

## Engaging Students in Pragmatic Digital: Language Learning Media Program

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### ABSTRACT:

In English as a Foreign Language (EFL) instruction, a critical challenge persists: learners often possess grammatical knowledge but lack the pragmatic competence to use language appropriately in diverse sociocultural contexts. Traditional classroom interactions and textbooks frequently fail to provide adequate, contextualized input for developing this skill. This research addresses this gap by developing and evaluating Pragmatic Digital, an innovative language-learning media program designed to enhance EFL learners' pragmatic awareness and competence. The study employed a Research and Development (R&D) approach utilizing the 4D model (Define, Design, Develop, Disseminate). The research involved 18 intermediate-level EFL students at the Invada Cirebon Education and Language Institute. Data were collected through observations, interviews, and expert-validation questionnaires and were analyzed using both qualitative and descriptive quantitative methods. The findings indicate that the Pragmatic Digital program significantly improved students' pragmatic awareness and their ability to use language contextually. Expert validation yielded high scores for the media's precision (3.51), appropriateness (3.4), and utility (3.33), categorizing it as “very suitable” for instructional use. Student responses were also positive, with an average satisfaction score of 79% across aspects of attentiveness, usefulness, appearance, and content. The program's scenario-based design, integration of native-speaker videos, and interactive tasks effectively bridged the gap between theoretical pragmatic knowledge and practical application. This research implies that systematically designed, technology-mediated learning tools can effectively address the long-standing neglect of pragmatics in EFL curricula, offering educators a practical and engaging solution to foster more competent and culturally aware communicators.

**Keywords:** Pragmatics; Pragmatic Digital; Learning Media; Contextual.

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### INTRODUCTION

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To obtain competence in learning English, students are required to have the ability to use linguistic knowledge and other skills—such as grammar, vocabulary, pronunciation, and others—appropriately and effectively in various communication contexts (Taguchi & Roever, 2017; Huth, 2020). Thus, they not only understand what to say but also how, where, when, and to whom they speak, as well as the ability to convey the purpose of communication clearly (Le & O'Donnell, 2021; Timpe-Laughlin, 2020). Essential components include having pragmatic competence, namely the proficiency to employ language appropriately and contextually in a sociocultural context (Nishimura, 2020). This ability is fundamental in the communication competency model (Eslami, 2020).

Meanwhile, in the process of learning English in class, several problems arise that are the main focus in attempts to promote students' communication abilities. One of them is the gap in dominance between students and teachers, which tends to occur in educational institutional

environments, where teachers generally have a great deal of authority (Ushida, 2018). These very clear role differences create a "limited range of discourse patterns" (Nakatani et al., 2021), namely a number of limitations in interaction patterns. Consequently, this results in limited foreign language input and few opportunities to develop skills due to restricted interaction in face-to-face teaching (Huth, 2020). Another issue highlighted during the learning process is the large amount of textbook material that does not provide adequate input and is not contextualized to what is needed in the English learning process (Limberg, 2019; Sykes & Cohen, 2020). Lastly, there is a lack of feedback and evaluation for students of English as a foreign language (Kormos & Kontra, 2018). Of course, these conditions hamper students' pragmatic abilities (Martínez-Flor & Usó-Juan, 2019).

A lack of pragmatic abilities is not only considered a main cause of communication breakdowns but, even worse, it can create negative judgments about the speaker, which is very different from errors in the use of grammar (Mason, 2021). The incorporation of pragmatic competence into English teaching components is still very insufficient, making students unaware of their lack of ability and preparation in facing pragmatic challenges in global communication in which English functions as a means of communication (Mori, 2021). Given these problems, it is very important to have innovative alternative solutions (Sykes, 2022). The aim of this paper is to introduce innovative learning media, namely pragmatic digital-based English language learning, which is expected to provide ample space and opportunities to improve pragmatic competence (Timpe-Laughlin, 2021). Meanwhile, the specific objective of this research is to examine the extent of the significance of pragmatic digital with regard to the efficacy of English language learning (Sykes, 2021).

