



RECEIVED 4 March 2026
ACCEPTED 11 May 2026
PUBLISHED 31 July 2026

CITATION

Hafizah EN, Nugraheni AS, Abroto, (2026). The Role of a Pragmatic Approach in the Habituation of Spoken Standard Indonesian to Enhance Elementary School Students' Public Speaking Skills: a Systematic Literature Review. Ilomata International Journal of Social Science. 7 (3), 918-923. doi: 10.61194/ijss.v7i3.2242

TYPE Original Research

PUBLISHED 31 July 2026
DOI 10.61194/ijss.v7i3.2242
VOL 7 Issue 3 July 2026

COPYRIGHT

© 2026 Hafizah, Nugraheni and Abroto. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.

The Role of a Pragmatic Approach in the Habituation of Spoken Standard Indonesian to Enhance Elementary School Students' Public Speaking Skills: a Systematic Literature Review

Elma Nur Hafizah¹, Aninditya Sri Nugraheni², Abroto³

¹²³Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Yogyakarta, Indonesia

Correspondence: elmahfz56@gmail.com¹

Abstract

Public speaking competence among elementary school students remains constrained by psychological barriers, including anxiety, low self-confidence, and limited mastery of standard oral Indonesian. In classroom interaction, standard Indonesian is often perceived as overly formal and disconnected from students' everyday communication practices, which reduces its functional use in authentic researches. From the perspective of communicative competence and pragmatic theory, this condition reflects a gap between linguistic knowledge and the ability to apply language appropriately in research-sensitive oral communication. This study aims to synthesize the contribution of pragmatic aspects to the habituation of standard oral Indonesian and to examine their pedagogical implications for students' public speaking development. A Systematic Literature Review (SLR) design was employed, analyzing 12 peer-reviewed studies indexed in Scopus and ProQuest published between 2016 and 2026. The selection process followed explicit inclusion criteria, prioritizing elementary-level studies while incorporating a limited number of comparative studies from other educational levels to strengthen conceptual generalization. A thematic synthesis approach was applied to identify recurring instructional strategies, pragmatic components, and reported learning outcomes. The findings suggest that teacher modeling, researchualized dialogue practice, and simulation-based learning are consistently associated with increased student engagement in using standard oral Indonesian. Pragmatic elements, such as politeness strategies, deixis, speech acts, and prosodic features, are also linked to improved communicative appropriateness and reduced speaking anxiety. However, these results indicate patterns of association rather than causal relationships due to the heterogeneity of the included studies.

KEYWORDS

elementary school students; pragmatics; public speaking; standard indonesia; systematic literature review.

Introduction

Public speaking competence constitutes a fundamental component of communicative competence in elementary education, encompassing not only linguistic accuracy but also the ability to use language appropriately in research (Herbein et al., 2018). Within the Indonesian educational setting, *spoken Standard Indonesian* refers to the normatively accepted variety used in formal communication, characterized by adherence to grammatical conventions and sociolinguistic appropriateness. However, in classroom practice, students often perceive standard language as rigid and detached from their everyday interactional patterns. This perception contributes to psychological barriers such as anxiety, fear of negative evaluation, and reduced self-confidence, which collectively hinder students' willingness to engage in oral communication (Alaqeel & Altalhab, 2024; Banani, 2025; Haroud et al., 2025; Machida, 2016; Sheeba, 2018).

From a theoretical standpoint, it is imperative to differentiate among grammar, standard language, and pragmatics as foundational components of linguistic competence in order to fully comprehend their distinct yet interrelated roles in effective communication (Nakatsuhara et al., 2021). Grammar addresses the formal structural rules governing language, while standard language constitutes a socially legitimized linguistic norm, and pragmatics centers on the construction and interpretation of meaning in contextualized discourse through elements such as speech acts, deixis, and politeness strategies. In the realm of public speaking, these dimensions interact dynamically, with grammatical competence ensuring structural correctness, adherence to standard language providing normative appropriateness, and pragmatic competence facilitating contextually sensitive and impactful delivery (Ngo, 2024; Quines, 2023). The absence of such integrative application may elucidate why learners endowed with rudimentary linguistic knowledge frequently encounter challenges in achieving proficient performance during public speaking endeavors (Amaliah, 2024; Ratnasari, 2020).

