LEARNING STRATEGY OF VIRTUAL EXTERNAL CONTEXT LANDSCAPE IN EDUCATIONAL PRAGMATICS

STRATEGI PEMBELAJARAN LANSKAP KONTEKS EKSTERNAL VIRTUAL DALAM PRAGMATIK EDUKASIONAL

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Abstract
This research is motivated by the scarcity of virtual external context studies in cyber pragmatics. The theory that underlies this research is the cyber pragmatic theory developed by Francisco Yus and by Mirriam A. Locher. The purpose of this study is to develop virtual external context landscape in the educational pragmatics course that the improvement of the quality of the course in the Master program of the Indonesian language education in response to Covid-19 pandemic can be done. This research belongs to the type of development research with necessary modifications in accordance with the target achievements of this research. The steps of research are as follows: (1) data collection and analysis for a preliminary product of development study, (2) product development planning, (3) product draft development, (4) testing early stage field trials, (5) revision of field trial results, (6) second stage field trials, (7) product improvement of field test results, (8) final stage field testing, (9) final product improvement, and (10)) dissemination and implementation. The findings of research show that by using reflective learning strategy, students will be better interpret the learning experience, internalize and deposit it in their minds so that they can build and raise critical awareness. The findings also show that in implementing reflective learning strategy of virtual external context landscape, the following steps must be carried out in sequence: (1) providing learning context, (2) providing learning experiences, (3) learning reflection, (4) learning action, and (5) learning evaluation.
Keywords: Context Landscape, Educational Pragmatics, Learning Model

Abstrak
Penelitian in dilatarbelakangi oleh kelangkaan kajian konteks eksternal virtual dalam pragmtik siber. Teori yang mendasari penelitian ini adalah teori cyberpragmatik yang dikembangkan oleh Fransisco Yus dan oleh Mirriam A. Locher. Tujuan penelitian ini adalah mengembangkan strategi pembelajaran lanskap konteks eksternal virtual dalam mata kuliah Pragmatik Edukasional sehingga peningkatan kualitas pembelajaran di program magister pendidikan bahasa Indonesia dalam rangka menyikapi pandemi covid-19 dapat dilakukan. Penelitian ini termasuk dalam jenis penelitian pengembangan dengan modifikasi seperlunya sesuai dengan target capaian penelitian pengembangan ini. Langkah-langkah dalam penelitian pengembangan strategi pembelajaran lanskap konteks eksternal virtual tersebut secara lengkap disampaikan sebagai berikut: (1) pengumpulan dan analisis data untuk studi pendahuluan pengembangan produk, (2) perencanaan pengembangan produk, (3) pengembangan draf produk, (4) uji coba lapangan tahap awal, (5) revisi hasil uji coba lapangan, (6) uji coba lapangan tahap kedua, (7)

penyempurnaan produk hasil uji lapangan, (8) uji lapangan tahap akhir, (9) penyempurnaan produk akhir, dan (10) diseminasi dan implementasi. Hasil penelitian menunjukkan bahwa dengan menggunakan strategi pembelajaran reflektif siswa akan lebih mampu menginterpretasikan pengalaman belajar, menginternalisasikan dan menyimpannya dalam benak mahasiswa, sehingga dapat membangun dan membangkitkan kesadaran kritisnya. Hasil penelitian juga menunjukkan bahwa dalam strategi pembelajaran reflektif lanskap konteks eksternal virtual, langkah-langkah berikut harus dilakukan secara berurutan: (1) pemberian konteks pembelajaran, (2) pemberian pengalaman belajar, (3) refleksi pembelajaran, (4) tindakan pembelajaran, dan (5) evaluasi pembelajaran.
Kata Kunci: *Model Pembelajaran, Lanskap Konteks, Pragmatik Edukasional*

1. INTRODUCTION

The phenomenon of language that is intertwined with communication and interaction problems is an area that is always hotly discussed. This is even more so if these issues are linked to cyber texts that are contained in social media. Greeting by paying attention to conventional external contexts whose identities are relatively clear, there is still a lot of inaccuracy and multiplicity which makes the interpretation of the meaning not simple. Moreover, the conversation is linked to a virtual external context as a result of the involvement of technology, so the interpretation of intent is really not a simple matter. Interpretation of intent becomes increasingly difficult and complicated to do (Locher, 2013); (Rahardi, 2020b).

