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EXPERT JUDGEMENTS OF INTEGRATED CYBERPRAGMATICS LEARNING MODEL WITH SOCIO-SEMIOTICS MULTIMODALITY-BASED CYBERTEXT CONTEXTS

Justifikasi Pakar Model Pembelajaran Pragmatik Siber Terintegrasi dengan Konteks Siberteks Berbasis Multimodal Sosial-semiotik

R. Kunjana Rahardi[1], Winci Firdaus[2]
[1]Sanata Dharma University, Yogyakarta, Indonesia
[2]Badan Riset dan Inovasi Nasional, Indonesia
Pos-el: kunjana@usd.ac.id, winci.firdaus@brin.go.id

Abstract
This research is driven by an increasingly urgent requirement to fuse cyberpragmatics instruction with research findings on cyber texts within a multimodal environment, particularly in the ongoing post-Covid-19 pandemic era. The challenge presented by this research problem is addressed through a combination of qualitative and quantitative methodologies. The research framework adopted is the Research & Development model proposed by Borg & Gall. The results indicate that 7.69% of participants found it appropriate for use without any changes, 92.30% found it suitable for use with revisions based on notes, and 0% of participants deemed it unsuitable for use. Thus, it can be inferred that all participants unanimously agreed that the book product of the cyberpragmatics learning model, combined with research on cybertext context, is suitable for use with revisions based on notes. This research has yielded foundational insights into the viability of employing cyberpragmatics learning models as a result of applied research.
Keywords: *Expert judgement, cyberpragmatics learning model, multimodality-based*

Abstrak
Penelitian ini didorong oleh kebutuhan yang semakin mendesak untuk memadukan pengajaran cyberpragmatics dengan temuan penelitian mengenai teks siber dalam lingkungan multimoda, khususnya di era pandemi pasca-Covid-19 yang sedang berlangsung. Tantangan yang dihadirkan oleh masalah penelitian ini di atasi melalui kombinasi metodologi kualitatif dan kuantitatif. Kerangka penelitian yang diadopsi adalah model *Research & Development* yang dikemukakan oleh Borg & Gall. Hasil dari penelitian menunjukkan bahwa 7,69% peserta merasa layak digunakan tanpa ada perubahan, 92,30% merasa layak digunakan dengan revisi berdasarkan catatan, dan 0% peserta menilai tidak layak pakai. Dengan demikian, dapat disimpulkan bahwa seluruh peserta sepakat bahwa produk buku model pembelajaran *cyberpragmatics* yang dipadukan dengan penelitian konteks *cybertext* layak digunakan dengan revisi berdasarkan catatan. Penelitian ini telah menghasilkan wawasan mendasar mengenai kelayakan penggunaan model pembelajaran *cyberpragmatics* sebagai hasil penelitian terapan.
Kata kunci: justifikasi pakar, model pembeajaran pragmatik siber, multimodal

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INTRODUCTION

This research is driven by an increasingly urgent requirement to fuse cyberpragmatics instruction with research findings on cyber texts within a multimodal environment, particularly in the ongoing post-Covid-19 pandemic era. Pragmatic teaching approaches that heavily draw from linguistic concepts and theories originating in Western culture don't always seamlessly suit educational contexts (Al-Qahtani, 2020; Bardovi-Harlig, 1996; Setyaningsih et al., 2020). The predominant emphasis on such pragmatic approaches has led to students struggling with the comprehension of linguistic-pragmatic developments within their local milieu. Students also grapple with challenges in advancing higher-order cognitive abilities within the realm of linguistic-pragmatic competence.

The findings from various research studies conducted by scholars have generated multiple insights into pragmatic phenomena, including areas such as politeness, impoliteness, and phlegmaticity. These discoveries have also unveiled four distinct categories of virtual external contexts that hold relevance within the realm of pragmatics. These categories encompass social, societal, cultural, and situational dimensions (Aijmer, 2009; Shin et al., 2021; Widdowson, 2006). The outcomes of this research bear significant importance in the enhancement of pragmatic learning materials within the higher education landscape, as it shifts its focus towards cyberpragmatics.

Based on the completed feasibility analysis, it has been determined that the integration of pragmatic learning with mini-research conducted by students holds considerable benefits in equipping students with the skills to address emerging language phenomena. Language issues linked to platforms like social media and the internet, which have long been focal points of research, have made a substantial contribution to the evolution of linguistic-pragmatic studies in this contemporary era (Barbulet, 2013; Loh & Walsh, 2021; R. K. Rahardi, 2020a).

