

Exploring Pragmatic Functions: A Speech Act Analysis of Conversations among Elementary School Students Using Articulate Storyline to Enhance English Speaking

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ABSTRACT

The increasing integration of digital tools in education prompts questions about their effectiveness in enhancing key language skills, particularly pragmatic competence. Pragmatic competence refers to the ability to use language appropriately in various social contexts, a skill crucial for effective communication. Despite the growing integration of technology in language learning, there remains a gap in developing students' ability to use language appropriately in real-life interactions, particularly in non-native English contexts. Purpose: This study aims to investigate the role of Articulate Storyline, an interactive digital tool, in enhancing pragmatic competence among elementary school students (ages 10-12) in Indonesia. Specifically, it investigated how Articulate Storyline can stimulate students' use of speech acts (locutionary, illocutionary and perlocutionary acts) in real-world communication settings such as the classroom, library and garden. Research Methodology: The study employed a descriptive qualitative research design, using speech act theory as a framework to analyse the pragmatic functions in students' conversations. Data was collected from 125 students who engaged with Articulate Storyline in their English language lessons. Conversations were transcribed and analysed to identify the frequency and types of speech acts used in different contexts. The study focuses on how students utilize language in both structured (classroom) and informal (library, garden) settings. Findings: It is indicated that Articulate Storyline significantly enhanced students' pragmatic competence especially in personal experiences. Conclusion: The study also revealed that conversational context (formal vs informal) played a crucial role in shaping types of speech acts, collaborative, critical and learning engagement.

Informasi Artikel

Kata Kunci:

Fungsi Pragmatik;
Teori Tindakan
Wacana; Analisis
Wacana; Berbicara .

ABSTRAK

Meningkatnya integrasi alat-alat digital dalam pendidikan memunculkan pertanyaan mengenai keefektifannya dalam meningkatkan keterampilan bahasa utama, khususnya kompetensi pragmatik. Kompetensi pragmatik mengacu pada kemampuan menggunakan bahasa secara tepat dalam berbagai konteks sosial, suatu keterampilan yang sangat penting untuk komunikasi yang efektif. Meskipun integrasi teknologi dalam pembelajaran bahasa semakin meningkat, masih terdapat kesenjangan dalam pengembangan kemampuan siswa untuk menggunakan bahasa secara tepat dalam interaksi kehidupan nyata, terutama dalam konteks bahasa Inggris sebagai bahasa asing. Tujuan: Penelitian ini bertujuan untuk menyelidiki peran Articulate Storyline, sebuah alat digital interaktif, dalam meningkatkan kompetensi pragmatik di kalangan siswa sekolah dasar (usia 10-12 tahun) di Indonesia. Secara spesifik, penelitian ini menyelidiki bagaimana Articulate Storyline dapat merangsang penggunaan tindakan wacana (tindakan lokusional, ilokusional, dan perlokusional) oleh siswa dalam setting komunikasi dunia nyata seperti ruang kelas, perpustakaan, dan taman. Metodologi Penelitian: Penelitian ini menggunakan desain penelitian kualitatif deskriptif, dengan teori tindakan wacana sebagai kerangka kerja untuk menganalisis fungsi pragmatik dalam percakapan siswa. Data dikumpulkan dari 125 siswa yang menggunakan Articulate Storyline dalam pelajaran bahasa Inggris mereka. Percakapan ditranskrip dan dianalisis untuk mengidentifikasi frekuensi dan jenis tindakan wacana yang digunakan dalam konteks yang berbeda. Penelitian ini berfokus pada bagaimana siswa memanfaatkan bahasa baik dalam konteks terstruktur (ruang kelas) maupun informal (perpustakaan, taman).

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1. Introduction

The Indonesian education system has faced significant challenges in improving literacy and language proficiency [1]. The PISA 2022 results revealed that a large number of students across the world struggle with basic literacy skills with a noticeable gap in students' ability to apply language skills in real-life contexts [2]. According to the report, students' ability to comprehend and use language effectively in everyday situation remains an ongoing issue, especially in non-native English-speaking countries. Similarly, in Indonesia, studies have highlighted the challenge of insufficient English language proficiency, particularly among primary and secondary school students [3][4]. The gap in language competencies is compounded by the underutilization of digital tools which despite their potential have yet to effectively address the challenges of pragmatic language use in real-life conversations [5][6][7].