Students in general and students of the Indonesian Language Education Master Program in particular, must fully understand and be aware of the complexity and complexity of the interpretation of these intentions as a result of the involvement of information technology, digital technology, and internet technology so far. In the meantime, the Indonesian Language Education Masters Study Program must strive for a learning strategy of educational pragmatics courses that is not only simple, but also must include new learning materials in the form of actual phenomena and which are interlinked with social media. Moreover, materials about news and speech related to the Covid-19 pandemic which is now developing into a world pandemic (Rahardi, 2020). The type of communication content that cannot be separated from the Covid-19 pandemic has really colored student communication and interactions, so that their life journey cannot be separated from this reality.

The student environment in the form of literacy texts which sometimes is not dignified on social media in terms of substance, sometimes it is very misleading, has a very significant effect on the quality of their communication and interaction. The content on social media that imitates the language even safeguards the actual language. Whereas in fact, one of the essential functions of language is to build, initiate, and strengthen cooperation between one another (dismissing acts of conscience), as well as the main function of developing mind (scrolling through reason) (Sudaryanto, 2015). The fundamental problem for young people, especially students of the Indonesian Language Education Master Program is what makes research and development (R&D) a cyber-based pragmatic landscape learning model in this educational pragmatics subject to be carried out.

Based on this background, it can be identified that a problem intermittently with the learning of the pragmatic context landscape is that there has not been much research and development of pragmatic context landscape learning strategies related to the Covid-19 pandemic. This fact raises a problem because the interpretation of the speaker's intent is essentially inaccurate and even very difficult to do correctly. In this regard, this research and

development needs to be carried out. Based on the identification of these problems, the problem of this research is formulated as follows: how can the learning strategy of the virtual external context landscape in the educational pragmatics course in the Indonesian language education master program in response to the Covid-19 pandemic be carried out.

Furthermore, related to the field of pragmatics, it can be emphasized that in general it is understood that pragmatics is a branch of linguistics that studies the intentions of speakers. The speaker's meaning can only be understood through contexts with various identities, namely social context, societal context, cultural context, and situational context (Rahardi, 2018a). Leech argues that pragmatics is the study of meaning in relation to speech situations. That way, in analyzing pragmatic meanings, a speech situation is needed as a context. In line with that, Cummings states that pragmatics deals with aspects of information that are generally accepted in linguistic forms. Their use occurs naturally and depends on the meanings coded conventionally with the context in which these forms are used (Leech, 2014).

Mey argues that pragmatics is a study of the conditions of use of human language as determined by the context of society (Leech, 1983). Close to these views, Parker argues that pragmatics is the study of how language is used to communicate (Giordano, 2016). Furthermore, Wijana has the same opinion that pragmatics is a branch of linguistics that studies language structures externally, namely how language units are used in communication (Wijana, 2014). Finally, Levinson argues that pragmatics is the study of the relationship between language and context which is the basis for a note or report on language understanding. Thus it can be emphasized that pragmatics is learning about the ability to use language that connects and harmonizes sentences and contexts appropriately. In addition, pragmatics can also be said to be a general study of how context affects speech participants. Conversations that can occur effectively and clearly if it is in accordance with the context of the conversation that is taking place in a speech, so that with the context of a particular conversation situation, readers can understand whether the conversation is effective, lively, and natural (Levinson, 1983).

In a pragmatic study, there are three pragmatic parameters, namely (a) level parameters and social distance; (b) social status level parameter, and (c) speech act ranking parameter. The first parameter is called the distance rating parameter. The second parameter is called the power rating parameter. The third parameter is called the rank rating. The parameter of the level of social distance (distance rating) is determined based on parameters of familiarity, gender, general differences, and socio-cultural background (Clyne, 2006).

