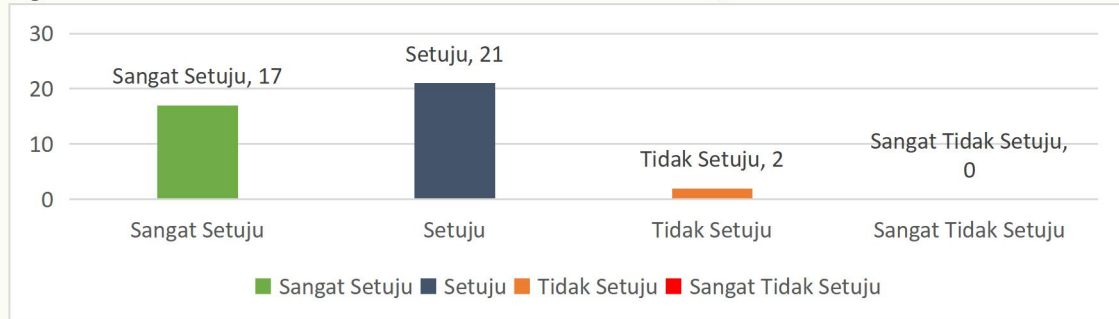
The statement "I've heard the term Cybertexts context" when associated with pragmatic cybertexts research becomes the basis for knowing the respondents' initial experiences regarding information about Cybertexts context. Based on the existing bar chart, it can be concluded that there are still as many as 5% of respondents who can be categorized as strongly disagreeing with the given statement and as many as 70% of respondents who can be classified as agreeing and respondents have heard the term Cybertext context.

Figure 3. I've Heard the Term Cybertext Context
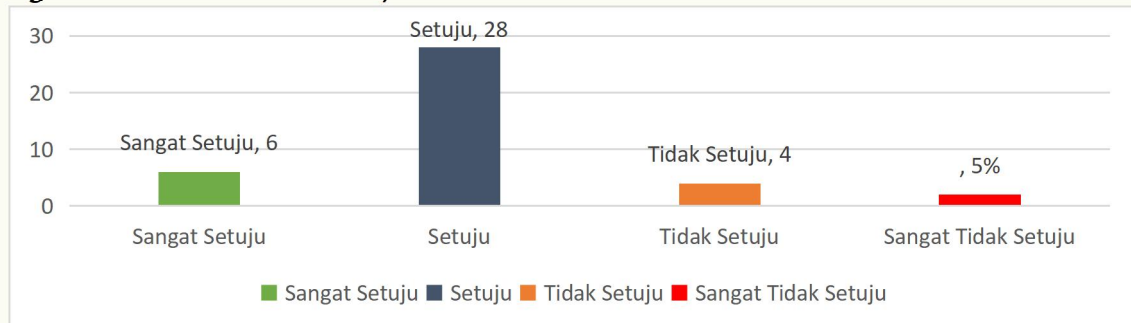
The statement "I understand the theory of cybertexts context in pragmatic studies," when associated with pragmatic cybertexts research, becomes the basis for knowing the respondents' initial experiences regarding cybertexts context theory in pragmatic studies. Based on the existing bar chart, it can be concluded that there are still 2.5% of respondents who can be categorized as strongly disagreeing with the given statement and as many as 55% of respondents who can be classified as agreeing regarding understanding the theory of cybertext contexts in pragmatic studies. There is still a 30% percent of respondents who fall into the category of disagree. Respondents do not understand the theory of cybertext contexts in pragmatic studies.

**Figure 4.** I Understand The Theory of The Context of Cybertexts in Pragmatic Studies

The statement "I understand the nature of cybertexts-based educational pragmatics," when associated with pragmatic cybertexts research, becomes the basis for knowing the respondents' initial experiences regarding respondents understanding of the nature of cybertext-based educational pragmatics. Based on the percentage of existing bar charts, it can be concluded that only 15% of respondents strongly agree that all respondents did not fully understand the nature of cybertext-based educational pragmatics. Then as many as 45% of respondents agreed regarding the understanding that respondents have regarding the nature of cybertext-based educational pragmatics.

Figure 5. I Understand The Nature of Cybertext-Based Educational Pragmatics
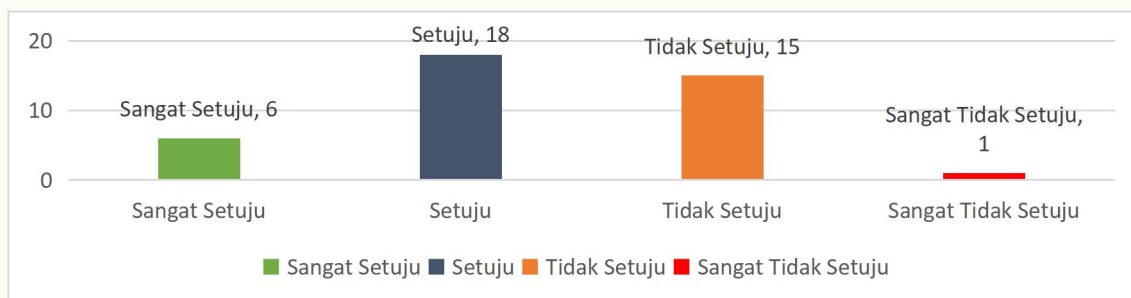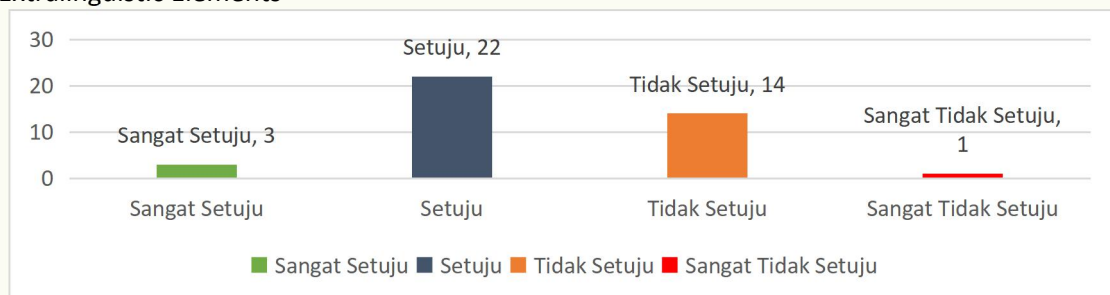

The statement "I understand the social context based on cybertexts in conventional extralinguistic elements," if it is related to pragmatic cybertexts research, is quite important because, in pragmatic cybertexts research, respondents should also know and understand about speaking, not only oriented to meaning in part and to the intended meaning. I want to convey it, but in interpreting an utterance, we also look at aspects of the social dimension to be involved in interpreting the speaker's intentions. Based on the responses from respondents, they still disagreed with the existing statement supported by the percentage of 32%. There are still respondents who do not have an understanding of the social context based on cybertexts in conventional extralinguistic elements.