Moreover, it is important to underscore that as a contemporary subset within linguistics, pragmatics centers its analysis on discerning the intended meaning of speakers (termed as speakers' meaning). Within the realm of pragmatics, what the speaker intends is denoted as pragmatic meanings, which stand apart from linguistic meanings. The interpretation of this meaning is shaped by contexts beyond linguistic aspects, encompassing both established and potential scenarios. In contrast to linguistics, pragmatics follows a distinct approach, with its primary focus resting on meanings intricately tied to the context. As highlighted in the findings by Rahardi (2020), the context in pragmatics can be categorized into four types: social, societal, cultural, and situational contexts (Rahardi, 2019, 2020). These four contextual variations are interlinked and encompass elements that often tend to be conventional or virtual within each constituent.

The realm of pragmatics originated from systemic pragmatics, general pragmatics, and culture-specific pragmatics. Nevertheless, the swift advancement of technology and information within the linguistic sphere has transformed the essence of pragmatics into cyberpragmatics. The methodology for studying language has currently transitioned from a monomodality approach to a multimodality perspective. The significance of technology and information in the linguistic arena has broadened the scope of data and information sources in the domain of pragmatic research.

Alongside authentic human speech information, pragmatic investigations also encompass alternative associated forms like the visual, auditory, kinesic, and graphic aspects. This aligns with Halliday's systemic linguistic perspective that sparked the notion of socio-semiotics in language (Kress, 2009, 2015). According to this view, language is in constant interaction with a metaphorical environment characterized by social and societal elements. Hence, the sociosocietal aspect of language holds undeniable significance. This social facet of language incorporates both

vertical and horizontal facets, each of which systematically encodes the meanings of linguistic semiotic symbols.

Moreover, it is important to underline that within the scope of cyberpragmatics research utilizing data and information from the internet, it becomes imperative to account for virtual extralinguistic contexts. The traditional components of extralinguistic context undergo alterations and shifts owing to the advancements in information technology. The notion of the "speech crowd," which originated in sociolinguistic studies during the 1970s, has undergone a transformation into a "virtual community," as elucidated by Yus. The dynamics of transitioning from early pragmatics, which primarily focused on systemic aspects, towards the realm of cyberpragmatics, coupled with the shift from conventional to virtual contexts, has significantly influenced the interpretation of meanings in texts pertinent to the cyber domain (cybertexts) (Díaz-Pérez, 2013; Yus, 2019).

A shift in language research paradigms has occurred, transitioning from its initial formalistic approach to a functionalistic one, and now progressing toward a post-functionalist paradigm. This transformation aligns closely with the principles proposed by Kress and Leeuwen in the Multimodality theory. According to their perspective, the interpretation of language meaning should be approached functionally, taking into account an array of diverse contexts, encompassing visual, auditory, graphic, kinesic, and linguistic elements (Farashaiyan et al., 2017; Tinits et al., 2017). These five components collectively convey a nuanced meaning, which, within the framework of linguistic systemic functionality, is referred to as social semiotics.

It is vital to underscore that based on the context of the problem and the theoretical framework presented to the panel, this study aims to address the following inquiries: How can expert assessments of the outcomes resulting from the integration of cyberpragmatics learning models with research on cyber text contexts be developed from a multimodality perspective? The primary objectives of this study include: Describing the expert evaluations of the outcomes stemming from the development of integrated cyberpragmatics learning models, alongside the exploration of cybertext contexts from a comprehensive standpoint. This research is urgent to carry out immediately because it is the basis for developing a cyberpragmatics learning model. Without a strong foundation, the development of this cyberpragmatics learning model cannot be carried out.

METHOD

The challenge presented by this research problem is addressed through a combination of qualitative and quantitative methodologies. The research framework adopted is the Research & Development model proposed by Borg & Gall (2007), encompassing the subsequent steps: (a) The initial phase within a sequence of research and data collection (Gall, M. D., Gall, J. P., & Borg, 2006). During this phase, the researcher gathers information pertaining to topics and possibilities, which will serve as the foundational elements for constructing a cyberpragmatics educational model.

This methodology involves scrutinizing relevant literature connected to the subject under investigation. (b) The preparatory phase. At this juncture, the objective is to formulate a strategy for the development of a cyberpragmatics educational model. Consultations with pertinent experts also occur to address the design of the Indonesian language learning model for higher education institutions, ensuring the credibility of the forthcoming execution of the cyberpragmatics learning model. (c) The subsequent stage involves the creation of an educational model within the realm of cyberpragmatics.

The specific steps for implementing this cyberpragmatics learning model are delineated as follows: The outcome of this research is applied across three tiers—small groups within an institutional setting, medium-sized groups at the community level, and large-scale groups

spanning the national domain. The impact of this instructional model's implementation is observed, assessed, and examined, serving as the groundwork for refining the educational model moving forward (Onwuegbuzie & Leech, 2005; Smith et al., 2011).