Generation Alpha, born from 2010 onwards is the first generation to grow up in an entirely digital world. They have shown an unprecedented ability to interact with technology from an early age, providing them with unique opportunities for learning and development [8]. Despite these advantages, their language learning often remains confined to formal educational structures, limiting their exposure to the practical and pragmatic use of language outside the classroom [3][9]. Studies show that Generation Alpha students exhibit high cognitive, critical thinking, collaborative and self-regulated learning [10][11]. These are competences and potential capabilities to gain an essential trait for acquiring new languages and adapting to interactive learning environments [12]. However, their ability to perceive and analyse the original nuances of the English language, especially in real-world contexts still required targeted support to enhance their pragmatic competence [13][14].

In response to these challenges, this study investigates the potential of Articulate Storyline as an interactive digital learning tool to bridge the gap in pragmatic language development among Generation Alpha students [15][8][6]. Through speech act theory, this research investigates how such technology can foster pragmatic language use in young learners, particularly in making requests, expressing opinions and narrating experiences in diverse communication settings which is similar to Searle, and Grice. This approach aligns with Indonesia's Kurikulum Merdeka and the Deep Learning teaching approach which emphasize active learning, critical thinking, mindful learning, joyful and the development of communication skills through interactive teaching methods [16][17][18].

The research methodology employed utilizes a descriptive qualitative research design to capture and analyse natural language use among elementary school students (age 10-12) in real-world contexts [19][20]. Data were collected through transcription of students' conversation, Articulate Storyline

exercises and field observations focusing on how students engage in locutionary, illocutionary and perlocutionary acts. The study thus provides an innovative solution to a critical gap in language education by leveraging digital tools to enhance both the practical and pragmatic aspects of language use in young learners' conversations [21][22]. Therefore, the research problems are:

RQ1

How do elementary school students use pragmatic functions (i.e. speech acts) in their conversations after engaging with Articulate Storyline in the classroom, library and garden settings?

RQ2

What is the impact of Articulate Storyline on enhancing students' pragmatic competence in making requests, offering opinions and narrating personal experiences during informal and formal communication?

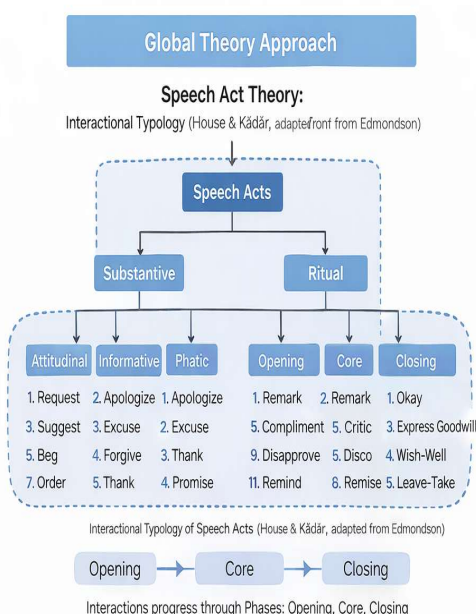
RQ3

How do the different conversational contexts (classroom, library, garden) influence the students' use of locutionary, illocutionary and perlocutionary acts in their interactions?

2. Literature Review

Pragmatic Competence and Speech Act Theory: Pragmatic competence is fundamental for understanding how individuals use language beyond its grammatical structure, focusing on its social functions [23][13]. This competence enables learners to appropriately convey meaning in social interactions, taking into account the contextual nuances of language use. Pragmatic competence, informed by speech act theory by Austin & Searle examines how language serves both informative and social functions, categorized into locutionary, illocutionary and perlocutionary acts [24]. This study applies these concepts to analyse how students' language use in different contexts reflects pragmatic competence [4][25]. According to Austin, language functions not only to convey information but also to perform actions which were categorized into locutionary, illocutionary and perlocutionary acts [26]. These categories allow for a deeper analysis of how speakers' utterances achieve intended social outcomes and how they influence listeners.