Figure 6. I Understand The Social Context Based on Cybertexts in Conventional Extralinguistic Elements
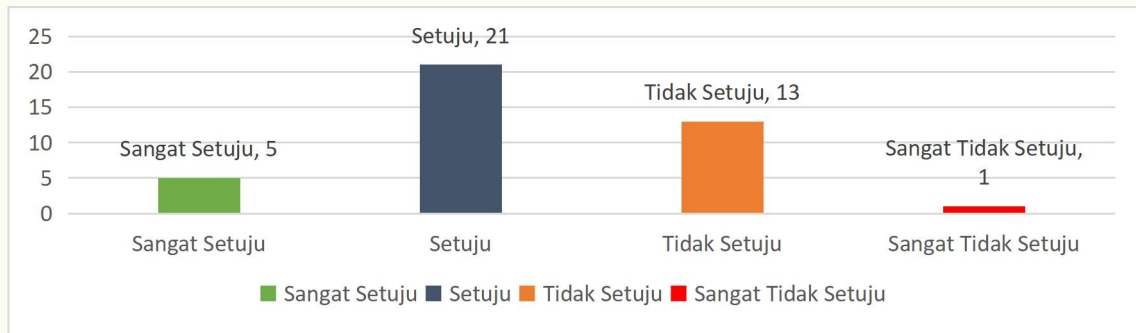
The statement "I understand the situational context based on cybertexts in conventional extralinguistic elements" is associated with pragmatic cybertexts research. Respondents should also know and understand the situational context in cybertexts research describing situations when someone interprets an utterance from within social media in a cyber perspective, so it is not appropriate to interpret it in a general pragmatic context. Respondents should know things like this in this era of development. However, it is different from the percentage results obtained by the researcher that some respondents who have taken educational pragmatics courses do not necessarily understand the situational context based on cybertexts in conventional extralinguistic elements. The results of the percentage state that 35% of respondents disagree, meaning that as many as 14 people still do not understand the situational context based on cybertexts on conventional extralinguistic elements.
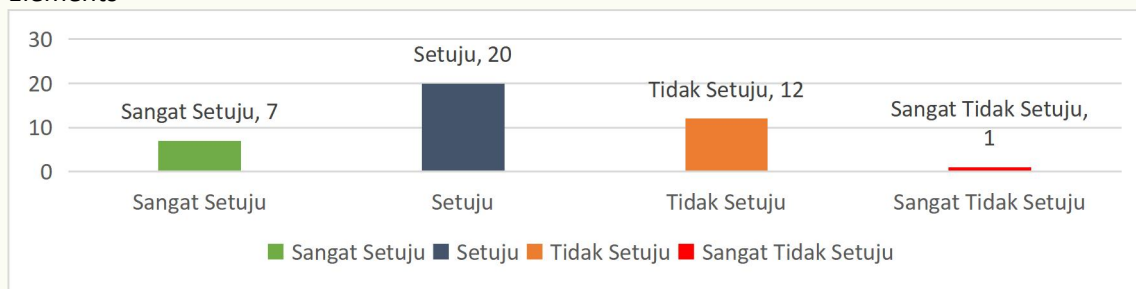
Figure 7. I Understand The Situational Context Based on Cybertexts On Conventional Extralinguistic Elements

The statement "I understand the cybertext-based social context in virtual extralinguistic elements," if it is associated with pragmatic cybertexts research, is a novelty in this case. Respondents should also understand the cybertexts-based social context of virtual extralinguistic elements. This statement relates specifically to virtual extralinguistic elements. The more complex the discourse present in the development of existing technology makes the social context based on cybertexts on virtual extralinguistic factors important for respondents to know. The understanding of existing speech is not only oriented towards meaning and looking at aspects of the social dimension to be involved in interpreting the speaker's intentions. But in this case, it is more complex, namely understanding an utterance based on aspects of the elements of the social context and looking at the impact of technological developments: existing information, digital technology, and internet technology. Based

on the results of the percentage obtained from the preliminary study, 17.5% strongly agree, 50% agree, 30% disagree, and 2.5% strongly disagree with the statement submitted, meaning that there are still respondents who do not understand the social context based on cybertexts on virtual extralinguistic elements.

Figure 8. I Understand The Social Context Based on Cybertexts on Virtual Extralinguistic Elements

The statement "I understand the cybertext-based social context on virtual extralinguistic elements," if it is related to pragmatic cybertexts research, does not discuss the dimensions of **solidarity** or peer-to-peer but discusses the narrative that occurs between leaders and subordinates in an agency. In the narrative, of course, consider several aspects such as social status, social rarity, and social level, which are very dominant. In this case, someone who does not pay attention to some of these aspects in speaking will immediately be said to be a person who does not know manners. Do not learn ways if he is not careful in considering the social context in greeting. The social context based on cybertexts on virtual extralinguistic elements can be found in social media that raises issues related to government criticism, visual comics, conversations between principals and teachers, etc. Based on the percentage displayed in a bar graph, only 15% of respondents strongly agree with the statement, and 50% agree. 32.5% of respondents disagree, and 2.5% strongly disagree, meaning that some respondents still do not understand the social context based on cybertexts on virtual extralinguistic elements.
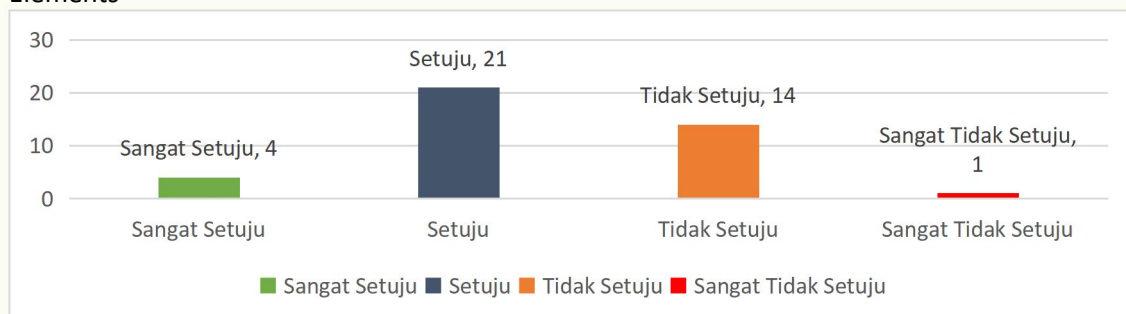
Figure 9. I Understand The Social Context Based on Cybertexts on Virtual Extralinguistic Elements
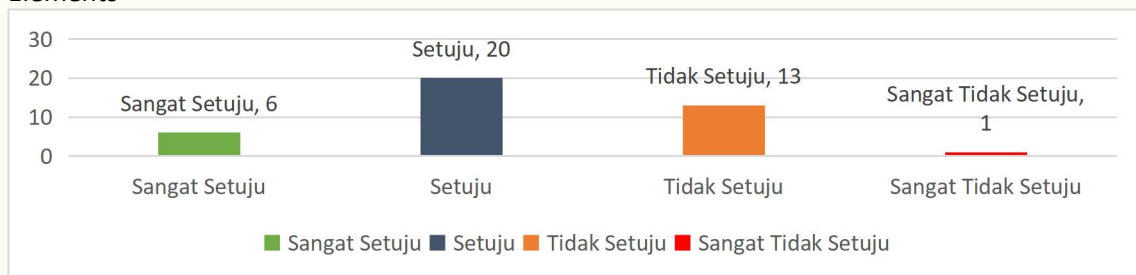
Based on the related statement, "I understand the cultural context based on cybertexts in virtual extralinguistic elements," it is associated with pragmatic cybertext research. This discusses the involvement of aspects that are physical, psychological, social, relational, and the like to be able to understand written and spoken speech verbally accurately in a visual. In other words, the cultural context cannot be separated from the emotional and attitude considerations of individuals and society in the visual. Based on the percentage displayed in a bar graph stating that only 10% of respondents
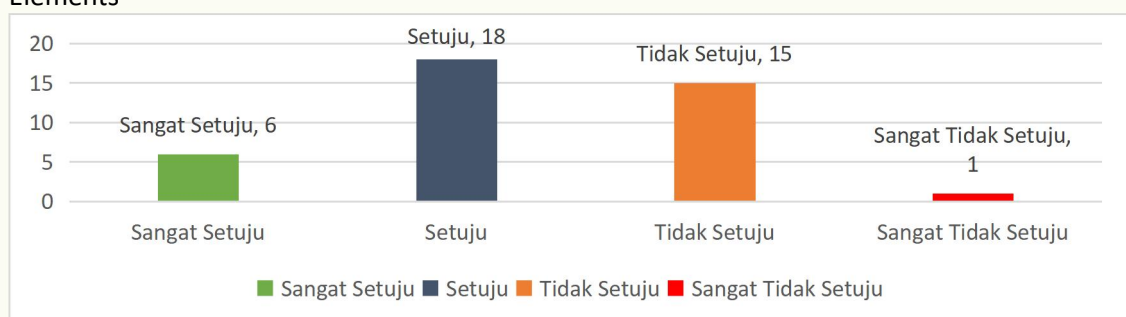
strongly agree with the statement, 52.5% of respondents agree. 35% of respondents disagree, and 2.5% strongly disagree, meaning that some respondents still do not understand the cultural context based on cybertexts on virtual extralinguistic elements.

