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"Teachers' Pragmatic Strategies in Motivating Elementary School Students to Learn"

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Abstract

This study investigates how teachers apply pragmatic strategies to enhance elementary school students' learning motivation. Pragmatic strategies are viewed as communicative practices that go beyond the delivery of lesson content, emphasizing appropriate, contextual, and persuasive language use that positively shapes classroom interaction. Using a descriptive qualitative design, data were collected through observation, interviews, and documentation involving elementary school teachers and students. The results reveal that teachers utilize various pragmatic strategies, including directive speech acts with persuasive intent, humor to build a relaxed learning atmosphere, and praise or rewards to strengthen motivation. Teachers also adapt their language to students' developmental levels and consider their sociocultural contexts. These practices effectively stimulate both intrinsic and extrinsic motivation among students. In conclusion, teachers' pragmatic competence contributes significantly to creating supportive classroom environments, fostering enthusiasm for learning, and increasing student engagement. Developing teachers' pragmatic awareness is therefore essential to sustaining and enhancing students' motivation in the learning process.

Keywords: pragmatic strategies, learning motivation, teacher communication, elementary education

INTRODUCTION

Learning in elementary schools is not merely aimed at transferring knowledge but also at fostering strong learning motivation among students. Learning motivation is one of the key factors that influence students' success in understanding materials and achieving academic performance. Without sufficient motivation, students tend to be less enthusiastic, passive, and unable to maximize their potential. Therefore, the teacher's role becomes crucial in stimulating students' learning motivation through appropriate and effective approaches.

One approach that teachers can employ is the use of pragmatic strategies. These strategies relate to how teachers use language within the context of effective, persuasive, and situational classroom communication. The language used by teachers does not merely convey

information but also serves to influence, guide, and build positive interactions with students. Through the appropriate choice of speech acts, teachers can create a more conducive, enjoyable classroom atmosphere that encourages students to actively participate in learning activities.

In elementary education, students are at a developmental stage that requires intensive guidance in cognitive, affective, and social aspects. Therefore, teachers' pragmatic strategies are essential in aligning messages with children's language development and level of understanding. For instance, the use of light humor, simple praise, and age-appropriate persuasive expressions can enhance students' confidence and motivation to learn. This indicates that teaching success is not only determined by mastery of subject matter but also by communication skills.

Moreover, students' social and cultural backgrounds also influence how they perceive motivational messages from teachers. Teachers who understand their students' social contexts are better able to select communication strategies that are relevant and meaningful. For example, teachers can use expressions or examples related to students' daily lives, making the conveyed message easier to understand and more engaging. Thus, pragmatic strategies function not merely as tools for communication but as a means to bridge understanding and foster learning motivation.

Based on these considerations, research on teachers' pragmatic strategies in motivating elementary school students is essential. This study seeks to describe how teachers manage language within the learning context and how such strategies affect students' learning motivation. With a deeper understanding of this issue, the findings are expected to serve as a reference for teachers in developing their pragmatic communication skills, enabling them to create more effective, interactive, and enjoyable learning experiences for elementary school students.

THEORETICAL REVIEW

1. Pragmatics in Learning

Pragmatics is a branch of linguistics that studies the relationship between language and its context of use. According to Yule (2014), pragmatics focuses on the meaning of

utterances as influenced by situational factors, the speaker's intentions, and the listener's interpretation. In the educational context, pragmatics plays an important role because teachers not only convey messages literally but also adjust their communication styles according to students' conditions. Pragmatic strategies enable teachers to select appropriate speech acts—such as invitations, motivational statements, or reprimands—so that classroom interaction becomes more effective.

Pragmatics does not only examine how language is understood literally but also how meaning is interpreted based on social context, situational cues, and the relationship between speaker and listener. In classroom settings, teachers must recognize that language use should align with students' psychological and cognitive conditions. Levinson (1983) explains that pragmatics helps clarify why the same utterance can convey different meanings depending on intonation, situation, and communicative purpose. Hence, teachers who master pragmatic competence can guide students not only to receive knowledge but also to understand the intentions behind classroom discourse.

