

**AN ANALYSIS OF PRESUPPOSITION ON THE DIALOGUES
IN *BAHASA INGGRIS* TEXTBOOK FOR 12TH GRADE
STUDENTS OF SENIOR HIGH SCHOOL**



THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of UIN Prof. K.H.
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for Achieving the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Study Program**

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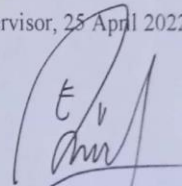
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MOTTO

What you think, you become.

What you feel, you attract.

What you imagine, you create.

-Gautama Buddha-



DEDICATION

I dedicate this thesis to:

My beloved parents (Tasim and Rohyati)

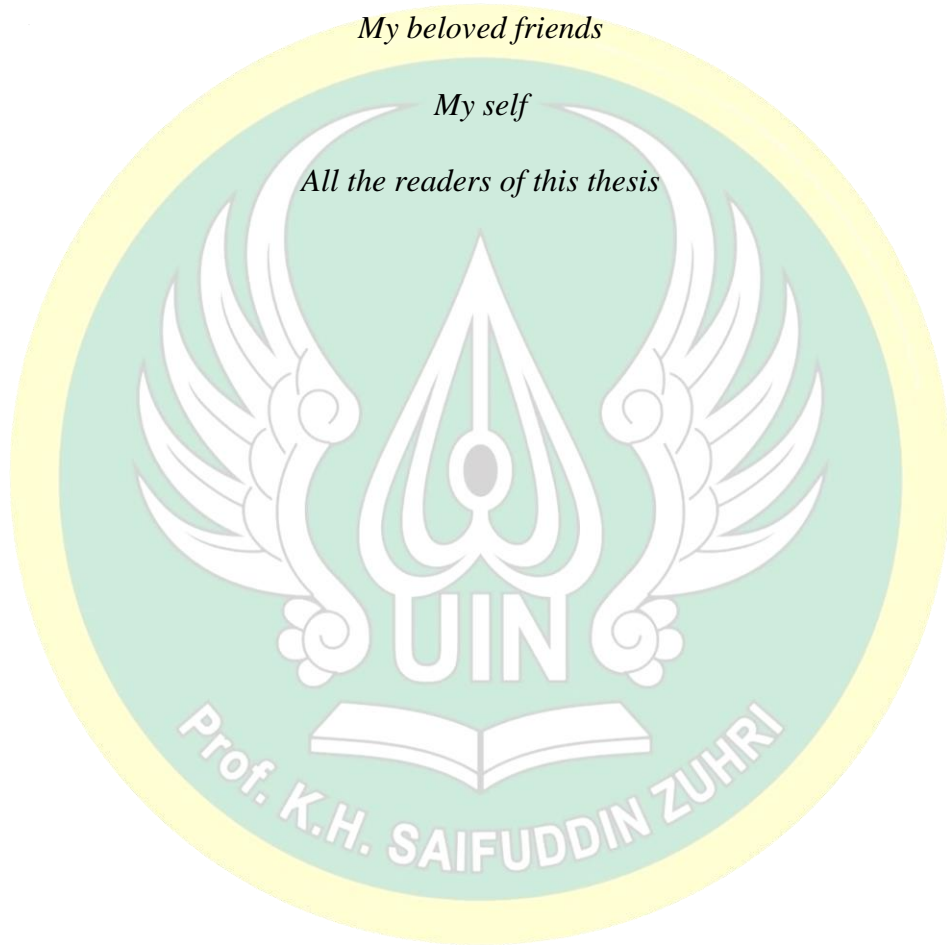
My beloved brother (Fathurohim Setyo Pambudi)

My Almamater, UIN Saifuddin Zuhri

My beloved friends

My self

All the readers of this thesis



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Purwokerto, 25 April 2022



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ABSTRACT

The aims of this research were to classify the types of presupposition and analyze the meaning of presupposition on the dialogues in Bahasa Inggris textbook for 12th grade students of Senior High School. This research used content analysis and a qualitative descriptive approach. The data were analyzed by coding, classifying, and analyzing. The primary data were taken from dialogues in Bahasa Inggris textbook for 12th grade students of Senior high School. The data was collected by documentation. They were reading the textbook, highlighting the dialogue, taking note the dialogue, classifying the types of presupposition, and analyzing the meaning of presupposition.