Figure 2. The global theory approach



In this study, speech act theory provided the foundation for examining how young learners, specifically elementary school students, engage in pragmatic functions within various communication contexts-classroom, library and garden. The locutionary act refers to the literal meaning or content of the utterances itself which is crucial in ensuring that students can express themselves clearly. The illocutionary act captures the intent behind the speaker's utterance such as making a request, offering an opinion or providing an explanation. The perlocutionary act focuses on the effect the utterance has on the listener where it generates understanding, response or action. By utilizing these distinctions, the study aims to analyse how students employ different speech acts to communicate effectively in both formal and informal settings.

The growing use of the digital learning tools such as Articulate Storyline has been found to enhance pragmatic competence in young learners (Hadza et al., 2020). Articulate Storyline's interactive features create simulation-based learning environments that encourage students to engage in speech acts such as making requests, offering opinions and narrating experiences (Sykes, 2018). These tools provide a controlled setting where students can practice language skills that involve social functionality – specifically how students learn to adjust their language use based on situational context [27]. This framework allows the study to investigate how Articulate Storyline facilitates the development of pragmatic competence by providing a controlled yet authentic environment for practicing language action.

Furthermore, incorporating speech act theory into the analysis of language learning with Articulate Storyline provides a more

comprehensive view of students' engagement with digital tools. By categorizing and understanding the different types of speech acts used in the tools' interactive scenarios, this study reveals how digital platforms can simulate real-life conversational exchanges and help bridge the gap between formal classroom learning and informal, real-world communication.

Figure 2. The infographic flowchart visual of the pragmatic competence through AS



The visual connects the study's key concepts, including pragmatic competence and speech act theory, illustrating how Articulate Storyline enhances students' use of language in various contexts. It highlights the role of digital tools in fostering pragmatic competences as discussed in the Literature Review and demonstrates how pragmatic functions such as requests and narrations are developed. It also integrates cultural awareness and Generational Alpha's digital fluency, emphasizing the need for guided support in pragmatic language use.

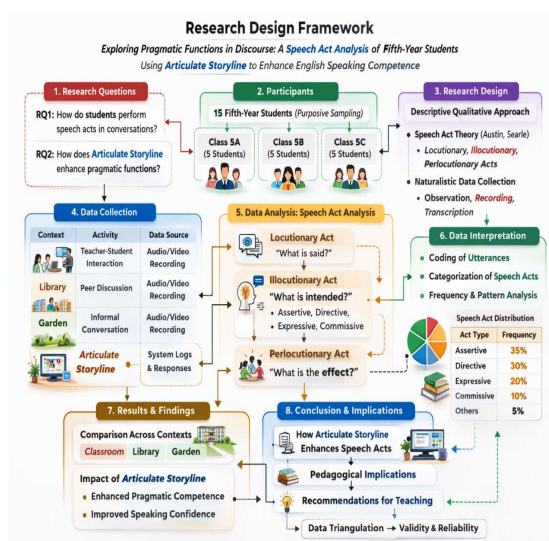
3. Method

Research Design

The framework proposed by [21] on interactional speech acts provides a robust method to analyse speech acts through distinct interactional phases. In this study, the typology is applied to investigate how speech acts such as request, apologies and assertions unfold in the Classroom, Garden and Library contexts, allowing to systematically examine the pragmatics of the student interactions. Descriptive qualitative research is chosen because it allows for an in-depth examination of the natural language use of students, especially when analysing conversational data related to speech acts and pragmatic functions. The goal is to observe and describe how students perform speech acts in their interactions in classroom, library and informal settings like the garden after using the Articulate Storyline tool in their English class. The study does not aim to

manipulate variables but instead to describe the natural patterns and functions of language used by students in these contexts. The flowchart of the research design was created based on the research questions, participants, data collection, speech act analysis and finds.

