

Unraveling the psychological impact of spatial cybertext environments on speech intent

Insights from social media platforms

R Kunjana Rahardi,¹ Wahyudi Rahmat,² Refa Lina Tiawati²
& Yuliana Setyaningsih¹

¹ Universitas Sanata Dharma | ² Universitas PGRI Sumatera Barat

This cyberpragmatic study investigates the correlation between spatial multimodal cybertext environments and their psychological impact on speech intent. The research delves into speech fragments in diverse cybertextual contexts across social media platforms. The methodology involves data identification, transcription, classification, and typification. Similarly, looking at things, the study shows that the physical settings of cybertexts have a big effect on the everyday meanings of words, acting as background, determinant, emphasis enhancer, reinforcement, illustration, and signal for speech intent. The research explores the distinct role of each category in shaping speech intention within spatial cybertexts, underscoring how these insights can facilitate effective communication and their psychological impact on speech intent, particularly for language learners on social media platforms.

Keywords: spatial cybertext contexts, multimodality, pragmatic meanings, cyberpragmatics

1. Introduction

The intricate relationship between language meaning and context spans cultural and situational factors, now further expanded by digital advancements into areas like cyberpragmatics and multimodal communication (Faisol & Rahmat, 2021; Rahardi et al., 2023). Cyberpragmatics, as a field of study, represents a multifaceted exploration of communication dynamics within digital realms, particularly those facilitated by the Internet. At its core, cyberpragmatics merges the principles of

pragmatics with insights from cognitive science, aiming to unravel the intricacies of language use and interpretation in online environments. By adopting a cognitive pragmatics perspective, scholars delve into the underlying mental processes that influence how individuals communicate and interpret messages in digital contexts. Yus (2011) underscores the significance of this interdisciplinary approach by elucidating the nuanced interplay between language, cognition, and technology. Yus (2011) stated that central to the study of cyberpragmatics is the recognition of the dynamic nature of digital communication. Unlike traditional face-to-face interactions, online communication is characterized by its unique set of affordances and constraints, which profoundly influence language use and interpretation. As individuals engage in digital discourse, they encounter a myriad of communicative tools and platforms, each with its own set of conventions and norms. Understanding how these digital environments shape communicative behavior is essential for unraveling the complexities of cyberpragmatics. Cyberpragmatics delves into the evolving nature of digital technologies and their impact on communication practices. With the rapid advancement of technology, new forms of digital interaction continually emerge, presenting novel challenges and opportunities for communication. By examining these technological developments through the lens of cognitive pragmatics, scholars gain insights into how individuals adapt their communicative strategies to navigate evolving digital landscapes.

This highlights an urgent need for research in the spatial aspects of online language use. Social media has become a crucial platform for language learning (Rahardi, 2022; Rahmat et al., 2024), offering a wide array of resources and interactive opportunities with native speakers, facilitating diverse learning styles and levels. These platforms allow learners to practice and improve their language skills in realistic settings, receiving immediate feedback (Kartika et al., 2023; Kunjana Rahardi, 2023; Rahmat et al., 2023). This study emphasizes the evolving role of spatial dimensions in digital communication, merging text, visuals, and sound into unified narratives, underscoring the dynamic link between digital media and language learning, thereby offering foundational insights for future academic pursuits in this field. Moreover, user interaction with these mixed-media formats, or “spatial interaction,” underlines the intricacies of multimodal communication, as explored by scholars such as Kress (2009) and Sachs-Hombach and Thon (2019). This complexity is further amplified with the integration of social media channels, leading to enhanced language learning techniques and communication strategies.

The concept of modality integration is crucial in the development of a comprehensive understanding involving the assimilation and practical utilization of information from varied modal sources. As outlined by authorities such as Ledin & Machin (2019), Pinar Sanz (2013), and Rowsell (2013), spatial representation

plays a significant role in organizing elements from diverse sources into a methodically structured and intelligible format. Additionally, spatial coordination is essential for ensuring the seamless synchronization of information across different modal sources, adhering to a specific temporal and spatial framework to provide a unified user experience. These components are integral and interconnected, laying the foundation for the creation of impactful and effective messages in the realm of multimodal communication. Spatial multimodality, as detailed by Leeuwen (2005), involves compiling data from various inputs – such as visuals, audio, and texts – into a single, organized display, enhancing user comprehension by arranging information in a spatially coherent manner. This approach is applied in various formats, including video presentations that combine auditory, visual, and textual elements to clarify and enrich the message, thereby providing a more integrated perspective on the subject matter. Furthermore, spatial multimodality finds application in a range of tools and platforms, from presentation software to video games and social media, all designed to increase user engagement and improve the retention and understanding of information.

Additionally, Herring et al. (2013), in their article “Introduction to the Pragmatics of Computer-Mediated Communication” mention that the concept of “computer-mediated communication” encompasses various formats, such as video presentations incorporating auditory, visual, and textual components to enhance the message. This term remains suitable for describing the broad range of this phenomenon, even as communication technologies extend beyond traditional computers. While mobile phones may be regarded as akin to computers for text messaging purposes, voice calls and television-mediated conversations through text messages pose challenges to this classification. With the increasing prevalence of computer use for communication, the examination of behavioral and societal impacts arising from computer-mediated communication has become imperative for research. Kiesler et al. (1984) outline several concerns associated with electronic communication, present an empirical method for exploring its social psychological effects, and emphasize the importance of social psychological studies in enhancing comprehension of computer-mediated communication as well as broader technological changes in society. The evolving landscape of computer-mediated communication encompasses diverse formats, including multimedia presentations, reflecting the dynamic nature of digital interaction. However, understanding the nuances of communication in the digital realm requires careful consideration of contextual factors. As highlighted by Herring et al. (2013) and Kiesler et al. (1984), the concept of “computer-mediated communication” extends beyond traditional computers to encompass various technologies and platforms. Therefore, examining the behavioral and societal impacts of digital communication necessitates an understanding of the contextual

influences shaping interactions. This underscores the significance of cyberpragmatics, which analyzes Internet-mediated communication within the framework of cognitive pragmatics, emphasizing the role of context in interpreting and navigating digital communication dynamics.

In this context, the work of Gunther Kress and Theo van Leeuwen has been instrumental in defining and advancing the field of multimodality. They propose a holistic view of communication and language, emphasizing the integration of different semiotic modes – text, images, sound, and motion – within a coherent framework (Kress, 1990). Their research underscores the increasing significance of multimodality in modern society, a trend propelled by ongoing technological and communicative advancements. This evolution in communication not only enhances the efficiency and effectiveness of message conveyance but also addresses the varied semiotic skills and preferences of individuals (Mulyaningsih et al., 2022). Kress and van Leeuwen highlight key elements crucial for the analysis of multimodal communication – modality, design, representation, interaction, and context – demonstrating how these factors collectively transform our interaction with and interpretation of the world, thereby shaping our global understanding and perception (Kress, 2015).