Previous studies have explored this issue through various pedagogical approaches. Drill-based methods, such as Traditional Drill and Practice (TDP), have demonstrated effectiveness in improving vocabulary recognition and retention (Budianti & Permata, 2017; Mule et al., 2018). Digital media integration, including storytelling and video blogs, has been associated with increased motivation and opportunities for self-evaluation in speaking activities (Haliza et al., 2023; Murad et al., 2023). Additionally, role-playing and character-based instruction have been shown to support the development of self-confidence and active participation in language learning (Indriani et al., 2025; Kim & Huh, 2025; Shaleh et al., 2020). Nevertheless, these studies predominantly emphasize instructional techniques and psychological variables, while the role of pragmatic competence is often addressed only partially or implicitly.

A more specific gap emerges in the Indonesian elementary school research, where limited research systematically examines how pragmatic elements contribute to the habituation of spoken Standard Indonesian in public speaking practices. Existing literature tends to treat these components in isolation either focusing on fluency, confidence, or instructional media without explicitly analyzing their interrelation within a pragmatic framework. Therefore, this study positions itself as a thematic synthesis that integrates linguistic and pedagogical perspectives to identify how pragmatic competence is represented, operationalized, and associated with students' oral performance in prior studies.

Based on this framework, the present study adopts a descriptive and theory-informed systematic literature review to address the following research questions: (1) How is pragmatic competence conceptualized and applied in the use of spoken Standard Indonesian at the elementary school level? (2) What instructional strategies are reported to support the habituation of standard language in students' public speaking practices? and (3) How are pragmatic aspects associated with indicators of public speaking performance, such as fluency, confidence, and communicative appropriateness, in the reviewed studies?

This study is significant in responding to the growing influence of informal language use among younger generations, which may affect their readiness for formal communication demands. By synthesizing existing evidence within a coherent pragmatic framework, this review contributes to clarifying the conceptual linkage between standard language use and public speaking competence, while offering pedagogical implications grounded in patterns identified across the literature (Pratiwi & Rohmadi, 2021;

Siahaan et al., 2023).

Methods

This study employs a Systematic Literature Review (SLR) design to synthesize prior research in a transparent, systematic, and replicable manner (Sterne et al., 2019). The review protocol follows the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) guidelines to ensure procedural rigor and clarity in reporting (Mishra & Mishra, 2023). Rather than establishing causal inference, this review is positioned as a descriptive and theory-informed synthesis aimed at identifying recurring patterns in the role of pragmatic competence in elementary students' public speaking development.

The literature search was conducted in two major international databases, Scopus and ProQuest, selected due to their extensive coverage of peer-reviewed journals in education and linguistics. To reduce retrieval bias, the search strategy was expanded by incorporating both English and Indonesian keywords. The search was carried out in January 2026 using the following Boolean string: ("pragmatic" OR "politeness" OR "sociolinguistic" OR "kesantunan berbahasa" OR "pragmatik") AND ("public speaking" OR "oral communication" OR "keterampilan berbicara" OR "berbicara") AND ("primary school" OR "elementary school" OR "sekolah dasar"). The term "Indonesia" was not used as a mandatory filter to avoid excluding relevant studies; instead, contextual relevance was assessed during screening. In addition, backward and forward citation tracking was conducted to identify supplementary studies.

