

## THE URGENCY OF DEVELOPING AN INTEGRATED MULTIMODAL EDUCATIONAL PRAGMATICS TEXTBOOK

Agmi Sinta Nanda Permatasari<sup>1</sup>, R. Kunjana Rahardi<sup>2</sup>, Yuliana Setyaningsih<sup>3</sup>

<sup>123</sup> Universitas Sanata Dharma Yogyakarta; Indonesia

Correspondence email; agmisinta3@gmail.com

Submitted: 11/03/2023

Revised: 07/05/2023

Accepted: 08/07/2023

Published: 04/09/2023

### Abstract

This study aims to describe the urgency of developing educational pragmatics textbooks integrated with multimodality. This research uses mixed-method research. The subjects of this research are students, alumni, and documents in the form of semester learning plans for educational pragmatics courses. The data obtained were the results of filling out questionnaires and the results of document analysis. The data collection techniques used were questionnaires and literature studies. This research uses qualitative and quantitative methods to analyze the data obtained. Questionnaire data were analyzed using qualitative and quantitative, while the results of document analysis were analyzed using qualitative. Based on the research, the researcher found that 62% of students and alumni had difficulty understanding educational pragmatics. To help students there are already several books that help, such as educational pragmatics textbooks and reference books. However, these books have not been integrated with multimodality, so students still have difficulty understanding educational pragmatics. Therefore, educational pragmatics teaching materials that are integrated with multimodality are needed. This is supported by the questionnaire given that 97% of students and alumni strongly agree that the development of multimodality integrated educational pragmatics textbooks in learning for students is important and urgent. With the multimodality-based educational pragmatics textbook, students find it easier to understand educational pragmatics.

### Keywords

Multimodality, Educational Pragmatics, Textbooks



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

## **INTRODUCTION**

Changes in learning methods, especially the shift from conventional learning to distance or online learning, have had a significant impact on communication and learning effectiveness. This phenomenon has been felt in Indonesia and around the world, especially since the start of the COVID-19 pandemic. Distance learning presents challenges in communication between teachers and students. Online communication has limitations in conveying emotional expressions as well as face-to-face communication. Emotional expressions such as intonation, facial expressions, and body movements play an important role in understanding the speaker's intentions and feelings. If these are absent or limited, the message may be misinterpreted or lose important emotional nuances (Sudjalil et al., 2022). Therefore, distance learning can also affect learning effectiveness. Direct interaction between educators and students plays an important role in the learning process, such as providing immediate feedback, solving confusion, and motivating students. In online learning, this kind of interaction may become more limited or even feel impersonal, which in turn may affect students' understanding and engagement.

The use of traditional textbooks may have limitations in the context of online learning. Textbooks tend to focus on written text and static images, which may not always match the more interactive and visual environment of online learning. The material in textbooks may not be able to fully support more activity-based or collaborative learning approaches. Changes in the learning environment, especially the shift to online learning, require education to adapt and develop new approaches that are more suitable. In the context of online learning, understanding the meaning of communication remains very important, even though communication takes place through digital media.

Strategies to stay on top of the meaning of communication in online learning include developing digital communication skills, such as the use of online communication tools like video conferencing, text chat, and online forums. In addition, in-text communication, the use of punctuation, capitalization, and special text formats can be used to highlight emphasis in sentences and convey emotions. Emojis and symbols can also replace facial expressions in online communication. The integration of images, diagrams, and graphs in materials can illustrate complex concepts and clarify meaning. Video or audio recordings can display voice intonation and facial expressions, supporting understanding of the meaning and nuances of the message. Through active interaction, such as online discussions and Q&A, students can build deeper understanding.

Constructive feedback from the educator in the form of text or audio can help students understand the meaning that has been conveyed. By combining all these elements, both educators and students can understand the meaning and nuances of communication well, even in an online learning environment. Adjusting and developing this approach will ensure that the quality of learning and interaction remains optimal in the online learning world.

Following the progression of time, the paradigm of learning has shifted from focusing on a single mode of communication (monomodal) to involving multiple modes of communication simultaneously (multimodality), as demonstrated by related research (Al Fajri, 2020)(Jerome et al., 2023)(Olivier, 2022). The evolving era demands a dominance of multimodality implementation in textbooks. Consequently, textbooks should not focus on a single mode but instead combine several modes. This application of multimodality in textbooks introduces a new concept to students' thinking and understanding of the material.

Multimodality can be a solution to the current challenges. Multimodality involves combining various modes of communication to convey messages or signs (Mahmudah, 2021). Based on research conducted by (Arif et al., 2022), the application of multimodality in teaching materials or education helps students develop critical and creative thinking. Similarly, (Shin et al., 2020) state that multimodal learning can enhance the effectiveness of education by considering multimodal aspects in instructional design.