The concept of visual grammar, formulated by Kress and van Leeuwen, serves as a framework for dissecting the multimodal approach. This analytical tool delineates the norms and conventions governing the arrangement of visual components within a communicative act. Visual grammar is structured around three principal elements: representation, composition, and aesthetics. Representation pertains to the visual portrayal of tangible entities, concepts, or individuals (Bateman et al., 2021; Chen & Wang, 2016; Harwath et al., 2016; Rahmat, Fitriyah et al., 2023). Composition addresses the organization and layout of visual components, encompassing aspects like size, positioning, viewing angle, and the utilization of space. Aesthetics, on the other hand, relates to the visual features – such as color, texture, and shape – that contribute to the overall aesthetic appeal and impact the audience's perception of the message. In the realm of multimodality analysis, visual grammar aids in elucidating the interplay between visual elements and the transmission of messages. This analytical framework is applicable in the examination of various visual communication forms, including graphic design, advertising, and media.

Visual grammar, as devised by Kress and van Leeuwen, shares conceptual parallels with Systemic Functional Linguistics (SFL), a theory formulated by Michael Halliday. SFL explores language usage within specific communicative contexts, focusing on the functional and semantic aspects of language (Halliday, 1978; Thwaite, 2019; Trinh et al., 2017). Analogous to SFL, visual grammar accentuates function and meaning within multimodal analysis. Extending the prin-

ciples of SFL, Kress and van Leeuwen incorporate visual components into the analytical scope, treating visual and linguistic modes as distinct yet complementary mechanisms for achieving communicative objectives. In SFL, linguistic elements are categorized into three main functions: ideational, interpersonal, and textual (Almurashi, W. A., 2016; Martin, 2016).

Similarly, in visual grammar, visual elements are classified into representation, composition, and aesthetics. While these classifications are not directly analogous, they collectively facilitate a comprehensive analysis of meaning and function in multimodal communications. Both approaches underscore the significance of social context and communicative settings in the scrutiny of language and other semiotic modalities, aiming to decode the complex interrelations and contextual influences that govern and shape communicative acts (Aijmer, 2009; Schegloff, 1997; Widdowson, 2006).

Developed by Gunther Kress and Theo van Leeuwen, visual grammar intertwines closely with social semiotics, which scrutinizes how signs, including language and other semiotic forms, function within societal frameworks, influenced by factors such as power dynamics (Tiawati et al., 2022), ideologies (Rahmat, Putra, et al., 2023), and cultural norms (Wincana et al., 2022). Visual grammar extends these considerations to the analysis of multimodal messages, examining how visual elements – representing objects or concepts – affect viewer perception and response. Both disciplines delve into the societal implications of signs and visual components, analyzing, for example, portrayals of women or minorities in media and their correlation with prevailing social values and ideologies. Visual grammar unveils the latent semiotic layers within visual narratives, influencing societal perceptions and behaviors (Setyaningsih & Rahardi, 2020; Sultan et al., 2023). Systemic Functional Linguistics (SFL) places paramount importance on context, exploring language usage within specific societal scenarios to fulfil communication objectives. SFL distinguishes between situational context – immediate factors like location, time, and participants – and cultural context – encompassing societal norms and beliefs shaping language practices (Anderson, 2013; Taverniers, 2011; Zhang & Hu, 2021). Understanding both situational and cultural contexts is crucial in SFL, as they significantly influence language application and the conveyed meanings, highlighting the social functionality of language.

The nexus between context and multimodality is intricate, with each element influencing the other to craft meaningful communication. Contextual factors, including societal, cultural, and situational elements, are pivotal in multimodality, shaping the selection and application of various modalities in conveying messages. Multimodal communication incorporates diverse modes such as imagery, color schemes, and layouts, all governed by the surrounding social and cultural milieu. Thus, understanding the pertinent social and cultural backdrop is essential for

choosing appropriate modalities that resonate with and are comprehensible to the intended audience (Carbaugh & van Over, 2013; Kirmayer, 2015; Rozakis, 2007). Additionally, situational aspects like location and timing influence modality selection, underscoring the need for simultaneous consideration of context and multimodality in message analysis. Semiotics, as studied by notables like Michael Halliday, Ferdinand de Saussure, and Charles Peirce, explores sign systems and their meanings across different contexts. While Saussure's structural semiotics positions language within a system of arbitrary signs, Halliday's systemic-functional approach views language as a semiotic tool for social interaction, emphasizing the interplay between sign, context, and interpretation. Peirce's triadic model categorizes signs into iconic, indexical, and symbolic, enriching the semiotic landscape (Guo, 2017; Leeuwen, 2005; Matthiessen et al., 2020). These perspectives, though varied, collectively regard language as a societal tool, differing primarily in their interpretations of sign-meaning relationships and sign types.

In linguistic anthropology, as discussed by Alessandro Duranti, semiotics examines the interrelation between signs and their meanings within specific cultural and social contexts. Language, seen as a symbolic system, comprises conventional signs embedded within a structured grammatical framework. Duranti emphasizes the crucial role of context in symbol interpretation, which encompasses communicative objectives, cultural backgrounds, and individual experiences, highlighting the dynamic interaction between language and social practices. Language not only facilitates social actions but is also shaped by them, reflecting and perpetuating socio-cultural values, beliefs, and norms. Understanding language thus offers insights into the corresponding cultural fabric (Duranti, 2001, 2009; Garcia et al., 1993). This multidimensional approach to semiotics underlines the vast and varied possibilities for research, contingent on the chosen focus and theoretical perspective. The study's endeavor to tie examples more directly to language learning serves to enhance its coherence and maintain a focused narrative. By carefully linking examples within the context of language learning, the study aims to present a more unified exploration of the intricate roles played by spatial multimodalities in shaping speech intent in digital settings. The demonstrated connection between modeling testing and language learning will contribute to a clearer and more targeted understanding of how spatial and multimodal contexts influence speech intent within cybertext environments. This strategic alignment ensures that the study's examples are purposefully integrated, reinforcing the overarching goal of investigating the complex interplay between spatial multimodalities and speech intent in the digital realm.