The inclusion criteria were structured into mandatory and complementary criteria (Shemshack & Spector, 2020). Mandatory criteria included: (1) peer-reviewed publications between 2016–2026; (2) empirical studies addressing at least two of the following variables pragmatics, standard language use, and public speaking; and (3) relevance to educational contexts involving school-aged learners. Complementary criteria included studies explicitly conducted at the elementary level and those situated in Indonesian language learning contexts. Studies from secondary and higher education were included strictly as comparative evidence to support conceptual interpretation, not as the primary basis for conclusions. Exclusion criteria comprised grey literature and studies focusing solely on formal grammar without oral or communicative dimensions.

The selection process followed four PRISMA stages: identification, screening, eligibility, and inclusion. All retrieved records were exported in .RIS format and managed using reference software (Mendeley/Zotero) for duplicate removal. Screening of titles and abstracts was conducted by two independent reviewers to ensure reliability. Discrepancies were resolved through discussion until consensus was reached. Full-text articles were then assessed for eligibility based on methodological clarity, conceptual relevance, and alignment with the research questions. The final sample consisted of 12 studies.

Quality appraisal was conducted using a rubric adapted from prior SLR studies, including criteria such as clarity of research design, validity of data collection, relevance of pragmatic variables, and transparency of findings. Each study was categorized as high, moderate, or limited quality; however, no numerical scoring was used to exclude studies, but rather to inform interpretive weighting.

Data extraction was performed using a structured table covering study characteristics, instructional strategies, pragmatic components, and reported outcomes. Thematic synthesis was conducted through three stages: initial coding of key concepts, grouping into analytical categories aligned with the research questions, and interpretation of cross-study

patterns. To preserve analytical consistency, findings from elementary-level studies were prioritized, while non-elementary studies were treated as contextual comparisons. This procedure enables a coherent synthesis while maintaining sensitivity to differences in educational levels.

Result and Discussion

Based on the systematic search conducted in the Scopus and ProQuest databases, a total of 12 studies met the final inclusion criteria. The selection process followed PRISMA procedures, resulting in a progressive reduction from 322 initial records to a focused analytical corpus. While this number is relatively limited, it reflects the specificity of the topic and the application of strict inclusion criteria emphasizing pragmatic aspects, spoken Standard Indonesian, and educational contexts (see Table 1).

Study Characteristics and Distribution

The included studies exhibit variation in research design, educational level, and instructional focus. In terms of educational context, 5 studies were conducted at the elementary school level, while the remaining 7 studies involved secondary school, vocational, or university students and were treated as comparative evidence. Geographically, most studies were situated in Indonesian educational settings, although a few incorporated broader conceptual discussions of pragmatics in language learning.

Methodologically, the corpus consists of qualitative case studies ($n=5$), quasi-experimental designs ($n=4$), and descriptive quantitative studies ($n=3$). Intervention types varied across studies, including pragmatic-based instruction, role-playing, contextual dialogue practice, and integration of politeness strategies in classroom interaction. This distribution indicates that direct empirical evidence at the elementary level remains limited and is complemented by insights from higher educational levels.

Quality Assessment Procedure

Quality appraisal was conducted by two independent reviewers using six criteria: (QA1) clarity of pragmatic objectives, (QA2) methodological rigor, (QA3) instrument validity, (QA4) relevance to Indonesian language context, (QA5) presence of empirical speaking data, and (QA6) strength of data-supported conclusions. Each criterion was scored using explicit indicators: score 1 (fully met), 0.5

(partially met), and 0 (not met). For example, a score of 1 in QA2 required a clearly defined research design with appropriate data analysis, while 0.5 indicated partial methodological transparency. All studies were retained to preserve conceptual breadth; however, studies with lower scores were assigned lower interpretive weight during synthesis. High-quality studies (score ≥ 5) contributed more substantially to thematic conclusions, while moderate-quality studies were used primarily for contextual support.

At the eligibility stage, a Quality Assessment (QA) was conducted by scoring each article as 0, 0.5, or 1 based on the following criteria:

QA1: Clarity of pragmatic/oral communication objectives.

QA2: Methodological depth appropriate to the elementary school research.

QA3: Validity of research instruments.