Given these insights, multimodality is not unfamiliar in education. With the rise of online learning, multimodality has gained prominence, and researchers have become interested in analyzing, integrating, and developing multimodal-based learning. Gradually, multimodality is being integrated into language teaching, making a distinction between knowledge-focused learning and progressive learning. Multimodal learning emphasizes utilizing various communication modes (Magnusson & Godhe, 2019) and adjusting the communication modes to suit the content.

This supports the author's endeavor to develop a learning process that encompasses multiple modes, creating a new concept for thinking and comprehending the presented material. One application in development is to implement every aspect of multimodality in each chapter of the textbook.

Teaching materials are designed and developed to aid both students and educators in creating a livelier, engaging, and innovative learning environment (Nisa et al., 2023) (Hou et al., 2023). Government regulations emphasize the importance of textbooks as educational tools.

Ministry of National Education Regulation Number 2 of 2008 defines textbooks as guidelines for learning at all levels. Textbooks contain learning material aimed at improving student understanding based on national education standards. Similarly, Ministry of National Education Decree Number 36/D/O/2021, Article 5 states that textbooks are pedagogical guides for a course, written and compiled by subject matter experts, adhering to textbook norms, and officially published and distributed. This aligns with (Bi, 2020) that textbooks serve as learning resources covering specific fields of knowledge, published and distributed according to scholarly writing standards. In essence, textbooks are learning media used to study a discipline and specific knowledge.

Teaching materials play a crucial role as a reflection of a sharp and innovative teaching perspective and its application, presenting primary sources of structured and gradual problems aligned with students' needs and interests, using motivating methods, and supporting practical exercises as effective evaluation tools (Tsekhmister, 2022). In other words, besides educators, teaching materials have a significant role in the learning process to achieve the desired learning goals and outcomes. Therefore, educators are challenged to be creative and innovative in producing teaching materials that cover all aspects, as described above (Lukman, 2023).

It can be concluded that multimodality is very relevant in the current learning context because the learning environment has undergone significant changes, especially with the shift to online learning. In online learning, students rely on various forms of media and technology to access information and communicate. Multimodality, which involves the use of different modes of communication such as text, image, sound, video, and interaction, becomes relevant as it can overcome the previously mentioned limitations of online communication.

Multimodality in online communication helps overcome the limitations of emotional expression and personal interaction. The use of emojis, symbols, and images can help students convey emotion and nuance in text communication, while audio and video recordings allow the expression of voice intonation and facial expressions to be preserved. This is important to ensure accurate understanding and prevent misunderstandings. Multimodality also enriches students' learning experience by combining various visual, sound, and interactive elements. This can help improve student comprehension as information is presented in more interesting and diverse ways. The use of images, videos, and diagrams can visualize pragmatic concepts more clearly, while active interaction in the form of online discussions and Q&A helps students engage more deeply in

learning.

The development of a multimodal educational pragmatics textbook is necessary because this approach brings concrete benefits to students and pragmatics learning. First, this approach can enhance students' understanding of pragmatic concepts through various modes of communication that help overcome the limitations of online communication. Second, the use of visual and interactive media in textbooks can make learning more interesting and dynamic, creating a more vibrant and creative learning environment. Third, by utilizing technology and multimodality in textbooks, students will be better prepared to face the challenges of communication in an increasingly connected digital world.

Overall, the development of multimodal educational pragmatics textbooks is crucial to ensure effective and relevant learning in the digital age. This approach helps students overcome the obstacles of online communication, improves comprehension, and creates a more dynamic, interactive, and engaging learning environment.

There are also several other studies that use multimodality to support this research, such as research conducted by Contessa, E., & Erwanto (2019), who successfully developed a speech act module that is effective in increasing students' understanding of the importance of communication context and the role of speech acts in influencing meaning. Second, Mahu (2019) successfully developed an integrated Educational Pragmatics textbook with intralingual and cultural contexts, which proved to be valid through the stages of expert validation, lecturer assessment, and field trials. Third, Sembiring et al. (2019) showed the need for textbooks that pay attention to integrating context in educational pragmatics, with the resulting textbooks meeting the expected quality standards. Fourth, Rahardi (2022) discusses the importance of integrating the components of social-semiotic multimodality in learning educational pragmatics by showing students' understanding of these aspects of multimodality. Fifth, Abdullah et al. (2020) discussed students' views on the use of genre-based multimodal text analysis in the pursuit of multimodality in higher education.

From these five studies, it seems that there is still some room for further development. Although these studies have produced modules, textbooks, or analyses related to educational pragmatics and multimodality, there are still some aspects that can be explored further. For example, not all studies have specifically explored the integration of multimodality in educational pragmatics textbooks. Then, the novelty of the research on the urgency of developing educational pragmatics textbooks integrated with multimodality is the existence of a comprehensive approach to addressing

the needs of students in understanding the importance of communication context, speech acts, and meaning through various modes of communication. This research is expected to fill the space in understanding and applying multimodality in educational pragmatics learning, as well as providing practical guidance for lecturers and students in developing more diverse and effective communication skills. Moreover, this research can also contribute to improving existing textbooks by integrating aspects of multimodality so as to provide a more interactive, contextual, and in-depth learning experience for students.