The results of this research showed that based on Yule's theory, which divided into six types of presupposition, there were 35 data presuppositions. They were 10 structural presuppositions (28,57%), 9 existential presuppositions (25,71%), 6 counterfactual presuppositions (17,14%), 4 factive presuppositions (11,42%), 4 lexical presuppositions (11,42%), and 2 non-factive presuppositions (5,71%). Structural presupposition was the dominant type of presuppositions. While, the least-used type of presuppositions was non-factive presupposition. It can be concluded that the meaning of presuppositions in the dialogue is gained by analyzing the context sentences. Presuppositions are used to make easier for the interlocutor to comprehend the speaker's meaning.

Keywords: *presupposition, types of presupposition, dialogues, and textbook.*

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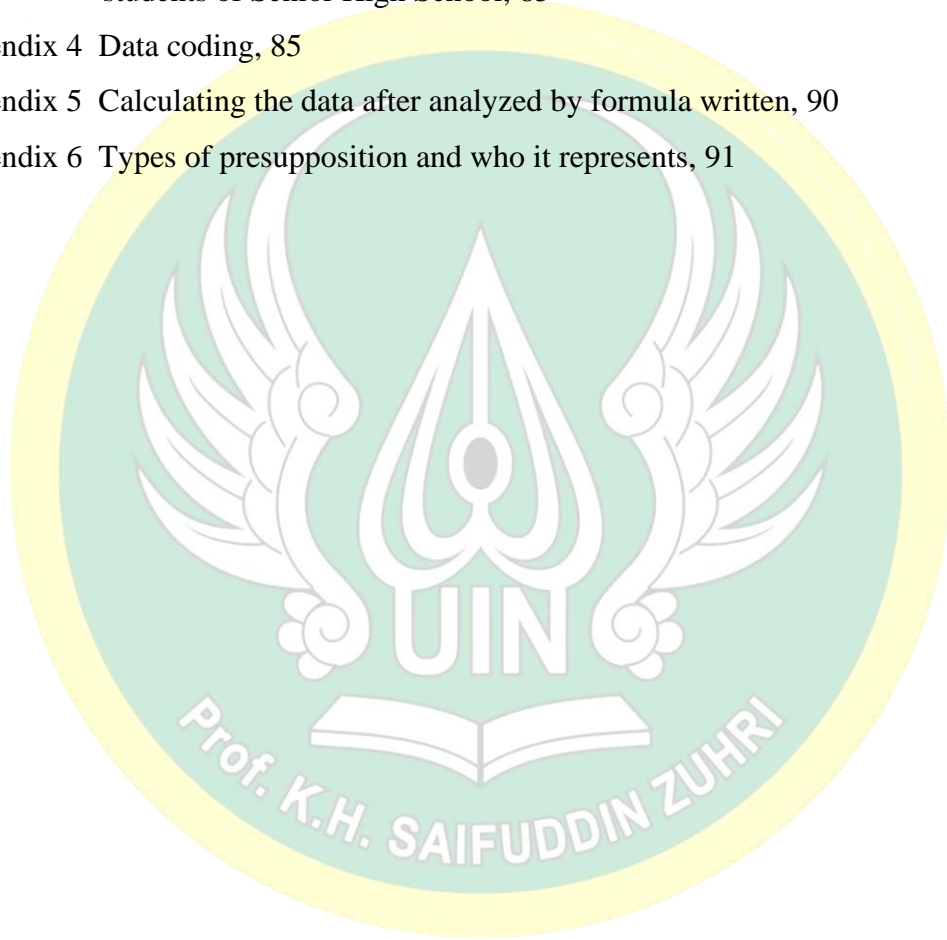
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CHAPTER I INTRODUCTION

A. Background of the Study

Dialogue is a type of social interaction achieved through the use of culturally and historically specific language and verbal exchange to evoke a sense of belonging, mutuality, and equal relations.¹ In the dialogue, many things must be kept in mind, including the topic of conversation, politeness, and the language used to deliver the message. People who are involved in the dialogue not only share information but also express opinions with implied meanings that trigger misunderstandings and cause communication to be hindered. On the other hand, ordinary people make interaction and communication unstructured, but the most important aspect is that their speech may be understood by each other's meaning and accepted by speakers or interlocutors. People not only generate grammatical structures in their sentences in an effort to speak and establish themselves, but they also produce or demonstrate actions in that language.² Before conveying something, the speaker already has an assumption about the conversation that will be conveyed, which can be called a presupposition.