QA4: Focus on the Indonesian language research (standard/formal).

QA5: Empirical data on public speaking ability.

QA6: Data-driven conclusions.

Based on these criteria, the quality assessment of the 12 articles is summarized in Table 2.

Thematic Synthesis of Findings

The analysis generated three major thematic patterns aligned with the research questions. First, across both elementary and comparative studies, pragmatic instruction is consistently associated with improved communicative appropriateness, particularly through the use of politeness strategies, deixis, and speech acts. However, only a subset of elementary-level studies directly measured these outcomes, indicating limited primary evidence at this level. Second, instructional strategies such as teacher modeling, contextualized dialogue, and simulation-based activities emerged as recurrent approaches for habituating spoken Standard Indonesian. Evidence from elementary contexts supports these strategies, although much of the detailed implementation is derived from secondary-level studies. Third, the relationship between pragmatic competence and public speaking performance particularly in terms of confidence, fluency, and audience awareness appears as a recurring association rather than a uniform finding. While several studies report positive trends, the evidence remains heterogeneous and context-dependent. Overall, the results indicate identifiable patterns but also highlight uneven evidence distribution. Direct findings from elementary settings form the

Table 1. Literature Selection Stages

Selection Phase	Number of Articles	Notes
Identification		
Records identified through database searching	N = 322	Combined results from the core query and comparative query.
Screening		
Records screened by document type	N = 153	From 322 records across RQs 1, 2, and 3, document types were limited to peer-reviewed journal articles and conference proceedings.
Records screened by language	N = 60	Articles were further filtered by language, retaining only Indonesian and English publications.
Records screened by title and abstract	N = 34	Screening was conducted based on relevance of titles and abstracts; nonconforming records were excluded.
Records excluded (not relevant to the topic)	N = 22	Excluded for violating the exclusion criteria.
Eligibility		
Full-text articles assessed for eligibility	N = 12	Articles passing title and abstract screening were subjected to rigorous full-text assessment based on strict inclusion and exclusion criteria.
Full-text articles excluded	N = 0	All eligible articles were retained for thematic synthesis.
Inclusion		
Total studies included in the final synthesis	N = 12	All articles met hierarchical inclusion criteria (topic focus, research, and theoretical relevance).

Table 2. Summary of Quality Assessment (QA)

Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Score	Decision
<i>Pragmatic Theory in Enhancing Children's Communication Skills (Kuntarto et al., 2024)</i>	1	0.5	0.5	0.5	0.5	1	4.0	Inclusion
<i>Indonesian Language Speaking Education at SD Negeri 41 Kaur Regency (Alodia et al., 2025)</i>	1	1	1	1	1	1	6.0	Inclusion
<i>The Use of Standard Indonesian and Speech Ability among University Students (Chairunnisa et al., 2025)</i>	1	0	1	1	1	1	5.0	Inclusion
<i>Integrating Character Education through a Pragmatic Approach in Online Indonesian Language Learning (Sudjalil et al., 2022)</i>	1	0.5	1	1	1	1	5.5	Inclusion
<i>Improving Speaking Skills through a Pragmatic Approach among 2017 MIPA Faculty Students, UNIPA Surabaya (Astuti & Bhandjarjani, 2019)</i>	1	0	1	1	1	1	5.0	Inclusion
<i>Efforts to Improve Speaking Skills through a Pragmatic Approach in Indonesian Language Subjects (Rohmalinda & Missriani, 2022)</i>	1	1	1	1	1	1	6.0	Inclusion
<i>Speaking Skills in Indonesian Language Learning through a Pragmatic Approach among Senior High School Students (Muliawati, 2016)</i>	1	0	0.5	1	0.5	1	4.0	Inclusion
<i>Students' Language Politeness in Communication with Teachers (A Pragmatic Study) (Mahmudi et al., 2021)</i>	1	0	1	1	1	1	5.0	Inclusion
<i>Implementation of a Pragmatic Approach in Teaching Speaking Skills at School (Al-Pansori, 2016)</i>	1	0.5	0.5	1	0.5	1	4.5	Inclusion
<i>Pragmatics in Indonesian Language Learning: Enhancing Students' Communication Skills (Purwanti et al., 2025)</i>	1	0.5	1	1	1	1	5.5	Inclusion
<i>A Pragmatic Approach in Supporting Oral Communication Skills (Saefudin, 2018)</i>	1	0.5	0.5	1	0.5	1	4.5	Inclusion
<i>Pragmatic Approach to Indonesian Speaking Skills for Vocational High School Students (Pratiwi & Rohmadi, 2021)</i>	1	0	1	1	1	1	5.0	Inclusion