Figure 3. Infographic Flowchart Research Design Framework



The visual represents the research design framework of the study which effectively connects key elements of the methodology such as research questions, data collection methods, speech act analysis and the findings. Then it also outlines how the study integrates Articulate Storyline into the learning process, guiding students through structured.

Population and Sampling:

The population for this study consisted of elementary school students from SD Swasta Kristen Gloria Anak Bangsa Pematangsiantar, a school equipped with an English laboratory and smart classrooms, providing an ideal setting for interactive language learning. The students were already familiar with English literacy and engaged in contextual English activities as part of their regular academic routine. However, the conversational contexts explored in this study-Classroom, Library and Garden were not part of their usual curriculum, allowing for a unique examination of pragmatic language skills in new, real-world settings.

A purposive sampling method was used to select participants with strong English proficiency and active engagement in the school's language program, ensuring they were well-suited to assess the impact of Articulate Storyline on pragmatic competence. Both male and female students were equally represented, ensuring a balanced sample. This approach ensured the selection of a homogeneous sample, specifically students

with similar levels of English competence and familiarity with technology, both of which were crucial for assessing the impact of Articulate Storyline on their pragmatic competence.

The study was conducted over several sessions between January – February 2025 with a total of 125 students participating across five different classes. This sample size is sufficient to capture diverse perspectives and experiences while allowing for a comprehensive analysis of the pragmatic language use in various contexts. Ethical considerations were carefully followed with informed consent obtained from both the students and their guardians. This ensured that the study was conducted in a transparent and ethical manner with the students' privacy and well-being protected throughout the research process.

Data Collection

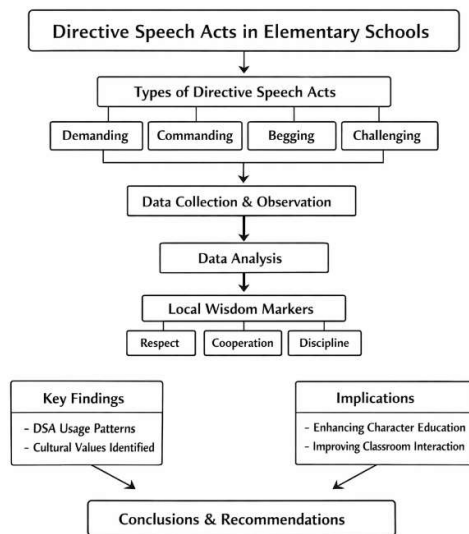
Data collection involves three main sources as a transcript of students' conversations, Articulate Storyline and Observation and Field Notes. The transcription conversations occurred in three situations: Classroom conversations, Library conversations and Garden conversation. The Classroom conversation interactions happened between students and their teacher, focusing on how speech acts were used in structured settings. The focus was on how students used illocutionary acts, such as making requests, providing explanations or asking clarification within the context of formal instruction. Then Library conversation occurred in peer discussion on study topics and the use of library resources, focusing on collaborative speech acts like asking for help, sharing information and giving feedback. In addition, the Garden conversation provided an informal peer interaction where students used speech acts to describe personal experiences, make suggestions or express feelings about nature. Students used a variety of expressive acts as sharing emotions about nature, assertive speech acts as describing plants, giving details about gardening.

Articulate Storyline facilitated interactive speaking activities based on real-life scenarios, prompting students to engage with speech acts such as making requests, offering suggestions and expressing emotions. These tasks were designed to prompt students to engage in a variety of speech acts, such as making requests, offering suggestions and expressing emotions. Each task involved role-playing and dialogue-based activities where students practiced their speaking skills in a controlled, interactive environment. These interactions were recorded and the speech acts used during these tasks were analysed to assess the development of pragmatic competence. The analysis categorized the speech acts into locutionary, illocutionary and perlocutionary acts to identify how students expressed meaning in response to different simulated scenarios.