Figure 10. I Understand The Cultural Context Based on Cybertexts on Virtual Extralinguistic Elements

Based on the related statement, "I understand the situational context based on cybertexts in virtual extralinguistic elements," if it is related to pragmatic cybertexts research. This discusses covering situations when someone interprets an utterance from social media in a cyber perspective, it is not the same as interpreting the meaning of the utterance in the ordinary pragmatic context. In the context of cyber pragmatics, people often do not see each other face to face. In the cyber world, people only know each other through photo icons or images that may be available in profiles. However, the meaning of an utterance can sometimes also be done well, especially when no information gap occurs between the speech participants when interpreting the utterance. Based on the percentage displayed in a bar graph stating that only 15% of respondents strongly agree with the statement, 45% of respondents agree. 35% of respondents disagree, and 2.5% strongly disagree, meaning that some respondents still do not understand the context situational based on cybertexts on virtual extralinguistic elements.

Figure 11. I Understand The Situational Context Based on Cybertexts on Virtual Extralinguistic Elements

According to the related statement, "I understand the cybertext-based visual context," respondents should also know and understand the multimodality aspect if it is related to pragmatic cybertext research. This is because the cybertext-based visual context discusses when someone understands an utterance not only through icons and images but also looks at other aspects such as color, images from videos on social media and online mass media, etc., then also relate the text in a visual format. Based on the percentage displayed in a bar graph, only 17.5% of respondents strongly agree with

the statement, and 50% agree. 30% of respondents disagree, and 2.5% strongly disagree, meaning that some respondents still do not understand the related visual context based on cybertexts.

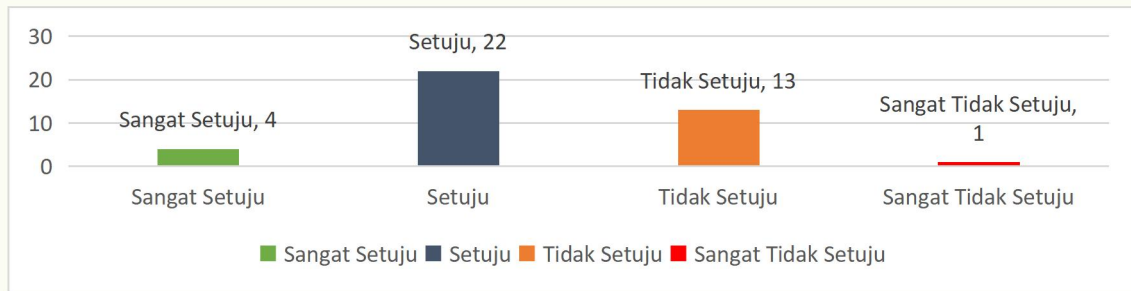**Figure 12.** I Understand Cybertext-Based Visual Context
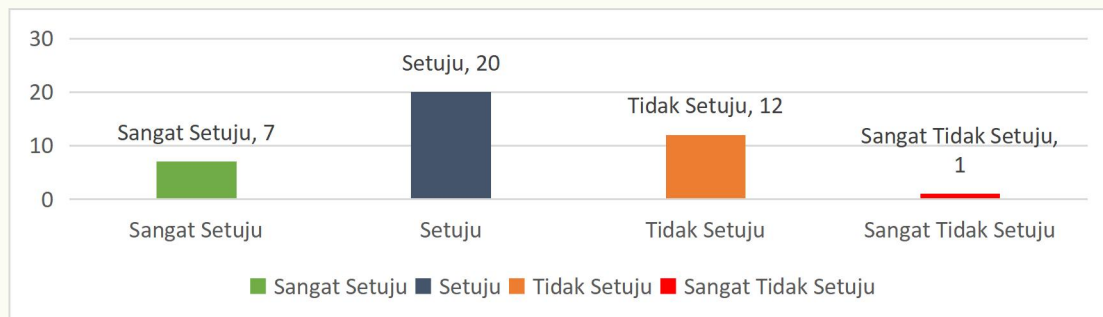
According to the related statement, "I understand the gestural context based on cybertexts," respondents should also know and understand the multimodality aspect of pragmatic cybertext research. This cybertext-based gestural context will discuss when someone understands a speech based-on writing which is also illustrated with movement. , speed, and silence in facial expressions and body language. Based on the percentage of understanding aspects displayed in a bar graph, it states that only 15.5% of respondents strongly agree with the statement, and 57.5% of respondents agree. 25% of respondents disagree, and 2.5% strongly disagree, meaning that half of the respondents have an understanding related to gestural context based on cybertexts.

Figure 13. I Understand The Gestural Context Based on Cybertexts
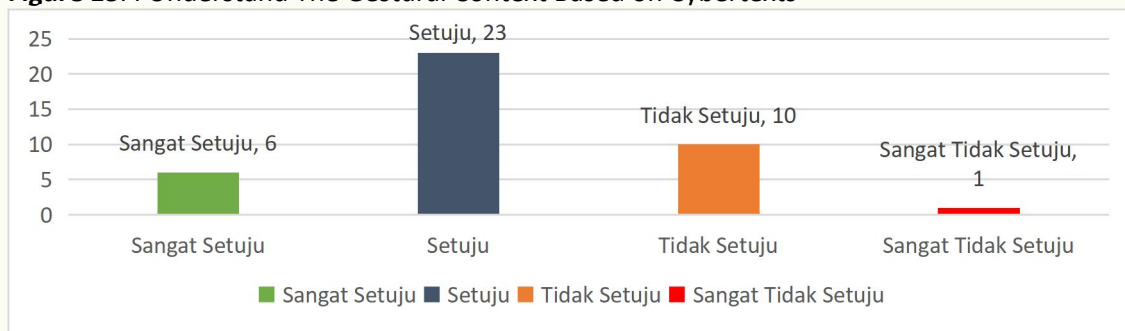

The statement "I understand the spatial context based on cybertexts" is associated with pragmatic cybertext research. Respondents should also know and understand the multimodality aspect because the intended spatial context is about layout combined with the meaning of the written speech intended in the text: existing social media or online mass media. Based on the percentage of understanding aspects displayed in a bar graph, it states that only 10.% of respondents strongly agree with the statement, 57% of respondents agree, and 32.5% disagree. And 2.5% of respondents strongly disagree, meaning that there are still half of the respondents. have an understanding of the spatial context based on cybertexts, and half of them do not understand the spatial context based on cybertexts.