The cyberpragmatics learning model underwent testing through the expertise of 13 lecturers hailing from esteemed institutions including Sanata Dharma University Yogyakarta, Sultan Agung Islamic University (UNISULA) Semarang, PGRI Adi Buana University Surabaya, Santu Paulus Catholic University Ruteng East Nusa Tenggara, and Ahmad Dahlan University (UAD) Yogyakarta. This panel of experts convened for the assessment on the 5th and 6th of August 2023, utilizing the Google Form platform as the medium.

During the assessment process, the experts utilized meticulously designed evaluation instruments, with specific emphasis placed on analyzing the substantive content of the learning model materials and gauging the model's overall suitability. Following this evaluation phase, the experts' feedback was subjected to thorough analysis and interpretation, subsequently being presented in the form of a comprehensive research report detailing the outcomes of the evaluation.

RESULT AND DISCUSSION

The results of the validation process for cyberpragmatics learning model products that have been integrated with research findings on cybertexts in a multimodality context, are used to evaluate the suitability of research results on cybertexts in a multimodality perspective when applied to students. Below, there is a comparison of the assessment results of the thirteen validators represented in the form of a pie chart.

1. Learning model material contains 1) basic pragmatic concepts; 2) pragmatic principles and maxims; 3) pragmatic nature; 4) context in pragmatics; 5) cyberpragmatics and gestural cybertext context; 6) cyberpragmatics and visual cybertext context; 7) cyberpragmatics and spatial cybertext context; 8) cyberpragmatics and aural cybertext contexts; 9) cyberpragmatics and linguistic cybertext context. The implementation of learning activities in lesson plans is based on the Ignatian (reflective) pedagogical paradigm approach.

Figure 1.
Content of learning model

During the formulation of the RPS, the instructor integrates various study resources or the core essence of the course content to be delivered to students. From a pragmatic standpoint, this fundamental content can be organized into subsections aligned with the anticipated final competencies. This educational framework encompasses subject matter concerning pragmatics. The field of pragmatics is currently experiencing evolution in parallel with technological advancements. Within the interdisciplinary landscape, this pragmatics field is recognized as cyberpragmatics (Locher, 2013a, 2013b). Referring to the illustration provided above, a total of six out of thirteen validators, constituting 46% of the group, designated it as "very good." Similarly, an equal number of six out of

thirteen validators, also accounting for 46%, assigned a "good" rating. Conversely, one out of thirteen validators, representing 8% of the total, assessed the statement as "quite good." Derived from the findings of this data, it can be inferred that all thirteen validators concur that the RPS centered around Pragmatics encompasses educational materials encompassing: 1) fundamental pragmatics concepts; 2) principles and maxims of pragmatics; 3) pragmatics essence; 4) contextual dimensions within pragmatics; and 5) cyberpragmatics along with the facets of cybertext, incorporating gestural, visual, spatial, aural, and linguistic elements.

2. Clarity of learning steps (syntax) using the Ignatian (reflective) pedagogical paradigm approach.

The steps for instruction (syntax) are expounded within the lesson plan (RPP) to ensure a methodical and organized learning process in accordance with the instructional model. Crafting an instructional model requires a profound understanding of the instructional model's syntax. This is pivotal since the syntax of the instructional model stands as a foundational pillar that distinguishes one's teaching approach from other models, thereby yielding distinctive impacts and outcomes (Huang, 2022; Setyaningsih et al., 2020). Drawing from the provided diagram, a total of five out of thirteen validators, constituting 38% of the total, designated it as "very good." An equal number, comprising seven out of thirteen validators, accounting for 54%, evaluated it as "good." Conversely, one out of fourteen validators, making up 8% of the group, assessed it as "adequate" in relation to this statement. Derived from the given data, it can be deduced that all thirteen validators are in agreement that the outlined steps in the lesson plan adhere to the ignatian pedagogical paradigm (reflective approach). The ignatian pedagogy encompasses five phases: context, learning experience, reflection, action, and evaluation.

Figure 2.
Clarity of leaning steps

3. The material helps students understand cyberpragmatics

Pragmatics, serving as a contextual lens for understanding language, holds a significant stature. Presently, the evolutionary trajectory within the linguistic domain is gradually entering the multidisciplinary realm. Cyberpragmatics emerges as a transdisciplinary field encompassing intricate dimensions, incorporating language, pragmatics, technological tools, media platforms, online spaces, and other pertinent components. According to the diagram provided, 7 out of 13 validators, accounting for 54%, rated the evaluation as "very good," while 5 out of 13 validators, constituting 38%, designated it as "good." In contrast, 1 out of 13 validators, representing 8%, assessed it as "quite good" based on the given statement. Inferred from the data presented, it can be deduced that all thirteen validators are in alignment concerning the incorporation of content related to cyberpragmatics within the instructional plans, thus aiding students' grasp of the

subject. Cyberpragmatics pertains to the exploration of communication within the domain of cyberspace, particularly the internet (Locher, 2013b; Yus, 2021a, 2021b). This material bears essential significance for students to comprehend, as contemporary discourse predominantly unfolds in the online realm.