The observation and field notes provided additional context to understand how the students engaged during their interactions with Articulate Storyline and how they used pragmatic functions

developed over time. The data collected from these activities was then transcribed and the utterances were analysed using speech acts theory to categorize them into locutionary, illocutionary and perlocutionary acts. These observations were documented in field notes to provide the students responses, types of speech acts used and the effectiveness of the Articulate Storyline tasks in order to provide a richer understanding of the learning process and how students' speech acts evolved in both interactive and natural settings.

Figure 4. The research approach



Data Analysis

The data collected from the transcribed conversations, Articulate Storyline exercises and field observations were carefully transcribed and analysed using speech act theory. Each utterance was categorized into locutionary, illocutionary and perlocutionary acts based on the intention behind the speech act and the effect it had on the listener. This approach allowed for a comprehensive analysis of how students used language in different contexts and how their pragmatic competence developed throughout the study.

The discourse analysis was conducted by categorizing the students' speech acts into locutionary, illocutionary and perlocutionary acts based on the framework provided by Austin and Searle. The speech acts were then classified into four main categories as assertive, directives, expressive and commissive. The other speech acts category included any interactions that did not fit into these four types. To present the distribution of speech acts across the three conversation contexts as My Garden, Library and Classroom, the following tables summarizes how the percentages were calculated based on the occurrences of each speech act type.

Table 1. Indicators for Speech Act Distribution

Speech Type	Act	Description	Indicator (Method of Calculation)	Percentage
Assertive		Statements that convey information or describe facts. Examples: "The sky is blue."	Number of assertive speech acts divided by the total number of speech acts, multiplied by 100.	35%
Directive		Speech acts that aim to get the listener to do something. Examples: "Close the window."	Number of directive speech acts divided by the total number of speech acts, multiplied by 100.	30%
Expressive		Speech acts that express the speaker's emotions, feelings, or reactions. Examples: "I'm so happy!"	Number of expressive speech acts divided by the total number of speech acts, multiplied by 100.	20%
Commissive		Speech acts where the speaker commits to some future action. Examples: "I will help you."	Number of commissive speech acts divided by the total number of speech acts, multiplied by 100.	10%
Others		Any speech acts that don't fall into the previous categories, such as questions or greetings. Examples: "What's your name?"	Number of other speech acts divided by the total number of speech acts, multiplied by 100.	5%

speech acts were the most commonly used, accounting for 35% of the total occurrences. These were followed by directives (30%) which are often used when students make requests or give instructions. Expressive speech acts (20%) were also common, especially in formal contexts like the garden, where students shared personal experiences and emotions. Finally, commissives (10%) were used less frequently, as they typically involve commitments to future actions which were less common in the student conversations. The other category (5%) includes speech acts that did not fit neatly into the primary categories.

Ethical Consideration

This study adhered to ethical guidelines for conducting research with minors. All students participated voluntarily with informed consent obtained from both the students and their guardians. The study ensured that all data were anonymized to protect participants' privacy. The research was conducted with the utmost respect for the students' well-being and comfort, ensuring that they engaged in the tasks in an enjoyable and non-coercive manner.

4. Result and Discussion

Findings from “My Garden” Conversation

The informal setting of the garden conversations allowed students to express themselves using various expressive and assertive speech acts. Students often used expressions to describe their feelings about nature and to compliment each other's gardens. Assertive speech acts were common when students shared information about the types of plants they grew. These are key speech acts uttered by the students, as:

- Expressive: “Wow, that sounds nice!”
- Assertive: “I grow roses, sunflowers and jasmine.”
- Directive: “Come and join!”
- Commissive: “Maybe we can visit each other's gardens!”.

The use of Articulate Storyline in this context helped students engage more deeply with the conversation and prompted them to express their opinions, ask questions and make suggestions.