2. Research method

This study adopts a detailed qualitative approach, eliminating the need for numerical analysis typically associated with quantitative research (Guba et al., 1994; Johnson, 2001). Emphasizing the intricate interplay between social media and language acquisition, this methodology recognizes the pivotal role of digital platforms in providing language learners with immersive experiences in their target languages. At the heart of this investigation lies an exploration of spatial contexts and their profound influence on the nuanced meanings embedded within language. To ensure methodological rigor, a meticulous selection of language excerpts is undertaken to exemplify the intricate dynamics of these contexts. The concept of “cybertext contexts,” defined as the environments within digital texts where language is used and interpreted, including layout, design, and interactive elements, guides the selection process in this method. Drawing on the insights of Kiesler et al. (1984), Yus (2011), and Herring et al. (2013), the study addresses a notable gap in the literature by highlighting the absence of references to previous pragmatic research on context. These scholars underscore the significance of considering broader contextual factors that shape digital communication dynamics, enriching the methodological framework and enhancing its credibility.

The primary data for this investigation are sourced from various instances of language use across diverse social media platforms directly related to the research aims. Data collection is confined to the study period to ensure timeliness and relevance. Employing an observational approach akin to auditory collection methods, language excerpts are meticulously spotted, transcribed, categorized, and defined following guidelines established by Mahsun (2007). Subsequently, a context-focused analysis is conducted using the comparative method, enabling a nuanced examination of different situational uses within cybertext. This methodological approach aligns with the study’s aim of delving into multimodal dimensions such as context, norms, virtual elements, and cybertext, thus enhancing analytical depth.

3. Research findings and discussion

This study has yielded six distinct roles of spatial cybertext contexts from a multimodality perspective. The present discourse sequentially outlines the six distinct roles of the spatial context. The user has provided six ways the multimodal spatial aspect of cybertext context may relate to speech pragmatic meaning. These include (1) using the context as a background for speech pragmatic meaning, (2) using the context as a determinant of speech pragmatic meaning, (3) emphasizing

the pragmatic meaning of speech through the context, (4) strengthening speech pragmatic meaning through the context, (5) illustrating the pragmatic meaning of speech through the context, and (6) using the context to signal pragmatic meaning in speech. The subsequent section provides a detailed description of each type of role that the spatial cybertext context plays in determining the intent of the speech.

a. Multimodal spatial aspects of cybertext context as the background of speech pragmatic meanings

The analysis of Language Sample 1 (LS1) delves deeper into the intricate integration of multimodal contexts, particularly emphasizing the spatial organization of language. Spatial linguistics, a crucial aspect of this exploration, sheds light on how the arrangement of words influences message clarity and intent, especially in digital environments like social media. Examining the phrase “Jaga Jarak Ini Berat Biar Aku Saja” (“Keep Your Distance; This Is Heavy, Let Me Handle It”), commonly found on heavy-load trucks, illustrates the application of spatial organization to convey a clear and impactful narrative.



Data 1. LS1

Source: <https://www.liputan6.com/hot/read/4387894/6-tulisan-kocak-jaga-jarak-di-truk-ini-bikin-tepuk-jidat>

The phrase strategically utilizes spatial organization to serve dual functions: firstly, as a safety warning advising other drivers to maintain distance to avoid potential hazards, and secondly, as a humorous comment, enhancing reader engagement. This real-world example underscores the importance of spatial elements in effectively communicating messages, particularly in contexts where succinctness and clarity are paramount. Moreover, this analysis deepens our understanding of the psychological influence inherent in spatial linguistics. The

spatial arrangement of words not only aids in conveying specific messages but also evokes emotional responses and enhances reader engagement. By decoding the spatial organization of language, individuals navigate and interpret textual messages, shaping their perceptions and attitudes towards the content presented. In this way, spatial elements play a crucial role in influencing psychological processes, highlighting the interconnectedness between language, cognition, and emotion. The discussion of spatial elements and their influence on psychological processes underscores the significance of social media platforms as immersive learning environments for language learners. Through exposure to diverse linguistic expressions, psychology, and contexts, learners engage in real-world language interactions, simulating practical scenarios encountered in everyday life. By navigating spatially organized language samples, learners enhance their comprehension and application of language skills, ultimately contributing to their overall communicative proficiency. In conclusion, the detailed analysis of LS1 underscores the importance of spatial linguistics in shaping language communication and highlights the psychological influence embedded within spatially organized language. The discussion of spatial elements further accentuates the role of social media platforms as invaluable tools for language acquisition, providing learners with immersive experiences to refine their communication techniques in diverse contexts.

The analysis reveals the significance of how space is used in communication, particularly highlighted by the warning text on a vehicle's tailgate. This real-life example illustrates the concept of spatial arrangement in language – the physical layout of text and its impact on message clarity. Such spatial organization is crucial for effectively conveying a message's intended meaning, an element of what is known as multimodality in language learning. Multimodality refers to the use of multiple modes or methods in communication, such as text, images, and layout. In this context, the 'spatial dimension' refers to how text and elements are arranged in space, which is crucial for understanding messages correctly, especially in digital platforms like social media. By exploring these spatial arrangements, language learners can enhance their comprehension and expression in the target language as they become more adept at interpreting the intended meanings behind various spatial layouts.

Further analysis, particularly focusing on Data 2 (LS2), deepens our understanding of the pivotal role played by spatial contexts in facilitating effective communication, especially within digital environments. The examination of LS2 underscores the significance of spatial elements in delivering clear and coherent messages, reaffirming the importance of incorporating these principles into language learning practices via social media platforms. By leveraging spatial organization, language learners not only enhance their proficiency but also refine their

ability to comprehend and craft nuanced messages in digital communication settings. Moreover, the exploration of spatial elements extends beyond mere language acquisition to encompass the psychological dimensions of communication. By delving into the spatial aspect, the gain valuable insights into how individuals perceive, interpret, and express messages within digital landscapes (Rahmat, Putra, et al., 2023). This understanding illuminates the intricate psychological processes underpinning communication in technology-rich environments, shaping individuals' interactions and cognitive engagement with digital content. Such insights highlight the inseparable link between spatial cognition, cognitive processing, and effective communication in the digital era, underscoring the necessity of integrating these considerations into language education and digital literacy initiatives.



Data 2. LS2

Source: (<https://lifestyle.okezone.com/read/2020/09/02/298/2271724/tips-buat-ketoprak-sendiri-di-rumah-ternyata-gampang>)

This Data (LS2) serves as a compelling illustration of the role played by spatial organization in enhancing message clarity and comprehension within multimodal contexts, particularly prevalent in online communication channels. The term “multimodal” signifies the integration of various mediums, including text, images, and layout, commonly observed in digital platforms. In this context, the “spatial aspect” pertains to the arrangement of these elements within the digital space, such as a social media post or an online advertisement. The findings gleaned from LS2 elucidate that a well-defined spatial arrangement significantly contributes to understanding the intended message, a critical concept for language learners navigating social media platforms to improve their language skills. In conclusion, the detailed analysis of LS2 not only underscores the importance of spatial elements in facilitating effective communication within digital environments but also sheds light on the intricate interplay between spatial cognition and psychological processes in digital communication. By recognizing and leveraging spatial organization, language learners can navigate and comprehend diverse lin-

guistic expressions with greater proficiency, ultimately enhancing their communicative competence in the digital age.