**Figure 14**. I Understand The Spatial Context Based on Cybertexts

The statement regarding "I understand the aural/audiovisual context based on cybertexts", if it is related to pragmatic cybertexts research. Respondents should also know and understand multimodality because the aural/audiovisual context is very close. For the aural/audiovisual context based on cybertexts, it is about understanding the speech delivered through video or film with text elements. So that there is a connection between the meaning of the speech delivered by aural/audiovisual with the text in it so that it can understand the speech correctly. Based on the percentage of understanding aspects displayed in a bar graph, it states that only 15% of respondents strongly agree with the statement, 52.5% of respondents agree, 30% of respondents disagree, and 2.5% of respondents strongly disagree, meaning that half of the respondents have understanding related to aural/audiovisual based on cybertexts and half of them do not understand about the context of aural/audiovisual based on cybertexts.

**Figure 15**. I Understand Cybertext-Based Aural/Audiovisual Contexts
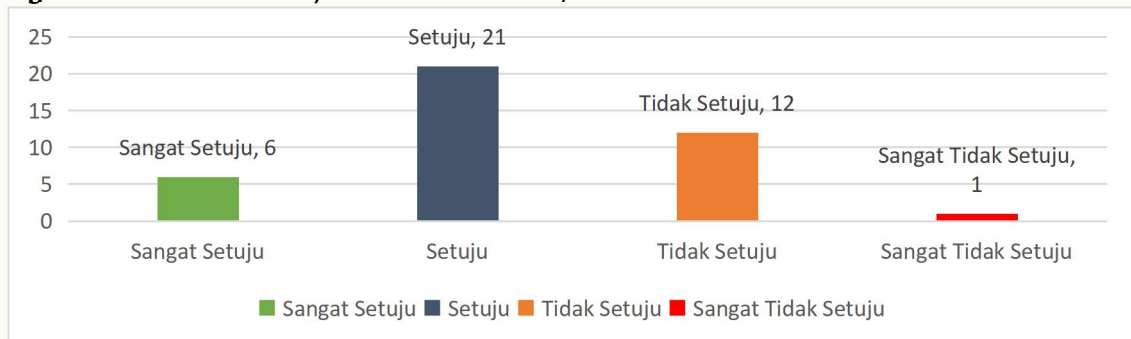
Understanding the conceptual socio-semiotic context based on cybertexts is important in pragmatic cybertexts research because in this context, it looks at understanding the meaning of written speech in online mass media and social media based on the process of the event occurring. The participant or entity that performs or gets the process and the situation that describes where, when, why, and how the process also relates to the impact of the development of information technology, digital technology, and existing internet technology. Based on the percentage of understanding aspects displayed in a bar graph, it states that only 12.5% of respondents strongly agree with the statement, 45% of respondents agree, 40% of respondents disagree and 2.5% of respondents strongly disagree, meaning that half of the respondents have understanding related to the context of ideational social-semiotics based on cybertexts and the rest still do not have an understanding related to ideational social-semiotics based on cybertexts.

Figure 16. I Understand The Ideational Social-Semiotic Context Based on Cybertexts
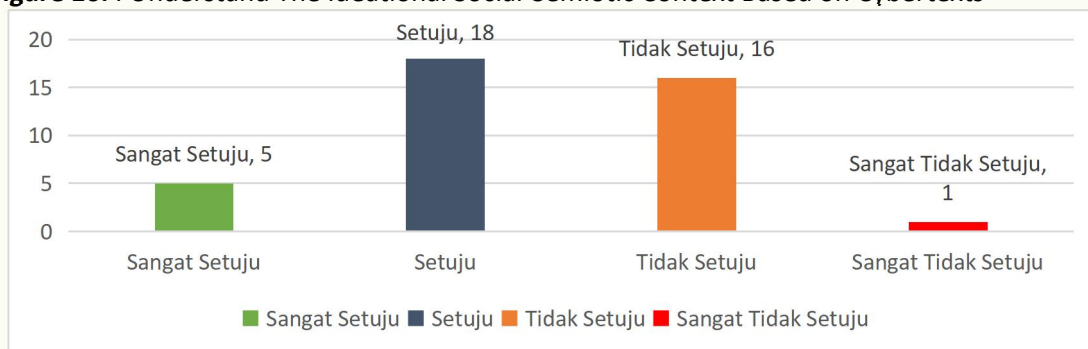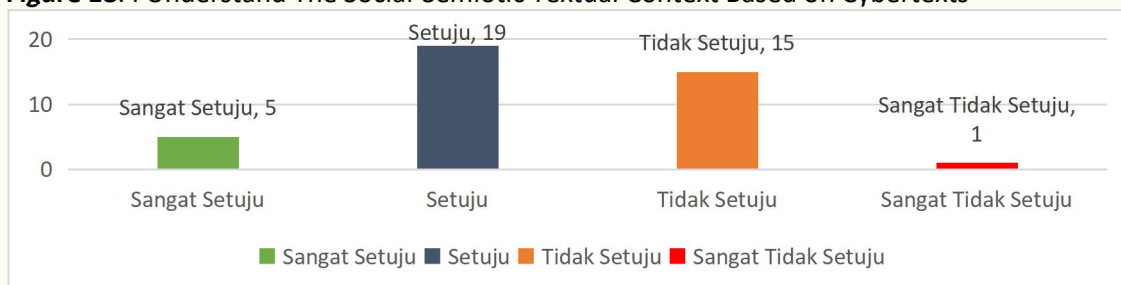

The respondent's understanding of the interactional social-semiotic context based on cybertexts is one component in pragmatic cybertexts research. Based on the percentage of understanding aspects displayed in a bar graph, it states that only 10% of respondents strongly agree with the statement, 50% of respondents agree, 37.5% of respondents disagree and 2.5% of respondents strongly disagree, meaning that half of the respondents have an understanding of the social-semiotic interactional context based on cybertexts.

Figure 17. I Understand The Interactional Social-Semiotic Context Based on Cybertexts
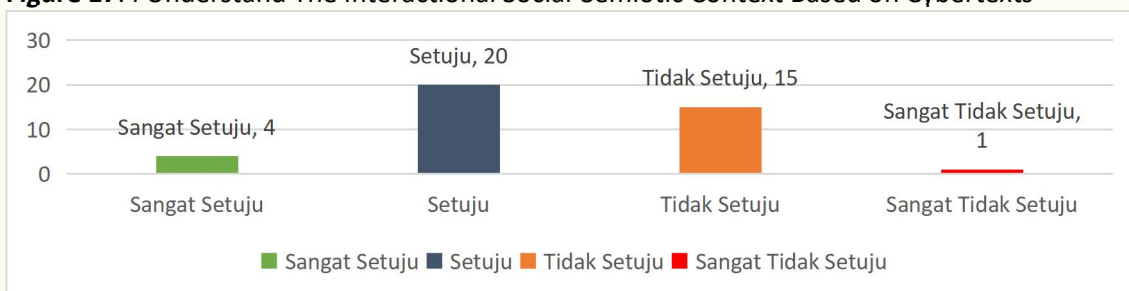
Respondents' understanding of the social-semiotic textual context based on cybertexts, based on the percentage of understanding aspects displayed in a bar graph, stated that only 47.5% of respondents strongly agreed with the statement, 50% of respondents agreed, 37.5% of respondents disagreed and 2.5% of respondents strongly disagree, meaning that half of the respondents have an understanding of the social-semiotic textual context based on cybertexts.
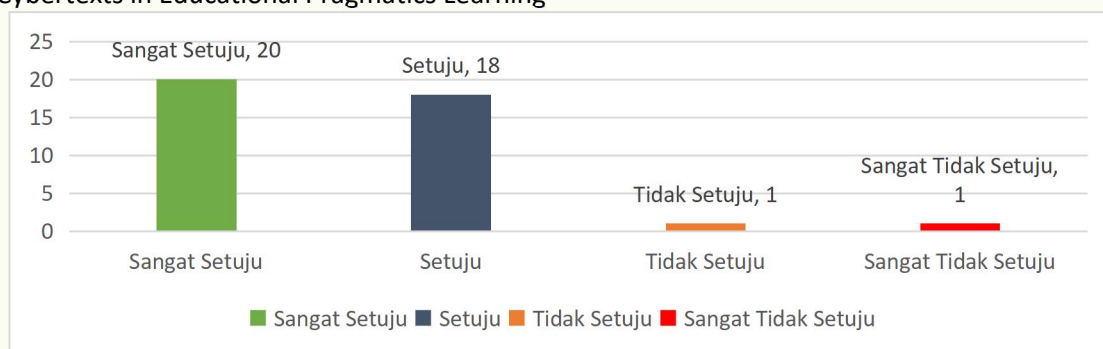
Figure 18. I Understand The Social-Semiotic Textual Context Based on Cybertexts