Table 2. Speech Act Analysis of 'My Garden' Conversation

Spe akers	Utteran ce	L ocut iona ry A ct	Illocu tionary Act	Perlocution ary Act
EK :	"Hi everyone! Today, I want to tell you about my garden."	Greeting, Introduction, Topic	Expressive (Greeting) + Assertive (Introduction topic)	Listeners become engaged and visualize the garden
MU:	"Hai EK, come and join!"	Invitation	Directive (Invitation)	EK feels welcomed and included
EZ:	"Wow, that sounds nice, EK! What kind of flowers do you grow?"	Showing admiration and asking for more	Directive (Asking for information)	EK feels appreciated and responds

Spe akers	Utteran ce	L ocut iona ry A ct	Illocu tionary Act	Perlocution ary Act
EK :	"I have roses, sunflowers, and some jasmine."	Statement	Assertive (Giving information)	Listeners imagine the beauty and fragrance of the garden
TR :	"That must be beautiful."	Commenting	Expressive (Compliment)	Builds a sense of connection and shared interest
LO :	"Oh really, Tria? What vegetables do you plant?"	Asking for clarification	Directive (Requesting information)	TR elaborates on the vegetables she plants
TR :	"I grow tomatoes, chilies, and lettuce."	Statement	Assertive (Giving details)	Listeners admire TR's gardening habits
MU:	"That's great! I don't have a garden, but I have some herbs on my balcony, like basil and mint."	Offering support and feedback	Expressive (Positive feedback)	Encourages others to relate and appreciate small gardening efforts
EZ:	"I think gardening is very relaxing."	Expressing an opinion	Assertive (Opinion)	Listeners agree and see gardening as a meaningful family activity
LO:	"Same here! I love watering the plants and	Expressing agreement	Expressive (Agreement)	Strengthens shared appreciation for gardening

Speakers	Utterance	Locutionary Act	Illocutionary Act	Perlocutionary Act
EK:	watching them grow every day."			
	"Yes, it feels so good to take care of nature. Maybe one day we can all visit each other's gardens!"	Expressing satisfaction + Suggesting	Commissive (Suggestion)	Listeners feel motivated and excited about the idea of visiting each other's gardens
	"That's a great idea!"	Agreement	Expressive (Agreement)	Creates a positive and cooperative closing to the conversation
Ever yone:				

Speakers	Utterance	Locutionary Act	Illocutionary Act	Perlocutionary Act
IM:	"Yeah, finally! Yesterday it was so crowded that I couldn't even find a seat."	Statement of inconvenience	Assertive (Describing past situation)	Elicits empathy and agreement
	"What are you guys studying for?"	Asking about study topics	Directive (Requesting information)	Listeners are prompted to share their study goals
IN:	"Same here. I borrowed two books about discourse analysis from that shelf."	Sharing personal study plan	Assertive (Giving information)	Signals subject focus and attracts collaborators
	"Oh, that reminds me... Have you seen the new digital catalogue system?"	Shifting topic and asking a question	Directive (Asking about new system)	Redirects attention to library tools and invites responses
DU:	"Really? I haven't tried it yet. Maybe you can show me after this."	Expressing curiosity and requesting demonstration	Directive (Requesting demonstration)	Creates expectation for follow-up action
	"Sure, we can check it together. I think it even shows whether the book is already borrowed or	Offering help and sharing new info	Commissive (Offer to help)	Reassures the requester and builds cooperative rapport

Findings from "Library" Conversation

In the library setting, the conversations were more directive in nature with students frequently asking questions and offering suggestions related to their study topics. The perlocutionary effects in these conversations were noticeable as students' responses reflected their engagement with the new system. The key speech act uttered by the students are as:

- Directive: "What are you studying for?"
- Assertive: "I borrowed two books about discourse analysis."
- Directive: "That's great! No more walking around searching shelf by shelf."
- Commissive: "Sure, we can check it together."

Articulate Storyline fostered collaborative learning, encouraging students to use directive and informative speech acts while helping each other locate resources.