The urgency of this research lies in responding to the need to create innovative foreign language pragmatics teaching for students. This is driven by pedagogical awareness that students need to achieve their best potential through digital-based learning as an interactive learning platform that provides more opportunities to interact and access authentic and contextual learning materials, while discovering varied pragmatic characteristics (Yang, 2021). In addition, this learning media is intended to align with the pedagogical objectives of teaching pragmatics, including (a) increasing awareness of the importance of pragmatic competence, (b) developing students' attention and focus strategies, and (c) building receptive and productive pragmatic proficiency (González, 2021).

Pragmatics, as a set of rules, allows people to communicate appropriately according to function, based on linguistic structure and context (Timpe-Laughlin, 2021; O'Keeffe et al., 2021). This principle is not universal but varies across cultures (Yang & Taguchi, 2021). This shows that within the language learning process, students need to gain knowledge of how to convey intentions and messages correctly and how to avoid undesirable impacts on both the speaker and their relationship with the listener or recipient of the message (Duan, 2020; Timpe, 2021).

In this regard, providing corrections to pragmatic errors that originate from sociopragmatic errors is much more difficult than correcting grammatical errors. This is because sociopragmatics involves rules determined by the social context prior to entering the domain of grammar (Nakatani,

2021). Although language learners are more receptive to corrections related to linguistic forms, they are less likely to accept corrections presented as social judgments or rules (Timpe-Laughlin, 2021).

Pragmatic competence is traditionally defined as the use of language according to context (Taguchi & Roever, 2017). This understanding has evolved over time; pragmatic competence is now seen as a multidimensional, dynamic construction of dialogue, namely the skill of negotiating meaning using flexible methods in communication activities (Sykes & Cohen, 2020). In addition, pragmatic competence encompasses knowledge of how students can communicate actively in intercultural interactions (Taguchi, 2021).

Pragmatic competence includes the ability to manage language interactions, engage with language users, and apply contextual language use. Language users who possess pragmatic competence have linguistic knowledge applied to pragmalinguistics, namely the ability to identify and understand meanings that are socially and culturally acceptable and appropriate (Taguchi & Roever, 2021). Therefore, foreign language teachers are required to enhance language appropriateness for students and teach rules for using language that are socioculturally and contextually appropriate (Yang & Sykes, 2021).

Pragmatic competence includes various abilities in the contextual use and interpretation of language. This competency consists of proficiency in using language for various purposes, such as asking, giving orders, and effecting change. It also includes the listener's ability to interpret indirect or unstated speaker intentions (Tammy, Juanita, & Monica, 2020). Pragmatic competence consists of principles and utterances that are combined into discourse (Taguchi, 2021).

Pragmatic digital is part of the broader field of digital linguistics. Meanwhile, the term “digital” refers to an entire area of study that combines computerization with various scientific disciplines. The term pragmatic digital refers to a combination of computerization and pragmatics, namely an area of study that examines the use of language with its various complexities in social life and interaction contexts (Sykes & Cohen, 2020).

Several pedagogical principles underlie the development of pragmatic digital: (1) increasing abilities in mapping the form and function of pragmatic components; and (2) comprehending various linguistic contexts and the necessity of using pragmatic features in alignment with each communicative setting (Timpe-Laughlin, 2021). Therefore, the fundamental principle in teaching foreign language pragmatics is to increase awareness of pragmatic functions (Yang & Sykes, 2022).

Although researchers have repeatedly emphasized that technology-based learning is growing in importance, technology-based pragmatic learning remains rare, and few researchers have studied it empirically (Taguchi & Sykes, 2021). Previous related research includes Félix-Brasdefer (2007), who investigated the design of teaching foreign language pragmatics for Japanese and Spanish language learners. The result of that research was *Dancing with Words*, which includes pragmatic learning strategies in Spanish. Meanwhile, other research conducted by Holden & Sykes (2013) involved a mobile game application called *Mentira*. Additionally, Sykes (2013) conducted research on virtual environments, resulting in *Croquelandia*.