Furthermore, pragmatics in education involves the use of speech acts to achieve pedagogical goals. Austin (1962) introduced the concept of speech acts, which include locutionary acts (what is said), illocutionary acts (the intended meaning), and perlocutionary acts (the effect on the listener). For example, when a teacher says, "Let's try it together," the utterance is not merely an invitation—it serves to motivate students to participate actively in learning. This illustrates the pragmatic impact of teachers' speech acts on student motivation.

Pragmatic application in teaching is also closely related to linguistic politeness. Brown and Levinson (1987) emphasize the importance of politeness strategies in maintaining harmonious interactions. Teachers who use polite language, give appreciation, and apply appropriate humor are more likely to create a comfortable learning atmosphere. Such conditions positively influence students' psychological state, making them more open, enthusiastic, and motivated to learn. Therefore, pragmatics serves not only as a linguistic tool but also as a pedagogical strategy.

In practice, pragmatics supports communicative and contextual learning. Richards and Schmidt (2010) argue that context-based learning allows students to view language as a real means of communication rather than an abstract symbol system. Teachers can link learning materials to students' daily experiences using simple, comprehensible language. This aligns

with Ausubel's (1968) theory of meaningful learning, which posits that new information is more easily understood when connected to existing cognitive structures. Thus, teachers' pragmatic strategies directly enhance classroom communication effectiveness and foster students' learning motivation.

2. Teachers' Pragmatic Strategies

Teachers' pragmatic strategies refer to the ways in which teachers use language to build persuasive, adaptive, and contextual communication. Brown and Levinson (1987) state that language strategies are closely related to politeness, interpersonal relationships, and conflict avoidance in interaction. Teachers may employ various types of speech acts, such as directive acts (giving instructions or suggestions), expressive acts (praising or encouraging), and humorous acts to create an enjoyable classroom atmosphere (Searle, 1999). Therefore, teachers' pragmatic competence significantly influences the success of the learning process.

According to Thomas (1995), pragmatic strategy involves a speaker's ability to relate language to social and cultural contexts. In classroom settings, teachers frequently use directive speech acts—such as requests or invitations—but express them persuasively rather than authoritatively. For example, “Let's do this together” is more effective than “Do it now,” as it conveys cooperation and motivation rather than command.

In addition to directive acts, teachers also use expressive speech acts as pragmatic strategies, such as giving praise, expressing gratitude, or offering verbal encouragement. Holmes (2001) asserts that expressive acts help build positive interpersonal relationships between teachers and students. Simple utterances like “Excellent work!” or “I'm proud of your effort” can boost students' confidence and enthusiasm for learning. Hence, expressive acts are powerful tools for increasing students' motivation.

Teachers can also employ humor as a pragmatic strategy. According to Wanzer, Frymier, and Irwin (2010), appropriate humor in teaching can reduce tension, enhance rapport, and create a positive classroom atmosphere. In this sense, humor functions not merely as entertainment but as a medium to maintain students' attention and engagement. A relaxed environment allows students to absorb material more effectively and participate actively.

Furthermore, pragmatic strategies require teachers to adjust their language according to students' cognitive development. Vygotsky (1978) emphasizes that language is a primary tool for children's thinking processes. Therefore, teachers should use simple, clear, and contextual language that is easily understood by elementary students. When explaining abstract concepts, teachers can provide concrete examples from students' daily lives. This adjustment highlights that pragmatic strategy is not merely about politeness but also about making messages meaningful and motivational for students.

3. Students' Learning Motivation

Learning motivation refers to the internal and external forces that drive students to actively engage in the learning process. Sardiman (2018) notes that motivation functions as a driving, directing, and sustaining force behind students' learning activities. Motivation is categorized into intrinsic motivation, which originates within the learner (e.g., curiosity or interest), and extrinsic motivation, which comes from external rewards such as praise or prizes. Teachers play a vital role in fostering both types of motivation through effective and supportive communication.