So, these findings highlight that understanding the spatial layout in digital texts – or ‘cybertexts’ – is not just about the physical space but also about understanding the psychological and cultural background it conveys (Rahmat et al., 2022). This understanding is essential for interpreting the intended message correctly, as the same word or phrase can have different meanings in different contexts. Moreover, the study reveals that sociocultural and psychological factors influence the interpretation of messages in digital spaces. This means that people from various backgrounds may interpret the same spatially organized message differently, depending on their cultural and psychological context. This finding underscores the complexity of language learning and communication in the digital age, where understanding the spatial arrangement can provide clues to the speaker’s intent and background.

b. Multimodal spatial aspects of cybertext context as a determinant of the pragmatic meaning of speech

The analysis of Data 3 (LS3) underscores the paramount importance of context in deciphering the intended meaning of language expressions, a fundamental principle within pragmatic studies (Rahardi, 2011). Pragmatic studies delve into how contextual factors shape language interpretation, and LS3 exemplifies this notion vividly. For instance, the phrase “All kinds of doors,” when presented alongside the question “Which do you choose?” in a social media context, prompts users to contemplate and articulate their preferences among various options. This scenario highlights the intricate interplay between linguistic elements and situational context, illustrating how spatial linguistics influences the interpretation of messages within online environments.



Data 3. LS3

Source: Instagram (Gravelindonesia): <https://www.instagram.com/p/Cnbaahrp6Oh/?igshid=Yzg5MTU1MDY>

In this context, ‘spatial linguistics’ refers to how the spatial arrangement of words and images within digital platforms influences message comprehension. The strategic placement of diverse door illustrations alongside accompanying text guides users’ understanding and engagement, facilitating communication of preferences and choices. This spatial arrangement of visual and textual elements significantly shapes users’ interpretations and interactions, underscoring the pivotal role played by spatial elements in digital communication. Moreover, LS3 exemplifies the concept of ‘multimodal context,’ wherein visual and textual components are seamlessly integrated to convey a message. While this fusion may appear straightforward, it serves as a potent mechanism for elucidating speech intentions within digital discourse, particularly on social media platforms. The effective alignment of visual and textual information enhances the clarity and efficacy of communication, fostering deeper engagement and comprehension among users.

By examining social media as a platform for language learning, the study illuminates how well-structured content can facilitate language acquisition and engagement in the target language. LS3, featuring users’ interaction with the concept of selecting doors, exemplifies how the amalgamation of visuals and text fosters interactive and meaningful learning experiences (Bezemer & Jewitt, 2018; Peñarroja, 2020). This analysis underscores the transformative potential of spatially organized content in enhancing language learners’ comprehension and engagement within digital learning environments. So, the analysis of LS3 not only emphasizes the critical role of context in language interpretation but also underscores the profound impact of spatial elements on psychological processes within digital communication. By leveraging spatial linguistics and multimodal contexts, educators and content creators can optimize digital platforms as effective tools for language learning, fostering immersive and engaging learning experiences for learners worldwide.

The analysis of Data 4 (LS4) delves deeper into the nuanced variations of language across different cultural and spatial contexts, shedding light on the intricate interplay between linguistic expressions and their cultural interpretations. This dataset elucidates how certain words can undergo semantic shifts based on cultural nuances or ‘spatial linguistics,’ emphasizing the pivotal role of context in language comprehension and communication. For instance, the examination of the Sundanese word “amis” underscores how its meaning can diverge between Sundanese and Indonesian languages, leading to potential misunderstandings. In the context of the phrase “The recipe for how to make misro alias fishy in the Jero is one of the typical Sundanese foods,” the term “fishy,” typically associated with suspicion in English, takes on a different connotation within the Sundanese culinary context, where “amis” denotes sweetness.



Data 4. LS4

Source: Youtube (Surati Wawu): https://www.youtube.com/watch?v=53LLvt_nKQ

This analysis underscores the imperative of understanding local language nuances for effective communication, underscoring the pivotal role of context in language acquisition. The concept of ‘multimodal context’ further amplifies this understanding, signifying the integration of diverse communication modalities, such as text and images, to elucidate complex concepts, as exemplified by the recipe illustration in LS4. This multimodal approach, prevalent on social media platforms, serves as a potent tool for enhancing language learning by providing learners with comprehensive insights into cultural and linguistic diversity. Moreover, the analysis unveils the significant influence of spatial dimensions on intent determination within linguistic expressions, underscoring the intricate relationship between spatial arrangement and pragmatic speech intent (Rahardi, 2016; Rahardi, 2019). In LS4, the spatial organization of the speech focal point, the ‘misro’ dish, intricately intertwines with linguistic manifestations, such as the portrayal of palm sugar, signifying sweetness. This symbiotic relationship between spatial arrangement and linguistic expression underscores the multifaceted role of spatial elements in shaping language comprehension and communication dynamics.

In conclusion, the analysis of LS4 underscores the critical role of context, both cultural and spatial, in shaping language interpretation and communication. By leveraging social media pathways to navigate diverse linguistic contexts, language learners can enhance their communicative proficiency and cultural awareness, ultimately fostering mastery in cross-cultural communication. This discussion not

only highlights the psychological influences embedded within linguistic interpretations but also emphasizes the transformative impact of spatial elements on language learning and communication practices within digital environments.

c. Multimodal spatial aspects of cybertext context as emphasizing the pragmatic meaning of speech

This study extends to understanding how different elements like text, images, and layout work together to clarify and emphasize the intended message, particularly in digital settings like social media. This combination of elements is known as a 'multimodal context'. In simpler terms, it means using multiple ways – words, pictures, and the way things are arranged – to make the meaning clearer in communication. This approach is crucial for language learners using social media to improve their skills. By engaging with content that combines text with visuals and other elements, learners can better grasp the meaning of words and phrases in context. For instance, 'speech intent' refers to what someone intends to communicate with their words. The study shows that this intent becomes clearer and more powerful when supported by the right mix of these different elements.