All of these components affect the distance between the speakers and partners. A person who has been in a very long and intimate relationship with his friends, may not be considered impolite when in speaking he invokes harsh or impolite words. However, unfathomable and intimate friendships may be very vulnerable to the use of such abusive or impolite language forms. Social distinction is very much determined by the degree of closeness of one's relationships with others. A person's gender will also determine the form of language used when he communicates with other people. The choice of words that tend to be vulgar is very rarely expressed by someone who is female. In contrast to a man, who is relatively universal, tends to be more willing to use harsh and vulgar forms of language in daily communication (Wardhaugh, 2006). So clearly, social distance is also influenced by a person's gender.

The parameter of the level of social status (power rating) is indicated by the presence of an asymmetric relationship between the speaker and the speech partner. So, there are those who tend to be considered as' inferior 'and' superior ', those with the status of' priyayi 'and' common people ', parties with' smart 'and' not smart 'qualifications, parties who have' authority 'and' no authority '. The parameters of the level of social status are very close to the problem of 'power' and 'solidarity', problems of power and problems of solidarity (Hay, 2000). Furthermore, it needs to be explained that pragmatics as a branch of science has developed significantly until now, both at the national and international levels.

The rapid development of pragmatics is of course inseparable from the demands and developments of other fields, both interdisciplinary, multidisciplinary and transdisciplinary. Rigging with technology as part of culture creates pragmatics in a cyber perspective. Ecopragmatics, anthropopragmatics, semiopragmatics, can be called a multidisciplinary development of pragmatic linguistics. One development that deserves to be mentioned in the context of conducting this research is educational pragmatics (Ratner, 2010).

In educational pragmatics, pragmatics is not seen as a pure branch of linguistics that focuses on the intentions of speakers, but the intentions of speakers are linked to educational or educational issues. Pedagogical dimensions are included as one part of the context that must be considered in understanding the speaker's intent in educational pragmatics. Certain experts call educational pragmatics as pragmatic teaching and learning in certain educational institutions (Sembiring et al., 2019). Thus, pragmatic learning is also tied to the prevailing context in the educational forum.

Halliday and Hasan emphasized that context can be divided into four, namely (1) situation context, (2) cultural context, (3) intertextual context, and (4) intratextual context. The four kinds of contexts affect the meaning of a text which is essentially a metafunctional idea. The metafunctional idea referred to includes three things, namely ideational, interpersonal, and textual functions. The ideas of Halliday and Hasan are different from those of their predecessors as described above. Instead of having an extraneous dimension, it turns out that the text must also be interpreted in terms of the internal aspects of the language (Meyer et al., 2006).

A text will be able to know its meaning well if the cohesion and coherence of the writing are well intertwined. Conversely, if the cohesion and coherence aspects of a text are not maintained, then the meaning of a speech will also be difficult to do. Geoffrey N. Leech explains about the aspects of the speech situation which includes five things, namely (1) speakers and speech partners, (2) context of speech, (3) purpose of speech, (4) speech as a form of speech act, (5) speech as a speech act (Leech, 2007). From the explanation given, it is clear that the context is understood differently from the views of its predecessors. Instead of being understood as a physical and social environment that conforms to certain speech, the context in Leech's idea is interpreted as the same background that speakers, speech partners, and other speech actors have to interpret speech. His view of context is much broader than his predecessor's view that context is a living environment, both physical and social. Leech clearly emphasizes that context is essentially the same background knowledge to interpret a speech (Leech, 2014).