Uno (2016) defines learning motivation as an internal or external impulse that generates enthusiasm, direction, and persistence in learning. Highly motivated students show greater interest, concentration, and perseverance compared to those with low motivation. Therefore, teachers must create learning environments that stimulate and sustain students' motivation.

According to Deci and Ryan (2000), intrinsic motivation arises from internal satisfaction and curiosity, while extrinsic motivation results from external factors such as praise, recognition, or competition. Teachers must balance both types to ensure that students learn not only for external rewards but also from intrinsic interest.

Environmental factors also influence learning motivation. Slavin (2018) asserts that a positive classroom climate, warm teacher-student interaction, and varied teaching methods enhance student engagement. A supportive classroom makes students feel valued, safe, and eager to participate. Hence, learning motivation is influenced not only by internal student factors but also by social and contextual conditions.

In elementary education, learning motivation has distinct characteristics, as children are in their early developmental stages. They tend to respond better to concrete experiences, immediate feedback, and engaging activities. Santrock (2011) highlights that young learners' motivation can be strengthened through interactive teaching, appealing media, and simple rewards like verbal praise. Thus, teachers' motivational strategies must align with students' cognitive and emotional development to effectively encourage active learning.

4. The Relationship Between Pragmatic Strategies and Learning Motivation

Teachers' pragmatic communication strategies are directly linked to students' learning motivation. Teachers who skillfully choose words, intonation, and communication styles can effectively stimulate students' enthusiasm for learning. Research by Rohmadi (2017) found that the use of motivational speech acts—such as appreciation, polite invitations, and humor—significantly enhances student engagement. Therefore, pragmatic strategies serve not only linguistic functions but also pedagogical purposes in promoting active participation.

Nunan (1993) emphasizes that classroom communication is not merely about transmitting information but also about influencing students' attitudes and behaviors. Teachers who communicate pragmatically can deliver positive encouragement that motivates students to engage more actively. Pragmatic strategies also help create a conducive classroom atmosphere. For example, polite directives encourage participation without making students feel pressured.

Moreover, pragmatic strategies foster positive teacher-student relationships. Dornyei (2001) notes that learning motivation is strongly influenced by the quality of teacher-student social interaction. When teachers use polite, humorous, and appreciative language, students feel closer to the teacher and become more eager to learn. This positive relationship builds trust and encourages students to participate more confidently.

In line with Vygotsky's (1978) theory, social interaction through language plays a key role in children's cognitive development. Teachers who adapt their communication to students' developmental stages can more effectively enhance learning motivation. Thus, the relationship between pragmatic strategies and learning motivation is mutually reinforcing:

effective pragmatic communication boosts motivation, while motivated students respond more positively to teachers' language.

5. The Role of Elementary School Teachers in Pragmatic Strategies

At the elementary level, students are in Piaget's (2002) concrete operational stage, meaning that teachers must use simple, clear, and contextual language. Teachers serve as communication models for their students—both in word choice and manner of delivery. Implementing pragmatic strategies such as praise, verbal motivation, and the use of concrete examples helps students better understand lessons and stay motivated. Mulyasa (2019) asserts that teachers act not only as transmitters of knowledge but also as facilitators who create conducive learning environments through effective communication.

Elementary teachers function as facilitators, motivators, and communicators who support students' holistic development. To be effective, they must use language that is simple, meaningful, and suited to students' developmental characteristics. By doing so, teachers help foster learning enthusiasm and self-confidence.

Additionally, elementary teachers must adjust their communication styles to students' cognitive and emotional stages. At this phase, children respond better to concrete, real-life examples and supportive language. For instance, rather than saying "Do it now," a teacher might say "Let's try it together," which sounds more cooperative and motivating. This reflects the importance of understanding child development psychology in pragmatic teaching.