Figure 3.
Material helps students understand cyberpragmatics

4. The material includes cyberpragmatics which is integrated with multimodality

Pragmatics, from a functional perspective within the context of language, holds a central role. Progress within the linguistic sphere is now extending into the multidisciplinary arena. Cyberpragmatics is recognized as a transdisciplinary field that encompasses intricate dimensions such as language, pragmatics, technological tools, media platforms, internet presentation, and more. The multimodality approach, as a novel paradigm in pragmatic learning, advocates for a comprehensive linguistic analysis that considers various elements such as text, verbal communication, visuals, and others (Bezemer & Jewitt, 2018; Kress, 2009; Ledin & Machin, 2019). According to the details outlined in the diagram, six out of thirteen validators, accounting for 46%, rated this statement as "very good." Similarly, another six validators out of thirteen, also making up 46%, gave a "good" rating. In contrast, one validator out of thirteen, constituting 8% of the total, provided a "fairly good" rating for this statement. Based on the provided data, it can be inferred that all thirteen validators are aligned with the integration of cyberpragmatics coupled with multimodality within the RPS. The online world, particularly the internet, is intricately connected to multimodality, as modern communication incorporates more than just two modes. These modes encompass visual, aural, linguistic, gestural, and spatial forms of communication.

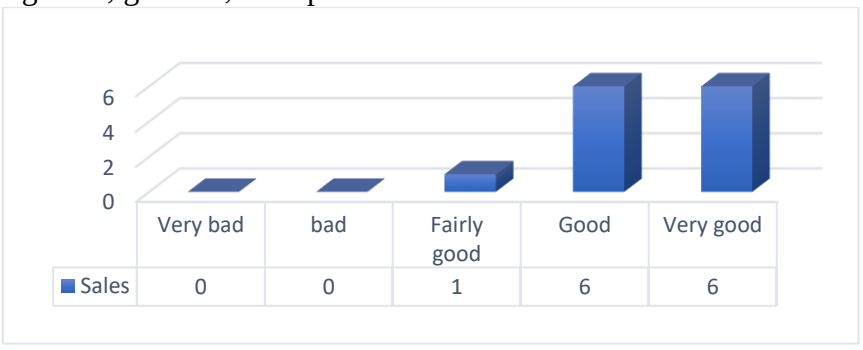

Figure 4.
Integration of multimodality aspects

5. The material contains cyberpragmatics which is integrated with the cybertext

Pragmatics has experienced significant growth due to the progress of technology. The interdisciplinary field that merges pragmatics with technology is termed cyberpragmatics (R. K. Rahardi, 2020c). Analyzing the data provided in the diagram above, an impressive 81%

of respondents indicated a highly positive evaluation. Likewise, 6 out of 13 validators, making up 46%, expressed strong agreement, while another 6 out of 13 validators, also constituting 46%, held a positive perspective. Additionally, 1 out of 13 validators, representing 8%, deemed the statement to be sufficiently satisfactory. As a result, it can be inferred that all thirteen validators concur that the content within the RPS encompasses the integration of cyberpragmatics with the context of cybertext. The cybertext context plays a pivotal role in understanding the meaning of spoken language. By focusing on the context within virtual platforms or the internet, the intended meaning and purpose of speech can be effectively conveyed. The cybertext context diverges from conventional pragmatic context, as communication within the realm of cyberspace differs from traditional spoken discourse.

Figure 5.
Integration of cybertext aspects

6. The material reflects cyberpragmatics and gestural cybertext contexts.

Pragmatics, serving as a functional lens for understanding language in context, holds a paramount position. The evolution of the linguistic field is currently extending its reach into the multidisciplinary domain. Cyberpragmatics is viewed as a transdisciplinary sphere encompassing intricate dimensions such as language, pragmatics, technological tools, media platforms, online revelations, and other related factors (Díaz-Pérez, 2013; Locher, 2013a; Yus, 2011). Referring to the data from the diagram provided above, 5 out of 13 validators, constituting 38% of respondents, expressed a strong endorsement. Similarly, 7 out of 13 validators, making up 54% of respondents, held a positive viewpoint, while 1 out of 13 validators, comprising 8% of respondents, maintained a moderately positive perspective on this statement. Consequently, it can be deduced that all thirteen validators are in consensus that the content within the RPS involves an integration of cyberpragmatics within the context of gestural cybertext. The gestural cybertext context plays a pivotal role in comprehending the meaning of utterances. By focusing on gestures, facial expressions, paralinguistic cues, and similar elements, the conversational partner can interpret the intended meaning and purpose behind the speaker's words.