The analysis of Data LS5 delves into the dynamic interaction between linguistic expressions and visual representations within social media contexts, elucidating how spatial elements enhance language comprehension and retention. The focal point of this analysis is the phrase "Udang Goreng Mentega," meaning "Butter Fried Shrimp," depicted alongside visual imagery on social media platforms. The integration of visual cues alongside the textual expression not only facilitates immediate understanding but also fosters lasting memory retention. By leveraging visual aids, language learners can effectively grasp the meaning of new phrases, highlighting the synergistic relationship between language and visual elements in facilitating learning and communication.



Data 5. LS5

Source: Instagram (linda.ljf): <https://www.instagram.com/p/CoFYh63rIMs/?igshid=Yzg5MTU1MDY>

Furthermore, the analysis underscores the central role of language as the primary tool for communication, even within multimodal contexts enriched by visual stimuli. The findings from LS5 emphasize the efficacy of combining textual and visual elements on social media platforms to support language learners in comprehending and utilizing new expressions. By engaging with real-life examples, learners gain deeper insights into language usage across diverse contexts, thereby enhancing their communicative proficiency. However, it's essential to differentiate the spatial multimodal cybertext context from the linguistic context of speech. While spatial elements, such as images, complement the delivery of meaning within cybertexts, the linguistic context remains paramount in conveying nuanced intentions effectively. Data 5: LS5 exemplifies this dynamic interplay between spatial and linguistic elements, where visual representations augment the underlying linguistic intent, enhancing comprehension and fluency among language learners. Nonetheless, the crux of intent determination ultimately resides in proficient linguistic comprehension, underscoring the indispensability of linguistic context in effective communication strategies.

So, the analysis of LS5 illuminates the symbiotic relationship between linguistic expressions and spatial elements within digital environments, highlighting their collective influence on language learning and communication. By recognizing the complementary roles of language and visual representations, language learners can navigate diverse linguistic contexts more effectively, ultimately bolstering their communicative competence. This discussion underscores the psychological influence embedded within language comprehension processes while emphasizing the transformative impact of spatial elements on language acquisition and communication dynamics in digital spaces.

d. Multimodal spatial aspects of cybertext context as reinforcement of speech pragmatic meaning

In this chapter, found that combining different types of information, like text and pictures, can make the intended message stronger. This approach is especially helpful in digital environments, such as social media, where language learners can find a variety of resources to improve their communication skills. For example, in Data 6 (LS6), the phrase “*Sejumlah wisatawan berswafoto di Pantai Sembukan Wonogiri*,” which translates to “A number of tourists took selfies at Sembukan Wonogiri Beach.” On its own, this sentence gives basic information. However, when paired with images of tourists at the beach, the message becomes more engaging and meaningful. This combination of words and visuals helps to enhance the message's impact – making it clearer and more memorable for the reader.

This method, known as ‘multimodal communication,’ involves using both language and other elements like pictures or layout to convey a message effectively. In this case, the visual of the beach adds context to the text, making the scene more vivid and understandable. This can be particularly beneficial for language learners, as it provides them with richer context and a better understanding of the words and phrases being used. The findings suggest that the strategic use of visuals alongside text on social media can enhance the learning experience by making linguistic messages more powerful and easier to understand. This approach helps learners grasp the nuances of language and improves their ability to communicate effectively. The study of LS6 demonstrates how integrating textual and visual information can significantly support language acquisition and comprehension for learners engaging with content on social media platforms.



Data 6. LS6

Source: <https://regional.kompas.com/image/2023/02/09/090601378/menikmati-keindahan-pantai-sembugan-wonogiri-surga-kecil-di-ujung-selatan?page=1>

The analysis of Data 6: LS6 provides a comprehensive exploration of the integration of multimodal contexts, particularly emphasizing the role of spatial linguistic elements in enhancing communication dynamics. The phrase “ber-swafoto,” denoting “self-portrait,” within the sentence “Sejumlah wisatawan ber-swafoto di Pantai Sembukan Wonogiri” (“A number of tourists taking selfies at Sembukan Wonogiri Beach”), serves as a focal point for understanding the intricate relationship between language and spatial representations. This linguistic construct not only captures the essence of the scenic beach but also conveys the captivating allure of the tourist destination to potential visitors. Moreover, the spatial aspect of this data extends beyond linguistic expressions to encompass vivid visual representations. The accompanying depiction portrays tourists actively engaged in photography against the backdrop of the picturesque shoreline, coral formations, and azure ocean waters. This visual imagery serves to reinforce the message conveyed through language, amplifying its communicative impact and

evoking a sense of awe and admiration among viewers. By seamlessly integrating linguistic and spatial dimensions, this data exemplifies the potent synergy between language and visual representations within digital environments.

Furthermore, the confluence of linguistic and spatial elements within multimodal contexts underscores their collective influence on communication dynamics, particularly within social media pathways. The deliberate incorporation of spatial cybertext context enhances the potency of speech intent delivery, resonating profoundly with language learners seeking enriched and nuanced means of communication. This analysis underscores the psychological influence embedded within language comprehension processes, highlighting the transformative impact of spatial elements on perceptual and cognitive aspects of communication within digital spaces. So, the analysis of Data 6: LS6 underscores the symbiotic relationship between language and spatial representations, emphasizing their collective influence on communication dynamics within digital environments. By recognizing the interplay between linguistic and spatial elements, language learners can navigate diverse communicative contexts more effectively, ultimately enhancing their communicative competence and fostering deeper engagement with digital content. This discussion underscores the psychological influence inherent in language comprehension processes, underscoring the pivotal role of spatial elements in shaping perceptual and cognitive aspects of communication in digital spaces.

e. Multimodal spatial aspects of cybertext context as an illustrator of the pragmatic meaning of speech

Traditionally, when we talk about context in conversations, we mean the background information that both the speaker and the listener share, helping them to understand each other better. However, this study reveals an interesting point: the combination of words and visuals in a digital setting, which we call 'spatial cybertext context', can make the intended message of speech much clearer. In simpler terms, when language (what we say) is combined with images or layouts in a digital space (like social media or websites), it creates a unique setting. This setting helps to illustrate or highlight the message's intended meaning, making it easier to understand. This blend of language and visuals is part of what's known as a 'multimodal context' – using multiple ways of communication together.

Data 7 (LS7), saw how text combined with images helps to convey a clearer and more detailed message. This combination not only makes the speech's intended meaning more vivid but also helps language learners grasp the nuances of communication more effectively. It's like pairing words with the right pictures to tell a fuller story. This insight is particularly useful for language learners who

use social media and other digital platforms to improve their skills. By engaging with content that mixes text and visuals, learners can better understand the language's practical use and cultural nuances. This approach leads to a more engaging and effective language learning experience, encouraging deeper understanding and communication.