Teachers also play a key role in instilling linguistic politeness values through their speech. Supriyadi (2017) emphasizes that teachers serve as language models for their students. When teachers consistently use polite, appreciative, and empathetic language, students tend to imitate those communication patterns in daily life. Thus, pragmatic strategies influence not only motivation but also character formation.

Finally, teachers' pragmatic strategies contribute to building positive social interactions in the classroom. Hargreaves (2003) highlights that harmonious teacher-student relationships enhance emotional well-being, making students feel respected and motivated to learn. Through pragmatic communication, teachers can maintain a communicative, low-conflict classroom atmosphere and increase student participation. Hence, elementary school

teachers function not only as educators but also as effective communication mediators in developing students' motivation to learn.

RESEARCH METHOD

1. Research Approach and Type

This study employs a qualitative approach with a descriptive research design. The qualitative approach was chosen because the research focuses on understanding the underlying meanings behind teachers' use of pragmatic strategies to motivate elementary school students. Descriptive research aims to provide an in-depth portrayal of the phenomenon under study without manipulating variables. Through this approach, the data obtained consist of words, expressions, and communicative behaviors of teachers, described within the context of classroom learning situations.

2. Research Location and Subjects

The study was conducted at SD Negeri 200117 Padangsidempuan, a public elementary school located in Padangsidempuan City. The site was selected due to its diverse student population and teachers' active implementation of communicative strategies in classroom interactions.

The research subjects included classroom teachers and their students. Teachers were selected as the main focus because they act as primary communicators who direct classroom interactions, while students serve as message recipients and responders to the pragmatic strategies employed.

3. Data Sources

The data sources in this study consist of:

1. Primary data, obtained directly from teachers and students through interviews, classroom observations, and recorded interactions during learning activities
2. Secondary data, derived from school documents, teachers' notes, open books, and relevant literature supporting the analysis. Secondary data also include previous studies related to pragmatic strategies and learning motivation.

4. Data Collection Techniques

To ensure data accuracy and comprehensiveness, several data collection techniques were employed:

1. Participant observation, in which the researcher directly observed teaching and learning activities to examine teacher–student interactions, types of speech acts, and students’ responses to communicative strategies. Observations were conducted systematically using a prepared observation guide.
2. In-depth interviews, conducted with classroom teachers to gain detailed insights into the pragmatic strategies applied, the reasons behind their choices, and their experiences in motivating students. Several students were also interviewed to explore their perceptions of teachers’ communication styles and their influence on learning motivation.
3. Documentation, involving the collection of written materials such as lesson plans, student evaluation notes, and photo or video documentation capturing classroom interactions.

5. Research Instruments

The primary instrument in this qualitative study is the researcher. The researcher functions as the planner, data collector, analyst, and reporter of research findings. To ensure data credibility, supporting instruments were also used, including observation guides, interview guides, and field notes. The observation guide contained indicators of teachers’ pragmatic strategies, such as directive, expressive, and humorous speech acts. Meanwhile, the interview guide consisted of open-ended questions designed to elicit more in-depth information from teachers and students.

6. Data Analysis Techniques

Data were analyzed using the Miles and Huberman model, which involves three stages:

1. Data reduction, the process of selecting, focusing, simplifying, and abstracting raw data obtained from the field. At this stage, the researcher selected data relevant to teachers’ pragmatic strategies and students’ learning motivation.
2. Data display, presented in the form of narrative descriptions, tables, or diagrams that systematically depict the results of observations, interviews, and documentation. This presentation helps the researcher understand the overall picture of the studied phenomenon.

3. Conclusion drawing and verification, involving the interpretation of data, identification of patterns, and formulation of preliminary conclusions, which are then verified with additional data until valid findings are obtained.

7. Data Validity

To ensure the validity and reliability of the data, triangulation techniques were applied, including:

1. Source triangulation, comparing data obtained from teachers, students, and school documents.
2. Technique triangulation, comparing findings from observations, interviews, and documentation.
3. Time triangulation, collecting data at different times to ensure consistency of information.