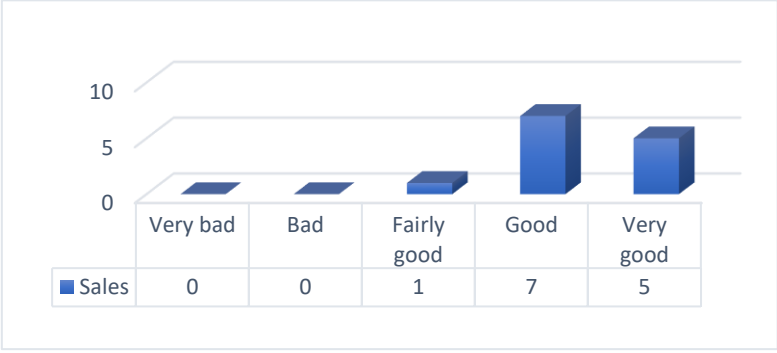

Figure 6.
Integration of gestural cybertext context aspects

7. The materials reflect cyberpragmatics and visual cybertext contexts.

The field of pragmatics has evolved significantly due to advancements in technology. The interdisciplinary domain that merges pragmatics with technology is referred to as cyberpragmatics (Orsini-Jones et al., 2017; R. K. Rahardi, 2020b). Referring to the diagram provided above, 5 out of 13 validators, accounting for 38%, expressed strong approval, while 7 out of 13 validators, making up 54%, held a positive perspective. Additionally, 1 out of 13 validators, comprising 8%, maintained a moderately positive viewpoint. As a result, it can be concluded that all thirteen validators are in agreement that the material within the RPP embodies cyberpragmatics integrated with the visual cybertext context. The visual cybertext context plays a pivotal role in interpreting speech's meaning. By focusing on visual elements such as images, colors, font sizes, charts, and similar factors, the listener can deduce the intended meaning and purpose behind the speaker's words.

Figure 7.
Integration of visual cybertext context aspects

8. The material reflects cyberpragmatics and spatial cybertext context.

Pragmatics has evolved significantly due to technological progress. The interdisciplinary domain that bridges pragmatics and technology is recognized as cyberpragmatics. Drawing from the data presented in the diagram above, 5 out of 13 validators, accounting for 38%, expressed a high level of approval, while 7 out of 13 validators, making up 54%, held a positive perspective. Additionally, 1 out of 13 validators, comprising 8%, maintained a moderately positive viewpoint. Hence, it can be deduced that all thirteen validators concur that the material effectively encompasses both cyberpragmatics and the spatial cybertext context. Within this framework, the linguistic facet is intertwined with various cybertext aspects, including the spatial cybertext context. The spatial cybertext context plays a pivotal role in comprehending speech's meaning. By focusing on spatial cues and distances, the listener can interpret the intention and meaning behind the speaker's speech (Bezemer & Kress, 2016).

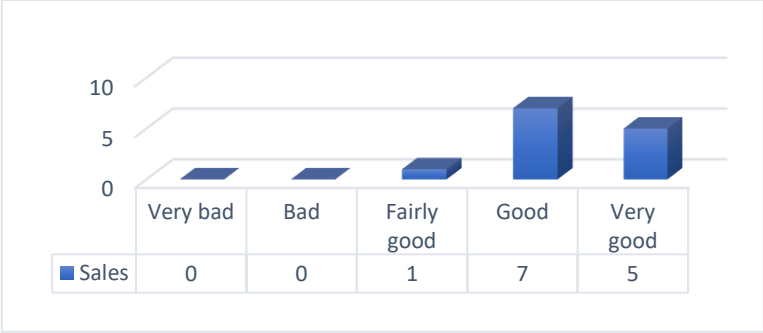

Figure 8.
Integration of spasial cybertext context aspects

9. The material reflects cyberpragmatics and aural cybertext contexts.

Pragmatics has undergone significant advancement thanks to technological progress. The interdisciplinary domain that merges pragmatics with technology is termed as cyberpragmatics. Drawing from the information presented in the above diagram, 5 out of 13 validators, accounting for 38%, expressed a highly favorable perspective. Similarly, 7 out of 13 validators, constituting 54%, held a positive opinion, while 1 out of 13 validators, making up 8%, maintained a moderately positive view. As a result, it can be inferred that all thirteen validators are in consensus that the material encapsulates both cyberpragmatics and the auditory cybertext context. The auditory cybertext context plays a pivotal role in interpreting speech's meaning. By focusing on auditory cues and similar auditory elements, the interlocutor can decipher the meaning of the speaker's discourse and the intentions behind it (Budijanto et al., 2022).