Assumptions (a set of assumptions) as the main substance of the pragmatic context are not always clearly expressed by a number of theorists. Assumptions are also interpreted

relatively differently by a number of pragmatic experts (Rahardi, 2018b). There are also a number of experts in the field of pragmatics who simply do not place assumptions as the main substance of context in pragmatic studies. For these reasons, the existing theories of context serve as the expected frame of reference in this paper. will be able to guide the author to explore the nature of the context in the form of those assumptions. If the assumptions are present in the pragmatic context, the next main task of the author is to contextualize a set of assumptions into pragmatic research. However, if the assumptions as the essence of the pragmatic context are dark and have a vague identity, the main task of the writer is to try to construct them to become clearer.

Pragmatics as a branch of linguistics also undergoes changes and developments in landscapes. Pragmatics in the past was different from pragmatics in today's technological era (Yus, 2012); (Rahardi, 2020b). The presence of the Covid-19 pandemic that has hit the world until now has also had a major influence on the manifestation of the pragmatic landscape. Linguistic landscape itself refers to the visibility and salience of languages on public and commercial signs in a given territory or region.

One of the integral and fundamental parts of pragmatics is context, both contexts with social, societal, cultural, and situational dimensions. Changes and developments in the linguistic landscape and the principles presented in the foregoing also occur in contextual entities in the four types mentioned above. The conventional extralinguistic context has now developed into a virtual extralinguistic context as a result of technological developments, both information technology, digital technology, and internet technology (Rahardi, 2019). Changes in the context landscape in the four types above occur in aspects of each element of the context. For example, the shifting of conventional external context landscapes into virtual external contexts occurs in setting elements, both in place and time.

In the context of virtual externals, it is not overly concerned about the role of the aspects of time and place. People say that now the change is leading to an absence of time and place boundaries. Thus, the boundaries of place and time seem to become more and more relative. Current considerations about participants have also shifted. If in the past the aspects of age, gender, ethnic background, and the like were the main considerations in considering participant elements, in the present era this reality has shifted very significantly. Interpreting someone's speech on social media, for example, is no longer possible to see the clear identity of speakers and speech partners (Thomas & Wang, 2008). However, the fact that stories on social media exist and must be interpreted correctly is a fact that cannot be ignored.

The theories presented earlier, in this research and development, are used as a frame of reference and as a tool of analysis, especially to answer the needs of developing a cyber-based tropical context landscape learning model. Furthermore, to carry out product development in the form of the learning model, the principles developed by Borg and Gall are applied with certain modifications according to needs (Gall et al., 1996).

2. METHODS

This research puts a quantitative-qualitative perspective in its implementation. Thus it can be said that this research applies a mixed approach or method. The research data was obtained

from a preliminary study of a number of documents in the form of pragmatic books that have been widely used so far. In addition, this research data was also obtained from the results of expert validation and product trial results. Data derived from reference studies are used as preliminary study data for product development, while the results of expert validation and test results are used as product development data. Data were analyzed by applying simple statistical methods supplemented by this analysis.

This study applies the research and development model presented by Borg & Gall which is modified as needed according to the objectives of this study (Gall, M. D., Gall, J. P., & Borg, 2006). Overall, the research development model includes the following steps: (1) research and data collection, (2) planning, (3) product draft development, (4) initial field trials, (5) revision of trial results, (6) field trials, (7) product improvement from field test results, (8) field testing, (9) final product improvement, and (10) dissemination and implementation. In connection with this research, each of these steps is described as follows.

In the first step, the researcher conducts a preliminary study. The preliminary study was carried out by collecting data from various data sources that are relevant to the plan to develop a learning model for the pragmatic context of the landscape in educational pragmatic subjects. Interviews with teaching lecturers, interviews with students, observations of learning plans and educational pragmatic learning materials, etc., were conducted by researchers to be further analyzed and interpreted as necessary in order to obtain answers about the need to develop a pragmatic context landscape learning model in this cyber perspective.

Furthermore, in the second step, the researcher designed a learning model. The design of the learning strategy is prepared by taking into account the objectives to be achieved, the overall semester learning plan, the lesson plan related to the pragmatic context and its landscape, as well as the substance plan of the learning model to be developed. Informal discussions with course instructors will be carried out, expert considerations will also be taken into account in finalizing the model development plan.