The right presupposition can enhance the communication value of an utterance being expressed.³ As a result, presuppositions play a crucial role in both oral and written communication. Presupposition is something that the speaker considers to be the situation before making a statement. It refers to way humans depict the technique of thinking in the context of analyzing several components of

¹Patrick M. Jenlink and Bela H. Banathy, *Dialogue as a Means of Collective Communication*, New York: Kluwer Academic, (2005) <<https://doi.org/10.1007/b110207>>.

²Endang Sartika, Sari Marzuqoh, and Khoirul Majid, "The Use of Declaration of Illocutionary Acts of the Korean-English Drama 'I Hear Your Voice,'" *Journal of Pragmatics Research* 1, no. 1 (2019): 30, <https://doi.org/10.18326/jopr.v1i1.30-42>.

³Ester Graceshella Dondokambey, 'An Analysis of Presupposition Used in Novel 'Blue Moon', Manado : Sam Ratulangi University, (2020).

latent meaning.⁴ Hence, the genuine meaning of the text can be discovered after the analysis.

Presupposition and dialogue are closely related. Presupposition in dialogue can lead to different interpretations depending on each person's understanding. The similarity of presupposition will facilitate communication, while differences in presupposition will hinder communication. The choice of words to be conveyed to the interlocutor is very influential in the dialogue. Sorting out information before it is conveyed to the interlocutor is one way to make the information conveyed easier to accept. The following dialogue from Yule shows the importance of presupposition in a dialogue:

Her : So – did you?

*Him : Hey – who wouldn't?*⁵

From the dialogue above, it can be concluded that there is a presupposition that can indicate and assume a variety of things without providing evidence of a clear language context. Therefore, the interlocutor must first understand what is in the speaker's mind.

There are elements of presupposition that are applied. Presupposition consist of three elements: shared knowledge, participants, and the context of the situation. First, shared knowledge is an element of strengthening one's view that is not detected in speech to avoid misunderstandings in communication. Second, participants are people who are involved in communication. Participants are very important because they can provide additional information and distinguish the context. Last, the situation's context is the environment in which communication

⁴Mohamad Suhaizi Suhaimi and Maslida Yusof, 'Presupposition Strategies in Data Interpretation: Corpus Data Analysis', Jurnal KATA, 2.1 (2018), 125 <<https://doi.org/10.22216/jk.v2i1.3051>>.

⁵François Cooren and Alain Létourneau, *(Re)Presentations and Dialogue*, Amsterdam/Philadelphia: John Benjamins, (2012), 3<<https://doi.org/10.1075/ds.16>>.

takes place, which includes the use of expressions.⁶ These three elements are linked and act as a roadblock to communication data analysis.

Yule explains the types of presupposition into six types, such as existential presupposition, factive presupposition, lexical presupposition, structural presupposition, counterfactual presupposition, and non-factive presupposition. First, existential presupposition shows how the existence of something can be delivered through presupposition. Second, factive presupposition is shared knowledge about what is being discussed, experienced, or seen as fact. Third, lexical presupposition is the presupposition that meaning is interpreted conventionally with other understood presupposition (which are not stated). Then, structural presupposition is related to the structure of a sentence which conventionally contains regularity that is well assumed to be correlated when particular words and phrases are used. The characteristic of structural presupposition is the use of question words such as: 'who', 'what', 'where', 'why', and 'how'. Next, counterfactual presuppositions are created from conditional sentences. The use of the words 'if' creates a contradictive presupposition of the utterance. Last, non-factive presuppositions can be assumed through the text whose truth is still questioned because it states or depicts a condition that is contrary to reality.⁷

Reading, writing, listening, and speaking are just a few of the language skills that students must master when learning English. Speaking skills are one of the qualities that learners must have in order to interact effectively. To improve students' speaking skills, teachers usually provide learning material using dialogue. Students can learn the dialogue in textbooks and practice it in daily activities. Students are also expected to know the meaning behind the dialogue. There are

⁶Moh. Harun and Rostina Taib Jumadiana, 'Presupposition Analysis in Novel Koala Kumal by Raditya Dika', 1.1 (2016), 17–32.