8. Research Procedures

The research was carried out in several stages:

1. Preparation stage, including proposal development, research permit arrangements, and preparation of observation and interview instruments.
2. Implementation stage, during which the researcher conducted classroom observations, interviews with teachers and students, and collected supporting documents.
3. Data analysis stage, involving data processing, analysis, and interpretation.

Reporting stage, which consisted of compiling the research findings into a journal article following academic writing standards.

RESULTS AND DISCUSSION

1. Research Findings

Based on data obtained from observations, interviews, and documentation, it was found that elementary school teachers applied various pragmatic strategies in an effort to improve students' learning motivation. The dominant strategies used include:

1. Persuasive directive speech acts, such as giving instructions with gentle words, for example, *“Let’s try this together”* or *“Take your time, you can do it.”*
2. The use of humor, in the form of light stories, wordplay, or simple jokes to create a relaxed learning atmosphere.
3. Providing praise and rewards, such as expressions like *“Excellent work!”*, *“You are great!”*, or by giving star stickers.
4. Child development–appropriate language, through the use of simple, contextual expressions related to students’ everyday experiences.
5. Politeness in language, where teachers always maintain intonation, use friendly greetings, and employ courteous expressions in every interaction.

In general, these pragmatic strategies were proven to enhance both intrinsic (internal) and extrinsic (external) learning motivation. Students appeared more active in asking questions, confident in answering, and enthusiastic in participating during the learning process.

2. Discussion

A. Effectiveness of Teachers’ Pragmatic Strategies

The research findings show that teachers’ pragmatic strategies are effective in creating interactive and enjoyable classroom environments. According to Brown and Levinson (1987), communication strategies that take politeness into account help build positive interpersonal relationships. In the context of elementary education, teachers who use polite and motivational language successfully establish emotional closeness with students, thereby enhancing their learning enthusiasm.

The effectiveness of pragmatic strategies is largely determined by teachers’ ability to adapt their language to the communication context. Levinson (1983) stated that pragmatics is the study of meaning in context; thus, teachers must select utterances that are not only grammatically correct but also contextually appropriate. Teachers who can adjust their language to students’ needs are more effective in fostering learning motivation. For example, the use of simple sentences, everyday analogies, and friendly greetings is easier for elementary students to understand.

Besides linguistic appropriateness, the effectiveness of pragmatic strategies also lies in teachers' consistency in providing reinforcement. According to Slavin (2011), students' motivation can be maintained through consistent reinforcement, such as praise, rewards, or positive feedback. Teachers who regularly appreciate students' efforts help build a lively learning environment and increase students' confidence in facing academic challenges.

Effective pragmatic strategies must also consider students' emotional aspects. Hymes (1972) emphasized that effective communication involves not only delivering messages but also acknowledging social and emotional values. Teachers who use humor, empathetic language, or provide opportunities for students to express their thoughts help create inclusive classroom environments. Thus, emotionally oriented pragmatic strategies can strengthen students' intrinsic motivation.

The effectiveness of pragmatic strategies is also related to the proper use of speech acts. Austin (1962) introduced three dimensions of speech acts—locutionary, illocutionary, and perlocutionary acts. Teachers who manage these dimensions effectively—for instance, by delivering persuasive instructions (illocutionary) that generate positive student responses (perlocutionary)—are more successful in motivating students. Therefore, the effectiveness of teachers' pragmatic strategies depends not only on the message content but also on how the message is delivered.

B. The Relationship Between Humor and Learning Motivation

The use of humor has been proven to positively impact students' motivation. Humor delivered by teachers helps reduce tension, increase engagement, and create a more enjoyable learning atmosphere (Garner, 2006). Students can grasp learning materials more easily because the classroom feels less rigid and pressured.