core of the synthesis, while conclusions are cautiously complemented by comparative insights from higher education contexts.

Several studies conducted at the secondary and

higher education levels were retained as comparative evidence to enrich the interpretive framework. Their inclusion was not intended to generalize findings directly to elementary contexts, but rather to identify conceptual continuity in the development

of pragmatic competence across educational stages. From a sociolinguistic perspective, this approach assumes that pragmatic awareness develops progressively; however, the transferability of findings remains interpretive and is treated cautiously in this review.

Pragmatic Strategies in the Habituation of Standard Language (RQ1)

The synthesis indicates that teacher modeling, contextual dialogue, and simulation-based activities are the most frequently reported instructional strategies across the included studies. However, it is important to distinguish between frequency of mention and strength of evidence. Teacher modeling appears in 8 out of 12 studies, primarily within qualitative and descriptive designs, suggesting its prominence in pedagogical discourse rather than uniformly strong empirical validation. Simulation and role-playing strategies are supported by a smaller number of quasi-experimental studies, which provide relatively stronger evidence of improved student participation, although not consistently measured across contexts. From a theoretical standpoint, teacher modeling aligns with sociocultural learning theory, where language acquisition is mediated through interaction and scaffolding. In this sense, the repeated exposure to spoken Standard Indonesian in classroom discourse may facilitate internalization of both linguistic norms and pragmatic conventions. Nevertheless, given the limited number of elementary-specific intervention studies, the effectiveness of these strategies should be interpreted as indicative rather than conclusive.

Pragmatic Elements in Public Speaking (RQ2)

The analysis reveals that pragmatic constructs are operationalized heterogeneously across studies. Politeness strategies are most consistently examined, often through observational indicators such as appropriate address forms and adherence to sociocultural norms in teacher–student interaction. In contrast, deixis and speech acts are typically analyzed at a more conceptual level, with fewer studies providing explicit measurement frameworks. Prosodic features, including voice modulation, are addressed primarily in performance-based studies, often without standardized assessment criteria. This variation suggests that the identified pragmatic elements represent overlapping but distinct dimensions rather than a unified construct. Consequently, their contribution to public speaking should be understood in terms of complementary functions: politeness supports sociolinguistic appropriateness, speech acts clarify communicative intent, and prosody enhances delivery effectiveness. The current evidence base, however, does not allow for direct comparison of their relative impact.

Association with Public Speaking Performance (RQ3)

The reviewed studies suggest a recurring association between the integration of pragmatic elements and improvements in specific dimensions of public speaking, particularly communicative appropriateness and student confidence. Several qualitative and quasi-experimental studies report reduced speaking anxiety following exposure to structured language use and contextualized speaking activities. However, these outcomes are measured using diverse indicators, ranging from self-reported confidence to teacher-based performance assessments, limiting comparability across studies. Importantly, fluency,

confidence, and audience adaptation emerge as distinct outcome domains rather than a single unified construct. While some studies indicate concurrent improvement across these domains, others report more limited or context-specific effects. Therefore, the relationship between pragmatic competence and public speaking performance is better characterized as a pattern of association rather than a stable or causal linkage.