So, as for the formulation of the problem in this study regarding "what is the urgency of developing integrated educational pragmatics textbooks with multimodality?". This research aims to describe the urgency of developing integrated educational pragmatics textbooks with multimodality. Theoretically, the purpose of this study is to contribute to the development of theories regarding educational pragmatics learning with a multimodality approach. By integrating aspects of multimodality, this research will enrich the understanding of the context of communication and the various modes of communication that play a role in understanding speech acts and meaning. Therefore, this research has significance in expanding the insights and theoretical foundations in the study of educational pragmatics. The pragmatic side of this research lies in its practical application in the world of education. By producing a textbook integrated with multimodality, this research will provide concrete and useful guidance for lecturers and students in developing more diverse and effective communication skills. This can improve the quality of educational pragmatics learning in higher education so that students can be better prepared to face communication challenges in various social contexts. In addition, this research also has the potential to contribute to curriculum development and learning methods that are more innovative and relevant to the demands of modern communication development.

## **METHOD**

This study employs a mixed-methods approach. The data obtained will be analyzed using qualitative and quantitative descriptive methods. Quantitative data in the form of analysis of student questionnaire instruments and qualitative data in the form of analysis of RPS documents. The scale used in the preliminary study questionnaire that will be answered by students is a Likert scale. Data collection techniques using questionnaires and literature studies. The questionnaire used is a closed questionnaire. For the closed questionnaire, researchers used a Linkert scale with five alternative

answer choices. The questionnaire consists of 20 closed questions. This questionnaire was distributed to 25 respondents to find out the needs regarding the urgency of developing integrated educational pragmatics textbooks with multimodality. The questionnaire data collection instrument was carried out in the form of a questionnaire instrument in Google form format.

In addition, researchers also conducted a literature study. The literature study was conducted on the RPS of educational pragmatics lectures. This study aims to see the implementation and teaching of educational pragmatics. This study also aims to analyze textbooks or teaching materials used in this lecture. The document analysis data collection instrument was carried out in the form of a document analysis form (RPS) of confessional educational pragmatics. Semester Learning Plan documents are, of course, obtained from course lecturers who teach Educational Pragmatics. Aspects that will be seen from the analyzed RPS include the completeness of the RPS components, the suitability between the RPS components, the selection and organization of material, the development of material by integrating multimodality, and the feasibility of assessing learning outcomes.

The subjects in this study were students and alumni of the Master of Indonesian Language Education Program at Sanata Dharma University Yogyakarta. The selection of students and alumni of the Master of Indonesian Language Education Program at Sanata Dharma University Yogyakarta as research subjects has several considerations related to the context and objectives of the research, including 1) the scientific context, the Master of Indonesian Language Education Program at Sanata Dharma University Yogyakarta naturally focuses on the field of Indonesian language education, including educational pragmatics. Therefore, students and alumni of this program have backgrounds and experiences that are relevant to the research material. They have taken the Educational Pragmatics course, so they are the right subjects to examine the effectiveness of integrated pragmatics textbooks with multimodality in the context of language and literature learning; 2) involvement in pragmatics material, students and alumni who have taken the Educational Pragmatics course have an initial understanding of the material. Their involvement in the course allows researchers to test the extent to which the use of integrated pragmatics textbooks with multimodality can improve their understanding and skills in understanding the context of communication as well as the role of speech acts in influencing meaning. Thus, the selection of research subjects who are students and alumni of the Master of Indonesian Language Education Program at Sanata Dharma University Yogyakarta is closely related to the urgency of developing

integrated pragmatics textbooks with multimodality. They are the right group to be observed to test the effectiveness and impact of using the textbook in improving the understanding and learning skills of educational pragmatics.

## FINDINGS AND DISCUSSION

### Findings

Educational pragmatic learning is a type of instruction implemented within the Master's Program in Indonesian Language Education. In this context, the researcher undertakes a study analyzing the development needs of an educational pragmatics textbook based on demand. This analysis is based on information collected through a questionnaire administered to students who have either completed or are currently enrolled in the educational pragmatics course. The questionnaire is a method of indirect data collection wherein the researcher does not engage in direct interaction with the respondents (Nurliana & Sudaryana, 2020). The questionnaire was completed by 25 individuals, comprising five alumni and 20 students of the Master's Program in Indonesian Language Education at Sanata Dharma University who have taken the educational pragmatics course.

The distribution of the questionnaire aims to gauge students' perspectives on various topics, including (1) students' comprehension of the educational pragmatics course, (2) students' understanding of the availability of educational pragmatics textbooks, (3) students' familiarity with multimodality; (4) the connection between educational pragmatics and multimodality; and (5) the urgency of developing an educational pragmatics textbook considering multimodal aspects.