Recent studies show that instructional humor—intentionally embedded by teachers during instruction—can significantly increase students' emotional engagement, which in turn enhances learning motivation. For example, Zhou & Lee (2025) in their article *“Teaching and Learning with Instructional Humor: A Five-Decade Review and Future Directions”* concluded that related humor, or humor directly linked to lesson content, enhances both emotional involvement and attention to the material. Humor creates a positive classroom

climate and reduces emotional barriers such as learning anxiety, which often hinders motivation.

Similarly, the study *“Humor as a Teaching Strategy: Exploring Its Effects on Learner Motivation and Performance”* by Abd Ullah, Sarfaraz Khan, & Faheem Uddin (2024) revealed that humor in classroom settings positively correlates with students’ motivation. When used appropriately within students’ cultural and contextual frameworks, humor boosts interest, active participation, and overall enthusiasm for learning.

Both quantitative and qualitative studies in primary and secondary education contexts demonstrate that perceived related humor—humor that students find relevant to the lesson—strengthens teacher–student relationships and fosters classroom engagement. The study *“Perceptions of Classroom Humor, Student–Teacher Relationship Quality, and Engagement”* (Lu’mu et al., 2023) found that when students perceive humor as relevant, relationship quality improves, and this positive bond, in turn, elevates their learning motivation.

However, not all humor yields positive outcomes. The study *“Laughing While Learning: ESP Learners’ Perspectives on Teachers’ Use of Humor in Online Classes”* (2025) indicated that poorly chosen humor—such as sarcasm, targeting individuals, or overuse—can disrupt classroom harmony and even make students feel excluded or lose focus. Therefore, the effectiveness of humor depends greatly on its type, timing, cultural sensitivity, and how teachers manage its emotional impact.

C. Praise and Reinforcement for Motivation

Praise functions as a form of pragmatic strategy that acts as reinforcement. According to Skinner (1953), positive reinforcement strengthens desirable behaviors. Teachers who provide appreciation through verbal praise encourage students to be more confident, enthusiastic, and motivated to improve their performance.

A 2024 study conducted in China found that positive teacher feedback, including praise, warm classroom interaction, and academic support, significantly enhances elementary students’ positive academic emotions such as pride and satisfaction, while reducing anxiety. These positive emotions directly contribute to improved learning motivation because students feel recognized and confident.

In Indonesia, Aulia & Jamilah (2024), in their study *“Improving Students’ Motivation in English Learning through Positive Reinforcement,”* demonstrated that the use of both verbal and nonverbal praise successfully increased students’ motivation in English learning. Students who initially showed low motivation became more interested, curious, and participative after teachers consistently praised their effort and progress.

In low-income community schools, a Nigerian study (2025) showed that positive reinforcement strategies, such as praise and token systems, effectively reduced school avoidance and increased academic motivation. This finding indicates that praise serves not only as an internal motivator but also directly influences students’ attendance and commitment to learning.

An experimental study at SMP Negeri 1 Kampung Rakyat (Academic Year 2024–2025) examined the effect of verbal reinforcement (praise) on students’ motivation in Pancasila education. Results indicated that frequent and well-delivered verbal praise significantly increased students’ motivation, with a statistically significant positive regression coefficient ($p < 0.05$). This confirms that teacher praise as a form of reinforcement is an effective motivational strategy.

D. Language Adjustment to Child Development

Teachers who can adjust their linguistic style to students’ cognitive development facilitate faster comprehension of learning materials. This aligns with Piaget’s (2002) theory that elementary-age children are in the concrete operational stage, requiring simple, tangible, and experience-based explanations.

Local studies indicate that in bilingual or transitional elementary schools, teachers often adjust between the main instructional language and the local or national language to ensure comprehension. For example, in *“Bilingual Primary Education in the Endenese Community”* (2023), grade one teachers at SDK Pu'ubheto used bilingual instructions—delivering material in English while clarifying concepts in Indonesian—ensuring students’ understanding. Thus, linguistic adjustment serves as an adaptation to students’ language competence and prevents misunderstanding.