⁷Umar Mono, Dian Marisha Putri, and Liza Amalia Putri, "Pragmatic Presupposition in Waspada Daily Articles," *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences* 1, no. 3 (2018): 8, <https://doi.org/10.33258/birci.v1i3.25>.

several reasons why knowing the meaning behind the dialogue is important. Students can: (1) communicate fluently both inside and outside of school; (2) understand and accept each other's intentions; (3) establish interactive communication and improve understanding; (4) convey opinions or information politely, clearly, and wisely; and (5) master the level of speaking skills can encourage students to become more engaged in acquiring and comprehending English vocabulary.

A textbook is one of the objects that play an important part in learning. Textbooks have the potential to be the only source of information for students. The majority of teachers utilize textbooks as the primary source of instructional activities and learning guidance. Textbook can serve a variety of functions for teachers, including serving as a core resource, supplementary content, classroom activity inspiration, and even the curriculum itself.⁸ As a result, the usage of textbook components should be based on the students' ability, classroom environment, and first language, all of which influence the students' capacity to learn English.

Bahasa Inggris for 12th grade students in Senior High School, 2018 revised version, is one of the English textbooks applied in Indonesia. It has been approved by Indonesia's Ministry of Education and Culture to meet the standards of the 2013 Curriculum. Besides, its required for learning English in general. This is a competency-based textbook for students in the 12th grade of Senior High School. This study chose the *Bahasa Inggris* textbook for 12th grade students since it can be used as a reference for university studies. There are 11 chapters in this textbook. This textbook is particularly unique in that it includes various dialogues. The dialogue is spread over 4 chapters, including: Chapter 1 *May I Help You?*, Chapter 2 *Why Don't You Visit Seattle?*, Chapter 3 *Creating Captions*, and Chapter 8 *How*

⁸Rindawati, Ikhsanudin, and Wardah, "An Analysis on English Textbook 'Bahasa Inggris: When English Rings The Bell,'" *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 3, no. 9 (2014): 2.

to Make. There are 21 dialogues, consisting of 10 material dialogues and 11 task dialogues.

An analysis of presupposition on the dialogues in textbook is necessary not only for researcher, but also for students and reader. The implied meaning of utterances is sometimes difficult to understand, especially in dialogue. The intended meaning that the speaker wants to convey is unclear. People can understand the meaning of presupposition on the dialogue based on its relevance in the context of the sentence. Thus, understanding the context is needed in reviewing and implementing this research.

There are several benefits to analyzing presuppositions on the dialogues in a textbook. The benefits for students are: adding pragmatic and linguistic knowledge; understanding the meaning of presuppositions discussed in dialogue; encouraging more active and skilled communicators both inside and outside the classroom; evaluating and providing ideas in precise and clear language; making students think critically, logically, and systematically; and solving problems. While the benefits for the reader are: providing knowledge about presuppositions; developing a quality mindset; combining the language used in daily life; interpreting other people's words; providing positive feedback in politeness of speech; applying presuppositions in daily life, etc.

Presuppositions in textbooks need to be understood by teachers and students so that communication can be fluently done both inside and outside of school. If someone only speaks but does not get the meaning of the context sentence communicated by the speaker or the interlocutor, communication will be disrupted, misunderstandings will occur, and the message will be less understood. However, today's schools place a greater emphasis on teaching English speaking. Therefore, research on presuppositions on the dialogues in a textbook is necessary and important to conduct in order to find out which presupposition categories are present in the textbook and which presupposition categories dominate the textbook in order to support understanding in English learning. This textbook is also unique because the dialogues can help students enhance their speaking skills. Furthermore, presuppositions are included in the dialogues. The criteria used in this study in

terms of presupposition in the dialogues require the researcher to analyze this textbook. Other research focused more on presuppositions in movies, novels, advertisements, or videos, but this research focuses more on the presuppositions of the dialogues in the textbook. As a result, the researcher is interested to conducting a study entitled, “**An Analysis of Presupposition on the Dialogues in *Bahasa Inggris* Textbook for 12th Grade Students of Senior High School.**”