The third step is the development of a draft development product. The product development process in the form of a learning model is the main activity of this research and development activity. The development is carried out by paying attention to the substance of the pragmatic context landscape material in a cyber perspective. With product development in the form of a pragmatic landscape learning model, students as children will easily develop a critical awareness, so that they will communicate with dignity with each other.

The next steps do not need to be detailed one by one, but will be carried out modifiably and with full consideration by the researcher, but the main essence is the trial and revision steps that can be carried out several times until they are considered sufficient, before finally being finalized into a strategy development product that is ready to be implemented in learning. in the Indonesian Language Education Masters Program.

3. FINDINGS AND DISCUSSION
Findings

Researchers used an Ignatian-based reflective learning cycle with five learning cycles, namely (1) context, (2) experience, (3) reflection, (4) action, (5) evaluation (Setyaningsih et al., 2020).
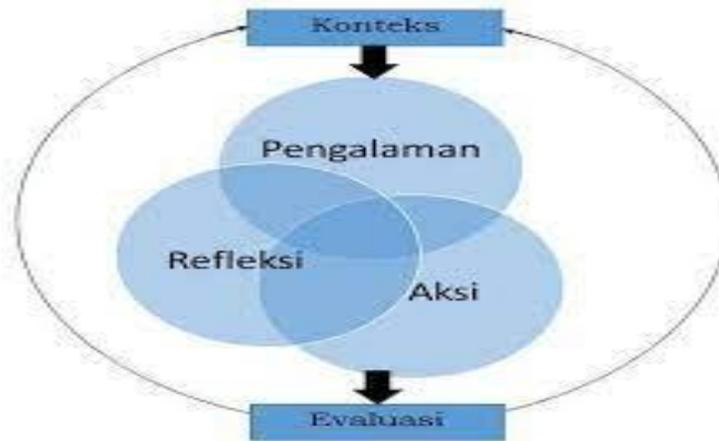

Figure 1. Ignatian Reflective Learning Cycle

In this step of providing context in this reflective learning strategy, educators and students are expected to build a shared atmosphere to get to know each other. It is impossible for good learning to be done when both parties do not know each other well first. Including the introduction of the material to be conveyed in learning, an educator is obliged to convey it to students before learning actually happens well (Setyaningsih et al., 2020). In relation to learning virtual external context landscapes in the educational pragmatics course in response to the COVID-19 pandemic, alternative steps to build a reflective learning context include the following stages: (1) Students process related brainstorming activities. previously studied context material; (2) Students are motivated to learn by watching video clips that contain stories related to the virtual external context landscape; (3) Students respond to lecturers' questions regarding the video that has been broadcast; (4) Students identify the goals and benefits of pragmatic learning about the virtual external context landscape (Rahardi, 2020a).

In the step of providing learning experiences, students are invited to carry out the following activities in a row: (1) Students are faced with speech situations that contain problems related to virtual external contexts in cyber pragmatics; (2) Students parse speech containing problems related to virtual external contexts in cyber pragmatics; (3) Students divide assignments based on the results of problem descriptions related to virtual external contexts in cyber pragmatics; (4) Students explore answers according to the shared learning assignments about problems related to virtual external contexts in cyber pragmatics; (5) Students individually organize the results of their exploration of problems related to virtual external contexts in cyber pragmatics; (6) Students in groups discuss the exploration results of each individual regarding problems related to virtual external contexts in cyber pragmatics; (7) Students present the results of group discussions on problems related to virtual external contexts in cyber pragmatics; (8)

Students formulate answer conclusions about problems related to virtual external contexts in cyber pragmatics with the assistance of lecturers. With the steps taken in the sequence above, students will build their learning experience well. They will be able to internalize their learning experiences, include them in their short-term memory and long-term memory, so that adequate competencies will be built in relation to something that is being examined and studied (Ifantidou, 2013). In this stage of providing learning experiences, various methods and techniques can be applied varying so that students have a good experience regarding the use of different methods and techniques in learning.