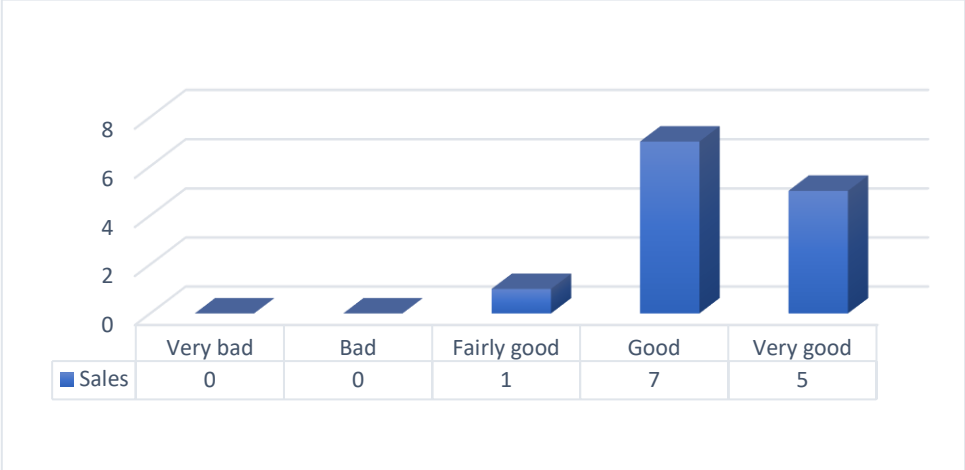

Figure 9.
Integration of aural cybertext context aspects

10. The material reflects cyberpragmatics and linguistic cybertext contexts.

Pragmatics has experienced substantial growth due to advancements in technology. The cross-disciplinary domain of pragmatics in the context of technology is termed as cyberpragmatics. Drawing from the information presented in the diagram above, a total of 7 out of 13 validators, representing 45%, expressed a highly favorable assessment. Additionally, 5 out of 13 validators, accounting for 46%, provided a positive evaluation, and 1 out of 13 validators, making up 9%, offered a moderately positive view. Consequently, it can be inferred that all thirteen validators concur on the notion that the material under consideration captures the essence of cyberpragmatics and linguistic cybertext contexts. Aural cybertext context holds significant importance in interpreting speech's meaning. By focusing on auditory cues and other auditory elements, the listener can deduce the intended meaning and purpose behind the speaker's words. Meanwhile, the linguistic cybertext context plays a crucial role in comprehending utterances. This facet of linguistic cybertext context centers on dissecting words, phrases, clauses, sentences, suprasegmental elements, and more, in order to glean insights into the intended meaning of the spoken words and the speaker's underlying intent (Zagalo, 2019).

Figure 10.
Integration of linguistic cybertext context aspects

11. The learning model guides students to become researchers

The investigation into the advancement of cyberpragmatics learning models is situated within the realm of systemic linguistic research. This effort serves as a counterbalance to the school of mentalistic philosophy, which places emphasis on formalism and structuralism in language education. As per the data presented in the diagram above, a total of 7 out of 13 validators, accounting for 45%, expressed a strong appreciation, while 5 out of 13 validators, constituting 46%, conveyed a positive sentiment, and 1 out of 13 validators, comprising 9%, indicated a moderately positive stance. Consequently, it can be inferred that all thirteen validators are in agreement that the learning model steers students toward becoming researchers by promoting exploratory endeavors.

Figure 11.
Learning model guides students to become researchers

12. The suitability of the contents of the model with the competencies to be achieved in cyberpragmatics learning with the results of cybertext context research in a multimodality perspective. RPP contains learning objectives based on the formula A (Audience), B (Behavior), C (Condition), and D (Degree).

The Lesson Plan (RPP) plays a pivotal role in the educational process as it provides a structured framework for classroom activities. Within the RPP, it is crucial to align the content with the learning objectives. These objectives encompass four key facets, commonly referred to as the ABCD formula (Elliott, 2015). The findings from the diagram above demonstrate that 38% of validators strongly agreed, 54% of validators agreed, and 8% of validators moderately concurred with the statement. As a result, it can be inferred that the validator concurs with the inclusion of learning objectives in the RPP following the A (Audience), B (Behavior), C (Condition), and D (Degree) formula. The "Audience" aspect pertains to the individuals targeted by the learning objectives. In this RPP, the learning

objectives are aimed at students enrolled in pragmatics courses. The "Behavior" aspect encompasses the anticipated accomplishments subsequent to completing the course. The "Condition" aspect includes the teaching methods utilized during lectures. The "Degree" aspect denotes the level of achievement expected from students.