Based on the urgency of pragmatic cybertexts research, the statement regarding the integration of conventional cybertexts-based extralinguistic contexts in educational pragmatics learning can be concluded that the respondents agree with the statements

presented. Supported by the results of the percentage of existing bar charts stating that 50% of respondents strongly agree, 45% of respondents agree, 2.5% of respondents disagree and 2.5% of respondents strongly disagree. Of course, different things are needed in applying pragmatic educational learning for the existing novelties. Conventional extralinguistic contexts such as (social, emotional, cultural, and situational) based on cybertexts or considering technology are needed.

Figure 19. The Urgency of Integrating Conventional Extralinguistic Contexts Based on Cybertexts in Educational Pragmatics Learning
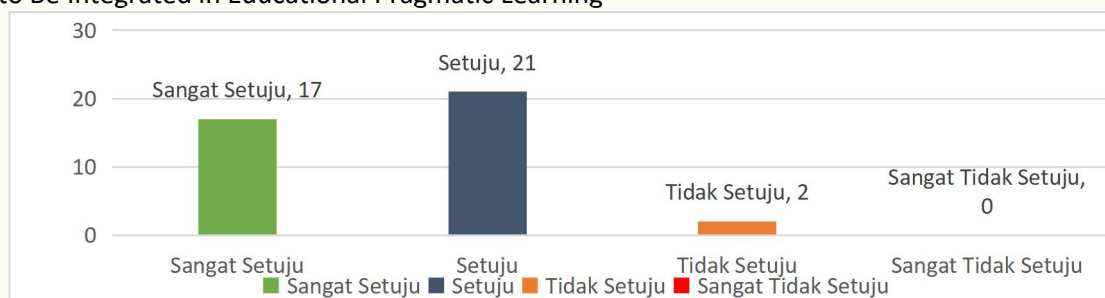

Based on the urgency of pragmatic cybertexts research, the statement regarding the integration of conventional cybertexts-based extralinguistic contexts in educational pragmatics learning can be concluded that the respondents agree with the statements presented. Supported by the results of the percentage of existing bar charts stating that 50% of respondents strongly agree, 45% of respondents agree, 2.5% of respondents disagree and 2.5% of respondents strongly disagree. Of course, different things are needed in applying pragmatic educational learning for the existing novelties. Conventional extralinguistic contexts such as (social, emotional, cultural and situational) based on cybertexts or considering technology are needed.

Figure 20. Cybertext-Based Social Context on Conventional Extralinguistic Elements Need to Be Integrated in Educational Pragmatic Learning
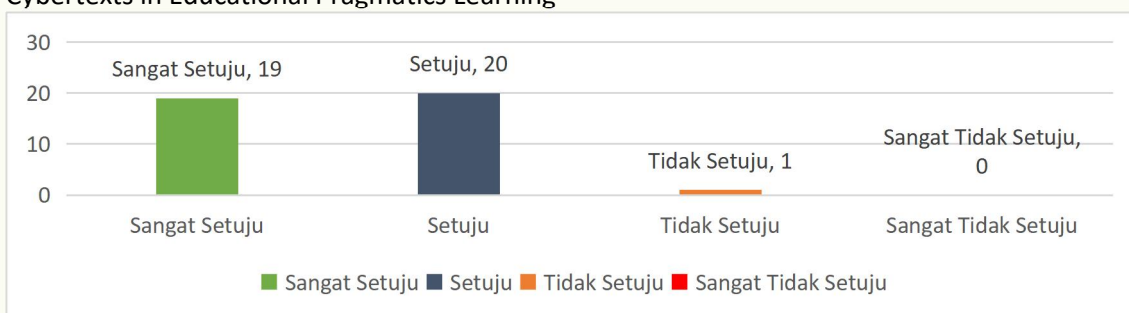

Based on the results of the percentage of preliminary studies regarding the statement "Cybertext-based situational contexts on conventional extralinguistic elements need to be integrated in pragmatic educational learning", stating that the percentage of 42.5% of respondents stated strongly agree, 52.5% of respondents agreed, 2.5% of respondents stated don't agree. This means that almost most of the respondents agree that the situational context based on cybertexts on conventional extralinguistic elements is applied in pragmatic educational learning.

Figure 21. Cybertext-Based Situational Context on Conventional Extralinguistic Elements Need to Be Integrated in Educational Pragmatic Learning
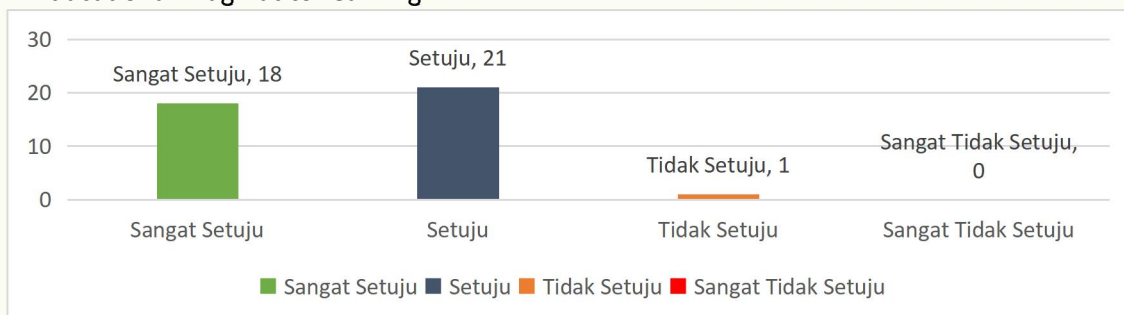

Based on the results of the percentage of preliminary studies regarding the statement "The urgency of integrating cybertext-based virtual extralinguistic contexts in educational pragmatics learning, " 47.5% of respondents strongly agree, 50% of respondents agreed, 2.5% of respondents disagreed. and no respondents stated strongly disagree. This means that almost most of the respondents stated that the virtual extralinguistic context based on cybertexts in educational pragmatics learning is important to apply.

Figure 22. The Urgency of Integrating Virtual Extralinguistic Contexts Based on Cybertexts in Educational Pragmatics Learning


Based on the results of the percentage of preliminary studies regarding the statement "cybertext-based social contexts on virtual extralinguistic elements need to be integrated in educational pragmatics learning", stated that the percentage results of 45% of respondents stated strongly agree, 52.5% of respondents agreed, 2.5% of respondents said no agree. and no respondents stated strongly disagree. Almost all respondents stated that applying the virtual extralinguistic context based on cybertexts in educational pragmatics learning is important.