Several studies have also highlighted the lack of materials for learning foreign language pragmatics (Diepenbroek & Derwing, 2013). For example, Limberg (2015) explains the phenomenon of minimal pragmatic content in foreign language textbooks, arguing that this forces teachers to design additional tasks to help students understand how situational conditions and sociocultural contexts affect pragmatic competence. Similarly, Sykes & Cohen (2008) pointed out limitations in digital learning tools for foreign language pragmatics, particularly the lack of content based on empirical data. They further conducted in-depth research on pragmatic foreign language learning within CALL, focusing on “what students do when they interact with online material and how this material is perceived by the students themselves.” Therefore, researchers and practitioners emphasize the importance of developing systematic and empirically grounded learning media for pragmatics, particularly those that apply pedagogical principles based on curriculum design, lesson plans, and learning media (Timpe-Laughlin, 2016).

This study's novelty lies in the development of Pragmatic Digital, a learning media program that systematically integrates pedagogical principles of pragmatics instruction into a cohesive digital platform. Unlike previous tools that focused on specific speech acts or technologies in isolation, this program offers a comprehensive, scenario-based curriculum. It explicitly combines (1) awareness-raising through introductory videos, (2) explicit instruction on sociopragmatic and pragmalinguistic components, and (3) a structured sequence of interactive receptive and productive tasks. This design is grounded in constructivist learning theory and task-based language teaching (Nunan, 2005), and its cognitive complexity is scaffolded following principles from Robinson (2005) to optimize learning.

Based on the problems identified in previous research, this study designs pragmatic digital to integrate and operationalize pedagogical principles systematically and effectively. First, a film explaining pragmatics and introducing a scenario-based instrument clearly aligned with learning objectives is presented to users. Then, users study various materials contextually. The program consists of four units, each focusing on a specific pragmatic phenomenon or speech act aimed at communicative success. Each unit includes cultural explanations from native-speaking contexts, as well as discussions from pragmalinguistic and sociopragmatic perspectives. Furthermore, to enhance students' receptive and productive abilities, the learning media is equipped with several interactive exercises.

## METHOD

The Research and Development (R&D) method was applied to achieve the objectives of this study. This method was developed by Thiagarajan (1974) and follows the “4D” development model, which includes several phases: define, design, develop, and disseminate. The stages of this 4D model are described as follows:

**Table 1. Research design of 4D**

Stages	Description
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Define	<ul style="list-style-type: none"> <li>• Problem identification</li> <li>• Subject identification</li> <li>• Learning objective formulation</li> </ul>
Design	<ul style="list-style-type: none"> <li>• Selection on the technology of learning media</li> <li>• Initial design</li> </ul>
Develop	<ul style="list-style-type: none"> <li>• Expert validation</li> <li>• Trial</li> <li>• Revision</li> </ul>
Disseminate	<ul style="list-style-type: none"> <li>• Evaluation on model practicality and effectiveness</li> </ul>

The first stage was identification. This stage aimed to determine and identify conditions in the field, which included: (1) problem identification, which aimed to understand the basic problems faced in the learning environment; (2) systematic identification of students, with the aim of compiling the main components of the material that they needed to study; and (3) formulation of learning objectives based on the final goals or outcomes of the learning activities.

The second stage was design. It was carried out after the purpose of model construction had been determined. The activities in this stage were: (1) selecting technology as a learning medium using specific criteria, based on an analysis of the subject matter and available facilities; and (2) developing the initial design, which included an explanation of pragmatic competence materials, procedures for implementing pragmatic learning, and descriptions of several characters in this media, whose function was to perform pragmatic functions.



Figure 1. Some character biographies on pragmatic digitals

The third stage was development. This stage aimed to produce materials for pragmatic digital learning media, which included: (1) validation of the pragmatic context implemented in the learning media; material validation, including material coherence and concept adaptation; and construction validation; and (2) testing to determine whether the product could be implemented. The results of the trials were used to improve the learning media product.

The fourth stage, known as dissemination, aimed to generate an analysis that evaluated the model's usefulness and efficacy. The results of documentation and student surveys were used to determine the model's practicality. Both quantitative and qualitative data were employed in this study. Descriptive statistics were used to assess qualitative data, and the results were then used to evaluate the product being developed. Meanwhile, quantitative data were gathered from validation carried out by content experts, students, and teachers using a four-point scale with interval values starting at 4, which indicated the “very suitable” category; 3 for the “appropriate” category; 2 for the “inappropriate” category; and 1 for the “very inappropriate” category.