B. Definition of Key Terms

The definition of a key term is crucial in determining the direction in which the investigation will take place. There are four essential terms related to this research that can help you do it:

1. Presupposition

A presupposition is anything assumed (presupposed) to be true in a phrase that claims additional information.⁹ Presupposition is shared for expressions as follows:

- a. For utterances to be regarded as suitable in context, the speaker and the addressee must know or assume each other.
- b. Whether the speech is a declaration, a denial, or a question. It will always be a necessary assumption.
- c. In most contexts, a particular lexical or grammatical item in the statements will be associated with it.¹⁰

Therefore, presupposition is a form of assumption of an utterance that will be conveyed, thus it can be understood by the interlocutor.

⁹Faizal Risdianto, Noor Malihah, and Agung Guritno, “The Analysis of Presupposition in George Orwell’s Novella *Animal Farm*,” *Journal of Pragmatics Research* 1, no. 1 (2019): 3.

¹⁰Febrika L.Toruan, Rina Octavia Siagian, and Rotua Elfrida Pangaribuan, ‘An Analysis of Types of Presupposition in Time Magazine Advertisement’, *Journal of Linguistics and Literature*, 1.3 (2015), 3.

2. Dialogue

A dialogue as defined by quantum physicists, is a special type of conversation and dialogue as an interchange of ideas between us.¹¹ Dialogue is a focused discourse between equals that can lead to stable and robust solutions. It develops similar comprehension among varied views, resulting in durable, and flexible outputs.¹² Hence, dialogue is a type of communication that results in a series of interconnected stories.

3. Textbook

Textbook is a type of teaching material that helps students learn by activating cognitive processes, giving structure and progression.¹³ In addition, textbooks are beneficial since many objectives have already been created in a collection of procedures depending on what learners should grasp.¹⁴ A textbook is a learning resource used by teachers and students in the classroom to grow and develop knowledge and information.

4. Textbook “Bahasa Inggris” for Grade 12th Senior High School

Textbook "Bahasa Inggris" for grade 12th Senior High School is an English textbook that implements the 2013 Curriculum and is authored by the Ministry of Education and Culture in revised edition 2018. It is important and is applied by all schools, especially public schools. Teachers usually use it as a reference for learning materials. In addition, this textbook supports student skills and complements student learning needs.

¹¹Noelle Aarts, ‘Inaugural Lecture: The Art of Dialogue’, (2015), 4.

¹²Adi Nugraha, ‘Improving The Student’s Speaking Ability Through Dialogue (A Pre-Experiment Research at Tenth Class of SMKT Somba Opu Sungguminasa)’, Makassar: Muhammadiyah University of Makasar, (2018).33.

¹³Yokie Prasetya Dharma and Thomas Joni Verawanto Aristo, ‘An Analysis of English Textbook Relevance to the 2013 English Curriculum’, *Journal of English Educational Study*, 1.1 (2018),24<<https://doi.org/10.31932/jees.v1i1.277>>.

¹⁴Amrina, ‘An Analysis of Bahasa Inggris Textbook Used in the Second Grade of Senior High School’, Banda Aceh: Ar-Raniry State Islamic Universitas Darussalam, (2018).1.

C. Research Questions

According to the research background, the research questions in this research are:

1. What are the types of presupposition found on the dialogues in *Bahasa Inggris* textbook for 12th grade students of Senior High School?
2. What are the meaning of presupposition on the dialogues in *Bahasa Inggris* textbook for 12th grade students of Senior High School?

D. Objectives and Significances of the Research

1. The objectives of this research are:
 - a. To classify the types of presupposition on the dialogues in *Bahasa Inggris* textbook for 12th grade students of Senior High School.
 - b. To analyze the meaning of presupposition on the dialogues in *Bahasa Inggris* textbook for 12th grade students of Senior High School.
2. The significances of this research

This study's relevance can be divided into two categories:

- a. Theoretical significances

Theoretically, this research will be helpful in improving information about literature research in English textbooks. Furthermore, it can be used as a starting point for more study.