In the learning reflection step, students are accompanied by a lecturer who is able to interpret the learning experience they have just undertaken and obtained by using certain learning methods and techniques. It is important to further develop the meaning of something that has become his property in developing critical thinking skills and awareness to build their critical thinking skills. In other words, the substance of the act of reflection in the form of conciliation or sedimentation is actually building critical thinking skills. This meaning is important because in fact life must be interpreted so that it becomes truly meaningful both for oneself and for others. In connection with the learning of the virtual external context landscape in the educational pragmatic course in response to the COVID-19 pandemic, the steps for reflecting on the learning are carried out as follows: (1) Students with personal reflection write reflective notes on the form provided by the lecturer on pragmatic learning integrated education with virtual external contexts in cyber pragmatics; (2) Students share the results of their reflections with peers in the class about integrated educational pragmatic learning with virtual external contexts in cyber pragmatics; (3) Students formulate something that touches themselves related to the reflection of integrated educational pragmatic learning with virtual external contexts in cyber pragmatics (Spencer-Oatey & Ruhi, 2007).

In the learning action step in the virtual external context landscape lecture in the educational pragmatics course in response to the Covid-19 pandemic, the following three steps must be implemented: (1) Students design an action plan as a continuation of the results of reflection on integrated educational pragmatic learning with virtual external contexts. in cyber pragmatics; (2) Students realize their action design in the form of relevant media to be applied in real action related to integrated educational pragmatic learning with virtual external contexts in cyber pragmatics; (3) Students carry out actions according to plans and relevant media that have been prepared previously related to integrated educational pragmatic learning with virtual external contexts in cyber pragmatics. It should be emphasized that the action steps or learning actions are very important to be carried out by students as a continuation and inseparable from the learning reflection steps. Reflection without real action will also not be of much real benefit to society. Therefore, students are trained to dare to express their efforts to build their critical awareness through these reflective actions in the form of learning actions. Learning action is no longer limited to a conceptual formulation that stops at the meaning as carried out earlier, but learning action must be a real action that really aims to carry out the reflection that has been done. In this way, the learning action can also be called a concrete manifestation of learning reflection (Richards, 1995). Only then will learning the virtual external context landscape in educational pragmatics courses in response to the Covid-19 pandemic will truly become more meaningful.

The fifth step as the final stage in the Ignatian reflective learning strategy is the evaluation of learning. Through the research and development stages that have been carried out, the following three evaluation steps must be carried out in learning a virtual external context landscape in the educational pragmatics course in response to the Covid-19 pandemic, namely: (1) Students carry out an evaluation of educational pragmatic learning learning integrated with a virtual external context in cyber pragmatics prepared by lecturers in accordance with the indicators of competency achievement; (2) Students get evaluation results and feedback from the lecturers regarding integrated educational pragmatics learning with virtual external contexts in cyber pragmatics; (3) Students carry out remedial work in certain parts of integrated educational pragmatic learning with virtual external contexts in cyber pragmatics that have not been fully controlled. Thus it is clear that the evaluation of learning is a very important activity in the Ignatian reflective learning cycle. Learning evaluation will be used to further improve learning. Likewise, learning evaluation can be used to measure students' abilities related to the substance of learning materials (Bezzi, 2006). In this case, the substance of the learning material being evaluated is a virtual external context landscape in educational pragmatics courses in response to the Covid-19 pandemic.

Discussion

This research has succeeded in developing a virtual external context learning strategy in educational pragmatic learning by applying the cycle to the reflective paradigm. The learning strategy in reflexive pedagogy has many variations, as shown in the following diagrams. In Diagram 1, Gibbs explains that reflective learning is described as a cycle with the following components: (1) action plan, (2) description, (3) feeling, (4) evaluation, (5) analysis, (6) conclusion. Reflective learning must start from a clear plan of action. The lesson plan is made as detailed as possible and as clear as possible in accordance with the learning objectives and indicators of achieving the goals that have been set. The lesson plan must be well described so that everything is clear and well measured. After everything is clearly described, reflective learning can be immediately carried out by applying certain learning models and methods (Gibbs & Van Orden, 2012).