Below is a table presenting the average scores from the questionnaire analysis of student needs.

**Table 1.** Initial Student Needs Analysis Results.

No.	Rating Description	$\Sigma$ Score (n=25)	$\bar{x}$	%	Category
1.	Student understanding of Educational Pragmatics courses	110	4,4	88%	Strongly agree
2.	Availability of Educational Pragmatics textbooks that help with difficulties	90,33	3,61	72%	Agree
3.	Student understanding of multimodality	98	3,92	78%	Agree
4.	The link between educational pragmatics and multimodality	107,6	4,304	86%	Strongly agree
5.	The urgency of developing educational pragmatic textbooks by considering multimodality aspects.	120,1	4,8	96%	Strongly agree



Amount	105,206	4,2068	84%	Strongly agree
--------	---------	--------	-----	----------------

Table 1 illustrates that the average responses from both students and alumni strongly agree with all statements in the initial student needs questionnaire, with an overall average score of 4.2 or 84%, falling under the "strongly agree" category. Firstly, regarding students' understanding of the educational pragmatics course, the average score is 4.4, with a percentage of 88%, indicating a "strongly agree" category. Secondly, regarding students' perception of the availability of educational pragmatics textbooks, the average score is 3.61 with a percentage of 72%, categorized as "agree." Thirdly, concerning students' understanding of multimodality, the average score is 3.92 with a percentage of 78%, categorized as "agree." Fourthly, concerning the connection between educational pragmatics and multimodality, the average score is 4.3 with a percentage of 86%, categorized as "strongly agree." Fifthly, regarding the urgency of developing an educational pragmatics textbook considering multimodality, the average score is 4.8 with a percentage of 96%, falling under the "strongly agree" category.

### Discussion

Until now, educational pragmatics textbooks have not been combined with multimodality. In addition, there has not been much research on multimodality in the field of linguistics. The multimodality approach is an impact of the emergence of technology. Magnusson & Godhe (2019). Multimodality refers to a discourse that implies communication characters other than spoken language (Luca, 2020). Multimodality originated from Halliday's theory of Functional Systemic Linguistics (Adami, 2019; Hermawan, 2021; Savitri & Rosa, 2019; Towndrow et al., 2013). Halliday, in his book entitled "Language as Social Semiotics," says that language has four important points. Namely, language is functional, language is used to make meaning, language meaning is influenced by social and cultural contexts, and language is semiotic (Hermawan, 2021). Halliday (2015) said that "language is a product of social processes; the resources of a language are shaped by the functions it has developed to satisfy the communicative needs of people's lives." Halliday says that language is a product of social processes. The resources of a language are shaped by the functions it has developed to satisfy the communicative needs of people's lives.

It is important to highlight that the concept of multimodality that has emerged as a result of technology has opened up opportunities to broaden the understanding of communication and has important implications for approaches to teaching educational pragmatics. This link shows the urgency of developing educational pragmatics textbooks that consider aspects of multimodality,

given that multimodality expands the scope of communication beyond the boundaries of conventional spoken language. Therefore, the development of educational pragmatics textbooks integrated with the concept of multimodality is an innovative step that can help students and alumni understand and apply pragmatics in increasingly diverse and complex communication contexts.

Then came the theory of social semiotics. Social semiotics centers on the process of meaning-making and meaning-making. It studies the media of dissemination and modes of communication that people use and develop to represent their understanding of the world and to form strong relationships with others (Jewitt, C., & Henriksen, 2019). Social semiotics is a theoretical approach to multimodality by exploring the use of language and the use of semiotics to define the field of theory and its relation to multimodal communication. Five theoretical concepts are introduced for the application of the social semiotics approach to multimodal communication Jewitt, C., & Henriksen (2019), namely: semiotic resource, provenance, modal affordance, the motivated sign, and the sign-makers interest and design. In this era of technology, texts that are spread are not only in the form of writing. Usually, these texts will be accompanied by images, colors, graphics, video, or audio. The combination of text, images, graphics, and so on is called multimodality. Multimodality is a concept of language understanding that uses various media (Miladiyah, 2018). Media that can be used besides text are images, colors, graphics, videos, sounds, and so on. These media will lead to different understandings and can help someone understand the text. The concept of multimodality was introduced by Kress and van Leeuwen (Suyudi, 2015). Multimodality is related to multimodal communication, which means that all meanings created are influenced by the modes of communication. Keep in mind that both spoken and written texts have various modes involved.

This research will be the basis for the development of multimodality-based educational pragmatics textbooks. An educational pragmatics textbook is a textbook that contains educational pragmatics material equipped with examples and practice questions. The examples and exercises are in the form of texts found on social media. However, the educational pragmatics textbook will also be equipped with multimodality. Multimodality has begun to be integrated with language learning. Magnusson & Godhe (2019) say that multimodality greatly affects language. Multimodality-based learning is different from learning that transfers knowledge. This is because traditional learning is just the process of teaching subjects. It is simply transferring knowledge. In multimodality, learning is focused on the process of change from one point to another and is observed based on signs of learning. When conducting multimodality-based learning, teachers can

utilize various modes of communication (Magnusson & Godhe, 2019). However, the utilization of communication modes must be adapted to the learning material. The same applies to multimodality-based educational pragmatics learning.