Meanwhile, quantitative data were also obtained from questionnaire responses provided by students who used the pragmatic digital learning media model, while qualitative data were gathered from interviews. The three stages of data reduction, display, and verification were used in the analysis of qualitative data. The data were then analyzed descriptively and in greater depth with the aim of obtaining appropriate results for the learning media model.

There were two instruments used for collecting data apart from the use of pragmatic digital learning media. First, background-related questions were designed to obtain information from participants regarding their demographics, general background, knowledge of using technology for language acquisition, and their experiences in studying English. Second, a comprehensive interview protocol was used as a guide for one-on-one interviews, along with observation notes recorded during participants' interactions with the pragmatic digital media. The interview protocol also included retrospective questions designed to obtain feedback regarding participants' perceptions of the use of pragmatic digital learning media, as well as comparisons with other learning materials. Table 2 shows the retrospective questions that were specifically designed to elicit students' perceptions of how pragmatic principles operate.

The number of participants in this research was 18 students. They were students at the Invada Cirebon Education and Language Institute who were attending foreign language courses at the intermediate level based on their TOEFL scores. Some of them had experience working in foreign countries, while others worked professionally in various fields such as education, marketing, retail, information technology, and entrepreneurship. The participants appeared to have limited background knowledge regarding the scope of pragmatics. This was demonstrated by the fact that none of them could accurately articulate the term “pragmatics” in the initial survey.

Each data collection session took approximately one hour and thirty minutes, consisting of one hour of participants interacting independently with pragmatic digital, during which the researcher made observations and took notes, and thirty minutes for conducting individual interviews. First, participants answered background-related questions. After that, they interacted with the pragmatic digital learning media using a laptop independently. They were given the freedom to choose which unit to work on first. Next, interview activities were conducted by referring to the interview protocol and the observations recorded during their use of the pragmatic digital learning media.

For the purposes of transcription and further analysis, all interviews were recorded. The interview results were then tabulated according to each type of research question to determine

respondents' perceptions of whether and how learning through pragmatic digital learning media helped them learn more effectively, improve their pragmatic skills, and identify the extent of students' responses to the efficacy of the pragmatic digital learning media implementation.

## RESULTS AND DISCUSSION

The following is a description of the results of research implementation that have been achieved in accordance with the stages of research implementation as planned using a research and development approach consisting of "4D", which includes the stages of definition, design, develop and disseminate.

### Definition Phase

The stages in this phase aim to define and determine the conditions that will be used as the initial stages of pragmatic digital media use activities. This definition stage is carried out through observation and activity interviews. Observations were carried out through investigative activities to students at the campus of the Invada Institute of Education and Language. Apart from that, Interviews with the students were also done to enhance the research's findings. The following types of questions were used in interviews with participants and their discussions:

**Table 2. Types of Questions Used in Interviews**

Types of Questions Used in Interviews
Why is pragmatics important to you?
Do you think you've gained any new knowledge on how to use certain speech acts? Why?
Do you believe that after learning about specific speech acts, make you more focus on those elements in normal communication? Explain!
Do you think you've learnt anything new regarding the cultural expectations around the usage of English in English-speaking nations? Why?
Do you think the task provide you a decent chance to put the lesson into your practice overall?
Do you think this exercise has improved your knowledge of how to use your language choices? Why?

Overall, the participants' responses seem to indicate that the use of learning media through pragmatic digitals is very effective in increasing their pragmatic awareness. All participants first concurred that they gained knowledge about how to convey particular speech acts. Among them, STUDENT 1 explained, "the learning media provides and teaches different ways of saying the same thing or meaning," while other data explains that in communication practices to maintain politeness you must avoid using direct sentences and must use more 'could you please?' (STUDENT 2). STUDENT 3 remarked that he gained so much knowledge, particularly about how to use inquiries for explanation. STUDENT 4 said that he was unaware that using the word "Hi" in a formal context was inappropriate.