Data 7. LS 7

Source: <https://www.kompas.com/skola/image/2023/02/02/110000669/tugas-dan-peran-wartawan?page=1>

The analysis of Data 7: LS7 delves into the intricate interplay between multimodal-based cybertext contexts and spatial, linguistic elements, emphasizing their pivotal role in communication dynamics. The concept of proxemic distance emerges as central within this context, highlighting the spatial arrangement of linguistic elements to convey the physical proximity between communicative entities visually. The linguistic dimension exemplified by the sentence “Tugas dan peran Wartawan adalah sebagai pencari informasi” (“The task and role of journalists is as information seekers”) is closely mirrored in the accompanying image and captions. This spatial linguistic arrangement visually depicts journalists engaging with sources in close speaking distances, enhancing the perceived informativeness and appeal of the content. The deliberate use of spatial contexts, including font variations, writing styles, and image placement, underscores the strategic construction of spatial manifestations to bolster message delivery.

Moreover, the interpretation of spatial contexts within instructional materials is essential for communicators, educators, and lecturers to uphold the clarity and coherence of conveyed information, facilitating enhanced comprehension. The role of spatial context emerges as pivotal in fostering the effective communication of pragmatic intent, with linguistic and visual dimensions converging to augment the communication experience. Furthermore, the discussion of spatial elements extends to their influence on psychological processes underlying communication.

The strategic manipulation of spatial and linguistic elements not only enhances message clarity but also influences perceptual and cognitive aspects of communication. By adeptly integrating spatial contexts into instructional materials, communicators can effectively engage language learners and facilitate their comprehension of target meanings more comprehensively. So, the analysis of Data 7: LS7 underscores the significance of spatial linguistic elements in communication dynamics, emphasizing their role in conveying pragmatic intent and enhancing message clarity. The discussion highlights the psychological influence of spatial elements on perceptual and cognitive aspects of communication, underscoring their importance in facilitating enhanced comprehension and engagement among language learners.

f. Multimodal spatial aspects of cybertext context as signalers of speech pragmatic meanings

Data 8 (LS8) sheds light on how people understand each other in conversation, especially beyond just the words they use. Understanding someone's intent when they speak often involves picking up on small hints or nonverbal signals. This skill is particularly important in social interactions, where people might not always say directly what they mean but instead use body language, tone of voice, or indirect statements to communicate their true thoughts. This concept refers to the hidden or implied messages in communication. These are the unspoken parts of a conversation that carry much weight, especially in cultures with strong social norms where direct communication is not always preferred. Recognizing these hidden messages is crucial for effective communication. Missing these cues can lead to misunderstandings.

In this study, closely at LS8 to better understand how digital environments, like social media or online platforms, impact this dynamic. Explore how the combination of text, images, and layout in these settings helps or hinders our ability to pick up on these subtle cues. By examining how people communicate both directly and indirectly in digital spaces, we can understand more about how communication works in today's online world and what skills are needed to navigate it successfully. This is particularly useful for language learners who are trying to grasp not only the language itself but also the cultural and social nuances that come with it.

The examination of Data 8: LS8 explores how spatial elements play a crucial role in deducing pragmatic meaning within a multimodal framework. By integrating visual illustrations, the data demonstrates how spatial cues assist in understanding the intended meaning, especially for those unfamiliar with the precise



Data 8. LS8

Source: <https://www.kompas.com/food/image/2022/10/13/080700575/resep-jangan-lombok-sayur-pedas-olahan-tempe-khas-wonogiri?page=1>

connotations of certain terms. These visual cues act as a link, aiding comprehension and emphasizing the importance of spatial elements in deciphering pragmatic intent. Furthermore, within the broader digital landscape, the organization of spatial elements acts as a subtle indicator of speech intent. Through strategic highlighting of elements using techniques like larger fonts or distinctive typefaces, communicators subtly direct readers' attention, thereby enhancing accessibility and clarity of meaning. This practice, often overlooked, embodies a multimodal strategy aimed at optimizing communication effectiveness.

The discussion of spatial elements extends to their impact on psychological processes that underlie communication. Spatial cues not only aid comprehension but also influence perceptual and cognitive aspects of interpretation. By strategically manipulating spatial contexts, communicators can shape recipients' cognitive responses, leading to improved engagement and comprehension. In essence, Data 8: LS8 highlights the significance of spatial context in facilitating effective communication, particularly in digital environments. The incorporation of spatial elements within a multimodal framework enhances language comprehension and communication, providing valuable insights for language learners navigating linguistic nuances. Through a nuanced understanding of spatial dynamics, communicators can maximize communication effectiveness and engage audiences more effectively.

Multimodal analysis of spatial aspects in influence on psychological cybertext context and to assist language learners in achieving communication goals

The discussion delves deeper into the complexities of language comprehension, particularly for individuals learning a new language, within the dynamic realm of social media. The analysis underscores the intricate interplay between linguistic

content and spatial elements, highlighting their collective influence on message interpretation. In the digital landscape, social media platforms serve as rich environments for language learning. Yet, the nuances embedded within messages can pose challenges for learners due to varied contexts and subtle connotations. The incorporation of 'spatial aspects' in social media communication extends beyond mere textual content to encompass visual elements such as images, font styles, and text arrangement. These spatial cues offer supplementary insights into the intended meaning of messages. For instance, Data 8 (LS8) exemplifies how the placement of text within an image can provide contextual clues, enriching the understanding of the underlying message. Consequently, effective interpretation often hinges on both linguistic content and spatial presentation, emphasizing the importance of a holistic approach to message comprehension.

Furthermore, the discussion delves into the significance of uncovering implicit messages embedded within communication. While explicit meanings are conveyed through written or spoken words, subtle hints and cues often convey additional layers of information. By examining the amalgamation of text and imagery on social media, individuals can discern underlying implications that may not be overtly stated. This skill of deciphering implicit messages is particularly invaluable for language learners, as it facilitates a deeper understanding of cultural and contextual nuances inherent in the language being studied. Moreover, the analysis extends to the psychological realm, elucidating how spatial elements influence cognitive processes underlying message interpretation. Spatial cues not only aid in comprehension but also shape perceptual and cognitive responses, thereby exerting a psychological influence on individuals' interpretation of messages. By recognizing and interpreting visual cues effectively, language learners can enhance their comprehension of both language intricacies and cultural nuances embedded within communication. In essence, the discussion emphasizes the pivotal role of understanding visual and spatial elements in social media messages for language learners. By adeptly deciphering these cues, learners can navigate the subtleties of communication, thereby enhancing their linguistic proficiency and cultural literacy. Ultimately, this nuanced understanding empowers learners to engage more effectively in intercultural communication within today's interconnected world, where clear and nuanced communication is paramount.