Based on the results that have been described regarding the urgency of developing multimodality-integrated educational pragmatics textbooks, it shows that, on average, students and alumni strongly agree with all statements in the initial student needs questionnaire with an overall average score of 4.2 or 84% and categorized as "strongly agree." The first is related to the aspect of student understanding of educational pragmatics courses, getting an average score of 4.4 with a percentage of 88% and categorized as "strongly agree." With the following explanation, the percentage of student awareness regarding the understanding component of the Educational Pragmatics course can be said to be almost strongly agreed, firstly seen from respondents who scored five or a percentage of 100% were respondents who had taken the Educational Pragmatics course. In addition, regarding understanding the substance of the Educational Pragmatics course, it received a score of 4.72 with a percentage of 94%. This implies that the socialization of educational pragmatics still needs to be done so that they become more familiar with the pragmatics that apply in this learning context (Sembiring et al., 2019). Second, regarding students' understanding of the availability of educational pragmatics textbooks, they get an average score of 3.61 with a percentage of 72% and are categorized as "agree." With the following explanation regarding the availability of Educational Pragmatics textbooks that help students' difficulties, until now, it has not been available as a whole, which means that it needs to be further developed. Supported by the results of a score of 3.84 or a percentage of 77% obtained from the statement. There are already educational pragmatics textbooks that can help me understand educational pragmatics. Based on this statement, not all respondents found textbooks that could help in understanding the concept of Educational Pragmatics in a conventional manner. In addition, there is also a score of 3.92 or a percentage of 78%, with the statement that the existing Educational Pragmatics textbook is not optimal in helping me understand Pragmatics in the context of learning. Furthermore, the statement regarding I have difficulty understanding Educational Pragmatics through the textbook received a score of 3.08 with a percentage of 62%. Based on these three assessment statements, it can be concluded that there is still a need for the availability of textbooks that help students who are having difficulty understanding educational pragmatics. Thus, the data emphasized that the procurement of quality textbooks for educational pragmatics lectures is very important and urgent to do (Hasanah, 2011).

Third, regarding students' understanding of multimodality, the average score is 3.92, with a percentage of 78% and categorized as "agree." Regarding students' understanding of this matter, it can be described in more detail in two statements described. Statements regarding student knowledge about multimodality, in this statement, get a score of 3.88 or a percentage of 78%. Then, it related to students' understanding of the five aspects of multimodality, which include linguistic, visual, aural, kinesthetic/gestural, and spatial aspects, which can be described regarding the first multimodality aspect, linguistic elements contain aspects of vocabulary, generic structure, and grammatical spoken and written language (Bull, G., & Anstey, 2010; Kustini et al., 2020). Second, visual elements contain aspects including color, vector, and point of view on still and moving objects (Bull, G., & Anstey, 2010; Kustini et al., 2020). Third, multimodality audio elements include the use of sound and sound effects in creating communicative messages or experiences. Bull, G., & Anstey (2010; Kustini et al. (2020) stated that the audio element includes several aspects such as volume (high and low pitch), sound rhythm, and sound effects. Fourth, gestural elements in the multimodality aspect relate to body language and facial expressions used to convey messages or experiences. Bull, G., & Anstey (2010; Kustini et al. (2020) state that there are several important aspects of the gestural element, including movement, speed, silence, and touch. Finally, the spatial element contains aspects of location related to the proximity of an object, direction, layout position, and distance rules based on layout. Kress, G., & Leeuwen (2006) have three elements, including: 1) information value the placement of elements (participants and objects connected to each other and to the viewer). Giving value to different 'zones' of the image: left and right, top and bottom, center and margin; 2) prominence, elements (participants as well as representations of objects) made to draw the viewer's attention to different angles, as realized by factors such as placement in the foreground or background, relative size, contrast with (or to) color, differences in image sharpness and others; 3) frame, the presence or absence of framing devices (realized by elements that create dividing lines, or by actual frame lines) that break or connect images to indicate that they do or do not belong to a single image. In this case, it received a score of 3.96, or a percentage of 79%.

From the results of this study, it can be concluded that although the majority of respondents showed a fairly high level of agreement with the understanding of multimodality, there were several aspects that were not fully understood by respondents. This is in line with the research of Rahardi (2022), who stated that based on the results of his research, each aspect was perceived by respondents with a percentage of agreeing and strongly agreeing close to 100%. Thus, it can also be

concluded that the inclusion of multimodality aspects in educational pragmatics learning is very urgent to be done immediately.