Figure 23. The Urgency of Integrating Virtual Extralinguistic Contexts Based on Cybertexts in Educational Pragmatics Learning

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Based on the results of the percentage of preliminary studies regarding the statement "cybertexts-based social context on virtual extralinguistic elements needs to be integrated in educational pragmatics learning", stated that the results of the percentage of 40% of respondents stated strongly agree, 55% of respondents agreed, 2.5% of respondents disagreed. and no respondents stated strongly disagree. Almost all respondents stated that social cybertexts based on virtual extralinguistic elements need to be integrated in pragmatic educational learning, which is important to apply. The cybertext-based social context in virtual extralinguistic elements does not discuss the dimensions of solidarity or peer-to-peer. Still, it discusses the narrative between leaders and subordinates in an agency. In the narrative, of course, consider several aspects such as social status, social rarity, and social level, which are very dominant. It can be said in this case that someone who does not pay attention to some of these aspects in speaking will immediately be said to be a person who does not know manners, does not know manners, if he is not careful in taking into account the social context in greeting. The social context based on cybertexts on virtual extralinguistic elements can be found in several social media that raise issues related to government criticism, visual comics, conversations between principals and teachers, etc.

Figure 24. Cybertexts-Based Social Context on Virtual Extralinguistic Elements Need To Be Integrated in Educational Pragmatic Learning
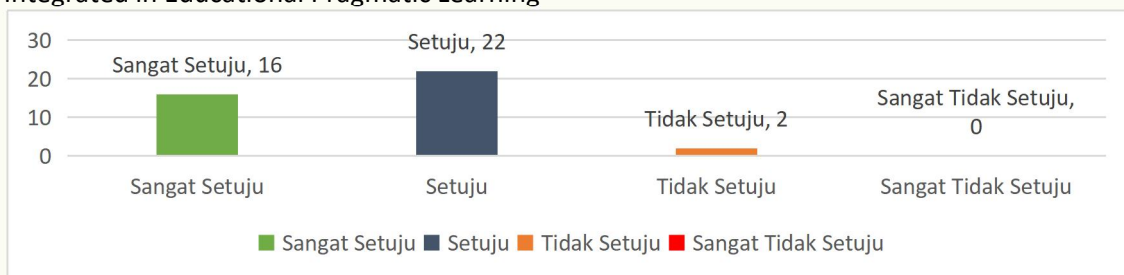

Based on the percentage of bar graphs that convey the "cybertexts-based cultural context on virtual extralinguistic elements in educational pragmatics learning" states 47.5% of respondents strongly agree, 47.5% agree. 2.5 respondents disagree, and do not. Some respondents strongly disagree. It can be concluded that the cultural context based on cybertexts on virtual extralinguistic elements needs to be integrated in pragmatic educational learning. Suppose it is associated with pragmatic cybertexts research. In that case, it tries to invite students to interpret an utterance that is on social media or online mass media, etc. not in general. Still, in this realm, it means considering elements outside of language in a cultural context or related to a particular culture.

Figure 25. Cybertext-Based Cultural Context in Virtual Extralinguistic Elements Needs to Be Integrated with Educational Pragmatics Learning

Based on the results of the percentage of bar graphs that convey about "cybertexts-based situational contexts need to be integrated in educational pragmatics learning" stated 52.5% of respondents stated strongly agree, 45% of respondents agreed, 2.5 respondents said they disagreed, and no respondents stated strongly disagree, it can be concluded that the situational context based on cybertexts needs to be integrated in pragmatic educational learning. Suppose it is associated with pragmatic cybertexts research. In that case, it invites students to interpret an utterance that pays attention to the immediate environmental context of an utterance carried out on social media and online mass media.

Figure 26. Cybertext-Based Situational Contexts Need to Be Integrated with Educational Pragmatics Learning
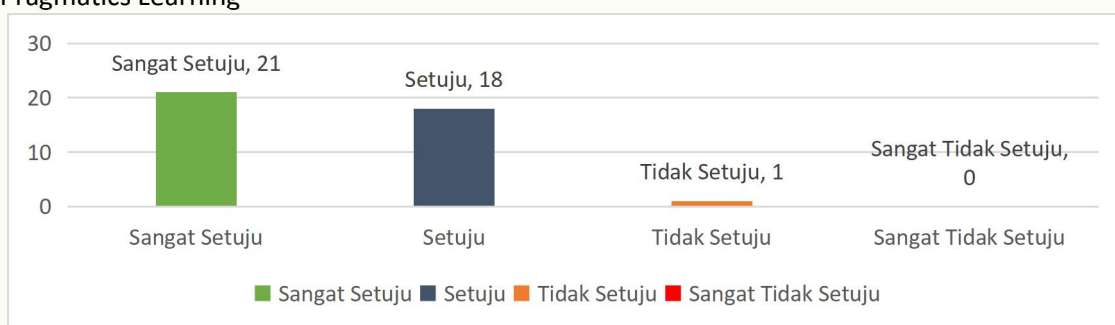

Packaging the context of cybertext-based social-semiotic multimodality in educational pragmatics learning is important. This is supported by the results of the percentage of questionnaires distributed to respondents regarding the urgency aspect of cybertexts-based socio-semiotic multimodality context statements in educational pragmatics learning, as many as 47.5% of respondents stated strongly agree, 52.5% of respondents agreed and no respondents agreed. Disagree or strongly disagree. This concludes that respondents want the cybertexts-based multimodality social-semiotic context to be applied in pragmatic educational learning, if it is also associated with cybertexts research, this cybertext-based socio-semiotic multimodality context analyzes the function of signs in the social aspect which considers all aspects of the multimodality in it.

Figure 27. The Urgency of Integrating Social-Semiotic Multimodality Contexts Based on Cybertexts in Educational Pragmatics Learning
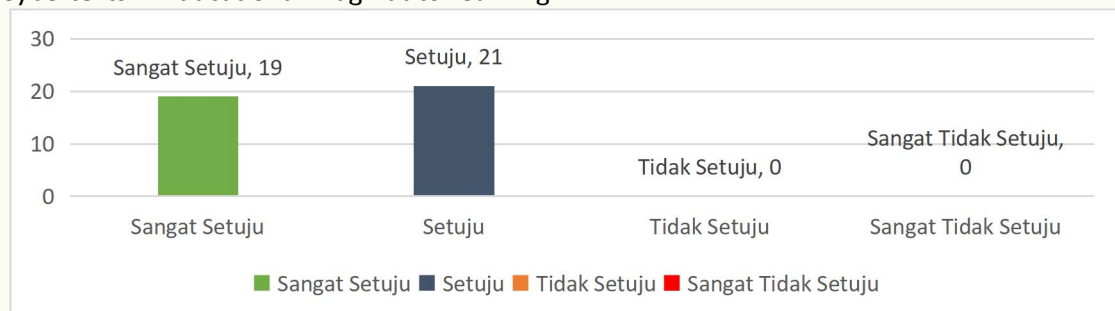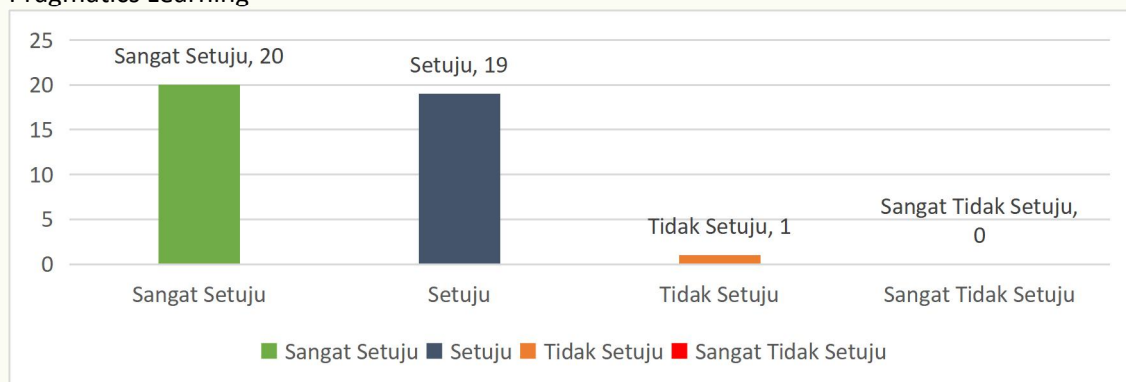
Statements regarding cybertext-based visual contexts need to be integrated in pragmatic educational learning supported by the existing bar graph data percentage stating that 40% of respondents agreed, 57% of respondents agreed, 2.5% of respondents said they disagreed and no respondents stated strongly don't agree. This means that based on the existing needs, cybertext-based visual contexts need to be integrated in pragmatic educational learning. Suppose it is associated with pragmatic cybertexts research. In that case, the statement will discuss a cybertext-based utterance whose meaning is considered based on one aspect of the multimodality of the existing visual context.