Table 3. Speech Act Analysis of "Library" Conversation

Speakers	Utterance	Locutionary Act	Illocutionary Act	Perlocutionary Act
DU:	"Wow, the library looks quiet today."	Descriptive observation	Expressive (Observation) + Assertive (Commissive)	Listeners become aware of the quiet and shift focus to studying

Speakers	Utterance	Locutionary Act	Illocutionary Act	Perlocutionary Act
DE:	not." "That's great! No more walking around searching shelf by shelf."	Expressing approval	Expressive (Positive feedback)	Eases anxiety and persuades others to try the system
IN:	"But still, I kind of miss the old system. It felt more personal, like real browsing."	Expressing nostalgia	Expressive (Nostalgia)	Introduces counterpoint, slows adoption of new system
SY:	"True, but technology makes everything faster. Especially when deadlines are close."	Conceding but counting with a rationale	Concession + Assertive (Supporting efficiency)	Nudge toward adopting the new system due to urgency
DE:	"Yes... okay then, let's study guys."	Concluding discussion	Directive (Command)	Signals group focus, ends side-topic discussion
SY:	"Let's study together guys..."	Invitation to collective action	Directive (Invitation)	Strengthens commitments to group study

Findings from "Classroom" Conversation

Inside the classroom, the speech acts were more structured with students using questioning, explaining and agreeing to clarify concepts and provide examples. The teacher's role in guiding the students influenced the flow of the conversations and prompted illocutionary acts like requests for clarification and explanations. The key speech act uttered by the students are as:

- Directive: "Who can tell me what context means?"
- Assertive: "Context helps us understand meaning beyond the words."
- Expressive: "I understand now, Miss."

- Commissive: "Let's continue this topic next meeting."

Table 4. Speech Act Analysis of "Classroom" Conversation

Speaker	Utterance	Locutionary Act	Illocutionary Act	Perlocutionary Act
IH:	"Good morning, class. Today we will talk about context in discourse."	Greeting + Introduction of Topic	Expressive (Greeting) + Assertive (Introducing topic)	Students become ready and focused for the lesson
KR:	"Context means the situation where communication happens, Miss. It includes who is speaking, where, and why."	Defining the concept of context	Assertive (Definition)	Provides the class with a clear understanding of the term
IH:	"Good answer, KR. Context helps us understand and meaning beyond the words."	Praising and expanding on the definition	Expressive (Praise) + Assertive (Explanation)	Validates KR's input and reinforces understanding
VA:	"Miss, can I give an example? If	Asking for permission and offering	Directive (Request for permission) +	Encourages class participation and contextualizes

Speaker	Utterance	Locutionary Act	Illocutionary Act	Perlocutionary Act	Speaker	Utterance	Locutionary Act	Illocutionary Act	Perlocutionary Act
IH:	someone says, "It's cold in here," it might mean they want the window closed.	giving an example	Assertive (Example)	the concept	AN:	what someone means.			
	"Yes, that's a good example, VA. The meaning depends on the situation."	Affirming and elaborating on the example	Expressive (Agreement) + Assertive (Elaboration)	Reinforces understanding of context and how it affects meaning		"I think context is also about culture. What sounds polite in one country may sound rude in another."	Sharing a cultural perspective	Assertive (Cultural perspective)	Adds depth to the concept of context by considering cultural variations
	"I agree, Miss. Sometimes, people say things indirectly, so we must understand the context."	Expressing agreement and adding to the idea	Expressive (Agreement) + Assertive (Explanation)	Strengthens class understanding and emphasizes indirect communication		"That's a very good point, AN. Cultural context affects how people speak and interpret meaning."	Affirming and explaining the cultural aspect	Expressive (Praise) + Assertive (Explanation)	Validates AN's input and expands on the idea of context
ER:	"Exactly, ER. Without context, we might misunderstand				KR:	"So, Miss, when we analyse a conversation, we should look at both the words	Asking for clarification	Directive (Request for clarification)	Ensures clarity and reinforces the approach to analysing discourse
IH:		Confirming and reinforcing the point	Expressive (Agreement) + Assertive (Explanation)	Clarifies the importance of context in understanding meaning					