In bilingual instruction, code-switching helps students understand new linguistic structures while maintaining comprehension in their first language. This method accelerates second language acquisition and supports the development of the mother tongue. For instance, early-grade teachers often clarify difficult terms in the local language before returning to the main instructional language.

Furthermore, language adjustment involves sentence structure and complexity. Effective teachers simplify their language—using short sentences, familiar vocabulary, and concrete examples—to reach elementary students more effectively. The study *“Teachers’ Language Use in EFL Classroom Interaction: A Qualitative Study Analysis in Indonesian Settings”* (2024) found that EFL teachers who adjusted their instructions and questions according to students’ linguistic levels achieved better engagement and comprehension.

Additionally, project-based learning approaches integrating linguistic landscape elements have shown that connecting lessons to students’ real-life environments boosts motivation. *“Incorporating Linguistic Landscape into Teaching: A Project-Based Learning for Language Practices at Primary School”* (2023) revealed that when teachers and students used local signs, advertisements, and school-based texts, comprehension and motivation improved because the material felt relatable and authentic.

E. The Teacher’s Role as an Effective Communicator

Teachers function as the primary communicators in the learning process. According to Hargreaves (2003), social interactions established by teachers greatly contribute to enhancing students’ learning motivation. Teachers who employ pragmatic strategies can manage classrooms more humanely, create conducive learning climates, and increase students’ active participation.

A study by Isyanto & Syamsuddin (2025) on *Aqidah Akhlak* instruction at MTs Wahid Hasyim Depok demonstrated that teachers’ positive interpersonal communication—showing empathy, attention, and two-way interaction—significantly boosted students’ motivation and participation. Effective communicators not only deliver content but also attend to students’ emotional states to ensure a positive classroom atmosphere.

Teachers' communication style also influences students' interest in specific subjects. A quantitative study by Yana & Husnita (2023) on *The Influence of Teacher Communication Style and Motivation on Students' Interest in Learning Mathematics* found that open, friendly, and supportive communication enhanced students' interest in mathematics. Teachers who engaged in questioning, dialogue, and empathetic responses created environments where students felt safe to explore and make mistakes.

The clarity and frequency of teachers' instructions and feedback are also crucial. For example, the 2024 study "*The Effect of Teachers' Communication Style on Students' Motivation in Online Learning*" found that clear instructions and understandable language significantly influenced motivation in virtual classrooms. Effective communicators provide unambiguous instructions, supportive nonverbal cues, and constructive feedback, ensuring students understand expectations and stay motivated.

At the elementary level, teachers also play a role in instilling communication-based character values through effective daily interactions. The study "*Pedagogical Competence: Effective Communication among Primary Teacher Education Students, Universitas Terbuka Palembang*" (2024) noted that effective teacher communication involves polite, clear, and engaging language while avoiding jargon. Teachers who maintain appropriate verbal and nonverbal communication, give individual attention, and respond fairly foster students' confidence and motivation.

CONCLUSION

The findings reveal that teachers' pragmatic strategies play a vital role in enhancing elementary students' learning motivation. Through persuasive speech acts, humor, praise, and polite language, teachers successfully create positive, enjoyable, and conducive learning environments. These strategies not only facilitate knowledge delivery but also increase students' engagement in the learning process.

Teachers' pragmatic strategies effectively build both intrinsic and extrinsic motivation. Intrinsic motivation arises when students feel appreciated, confident, and internally driven to learn, whereas extrinsic motivation develops through external rewards, praise, and positive teacher–student relationships.

This study confirms that mastery of pragmatic strategies is an essential teacher competency for adapting communication styles to children's developmental levels. Teachers are not merely transmitters of knowledge but also facilitators, motivators, and role models of effective communication. Therefore, teachers must continually develop their pragmatic language skills to sustain and optimize students' learning motivation.

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