Figure 28. Cybertexts-Based Visual Context Needs to Be Integrated in Educational Pragmatics Learning
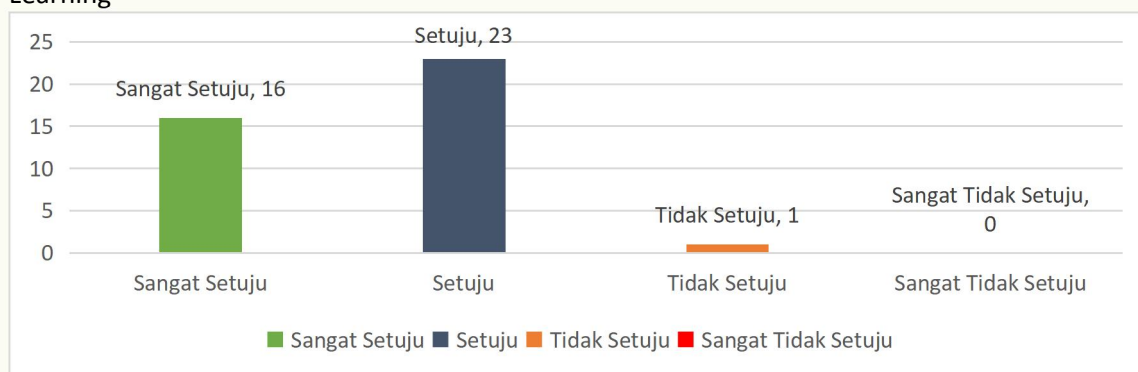
Statements regarding gestural contexts based on cybertexts need to be integrated in pragmatic educational learning supported by the results of the percentage of existing bar graph data stating that 50% of respondents agreed, 47% of respondents agreed, 2.5% of respondents said they disagreed and no respondents stated strongly don't agree. This means that based on the analysis of existing needs, gestural contexts based on cybertexts need to be integrated into pragmatic educational learning. If it is associated with pragmatic cybertext research, the statement will discuss a cybertext-based utterance whose meaning considers one of the existing multimodality aspects in the gestural context.

Figure 29. Gesture Context Based on Cybertexts Needs to Be Integrated in Educational Pragmatics Learning

Statements regarding cybertext-based spatial contexts need to be integrated in educational pragmatics learning supported by the existing bar graph data percentage
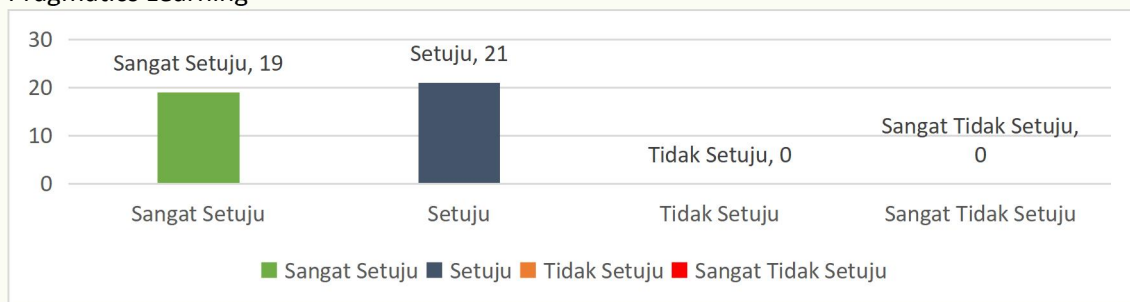
stating that 45% of respondents agree, 52.5% of respondents agree, 2.5% of respondents disagree and no respondents agree. strongly disagree. Based on the existing needs analysis, cybertext-based spatial contexts need to be integrated into educational pragmatic learning. If it is associated with pragmatic cybertexts research, the statement will discuss a cybertext-based utterance whose meaning considers one aspect of the existing multimodality, namely in the spatial context.

**Figure 30**. Cybertext-Based Spatial Context Needs to Be Integrated in Educational Pragmatics Learning
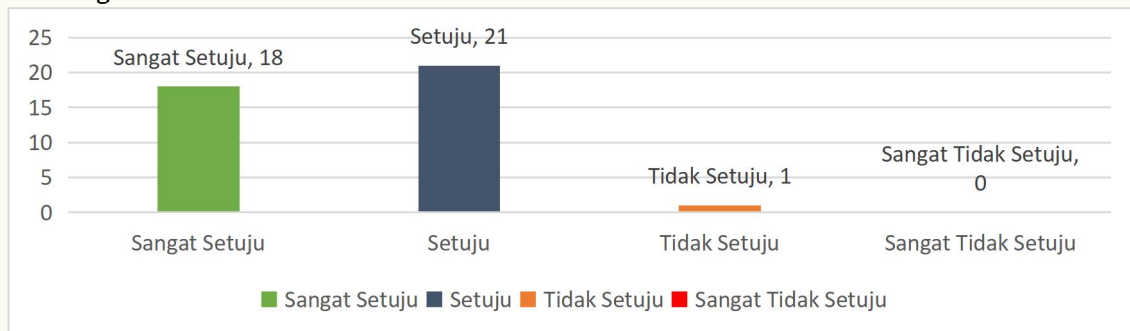
Statements regarding cybertext-based aural/audiovisual contexts need to be integrated in pragmatic educational learning supported by the percentage of existing bar graph data stating that 47.5% of respondents agreed, 52.5% of respondents agreed, no respondents disagreed and none respondents who stated strongly disagree. This means that based on the analysis of existing needs, cybertext-based aural/audiovisual contexts need to be integrated into pragmatic educational learning. Suppose it is associated with pragmatic cybertexts research. In that case, the statement will discuss a cybertext-based utterance whose meaning considers one of the existing multimodality aspects in the aural/audiovisual context.