Speaker	Utterance	Locutionary Act	Illocutionary Act	Perlocutionary Act	Speaker	Utterance	Locutionary Act	Illocutionary Act	Perlocutionary Act
IH:	and the situation, right?" "Yes, KR, that's correct. Meaning always depends on both language and context."	Confirming and providing additional insight	Expressive (Agreement) + Assertive (Confirmation)	Reinforces the importance of both language and context in understanding communication	IH:	confusing." "Excellent, everyone. You all did a great job today. Let's continue this topic next meeting."	Closing the lesson	Expressive (Praise) + Commissive (Continuing topic)	Ends the class on a positive note, reinforcing the students' engagement
VA:	"I understand and now, Miss. Context helps us find the speaker's real intention." "Yes, and it makes communication clearer and more effective." "I agree with ER. Without context, language can be	Expressing understanding	Expressive (Understanding)	Shows that the lesson has been understood and internalized					
ER:		Adding to the discussion	Assertive (Expanding on the concept)	Further clarifies the role of context in communication					
AN:		Expressing agreement	Expressive (Agreement)	Strengthens the overall understanding and supports the lesson's point					

The Articulate Storyline activities in the classroom setting helped reinforce these formal speech acts, allowing students to practice assertive and directive speech acts in a more controlled learning environment.

DISCUSSION

The findings of this study demonstrate that the integration of Articulate Storyline plays a significant role in enhancing elementary students' pragmatic competence, particularly in their ability to perform a range of speech acts across diverse communicative contexts, including classroom, library and garden settings. This supports previous research indicating that technology-enhanced language learning environments provide meaningful opportunities for learners to engage in contextually appropriate communication and develop pragmatic awareness. The interactive and simulation-based nature of Articulate Storyline allows learners to practice language functions such as requesting, expressing opinions and narrating experiences in ways that mirror real-life communication [6].

Furthermore, the predominance of assertive and directive speech acts observed in this study indicates that learners are developing essential communicative functions related to information exchange and interaction management. This finding aligns with research suggesting that assertive and directive acts form the core of pragmatic competence, especially in instructional and collaborative learning environments where learners negotiate meaning and coordinate actions [11]. In addition, the presence of expressive and commissive speech acts in informal settings, particularly in the garden interaction, highlights the importance of socio-emotional engagement in language learning, as learners not only exchange information but

also build interpersonal relationships through language use [15][18].

Another key finding is the influence of situational context on students' pragmatic performance. The variation in speech act usage across formal and informal settings demonstrates that learners are able to adapt their language according to contextual demands. This is consistent with previous studies emphasizing that pragmatic competence involves sensitivity to contextual variables such as settings, participants and communicative purpose. The findings further suggest that exposure to varied communicative environments enhances learners' ability to interpret and produce appropriate speech acts, thereby strengthening their overall communicative competence [28].

In addition, the collaborative interactions observed in the library context indicate the Articulate Storyline supports peer-assisted learning and encourages active participation in communicative tasks [29][30][31]. Students engaged in directive and commissive acts to negotiate meaning, request assistance and offer support, reflecting a shift from passive learning to interactive and learner-centred communication. This finding is supported by previous research highlighting the role of digital tools in fostering collaboration, engagement and meaningful language use among generation alpha learners.

Overall, the findings reinforce the notion that pragmatic competence extends beyond grammatical accuracy to include the ability to use language appropriately in socially and culturally relevant contexts. The integration of interactive digital tools such as Articulate Storyline offers a promising pedagogical approach to bridging the gap between formal language instruction and real-world communication, particularly in EFL contexts involving young learners.

5. Conclusion

Summary of finding: This study contributes to enhancing understanding of how speech can be fostered through interactive learning tools like Articulate Storyline. It highlights the importance of integrating pragmatic competence development into language learning environments, particularly in primary education. Future studies should examine the long-term effects of digital tools like Articulate Storyline on language proficiency with particular emphasis on their ability to enhance pragmatic competence across various social contexts. For future recommendations, teachers should consider using interactive tools like Articulate Storyline to promote pragmatic learning, especially in young learners. Future research could explore the long-term effects of such tools on language acquisition. Then, further studies could investigate how Articulate Storyline influences other aspects of language learning such as writing or listening comprehension and explore its effectiveness in a broader range of education settings.

Daftar Pustaka

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