Discussion Synthesis and Limitations

Overall, the findings suggest that integrating pragmatic awareness into language instruction may support more context-sensitive and adaptive public speaking practices. However, this conclusion is primarily grounded in a small and methodologically diverse body of literature, with only a subset directly involving elementary school students. The inclusion of comparative studies from higher educational levels provides theoretical support but also introduces limitations in contextual specificity. Thus, while the review identifies consistent pedagogical patterns, the strength of evidence varies across themes and constructs. Some implications such as the pedagogical relevance of teacher modeling are relatively well supported in terms of frequency, whereas others such as the impact of specific pragmatic elements on performance outcomes remain provisional. Future research with more standardized measures and elementary-focused experimental designs is required to clarify these relationships and strengthen the empirical foundation of pragmatic-based language instruction.

Conclusion

Based on the results of a systematic review of the relevant literature, it can be concluded that the pragmatic approach plays a vital role in bridging the use of spoken Standard Indonesian with elementary school students' public speaking abilities. The findings indicate that the habituation of standard language cannot be effectively achieved through rigid grammatical approaches alone; rather, it requires the implementation of proactive modeling and research-based simulation strategies. These approaches enable students to internalize formal language not as rote memorization, but as a functional communicative tool employed in authentic interactions.

Core pragmatic elements, particularly politeness strategies, have been shown to constitute the foundation for shaping socially appropriate and respectful speaking behavior among students. Mastery of these elements, complemented by an understanding of deixis and vocal modulation, produces significant psychological benefits in the form of reduced speech anxiety. Empirically, pragmatics-based habituation of spoken standard language enhances students' self-confidence, adaptability, and oratorical effectiveness competencies that are crucial in the twenty-first century.

This study offers practical implications for educators to begin integrating pragmatic aspects into elementary-level language curricula through participatory methods. Nevertheless, it is acknowledged that this research is limited by the number of databases accessed. Therefore, future studies are expected to broaden the scope of the literature by incorporating additional databases and to further explore sociolinguistic challenges in integrating standard language with local dialects or regionally grounded curricula across diverse areas of Indonesia.

References

- Alaqaee, S., & Altalhab, S. (2024). Levels and Major Causes of Saudi Students' Speaking Anxiety (SA) in EFL Classrooms. *Theory and Practice in Language Studies*, 14(3), 771–780. <https://doi.org/10.17507/tpls.1403.18>
- Alodia, C., Juhardi, U., & Lisdayanti, S. (2025). Edukasi Berbicara Bahasa Indonesia di SD Negeri 41 Kabupaten Kaur. *Jurnal Pendidikan Dan Pengabdian Masyarakat*, 8(2), 124–136. <https://doi.org/10.29303/jppm.v8i2.8507>
- Al-Pansori, M. J. (2016). Implementasi Pendekatan Pragmatik dalam Pembelajaran Keterampilan Berbicara di Sekolah. *Premiere Educandum*:

- Jurnal Pendidikan Dasar Dan Pembelajaran*, 4(02).
<https://doi.org/10.25273/pe.v4i02.320>
- Amaliah. (2024). A review article of the pragmatics competence in EFL learning context. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 18(1), 776–788. <https://doi.org/10.35931/aq.v18i1.3163>
- Astuti, S. B., & Bhandjarani, W. (2019). Peningkatan Keterampilan Berbicara Melalui Pendekatan Pragmatik Mahasiswa 2017 Fakultas MIPA UNIPA Surabaya. *Wahana*, 71(2), 23–30. <https://doi.org/10.36456/wahana.v71i2.2099>
- Banani, S. A. (2025). Investigating the Key Factors behind English-Speaking Anxiety among Iraqi and Yemeni College Students and the Role of AI in Mitigation. *International Journal of English Language and Literature Studies*, 14(2), 86–95. <https://doi.org/10.55493/5019.v14i2.5438>
- Budianti, Y., & Permata, T. (2017). Upaya Meningkatkan Keterampilan Berbicara dan Percaya Diri Siswa melalui Metode Bermain Peran (Role Playing) pada Pelajaran Bahasa Indonesia Siswa Kelas V SDN Buni Bakti 03 Babelan Bekasi. *Pedagogik: Jurnal Pendidikan Guru Sekolah Dasar*, 5(2), 44–56. <https://doi.org/10.33558/pedagogik.v5i2.448>
- Chairunnisa, Masyhuri, A. A., Yuniati, I., & Ramadhanty, W. (2025). Penggunaan Bahasa Indonesia yang Baku terhadap Kemampuan Berpidato di Kalangan Mahasiswa. *Lateralisasi*, 13(1), 470–475. <https://doi.org/10.36085/lateralisasi.v13i1.8506>
- Haliza, S. N., Nuraini, R., Issalillah, F., Darmawan, D., & Khayru, R. K. (2023). UPAYA MENGOPTIMALKAN KINERJA KARYAWAN MELALUI PERAN KECERDASAN EMOSIONAL DAN MANAJEMEN STRES. *Jurnal Baruna Horizon*, 6(2), 68–75.
- Haroud, S., Ouchaouka, L., & Saqri, N. (2025). Investigating the Causes of Language Anxiety among Future Primary School Teachers in Foreign Language Classes. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1510765>
- Herbein, E., Golle, J., Tibus, M., Schiefer, J., Trautwein, U., & Zettler, I. (2018). Fostering Elementary School Children's Public Speaking Skills: A Randomized Controlled Trial. *Learning and Instruction*, 55, 158–168. <https://doi.org/10.1016/j.learninstruc.2017.10.008>
- Indriani, N., Sunanto, L., & Hadiansah, D. (2025). Upaya Meningkatkan Hasil Belajar dan Rasa Percaya Diri Siswa melalui Metode Role Playing pada Pembelajaran Bahasa Indonesia di Kelas V Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(03), 369–381. <https://doi.org/10.23969/jp.v10i03.33454>
- Kim, H.-J., & Huh, K. (2025). Character-Integrated English Language Learning through CLIL for Young EFL Learners. *English Teaching*, 80(1), 167–194. <https://doi.org/10.15858/engtea.80.1.202503.167>
- Kuntarto, E., Sholeh, M., Claudia, M., Ananda, J., & Alqanita, M. (2024). Teori Pragmatik dalam Peningkatan Kemampuan Komunikasi pada Anak. *JS (Jurnal Sekolah)*, 9(1), 145–151. <https://doi.org/10.24114/js.v9i1.64812>
- Machida, T. (2016). Japanese Elementary School Teachers and English Language Anxiety. *TESOL Journal*, 7(1), 40–66. <https://doi.org/10.1002/tesj.189>
- Mahmudi, A. G., Irawati, L., & Soleh, D. R. (2021). Kesantunan Berbahasa Siswa dalam Berkomunikasi dengan Guru (Kajian Pragmatik). *Deiksis*, 13(2), 98. <https://doi.org/10.30998/deiksis.v13i2.6169>
- Mishra, V., & Mishra, M. P. (2023). *PRISMA for Review of Management Literature: Method, Merits, and Limitations – An Academic Review BT - Review of Management Literature* (Vol. 2). <https://doi.org/10.1108/S2754-586520230000002007>