- b. Practical significances

First, for English teachers. This research can provide more information about presuppositions to teachers. Teachers can strengthen methods and techniques applied in the learning process. In addition, teacher can be more selective in choosing suitable English textbooks. Teachers can use the presupposition knowledge from this English textbook to help their students become more conscious of their own presuppositions. Furthermore, it raises English teachers' knowledge and sensitivity to the presuppositions represented in their English textbooks, allowing them to become agents who help their students gain presupposition competence. Teachers are also expected to engage students more interactive and

meaningful communication, to provide comfort and effectiveness in the learning process, and to develop good student character.

Second, for students. This research can help students in comprehending the meaning of presupposition on the dialogues in English textbooks. Beside that, students can find various types of presupposition that exist in English textbooks and can learn the meanings based on the context of sentences. Students can improve their speaking skills and communicate effectively both inside and outside of school without any misunderstanding. Moreover, students are expected to apply good moral values in daily life and be active in the learning process.

Third, for the researcher. This research is expected to give new experiences and lessons that can be applied in daily life. It is also expected to be valuable to future scholars who wish to do additional research. Furthermore, this study is expected to serve as a benchmark for future research.

E. Review of Relevant Studies

There are articles and previous research related to the topic of this study that are based on numerous sources. The following compares the findings of previous research studies.

The first previous research is written by Sheila Sukmawati from Muhammadiyah University of Surakarta entitled *Presupposition as Found in Wonder Woman Movie: A Pragmatics Analysis* in academic year 2020. Sheila's research focused on analyzing presupposition in the Wonder Woman movie. The difference between Sheila's research and this research is about object that will be analyzed. Sheila's research analyzed the Wonder Woman movie, while this research studied the dialogues in *Bahasa Inggris* textbook. The similarity of both these research is presupposition as the topic, documentation as the collected data, and qualitative descriptive as the type of research that will be analyzed. The result of Sheila's research revealed that there are 118 data of presuppositions in the Wonder Woman movie. Based on Yule's theory (1996), there are 6 types of

presuppositions, namely 55 (46.6%) data of existential presuppositions, 31 (26.3%) data of factive presuppositions, 11 (9.3%) data of lexical presuppositions, 17 (14.4%) data of structural presuppositions, 2 (1.7%) data of non-factive presuppositions, and 2 (1.7%) data of counterfactual presuppositions.

The second previous research is written by Sillatul Dwi Nur A'la and Zakrimal from Putera Batam University entitled *An Analysis of Presupposition in "Ouija : Origin of Evil Movie" : Pragmatics Approach* in *Scientia Journal : Jurnal Ilmiah Mahasiswa* Vol. 2, No. 2, 2020. Sillatul's research focused on analyzing presupposition in the film "Ouija: Origin of Evil". The difference between Sillatul's research and this research is about object that will be analyzed. Sillatul's research analyzed the "Ouija : Origin of Evil Movie", while this research talked about dialogues in *Bahasa Inggris* textbook. The similarity of both these research is presupposition as the topic and qualitative descriptive as the type of research that will be analyzed. The result of Sillatul's research revealed that there are 6 types of presuppositions by Yule (1996), structural presuppositions appear most often 5 times.

The third previous research is written by Baiq Intan Pratiwi, Sari Rejeki, and Ni Made Widisanti S. from Pakuan University entitled *Slavery Shown Through the Presuppositions of the Characters in the Movie Harriet* in *Journal Albion: Journal of English Literature, Language, and Culture* Vol. 3, No. 1, 2021. Their research focused on presupposition in the Movie Harriet. The difference between their research and this research is about object that will be analyzed. Their research analyzed the characters in the Movie Harriet, while this research talked about dialogues in *Bahasa Inggris* textbook. The similarity of both these research is presupposition as the topic and qualitative descriptive as the type of research that will be analyzed. The result shows their research that there are 17 data containing presupposition; 5 counter-factual presuppositions, 5 potential presuppositions, 5 structural presuppositions and 2 factive presuppositions. These result indicate that there are only 4 types of presuppositions found in their study while the other 2 types of presuppositions (lexical and non-factive presuppositions) even though they contain presuppositions, there is no element of slavery in them.