4. Conclusion

This study contributes to the field of cyber-pragmatics by exploring how the spatial arrangement of text and visual elements in digital platforms, or 'spatial

cybertext contexts, influences communication. Existing literature has established the significance of multimodal communication, particularly how different modes (text, image, layout) interact to convey messages (Ledin & Machin, 2019; Pinar Sanz, 2013; and Rowsell (2013). These findings build on this by identifying six distinct roles that spatial contexts play in enhancing the clarity and intent of messages in digital communication. These roles, background setting, determining factor, emphasis enhancer, intent reinforcer, illustrative example, and intent signalling, illustrate the nuanced relationship between spatial organization and speech pragmatics in online environments. Despite facing challenges such as time constraints and limited data, this research sets the stage for future studies. It encourages a more detailed exploration of how spatial contexts contribute to the understanding and effectiveness of online communication. This is particularly relevant in language learning, where understanding the pragmatic aspects of language and how context affects meaning is crucial.

This work suggests several areas for future research. First, there is a need for more in-depth studies into how spatial elements in digital texts affect language comprehension and learning. Understanding these dynamics can lead to improved teaching methods and learning platforms that better leverage the multimodal nature of digital communication. Second, collaborative research between scholars in linguistics, psychology, and digital communication could provide broader insights into how people interpret and use language online. By combining expertise from these fields, future studies can develop a more comprehensive understanding of digital communication's complexities. Finally, these findings have practical implications for language education. They highlight the importance of teaching language learners not only about grammar and vocabulary but also about how meaning can change based on the spatial and visual context. This includes understanding how cultural norms and psychological factors influence the interpretation of digital messages.

References

-  Aijmer, K. (2009). Corpus and Context. Investigating Pragmatic Functions in Spoken Discourse. *International Journal of Corpus Linguistics*.
- Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32–47.
-  Anderson, K. T. (2013). Contrasting Systemic Functional Linguistic and Situated Literacies Approaches to Multimodality in Literacy and Writing Studies. *Written Communication*, 30(3).

- [doi](#) Bateman, J.A., Veloso, F.O.D., & Lau, Y.L. (2021). On the track of visual style: a diachronic study of page composition in comics and its functional motivation. *Visual Communication, 20*(2).
- [doi](#) Bezemer, J., & Jewitt, C. (2018). Multimodality: A guide for linguists. *Research Methods in Linguistics (2nd Edition)*.
- [doi](#) Carbaugh, D., & van Over, B. (2013). Interpersonal pragmatics and cultural discourse. *Journal of Pragmatics*.
- [doi](#) Chen, Y., & Wang, W. (2016). Relating visual images to subtitle translation in Finding Nemo: A multi-semiotic interplay. *Translation and Interpreting, 8*(1).
- [doi](#) Duranti, A. (2001). Linguistic anthropology a reader. In *Blackwell anthologies in social and cultural anthropology*.
- Duranti, A. (2009). Ethnopragmatics and beyond: Intentionality and agency across languages and cultures. In *Hybrids, differences, visions*
- [doi](#) Faisol, Y., & Rahmat, W. (2021). Cyberactivism in Palestinian Conflict News Comments on Al-Jazeera Youtube Channel: a Cyberpragmatic Study (Aktivisme Siber Dalam Komentar Berita Konflik Palestina Di Kanal Youtube Al-Jazeera: Kajian Siberpragmatik). *Jurnal Gramatika: Jurnal Penelitian Pendidikan Bahasa Dan Sastra Indonesia, 7*(2), 267–286.
- [doi](#) Garcia, A., Duranti, A., & Goodwin, C. (1993). Rethinking Context: Language as an Interactive Phenomenon. In *Contemporary Sociology*.
- [doi](#) Guba, E. G., Guba, Y.A.L., & Lincoln, Y.S. (1994). Competing Paradigms in Qualitative Research. *Handbook of Qualitative Research*.
- [doi](#) Guo, E. (2017). Introducing multimodality. *Social Semiotics, 27*(5).
- [doi](#) Halliday, M.A.K. (1978). Language as social semiotic: the social interpretation of language and meaning. In *American Anthropologist, New Series*.
- Harwath, D., Torralba, A., & Glass, J.R. (2016). Unsupervised learning of spoken language with visual context. *Advances in Neural Information Processing Systems*.
- [doi](#) Herring, S.C., Stein, D., & Virtanen, T. (2013). Introduction to the pragmatics of computer-mediated communication. In *Pragmatics of Computer-Mediated Communication* (pp. 3–31). Mouton.
- [doi](#) Johnson, E. (2001). Qualitative Methods in Sociolinguistics. In *Journal of English Linguistics*.
- [doi](#) Kartika, D., Rahardi, R.K., Aziz, M., & Rahmat, W. (2023). Depicting reflections of power on illocutionary acts of Japanese Prime Minister Shinzō Abe ’ s speeches on Covid -19. *Indonesian Journal of Applied Linguistics, 13*(2), 284–293.
- [doi](#) Kiesler, S., Siegel, J., & Mcguire, T. (1984). Social psychological aspects of CMC. *American Psychologist, 39*(10), 1123–1134.
- [doi](#) Kunjana Rahardi, R. (2023). Social–Societal Context Element Changes in Cyberpragmatics Perspective. *Theory and Practice in Language Studies, 13*(11), 2771–2779.
- [doi](#) Kirmayer, L.J. (2015). Mindfulness in cultural context. *Transcultural Psychiatry*.
- [doi](#) Kress, G. (1990). Critical Discourse Analysis. *Annual Review of Applied Linguistics*.
- [doi](#) Kress, G. (2009). Multimodality: A social semiotic approach to contemporary communication. In *Multimodality: A Social Semiotic Approach to Contemporary Communication*.
- [doi](#) Kress, G. (2015). Semiotic work: Applied Linguistics and a social semiotic account of Multimodality. *AILA Review, 28*.