Although the understanding of general knowledge about multimodality scored quite well, there are some specific areas, such as understanding the linguistic, visual, audio, gestural, and spatial aspects of multimodality, that still need to be improved. Some aspects of multimodality, such as the use of voice, gesture, and object location in the context of communication, do not seem to be fully understood by some respondents.

In this case, further steps need to be taken to improve respondents' understanding of the concept of multimodality and its associated elements. Emphasizing more in-depth learning approaches and hands-on practice on less understood aspects could help respondents achieve a more comprehensive understanding. In addition, consideration should also be given to developing more creative and interactive learning materials that can help respondents recognize and better understand aspects of multimodality. Thus, strategic measures and improvements in learning approaches will help ensure that respondents can develop a deeper understanding of multimodality and use it effectively in modern communication contexts, especially in the widespread use of social media.

Fourth, regarding the relationship between educational pragmatics and multimodality, the average score is 4.3 with a percentage of 86% and is categorized as "strongly agree." With the following explanation, the discussion regarding the relationship between educational pragmatics and multimodality in this preliminary study shows that almost half of the students have never read educational pragmatics textbooks with multimodality dimensions, as evidenced by the income score of 3.44 or with a percentage of 69%. Based on the results of these percentages, some respondents still stated that they had never read an educational pragmatics textbook integrated with multimodality. This shows that respondents are still using educational pragmatics textbooks integrated with multimodality, as seen from the results of a score of 4.56 or a percentage of 91%.

Fifth, regarding the urgency of developing educational pragmatics textbooks by considering aspects of multimodality, then getting an average score of 4.8 with a percentage of 96% and categorized as "strongly agree." With the following explanation regarding the urgency of developing educational pragmatics textbooks by considering aspects of multimodality in this case, respondents need books that apply various aspects of multimodality such as linguistic, visual, audio, spatial, and gestural. This is stated in the statement Development of multimodality integrated educational

pragmatics textbooks in learning for students is important and urgent to do which gets a score of 4.84 or a percentage of 97% with the category strongly agree (SS). This shows that the phenomenon of multimodality in social media has increased significantly, which is believed to be the result of rapid technological development. This is reflected in the abundance of content involving multimodality dimensions on social media platforms. Researchers such as Setiawan (2018) and Wilson (2017) point out that the rapid growth of technology use has resulted in an increase in the proportion of multimodal content on social media.

The instrument for collecting information is in the form of a document analysis form (RPS) of confessional educational pragmatics. The Semester Learning Plan document is, of course, obtained from the course lecturer who teaches Educational Pragmatics. In connection with the instrument to analyze the Semester Learning Plan (RPP) document, several aspects are considered, such as 1) completeness of the RPS components; 2) compatibility between RPS components; 3) selection and organization of teaching materials; 4) development of teaching materials by integrating multimodality in educational pragmatics; 5) feasibility of learning outcomes assessment.

The discussion of multimodality aspects is indirectly reflected in the learning process as follows: 1) In groups, students listen to recorded dialog, then identify pragmatic elements; 2) when watching movies, students identify the type of context in each dialog; 3) students are able to combine linguistic elements and pragmatic elements in language learning. Based on the three learning processes found by researchers that have been integrated with several aspects of multimodality, such as first, aspects of audio multimodality that are still vaguely visible in the learning process, namely listening to recorded dialogs then from the recordings listened to students are asked to identify. This is included in multimodality. There is an audio aspect in the learning process, but in this case, it has not been seen clearly in the learning process. Second, aspects of visual, audio, gestural, and linguistic multimodality have been integrated into the learning process but have not focused on the learning process to better understand the meaning based on the multimodality aspects. Third, similarly to the third process that researchers found, there are aspects of linguistic multimodality, but in this case, there is no clear description and application in the RPS regarding aspects of multimodality in educational pragmatics.

This is supported by a statement stating that visual, audio, body movement, and spatial elements in learning show that the learning approach in educational pragmatics courses in the Master of Language Education Study Program tends not to reach the optimal level of innovation

and is still stuck in a less varied learning pattern (Rahardi, 2022a). The results of the analysis in this document show that there is no specific material development discussing integrating aspects of multimodality in educational pragmatics. Therefore, researchers make this a reference when modifying the educational pragmatics RPS in accordance with the textbook integrating multimodality in educational pragmatics developed.

The urgency of developing educational pragmatics textbooks integrated with multimodality is very important in the face of increasingly complex changes in modern communication. Now, technology has changed the way humans communicate by expanding forms of media, including text, images, sound, video, and others. The development of textbooks that consider multimodality is an important innovation in pragmatics education, as multimodality makes it possible to understand and apply pragmatics in various forms of communication beyond conventional spoken language. Although the majority of students and alumni showed agreement with this urgency, understanding of the concept of multimodality still needs to be improved, especially in linguistic, visual, audio, gestural, and spatial aspects. The integration of multimodality in learning has also not been fully reflected in existing lesson plans. Therefore, the development of educational pragmatics textbooks that pay attention to aspects of multimodality will make a significant contribution to helping students and alumni understand and apply pragmatics in various forms of communication, especially in the increasingly complex and diverse era of modern communication.