Figure 12.
Suitability of the contents of the model

13. The accuracy of the contents of the model for the competencies to be achieved in cyberpragmatics learning with the results of cybertext context research in a multimodality perspective. The lesson plan contains learning materials related to 1) basic pragmatic concepts; 2) pragmatic principles and maxims; 3) pragmatic nature; 4) context in pragmatics; 5) cyberpragmatics and gestural cybertext context; 6) cyberpragmatics and visual cybertext context; 7) cyberpragmatics and spatial cybertext context; 8) cyberpragmatics and aural cybertext contexts; 9) cyberpragmatics and linguistic cybertext context.

Figure 13.
Accuracy of the contents of the model

The lesson plan (RPP) stands as a pivotal component in the realm of education, given that it serves as a blueprint for classroom activities. Apart from encompassing objectives, lesson plans also entail the instructional content to be delivered during lectures. The findings from the aforementioned diagram indicate that 38% of the validators expressed strong agreement, 54% of the validators indicated agreement, and 8% of the validators moderately concurred with the statement. As a result, it can be inferred that the validator concurs with the appropriateness of the model's content in relation to the targeted proficiencies within the scope of cyberpragmatics education, aligned with insights drawn from cybertext context research through a multimodal perspective (Kunjana Rahardi, 2020; R. K. Rahardi, 2020a). In the context of pragmatics courses, the lesson plans encompass nine learning materials. The material preceding the mid-term exam delves into pragmatic theory, while the material

following the final exam addresses the integration of cyberpragmatics, multimodality, and the application of text analysis within the realm of cyberpragmatics studies.

14. The suitability of the reflective learning model with the competencies to be achieved in cyberpragmatics learning with the results of cybertext context research in a multimodality perspective.

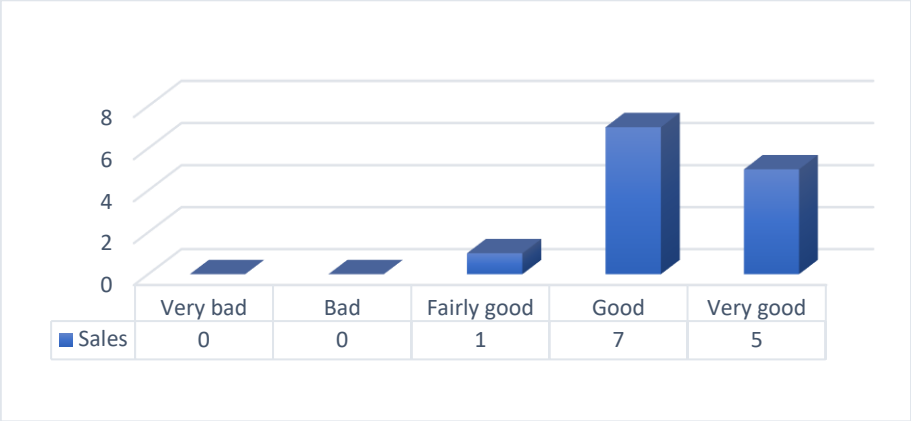

Figure 14.
Suitability of the reflective learning model

Pragmatics has evolved significantly in response to technological advancements. The interdisciplinary realm of pragmatics in the context of technology is referred to as cyberpragmatics. The findings from the aforementioned diagram indicate that 38% of the validators expressed strong agreement, 54% of the validators indicated agreement, and 8% of the validators moderately concurred with the statement. Consequently, it can be deduced that the validator aligns with the notion that the content within the reflective learning model corresponds to the targeted proficiencies in cyberpragmatics education, in conjunction with the insights derived from cybertext context research through a multimodal perspective.

15. Conformity of reflective learning methods and techniques with the competencies to be achieved in cyberpragmatics learning with the results of cybertext context research in a multimodality perspective.

Figure 15.
Conformity of reflective learning methods and techniques

The outcomes depicted in the above diagram reveal that 38% of the validators expressed strong agreement, 54% of the validators indicated agreement, and 8% of the validators moderately concurred with the statement. As a result, it can be inferred that the validator aligns with the utilization of reflective learning methods and strategies in line with

the targeted competencies for cyberpragmatics education, coupled with the findings from cybertext context research through a multimodal lens (Mehawesh, 2014). The chosen reflective learning methods and strategies are adaptable depending on the subject matter and the competencies students are required to attain. The intention behind employing reflective learning methods and strategies is to encourage students to become more engaged in the learning process.

16. The suitability of the design of the cyberpragmatics learning model that is integrated with the research results of the cybertext context in a multimodality perspective with the competencies to be achieved in learning pragmatics courses.

    The outcomes illustrated in the above diagram indicate that 36% of the validators expressed a high level of agreement, while 50% of the validators concurred to a good extent, and 14% of the validators moderately concurred with the statement. Consequently, it can be inferred that the validator concurs with the integration of the cyberpragmatics learning model's design with the research findings of cybertext context from a multimodal perspective, aligning it with the targeted competencies in pragmatics course education (Bezemer & Jewitt, 2018).