Figure 31. Cybertext-Based Aural/Audiovisual Contexts Need to Be Integrated in Educational Pragmatics Learning
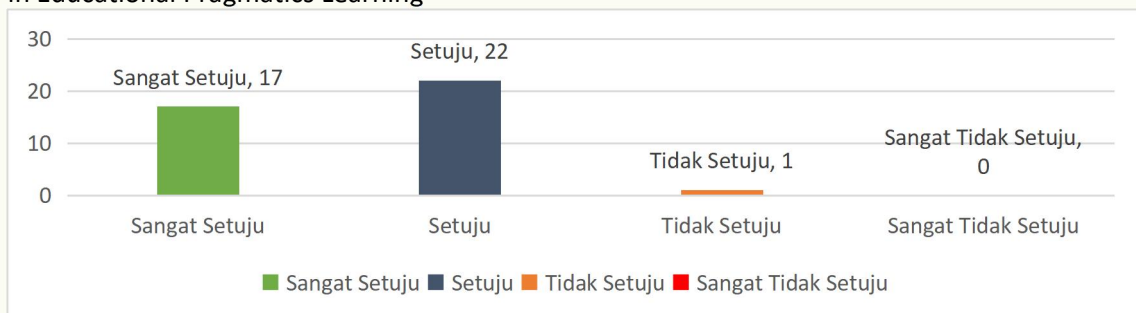

Statements regarding the urgency of integrating cybertext-based functional systemic contexts in pragmatic educational learning are supported by the results of the percentage of existing bar graph data stating that 42.5% of respondents agree, 55% of respondents agree, 2.5% of respondents disagree and no respondents who strongly disagree. Based on the needs analysis conducted by researchers, the need for packaging related to the application of materials related to the functional systemic context based on cybertexts in educational pragmatics learning.

Figure 32. The Urgency Of Cybertexts-Based Functional Systemic Context Integration in Educational Pragmatics Learning
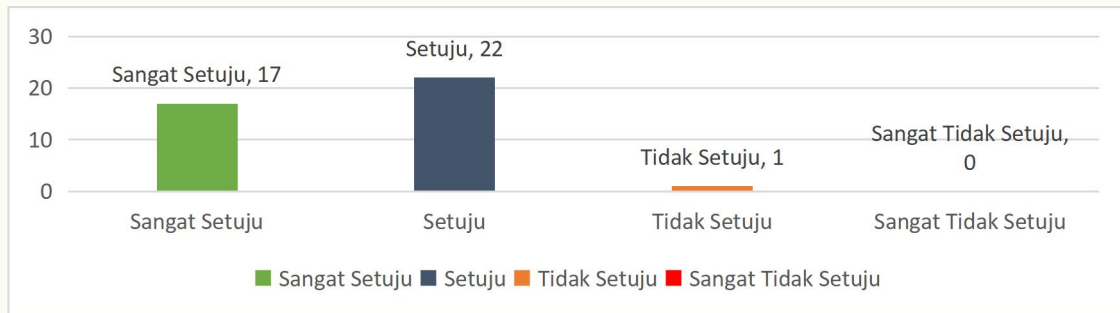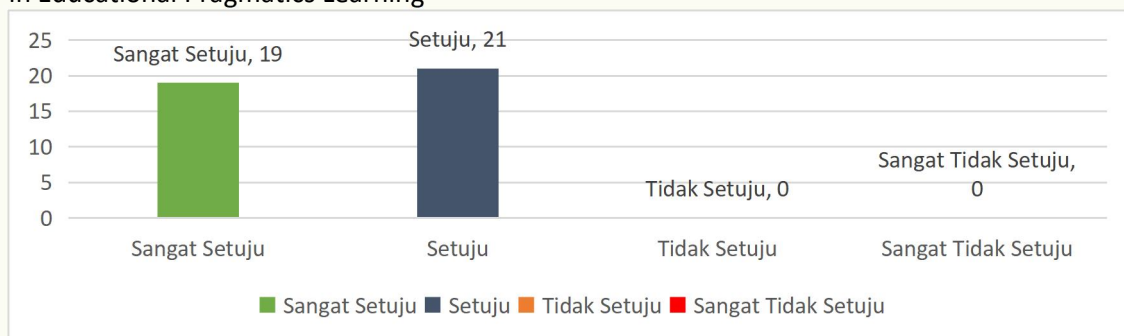

Statements regarding the urgency of integrating ideational social-semiotic contexts based on cybertexts need to be integrated in pragmatic educational learning supported by the results of the percentage of existing bar graph data stating that 42.5% of respondents agree, 55% of respondents agree, 2.5% of respondents disagree and no respondents stated strongly disagree. This means that based on the needs analysis carried out by researchers, the need for packaging related to the application of material related to the conceptual social-semiotic context based on cybertexts in educational pragmatics learning.

Figure 34. The Ideational Social-Semiotic Context Based On Cybertexts Needs to Be Integrated in Educational Pragmatics Learning


Statements regarding the urgency of integrating social-semiotic interactional contexts based on cybertexts need to be integrated in educational pragmatics learning supported by the results of the percentage of existing bar graph data stating that 47.5% of respondents agreed, 52.5%% of respondents agreed, no respondents said no. agree and there are no respondents who strongly disagree. This means that based on the needs analysis carried out by researchers, the need for packaging related to the application of material related to the interactional social-semiotic context based on cybertexts in educational pragmatic learning.

Figure 35. Interactional Social-Semiotic Contexts Based on Cybertexts Need to Be Integrated in Educational Pragmatics Learning

Statements regarding the urgency of integrating social-semiotic textual contexts based on cybertexts need to be integrated in pragmatic educational learning with the results of the percentage of existing bar graph data stating that 50% of respondents agree, 50% of respondents agree, no respondents disagree and no respondents agree. strongly disagree. This means that based on the needs analysis carried out by researchers, the need for packaging related to the application of material related to the social-semiotic textual context based on cybertexts in pragmatic educational learning.

Figure 36. Social-Semiotic Textual Contexts Based on Cybertexts Need to Be Integrated in Educational Pragmatics Learning
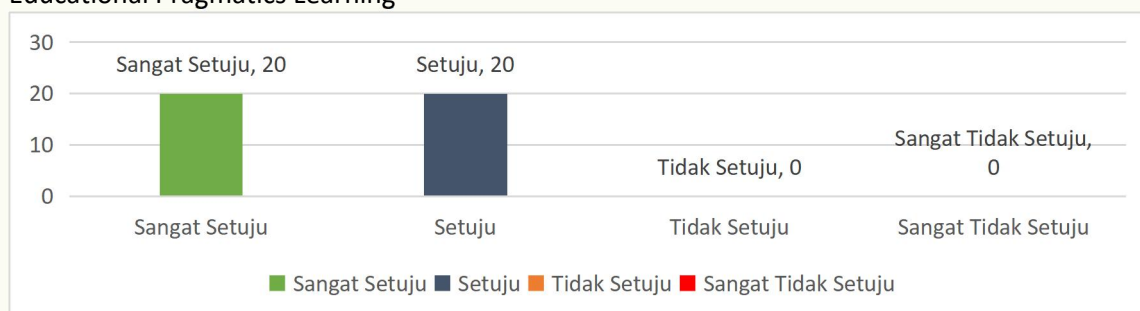
4. Conclusion

In conclusion, it can be emphasized that this research has produced two findings in response to the formulation of the research questions in the previous section. First, the understanding of students who have attended educational pragmatics lectures related to aspects of the cybertext context in a semiotic social multimodality perspective is still low. They still need to be provided with materials for a better understanding of aspects of the cybertext context, its components, and functions in determining the meaning of cybertext texts. Second, the urgency to integrate aspects of the context and function of the cybertext context into pragmatic educational learning based on semiotic social multimodality is very high. Most of the respondents stated that integrating the cybertext context in educational pragmatic learning based on semiotic social multimidality is necessary. Even though these findings have been found, the implementation of this research still has limitations. Respondents used as samples for this study were still too heterogeneous and only came from one college

campus. In broader and adequate research, the researcher will carry out research with a more representative sample so that the research population will be well represented and described. Other researchers with similar concerns about educational pragmatics in this semiotic social multimodality perspective are also expected to carry out similar research. Thus, research on the context of cybertext in educational pragmatics will be more complete.

Declaration of Conflicting Interest

There is no conflict of interest concerning the publication of this paper.

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