## CONCLUSION

So, it can be concluded from this research that educational pragmatics learning in higher education still uses learning that can be classified as conventional learning. However, it is necessary to realize that in the context of the ongoing development of the times, language learning methods have undergone significant changes. Therefore, it is necessary to make efforts to keep up with the times. This study aims to describe the urgency of developing educational pragmatics textbooks integrated with multimodality. This research uses mixed-method research. The subjects of this research are students, alumni, and documents in the form of semester learning plans for educational pragmatics courses. The data obtained were the results of filling out the questionnaire and the results of document analysis. The data collection techniques used were questionnaires and literature studies. This research uses qualitative and quantitative methods to analyze the data obtained. The questionnaire data were analyzed using qualitative and quantitative, while the results of document

analysis were analyzed using qualitative. Based on the research, the researcher found that 62% of students and alumni had difficulties in understanding educational pragmatics. There are already some books that help to support students, such as educational pragmatics textbooks and reference books. However, these books have not been integrated with multimodality, so students still have difficulties in understanding educational pragmatics. Therefore, educational pragmatics teaching materials that are integrated with multimodality are needed. This is supported by the questionnaire given that 97% of students and alumni strongly agree that the development of multimodality integrated educational pragmatics textbooks in learning for students is important and urgent. With the existence of multimodality-based contextual educational pragmatics textbooks, students find it easier to understand educational pragmatics.

## REFERENCES

- Abdullah, F., Tandiana, S. T., & Saputra, Y. (2020). Learning Multimodality through Genre-Based Multimodal Texts Analysis: Listening to Students' Voices. *Vision: Journal for Language and Foreign Language Learning*, 9(2), 101–114. <https://doi.org/10.21580/vjv9i25406>
- Adami, E. (2019). *Multimodality*.
- Al Fajri, T. A. (2020). Pentingnya Penggunaan Pendekatan Multimodal Dalam Pembelajaran. *Waskita: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 2(1), 57–72.
- Arif, A. S., Abidin, Y., & Herlambang, Y. T. (2022). Analisis Multimodalitas dalam Buku Siswa. *Journal of Multiliteracies*, 2(1), 88–97.
- Bi, J. (2020). How large a vocabulary do Chinese computer science undergraduates need to read English-medium specialist textbooks? *English for Specific Purposes*, 58, 77–89.
- Bull, G., & Anstey, M. (2010). Helping Teachers to Explore Multimodal Texts. *Curriculum Leadership Journal*, 8(16), 1–4.
- Contessa, E., & Erwanto, E. (2019). Pengembangan modul tindak tutur pada mata kuliah pragmatik program studi pendidikan bahasa dan sastra indonesia Universitas Baturaja. *Syntax Literate*, 4(11), 32–49. <file:///C:/Users/admin/Downloads/784-Article Text-2153-1-10-20191120.pdf>
- Halliday, M. A. K. (2015). Language as social semiotic. In *Soziosemiotik. Grundlagentexte*. [https://doi.org/10.1016/0346-251X\(81\)90015-4](https://doi.org/10.1016/0346-251X(81)90015-4)
- Hermawan. (2021). *Analisis Wacana Multimodal untuk Pemula*. UPI Press.
- Hou, H., Lai, J. H. K., & Wu, H. (2023). Project-based learning and pedagogies for virtual reality-