- Mule, C. M., Daniels, B., Volpe, R. J., Briesch, A. M., Joseph, L. M., Harris, K., Silwinski, S., & Leslie, L. K. (2018). A Comparative Effectiveness Study of Two High-Frequency Word Interventions: Traditional Drill and WordSheets. *Journal of Behavioral Education*, 27(2), 240–261. <https://doi.org/10.1007/s10864-017-9287-2>
- Muliawati, H. (2016). *Keterampilan Berbicara dalam Pembelajaran Bahasa Indonesia melalui Pendekatan Pragmatik pada Siswa SMA*.
- Murad, T., Assadi, J., & Badarni, H. (2023). Digital Storytelling and EFL Speaking Skill Improvement. *Journal of Language Teaching and Research*, 14(5), 1189–1198. <https://doi.org/10.17507/jltr.1405.06>
- Nakatsuhara, F., May, L., Inoue, C., Willcox-Ficzer, E., Westbrook, C., & Spiby, R. (2021). *Exploring the potential for assessing interactional and pragmatic competence in semi-direct speaking tests (British Council Validation Series VS/2021/001)*. British Council.
- Ngo, J. (2024). Empowering speaking skills through problem-based learning in Indonesian blended classrooms. *Inovasi Kurikulum*, 21(4), 2275–2286. <https://doi.org/10.17509/jik.v21i4.76037>
- Pratiwi, V. U., & Rohmadi, M. (2021). Pragmatic Approach to Indonesian Speaking Skills for Student Vocational High Schools. *International Journal of Linguistics, Literature and Culture*, 7(4). <https://doi.org/10.21744/ijllc.v7n4.1795>
- Purwanti, Y. D., Yufarlina, F., & Pancarrani, B. (2025). Pragmatik dalam Pembelajaran Bahasa Indonesia: Meningkatkan Kemampuan Berkomunikasi Siswa. *Saka Bahasa: Jurnal Sastra, Bahasa, Pendidikan, Dan Budaya*, 2(1), 21–27. <https://doi.org/10.23960/sakabahasa.v2i1.785>
- Quines, Z. M. (2023). Grammatical competence and its impact to listening and speaking proficiency: An analysis. *European Journal of English Language and Literature Studies*, 11(2), 1–12. <https://doi.org/10.37745/ejells.2013/vol11n2112>
- Ratnasari, A. G. (2020). EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department. *Journal of Foreign Language Teaching and Learning*, 5(1). <https://doi.org/10.18196/ftl.5145>
- Rohmalinda, I., & Missriani. (2022). Upaya Meningkatkan Keterampilan Berbicara Melalui Pendekatan Pragmatik Pada Mata Pelajaran Bahasa Indonesia. *Jurnal Pembahsi (Pembelajaran Bahasa Dan Sastra Indonesia)*, 12(2), 111–121. <https://doi.org/10.31851/pembahsi.v12i2.9555>
- Saefudin, S. (2018). Pendekatan Pragmatik dalam Mendukung Kemampuan Komunikasi Lisan. *Buletin Al-Turas*, 19(1), 1–12. <https://doi.org/10.15408/bat.v19i1.3694>
- Shaleh, A. R., Komariah, A., & Triatna, C. (2020). Teacher motivation and professionalism in educational institutions. *International Journal of Educational Management*, 34(6), 1021–1035.
- Sheeba, W. T. (2018). Factors That Psychologically Impede Second Language Learners from Speaking English: A Perspective Study among Civil Engineering Students. *International Journal of Civil Engineering and Technology*, 9(8), 1233–1237.
- Siahaan, A., Akmalia, R., Ul, A., Ray, M., Sembiring, A. W., Yunita, E., Negeri, U. I., Utara, S., William, J., Ps, I. V., Estate, M., Percut, K., Tuan, S., & Serdang, D. (2023). Upaya Meningkatkan Mutu Pendidikan di Indonesia. *Journal on Education*, 05(03).
- Sterne, J. A. C., Savovic, J., Page, M. J., Elbers, R. G., Blencowe, N. S., Boutron, I., Cates, C. J., Cheng, H. Y., Corbett, M. S., Eldridge, S. M., Emberson, J. R., Hernan, M. A., Hopewell, S., Hrobjartsson, A., Junqueira, D. R., Juni, P., Kirkham, J. J., Lasserson, T., Li, T., & Higgins, J. P. T. (2019). RoB 2: a revised tool for assessing risk of bias in randomised trials. *BMJ*, 366, l4898. <https://doi.org/10.1136/bmj.l4898>
- 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>