- doi Ledin, P., & Machin, D. (2019). Doing critical discourse studies with multimodality: from metafunctions to materiality. *Critical Discourse Studies*, 16(5).
- Leeuwen, van T. (2005). *Introducing Social Semiotics* (1st ed.). Routledge.
- Mahsun. (2007). *Metode Penelitian Bahasa: Tahapan Strategi, Metode, dan Tekniknya (Edisi Revisi)*. Raja Grafindo Persada.
- doi Martin, J.R. (2016). Meaning matters: A short history of systemic functional linguistics. *Word*, 62(1).
- doi Matthiessen, C.M.I.M., Wang, B., & Ma, Y. (2020). Matthiessen on Halliday. *Language, Context and Text. The Social Semiotics Forum*, 2(1).
- doi Mulyaningsih, I., Rahmat, W., Maknun, D., & Firdaus, W. (2022). How Competence of Production, Attention, Retention, Motivation, and Innovation Can Improve Students' Scientific Writing Skills. *International Journal of Language Education*, 6(4), 368–385.
- doi Peñarroja, M.R. (2020). Corpus Pragmatics and Multimodality: Compiling an ad-hoc Multimodal Corpus for EFL Pragmatics Teaching. *International Journal of Instruction*, 14(1).
- doi Pinar Sanz, M.J. (2013). Multimodality and Cognitive Linguistics. *Review of Cognitive Linguistics*, 11(2).
- Rahardi, K. (2011). Interpretasi Konteks Pragmatik dalam Pemelajaran Bahasa. *LITERASI: Indonesian Journal of Humanities*, 1(2).
- doi Rahardi, K. (2016). Personal and Communal Assumptions to Determine Pragmatic Meanings of Phatic Functions. *Lingua Cultura*, 10(2), 95.
- doi Rahardi, K. (2019). Contexts as The Determining Roles of Javanese Phatic 'Monggo': Culture-Specific Pragmatics Perspective. *Indonesian Language Education and Literature*.
- doi Rahardi, R.K. (2022). Triadicities of Indonesian Phatic Functions. *Theory and Practice in Language Studies*, 12(12), 2641–2650.
- doi Rahardi, R.K., Rahmat, W., & Kurniawan, Y. (2023). Pseudo-Directive Speech Act in the Javanese Language: Culture-Specific Pragmatic Perspective. *Journal of Speech, Language, and Hearing Research*, 66(11), 1–12.
- Rahmat, W., Lateh, N.H.M., & Kurniawan, Y. (2022). How Do the Women Control Their Language Facing Certain Condition? A Perspective of Psychopragmatics. *International Journal of Language Education*, 6(1), 36–45.
- doi Rahmat, W., Tiawati, R.L., Kemal, E., Tatalia, R.G., Azri, H., & Wulandari, Y. (2023). How Do the Young People Picture Out Their Use, Activeness, and Connectivity on Social Media? A Discourse Analysis Approach. *Journal of Communication Inquiry*, 01968599231174848.
- doi Rahmat, W., Fitriyah, R., Zulfa, Z., Riza, A., Afrinda, P.D., Fitri, R., & Pebriani, Y. (2023). Learning Foreign Language Towards Its Media and Identity To Motivate Student's Personal Growth. *Studies in Media and Communication*, 11(7), 197–207.
- doi Rahmat, W., Putra, L.D., & Fitriyah, R. (2023). How do the Ethnicity Minangkabau Male Express Their Masculinity in Language: A Identity Point of View. *Culture & Psychology*, 0(0), 1–15.
- doi Rahmat, W., Tiawati, R.L., Rahardi, R.K., & Saaduddin. (2024). How International Students can well understand adapted Online Collaboration Project for BIPA Learners. *Journal of Pedagogical Research*, 8(1), 143–158.


- doi** Rowsell, J. (2013). Working with multimodality: Rethinking literacy in a digital age. In *Working with Multimodality: Rethinking Literacy in a Digital Age*.
- doi** Rozakis, M. (2007). The cultural context of emergencies. *Disaster Prevention and Management: An International Journal*.
- doi** Sachs-Hombach, K., & Thon, J.N. (2019). Introduction: Multimodal media. *Poetics Today*, 40(2).
- doi** Schegloff, E.A. (1997). Whose text? Whose context? *Discourse and Society*.
- doi** Setyaningsih, Y., & Rahardi, R.K. (2020). Argument Constellation in Journal Articles: Toulmin Stephen Perspective (Konstelasi Argumen Dalam Artikel Jurnal: Perspektif Stephen Toulmin). *Jurnal Gramatika: Jurnal Penelitian Pendidikan Bahasa Dan Sastra Indonesia*, 6(2), 207–223.
- doi** Sultan, Rapi M., Basri, M.B., Mangila, B.B., & Rahmat, W. (2023). Texts and Tasks in Indonesian Language Textbooks: Do They Support Indonesian Students in the International Reading Literacy Test? *International Journal of Language Education*, 7(3), 563–578.
- doi** Taverniers, M. (2011). The syntax-semantics interface in systemic functional grammar: Halliday's interpretation of the Hjelmslevian model of stratification. *Journal of Pragmatics*, 43(4).
- doi** Thwaite, A. (2019). Halliday's view of child language learning: Has it been misinterpreted? *Australian Journal of Teacher Education*, 44(5).
- doi** Trinh, N.T.T., Hoa, P. Van, & Phuc, T.H. (2017). Halliday's Functional Grammar: Philosophical Foundation and Epistemology. *Jurnal Humaniora*, 29(2).
- doi** Tiawati, R.L., Rahmat, W., Kemal, E., & Chen, W. (2022). The Importance of Guidance In Understanding Cultural Discourse In Thinking and Speaking For Foreign Students In BIPA Program. *Journal of Pragmatics and Discourse Research*, 2(1), 39–47.
- doi** Wincana, G., Rahmat, W., & Tatalia, R.G. (2022). Linguistic Tendencies of Anorexia Nervosa on Social Media Users. *Journal of Pragmatics and Discourse Research*, 2(1), 1–9.
- doi** Widdowson, H.G. (2006). Context, Community, and Authentic Language. *TESOL Quarterly*.
- doi** Zhang, D., & Hu, R. (2021). The applicability of systemic functional linguistics and its role in discipline integration. *Journal of World Languages*, 7(3).
- doi** Yus, F. (2011). Cyberpragmatics. In *Global Perspectives on Language Assessment*. John Benjamins B.V.

Address for correspondence

R Kunjana Rahardi
 Universitas Sanata Dharma
 Yogyakarta
 Yogyakarta 55002
 Indonesia
 kunjana@usd.ac.id

Co-author information

Wahyudi Rahmat
Universitas PGRI Sumatera Barat
Indonesia

 wahyudi@upgrisba.ac.id
<https://orcid.org/0000-0003-1955-3214>

Refa Lina Tiawati
Universitas PGRI Sumatera Barat
Indonesia

refalinatiawati27@gmail.com

Yuliana Setyaningsih
Universitas Sanata Dharma
Indonesia

yulia@usd.ac.id

Publication history

Date received: 9 November 2023

Date accepted: 20 March 2024

Published online: 13 June 2024