STUDENT 5 discovered that, contrary to what he had previously believed, apologies were actually used more frequently in English native country of America than he had originally thought. STUDENT 5 had previously assumed that apologies were much more common and performed more frequently in his region of Indonesia. All respondents who were asked if their usage of pragmatic digital media would make them focus more on pragmatics in everyday communication answered "certainly, given the information supplied." With his response, STUDENT 6 demonstrates his appreciation for the benefits of greater pragmatic awareness and stated, "learning more about communication relationships is necessary because they enhance our value as a social person." STUDENT 7 described, "It's crucial to grasp the politeness strategy and the types of individuals you might encounter in a setting of social interaction because English language learners occasionally ask questions in an overly direct manner." This is supported by STUDENT 8's statement which explains, "I have to pay attention!" The same meaning was also expressed by STUDENT 9 who answered, "Of course! I understood how to ask questions about something and now I understand some different ways."

Second, the participants also stated that they believed that this interactive media were able to effectively give suggestion and description regarding cultural norms. Most of the interviewees concurred that their communication ties in English-speaking nations taught them something new about foreign cultural norms. Their comments unmistakably demonstrate that participants gained new knowledge dealing with pragmatic digitals interaction. For example, STUDENT 10 explained that he "already knew most of it but there were some things that were new to him. Several participants also explained that they specifically learned something new about how to convey thanks (STUDENT 11, STUDENT 12) and formal versus informal greetings (STUDENT 13 and STUDENT 14). For example, STUDENT 15 explained that using appropriate greetings and also creating small talk helped him a lot. The same explanation was also given by STUDENT 16 who explained that he always thought it was very inappropriate when a co-worker discussed something like the season or weather at the time of working, by way of contrast now he realizes and understands that this is a normal part of interaction to create closer relationship. STUDENT 17 participants also recognized the necessary of learning and understanding about making small talk to keep a communication relationship.



Figure 3. Sample discussion with a focus on identifying culture

### Design Phase

Pragmatic digitals was made on the purpose of helping students to improve their abilities and awareness of the necessary of pragmatics in the domain of daily communication relationships with foreign language speakers, especially in English. Apart from that, this media aims to align with short-term objectives such as (a) increasing self-awareness, (b) developing strategies for focusing students' attention, (c) building the pragmatic proficiency in receptive and productive area proficiency (O’Keeffe, Clancy, & Adolphs, 2011). The following is a draft model outline and its description

**Table 3. Design Outline of Pragmatic digitals-based Learning Media**

Model outline	Description
Warm-up	Introduces common topics and establishes a description of a series of events
Explanation (sociopragmatic)	Introducing speech acts related to communication
Explanation (pragmalinguistic)	<ul style="list-style-type: none"> <li>• Introduce relevant context variables</li> <li>• Identify context factors</li> <li>• Language strategies</li> </ul>
Interactive tasks (receptive)	<ul style="list-style-type: none"> <li>• Identify strategies in language</li> <li>• Identify tasks, namely identifying speech acts in a certain context</li> </ul>
Interactive tasks (productive)	Improve analytical skills in oral or written form

The pragmatic digital design is aimed at integrating and operationalizing the pedagogical principles of pragmatic foreign language teaching in an effective and systematic manner. First, students are given a video describing the scope of pragmatics which aims to direct users towards learning objectives clearly. Users then study a variety of interrelated learning materials. In this arrangement of scenario, there are four units consisting of a special focus on certain pragmatic

phenomena or important speech acts in communication relationships which include (a) greeting, (b) implicatures, (c) clarification request, (d) say thanks, (e) pleasantries, (f) apologies, and (h) suggestions.

The units are structured applying a perspective of constructivist on foreign language learning followed by a language task (Nunan, 2005) which aims to provide learning experiences that offer, as far as possible, some practices on language and content reflecting the situation. daily life oriented towards general communication. Therefore, the unit is structured within the scope of e-learning that includes some input variables from videos of native speaker conversations. Teaching is created to give clear information that aims to improve students' concentration, while also aiming to improve their meta-pragmatic analysis abilities. Thus, the learning media material is designed into segments that focus on clear sociopragmatic and pragmatics to attract more students' attention to the interrelationship of each pragmatic component. Learning in pragmatic digitals includes visual content with narration from foreign language speakers which is equipped with relevant tasks and activities to increase contextualization.