The fourth previous research is a journal entitled *The Analysis of Presupposition in George Orwell's Novella Animal Farm* in Journal of Pragmatics Research Vol. 1, No. 1, 2019 by Faizal Risdianto, Noor Malihah, and Agung Guritno from IAIN Salatiga. Their research focused on presupposition in George Orwell's Novella Animal Farm. The result of their research revealed that there are 180 presuppositions are found: 69 (38,3%) existential triggered by definite description and possessive construction, 35 (19,4%) lexical triggered by change of state verb; implicative predicate; iterative, 53 (29,4%) structural triggered by WH-question, 4 (2,2%) factive triggered by factive verb/predicate aware & glad and 19 (10,6%) non-factive triggered by the verb dream & imagine. Based on the six language function by Jakobson (1960), there are 5 functions of presupposition in the novella which are, 57 (47,9%) referential, 33 (27,7%) emotive, 25 (21,1%) conative, 3 (2,5%) poetic and 1 (0,8%) phatic. In their research, the practice of referential function in applying presupposition is considered as the most frequent. The similarity of both these research is presupposition as the topic and qualitative descriptive as the type of research that will be analyzed. The difference between their research and this research is about object that will be analyzed. Their research analyzed about George Orwell's Novella Animal Farm, while this research studied the dialogues in *Bahasa Inggris* textbook.

The last previous research is a journal entitled *Presupposition in Kim NamJoon's Speech at United Nation General Assembly* in PROJECT (Professional Journal of English Education) Vol. 4, No. 2, 2021 by Sayyidah Aminah from IKIP Siliwangi. Sayyidah's research focused on presupposition in Kim NamJoon's speech at United Nation General Assembly. The result of Sayyidah's research revealed that there are existential presuppositions 20 or 62,05%, lexical presuppositions are 9 or 28,12%, structural presuppositions are 2 or 6,25 %, and the last non-factive presuppositions is just 1 or 3,12%. The most dominant type is commonly used in the Kim NamJoon's Speech at UN General Assembly is existential presuppositions. The similarity of both these research is presupposition as the topic and qualitative descriptive as the type of research that will be analyzed. The difference between Sayyidah's research and this research is about object that

will be analyzed. Sayyidah's research analyzed about Kim NamJoon's speech, while this research studied the dialogues in *Bahasa Inggris* textbook.

F. Research Methodology

1. Research Design

A descriptive approach was adopted in this study. Descriptive approach as a type of research method for solving real-world problems through data collection, classification, analysis, and interpretation. Descriptive approach intends to systematically characterize the facts.¹⁵ The goal of descriptive research is to provide the most realistic picture of current practice, including how students learn, how teachers teach, and what a classroom seems like at any given time in any given location.¹⁶ The following steps involved in conducting descriptive research:

- a. Selection and statement of research problem and its significance.
- b. Identification of objectives and their translation into criteria.
- c. Determination of tools and techniques for data collection.
- d. Method and procedure of data collection.
- e. Analysis and interpretation of data.
- f. Writing of the report.¹⁷

Furthermore, basic or fundamental qualitative research is distinct from other types of qualitative research, such as grounded theory, ethnography, phenomenology, or narrative analysis, in that it is primarily descriptive rather than interpretive in nature. Among the qualitative approaches, qualitative

¹⁵Briant Nino Aditya, "A Pragmatic Analysis of Presupposition in Genndy Tartakovsky's Hotel Transylvania" (Yogyakarta State University, 2014), <https://eprints.uny.ac.id>.

¹⁶Akhmal Faezal Latief, "A Descriptive Study of Learning English by Using English Translation of Al Qur'an in GNB (Get and Be) English Course" (State Islamic Institute of Surakarta, 2020), <http://eprints.iain-surakarta.ac.id/id/eprint/227>.

¹⁷"Unit-5 Descriptive Research," in *Block-2 Different Types Of Studies In Educational Research* (IGNOU, 2018), 19, <http://egyankosh.ac.in/handle/123456789/43688>.

descriptive is the methodological category with the lowest level of inference.¹⁸ In doing this research, qualitative descriptive research was used to analyze the types and meanings of presupposition on the dialogues in *Bahasa Inggris* textbook.