In each step of learning, reflection is carried out, what actually happened in the learning that had just been carried out, what feelings emerged, and how the feelings that emerged could be realized in real action. The next step is learning evaluation to determine the quality of learning and get input for improving learning. The results of the evaluation must be properly analyzed, interpreted, and used as a stepping stone to take the next stage and perfect learning. The final step in Gibbs' reflective learning cycle is conclusion (Gibbs & Moise, 1997). Conclusions regarding the progress of reflective learning are important to do because from these conclusions it can be seen the limitations of the implementation of the previously carried out learning. These limitations provide the basis for formulating improvements, including suggestions if other parties are to continue.

Illustrative, Gibbs's (1988) understanding is illustrated in the following reflective learning cycle diagram.

http://ejournal.stkip-pgri-sumbar.ac.id/index.php/jurnal-gramatika/index
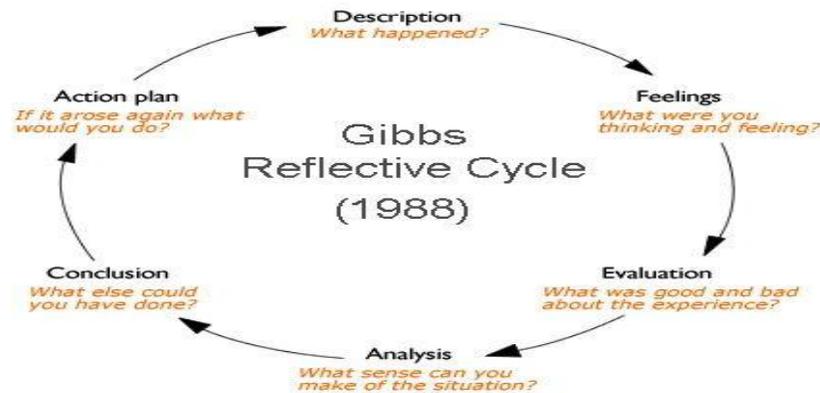

Figure 2. Gibbs' Reflective Learning Cycle (1988)

In learning to develop a virtual external context landscape learning strategy in educational pragmatics courses in response to the Covid-19 pandemic, the learning model presented by Gibbs (1988) above is not used as a basis for developing learning strategies.

4. CONCLUSION

As a conclusion, the following points can be emphasized. Linguistic landscapes, pragmatic landscapes, and pragmatic context landscapes shift as a result of technological developments. Linguistic landscapes shift toward authentic landscapes, pragmatic landscapes shift towards cyber pragmatics, while context landscapes shift toward virtual external contexts. Understanding the meaning of speech in pragmatics is always based on context, but the current context has shifted to a virtual external context that has not been researched and codified much. The real challenge of pragmatic learning in tertiary institutions lies there. The virtual external context must be thoroughly researched and integrated in pragmatic learning. The social, societal, situational, and cultural contexts that have been defined are not sufficiently accepted as something "granted by definition", but must be examined to be integrated in pragmatic learning through a reflective learning model.

With a reflective learning strategy, students will be able to better interpret the learning experience, internalize it and deposit it (concentration) in their minds, so that they can build and raise students' critical awareness. In the Ignatian-based reflective learning strategy, the following five steps must be carried out in sequence: (1) providing learning context, (2) providing learning experiences, (3) learning reflection, (4) learning action, and (5) learning evaluation. Learning strategies based on reflection are of course possible to be applied in learning virtual external context landscapes in educational pragmatics courses in response to the Covid-19 pandemic. On different occasions, researchers will describe it as a variation of virtual external context learning in educational pragmatics. Other researchers who are interested in similar fields are also encouraged and motivated to do so so that educational pragmatics in the Indonesian language education master program can really build students' critical awareness.

5. ACKNOWLEDGEMENT

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