Figure 16.
Suitability of the design of the cyberpragmatics learning model

17. The suitability of the design of the cyberpragmatics learning model that is integrated with the results of research on the cybertext context in a multimodality perspective with the cooperative learning method of investigative group techniques with the competencies to be achieved in learning pragmatics courses.

Figure 17.
Suitability of the design of the cyberpragmatics learning model

The data depicted in the diagram above indicates that a substantial 45% of validators expressed strong agreement, an additional 46% of validators indicated agreement, and 9% of validators expressed a relatively strong agreement with the assertion. Consequently, it can be inferred that the validator endorses the configuration of the cyberpragmatics learning model, seamlessly woven together with findings from cybertext context research through a multimodal lens, employing the group investigative cooperative learning approach, and aligning with the requisite proficiencies targeted in pragmatics course education (R. K. Rahardi, 2022a).

18. Appropriateness of the cyberpragmatics learning model design that is integrated with the results of cybertext context research in a multimodality perspective with problem-based learning methods with the competencies to be achieved in learning pragmatics courses.

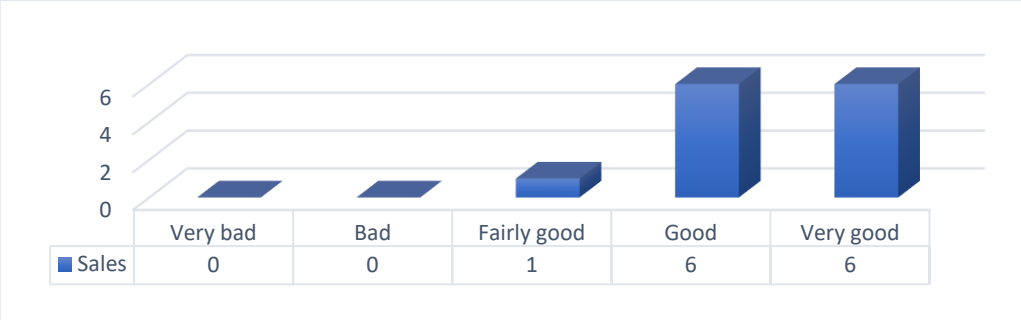

Figure 18.
Appropriateness of the cyberpragmatics learning model design

The outcomes depicted in the above diagram indicate that a significant 46% of validators expressed a strong concurrence, another 46% of validators conveyed agreement, and 8% of validators expressed a moderately strong concurrence with the statement. As a result, it can be deduced that the validators endorse the conception of a cyberpragmatics learning model that seamlessly incorporates the findings of research on cybertext context through a multimodal lens, coupled with problem-based learning techniques and the targeted proficiencies pertinent to pragmatics course instruction (Grundy, 2012).

19. The suitability of the design of the cyberpragmatics learning model that is integrated with the results of research on the cybertext context in a multimodality perspective with project-based learning methods with the competencies to be achieved in learning pragmatics courses.

Figure 19.
Suitability of the design of the cyberpragmatics learning model

The data from the aforementioned diagram demonstrates that 45% of the validators indicated a strong or definite agreement, 46% of the validators expressed agreement, and 9% of the validators moderately agreed with the statement. As a result, it can be concluded that the validators are in concurrence regarding the congruency of the design of the cyberpragmatics learning model, which incorporates the findings of research on cybertext context from a multimodal perspective, with the project-based learning approach and the specified learning outcomes for pragmatics courses (Bardovi-Harlig, 1996; Rahardi, 2022b).

CONCLUSION

The book product of the cyberpragmatics learning model integrates findings from research on cybertext context, presenting a multimodal perspective that includes SRP components, substance evaluation, learning model materials, assessment of model substance feasibility, presentation viability, linguistic suitability, and visual representation. The results from the above diagram indicate that 7.69% of participants found it appropriate for use without any changes, 92.30% found it suitable for use with revisions based on notes, and 0% of participants deemed it unsuitable for use. Consequently, it can be inferred that all participants unanimously agreed that the book product of the cyberpragmatics learning model, combined with research on cybertext context, is suitable for use with revisions based on notes.

This research has yielded foundational insights into the viability of employing cyberpragmatics learning models as a result of applied research. Nevertheless, certain limitations in the expert testing phase exist, primarily related to the need for a more extensive and diverse range of expert assessments with varying scientific backgrounds. By doing so, the findings of this study could be more robust and dependable. Future research endeavors will address these limitations, and other researchers interested in similar topics are encouraged to undertake studies with analogous themes to enhance the credibility of this research and contribute to the advancement of cyberpragmatics studies within the country.

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