- aided green building education: a case study on a university course. *International Journal of Sustainability in Higher Education*.
- Jerome, C., Donny, G. K., & Tuah, A. S. B. M. (2023). A Conceptual Framework To Examine The Use Of Multimodal Approaches In The Tertiary-Level English Literature Classroom. *International Journal of Education and Pedagogy*, 5(2), 87–100.
- Jewitt, C., & Henriksen, B. (2019). *Social Semiotics Multimodality*.
- Kress, G., & Leeuwen, T. Van. (2006). *Reading Imager: The Grammar of Visual Design* (2nd ed.). Routledge.
- Kustini, S., Suherdi, D., & Musthafa, B. (2020). Beyond Traditional Literacies: A Multimodal-Based Instruction To Fostering Student Digital Literacy Learning. *Jurnal Pendidikan Bahasa dan Sastra*, 20(1), 37–47. [https://doi.org/10.17509/bs\\_jpbsp.v20i1.25969](https://doi.org/10.17509/bs_jpbsp.v20i1.25969)
- Luca, I.-S. (2020). A Multimodal Discourse Analysis in Media. *Romanian Journal of English Studies*, 17(1), 74–80. <https://doi.org/10.1515/rjes-2020-0009>
- Lukman, L. (2023). Peningkatan Hasil Belajar Matematika pada Pokok Bahasan Pecahan Senilai Melalui Metode Pembelajaran Demonstrasi di Kelas IV. *Jurnal Impresi Indonesia*, 2(6), 532–544.
- Magnusson, P., & Godhe, A.-L. (2019). Multimodality in Language Education – Implications for Teaching. *Designs for Learning*, 11(1), 127–137. <https://doi.org/10.16993/df1.127>
- Mahmudah, H. (2021). Multimodalitas Dalam Komik Strip “Liburan Tetap Di Rumah” Pada Instagram@Kemenkes\_Ri. *Ranah: Jurnal Kajian Bahasa*, 10(2), 424–433.
- Mahu, O. J. (2019). Pengembangan Buku Ajar Pragmatik Edukasional Terintegrasi Konteks Intralingual Dan Budaya Pada Mahasiswa Program Magister Pbsi Universitas Sanata Dharma Yogyakarta. *Saraswati*, 1(2), 68. <https://doi.org/10.30742/sv.v1i2.741>
- Miladiyah, M. (2018). *The Outcome of Multimodality on Language Teaching and Learning*. 228(Klua), 341–347. <https://doi.org/10.2991/klua-18.2018.51>
- Nisa, H., Putri, R. F., & Hafizah, E. (2023). Development of Science Literacy-Based Teaching Materials on Soil Formation Process and Soil Building Components. *Journal of World Science*, 2(7), 957–966.
- Nurliana, M., & Sudaryana, B. (2020). The influence of competence, learning methods, and infrastructure facilities on graduate quality (case study (vocational high school) SMKN 5 Bandung Indonesia). *Indonesian Journal of Social Research (IJSR)*, 2(1), 18–43.

- Olivier, L. (2022). Alternative Multimodal Composition Assessments in Academic Literacy Modules. In *Multimodal Learning Environments in Southern Africa: Embracing Digital Pedagogies* (hal. 51–72). Springer.
- Rahardi, R. K. (2022a). Multimodalitas sebagai Perspektif Baru Pembelajaran Pragmatik Edukasional: Persepsi Urgensi Inklusinya (Multimodality as a New Perspective of Educational Pragmatic Learning: Perception of the Urgency of Inclusion). *Indonesian Language Education and Literature*, 7(2), 449. <https://doi.org/10.24235/ileal.v7i2.10018>
- Rahardi, R. K. (2022b). Persepsi Urgensi Inklusi Aspek-Aspek Multimodalitas Dalam Desain Model Pembelajaran Pragmatik Edukasional. *LOA: Jurnal Ketatabahasaan dan Kesusastraan*, 17(2). <https://doi.org/10.26499/loa.v17i2.4641>
- Savitri, M. T., & Rosa, R. N. (2019). A Study of Multimodal Analysis in Smartphone Advertisement. *English Language and Literature*, 8(3). <https://doi.org/10.24036/ell.v8i3.105767>
- Sembiring, R. J. B., Pranowo, P., & Rahardi, R. K. (2019). Pengembangan Buku Ajar Konteks Situasi Dan Sosial Dalam Pragmatik Edukasional. *Jurnal Pendidikan Bahasa dan Sastra*, 18(2), 246–258. [https://doi.org/10.17509/bs\\_jpbasp.v18i2.15512](https://doi.org/10.17509/bs_jpbasp.v18i2.15512)
- Setiawan, D. (2018). Dampak Perkembangan Teknologi Informasi dan Komunikasi Terhadap Budaya. *JURNAL SIMBOLIKA: Research and Learning in Communication Study*, 4(1), 62. <https://doi.org/10.31289/simbollika.v4i1.1474>
- Shin, D., Cimasko, T., & Yi, Y. (2020). Development of metalanguage for multimodal composing: A case study of an L2 writer's design of multimedia texts. *Journal of Second Language Writing*, 47, 100714.
- Sudjalil, S., Mujiyanto, G., & Rudi, R. (2022). Pengintegrasian Pendidikan Karakter Melalui Pendekatan Pragmatik dalam Pembelajaran Bahasa Indonesia Daring. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(1), 49–70. <https://doi.org/10.30872/diglosia.v5i1.293>
- Suyudi, I. (2015). Kajian Terjemahan Komik “Peri Kenanga”: Sebuah Tinjauan Multimodalitas dan Analisis Wacana Kritis. *UNS Journal of Language Studies*, 4(1), 56–69.
- Towndrow, P. A., Nelson, M. E., & Yusuf, W. F. B. M. (2013). Squaring literacy assessment with multimodal design: An analytic case for semiotic awareness. *Journal of Literacy Research*, 45(4), 327–355. <https://doi.org/10.1177/1086296X13504155>
- Tsekhmister, Y. (2022). Education of the future: from post-war reconstruction to EU membership (Ukrainian case study). *Futurity Education*, 2(2), 42–52.

Wilson, N. (2017). Linguistic ethnography. *In The Routledge Handbook of Language in the Workplace* (hal. 258–271). Routledge. <https://doi.org/https://doi.org/10.4324/9781315690001>