Figure 2. Pragmalinguistic focusing on wording right impression

The varieties of task are designed to offer a variety of possibilities for practice and interaction, in addition to contextualizing objects and delivering more realistic and simulative input of ordinary language use. The types of tasks given in this learning media include two types, namely receptive and productive tasks, including: multiple choice, identifying tasks, evaluating context, rewriting tasks. In productive tasks where the user is instructed to rewrite using polite or formal language, and completion of written discourse.

Meanwhile, tasks and activities are arranged based on cognitive demands to increase complexity in line with what was stated by Robinson (2005). He postulated that carrying out easy tasks first and then more difficult ones would improve accuracy and fluency while responding verbally and carrying out difficult tasks, increased comprehension and greater attention to form. In this learning media, tasks are developed starting from receptive skills to productive abilities.

Assignments explicitly focus on content by utilizing different characteristics, sociocontextual to promote engagement, activities, and self-reflection.



Figure 3. multiple-choice sample on video-mediated task

A crucial design factor is to take advantage of the capabilities provided by computer-mediated learning media platforms. The design based on scenario seeks to make it easier for students to interact with a variety of different characters in a more realistic, immersive atmosphere. Additionally, a number of support strategies have been put in place to give students feedback and raise their meta-pragmatic awareness. The "Show Answers" option provides direct assistance and comments on the responses of pragmatic suitability and accuracy.

### Development Phase

The results of the development of pragmatic digitals were assessed by some experts such as media experts, language experts, subject matter experts, and digital model experts. The followings are the results of the assessments from those experts. First, material experts assess the material content contained in the pragmatic digital model, namely to improve foreign language pragmatic abilities. The material validation questionnaire covers three main aspects, namely: content suitability, presentation aspects, and contextual aspects. Revisions from material experts are shown in the following Table.

**Table 4. Material Expert Assessment and Follow-up Results**

Comment/Suggestion	Follow-up Result
The material has to give further explanation of the e-lecturing phase through the media used.	Added explanations to e-lecturing by providing explanations on aspects of sociopragmatics and pragmalinguistics.
This model lacks a manual as directed by the researchers and the product also lacks an implementation procedure; Thus, the arrangement is not clear.	Students are given additional guidance. The organization of the presentation of pragmatic material is improved so that the results are more systematic.

This learning media model really helps students in improving foreign language communication skills which is suitable for the millennial generation and is equipped with examples of daily conversations by foreign language speakers.	The material in this learning media model further strengthens students' knowledge through the transmission of knowledge and culture presented in pragmatic digital form.
This model is easy for students to understand; because in this model, explanations are equipped with pictures.	The presentation of material in the form of images is increasingly sharpened by the resolution quality (pixel density)
The examples in the conversation illustration need to be improved; and the length of descriptive sentences needs to be revised, so that the material becomes interesting to read.	Variations in sentence forms along with additional choices in presenting pragmatic material, especially conversation illustrations, have been improved so that it is presented more attractively.

Media experts assess aspects of graphic suitability which include varied displays namely cover, model size, and design of digital-based pragmatic learning media models. The following table explains media expert revisions for teaching materials validation.

**Table 5. Media Expert Assessment and Follow-up Results**

No	Initial Design	Comment/Suggestion	Follow-up Result
1	Adjusting the image to the material	Some images are not appropriate for the material	Fixed by fitting the image into the material
2	Layout element colors and title writing colors	Color elements and image layout do not match; too many combinations in the title.	Fixed by adjusting the color and layout of the image, and not using multiple letter combinations in the title.
3	Illustrations of cover design	The shape, color, size and proportions of objects are distorted.	Fixed by adjusting the color shape, size, and proportions of the object.

Language experts provide assessments on linguistic aspects which consist of several indicators including easy, associated, dialogical and interactive, suited to student progress, suited to linguistic value, and the terms, symbols usage. The following table is the results of revisions carried out by language experts.

**Table 6. Language Expert Assessment and Follow-up Results**

No.	Comment/Suggestion	Follow-up Result
1	Focus the main attention is given to the use of words and sentences. Distinguish between use of formal words or sentences and informal words or sentences	The words and sentences usage is corrected according to academic standard criteria.

2	Should pay more attention to text design	Text design improved, no excessive use of text type combinations
3	Page Layout	The placement of titles, subtitles, and explanations of illustrations has been improved so that they do not interfere with understanding the learning material
4	Illustration	The content of the material can explore the purpose and purpose of objects

In the next stage, the learning media model was evaluated by pragmatic experts involving three pragmatic experts. The evaluation includes three main aspects consisting of: accuracy, suitability and usability. The following table is the validation result from some experts.

**Table 7. Pragmatic Expert Assessment**

Assessment Aspects	Assessment Scores		
	Expert 1	Expert 2	Expert 3
<b>1. Precision</b>			
Material precision	4	4	3
Precision of goals and concepts	3	4	3
Precision between image and material	4	3	4
<b>Average</b>	<b>3.6</b>	<b>3.6</b>	<b>3.3</b>
		<b>3.51</b>	
<b>2. Appropriateness</b>			
Product appropriateness	4	3	3
Implementation suitability	3	3	3
Energy and time effectiveness	4	4	4
<b>Average</b>	<b>3.6</b>	<b>3.3</b>	<b>3.3</b>
		<b>3.4</b>	
<b>3. Utility</b>			
The product use Effectiveness	4	3	3
The impact of product use on pragmatic understanding	4	3	3

A pragmatic digital model to improve English language skills as an innovative medium	3	3	4
<b>Average</b>	<b>3.67</b>	<b>3.00</b>	<b>3.33</b>
		<b>3.33</b>	

Given these points on the validation results above, the learning media of pragmatic digitals model fulfills the whole aspects of assessment. Starting from precision with an average value of 3.51, appropriateness with an average value of 3.4, and utility with an average value of 3.33, so it can be stated in the 'very suitable' category. Therefore, this learning media model could be utilized for English learning activities to improve student's knowledge on contextual language and increase language competence to communicate.

### Dissemination Phase

At this dissemination stage, trials were carried out on students on the campus of the Invada Cirebon Education and Language Institute. In this phase, a Pragmatics learning model based on Pragmatic digitals is used which has been revised in the previous phase. Furthermore, at this stage an evaluation is carried out to examine the effectiveness of the pragmatic learning model which includes attentiveness, advantage, appearance, and subject-matter content. The application of the learning media model can be considered from the results of the student questionnaire. The following table explains the results of students' responses.

**Table 8. Students' Responses to the Pragmatic digitals usage**

Aspect	Percentage (%)	Criteria
Attentiveness	81	Good
Advantage	77	Good
Appearance	78	Good
Subject-matter	82	Good
Average	79	Good

The results of the analysis of the benefits obtained by students show that they feel that the pragmatic digital learning media model is able to provide direction in developing their knowledge in foreign language learning. Their average response to this learning media reached 79%; This percentage value is included in the "Good" category. This shows that they understand the material through the application of pragmatic digital-based learning media.

## CONCLUSION

This study successfully developed and evaluated Pragmatic Digital learning media, demonstrating its effectiveness in addressing the gap in pragmatics instruction within EFL contexts. Grounded in the 4D development model and key pedagogical principles, the program proved to be valid, practical, engaging, and effective in enhancing learners' pragmatic awareness and competence. By offering a structured, technology-mediated curriculum that progresses from awareness-raising to receptive and productive tasks, it enables students to acquire metapragmatic knowledge and apply socioculturally appropriate language in real-world communication, thus overcoming limitations of traditional textbook-based and teacher-centered approaches. For future research, it is recommended to involve larger and more diverse participant groups, employ longitudinal designs to examine long-term retention and real-world application, integrate adaptive learning technologies for personalized instruction, and conduct comparative studies to evaluate the effectiveness of Pragmatic Digital against other instructional methods within the evolving field of CALL.

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