2. Type of the Research

The content analysis technique was used in this research. Activities analyzing a content document are called “content analysis”, because they do not just read the important contents that are written in the document, but also understand the implied meaning in the document carefully, thoroughly, and critically.¹⁹ This study looked at the content of the textbook, specifically the presupposition on the dialogues in *Bahasa Inggris* textbook that are used for 12th grade students of Senior High School in Indonesia.

3. Source of Data

a. Primary sources

The direct data source is referred to as the primary source. Primary source of this research is from dialogues in *Bahasa Inggris* textbook for 12th grade students of Senior High School.

b. Secondary sources

The indirect data source is referred to as the secondary source. Books, journals, websites, and other similar materials were used as secondary data sources in this study.

4. Technique of Data Collection

The procedures or methods utilized to collect data relating to the study problem are known as data collection techniques. As mentioned,

¹⁸Brayan V. Seixas, Neale Smith, and Craig Mitton, “The Qualitative Descriptive Approach in International Comparative Studies: Using Online Qualitative Surveys,” *International Journal of Health Policy and Management* 7, no. 9 (2018): 779, <https://doi.org/10.15171/ijhpm.2017.142>.

¹⁹Farida Nugrahani, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa* (Surakarta, 2014).

documentation was employed to collect the key data and obtain the data for this study. There are several steps involved in documenting the collected data:

- a. Read the textbook
Read the dialogues in the textbook one by one carefully.
- b. Highlight the dialogue
Highlight the sentences in the dialogue that have presuppositions. Then, underline the word that is the basis of the presupposition.
- c. Taking note the dialogue
Taking note the sentence in the dialogue that have presuppositions.
- d. Classify the types of presuppositions
Classify the types of presuppositions in the sentences that have been highlighted based on the appropriate type.
- e. Analyze the meaning of presuppositions
Analyze the meaning of presuppositions in the classified sentences of the dialogue.

5. Technique of Data Analysis

Data analysis is a classification, description, and synthesis process.²⁰ In qualitative research, data analysis is a continuous process that occurs during rather than after the investigation. The data was analyzed using the content analysis technique of Burhan Bungin's theory. After the data has been collected, the data was analyzed as follows:

a. Coding

Code to unit analysis is found in the form of presuppositions on the dialogues in *Bahasa Inggris* textbook in this research. The theory includes existential presupposition, factive presupposition, lexical presupposition, structural presupposition, non-factive presupposition, and counterfactual presupposition. The codes used for Yule's theory:

²⁰Aditya, "A Pragmatic Analysis of Presupposition in Genndy Tartakovsky's Hotel Transylvania."

Existential Presupposition	: EP
Factive Presupposition	: FP
Lexical Presupposition	: LP
Structural Presupposition	: SP
Non-factive Presupposition	: NP
Counterfactual Presupposition	: CP

The table is as follows:

Data	Code
<p>Dialog 1</p> <p>dr. Nahda : Hello...</p> <p>Fafa : Hello, doctor.</p> <p>dr. Nahda : You look terrible. <i>What can I do for you?</i></p> <p>Fafa : I can't go to school today.</p> <p>dr. Nahda : Oh, I am sorry to hear that. <i>What's the problem?</i></p> <p>Fafa : My stomach hurts terribly. I think I have a fever as well.</p> <p>dr. Nahda : <i>Okay, let me check your stomach.</i> (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?</p> <p>Fafa : Not that one.</p> <p>dr. Nahda : Here?</p> <p>Fafa : Yes, that's really terrible.</p> <p>dr. Nahda : Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?</p> <p>Fafa : Okay, doctor.</p> <p>dr. Nahda : Good. Get well soon, Fafa. Bye.</p> <p>Fafa : Thanks a lot. Bye, doctor.</p>	1/CH.1/Dia.1/P.4/EP:D

Table 1. 1 The Example of Types of Presupposition Coding

Note:

1	: number of data
CH.1	: number of chapter
Dia.1	: number of dialog
EP	: existential presupposition
D	: dialog

b. Classifying

This step was done to recognize the result of coding data. The data is sorted, organized, and grouped into predetermined classifications and is arranged in tabular form.

c. Analyzing

The data was analyzed for the types and meanings of presupposition on the dialogues in *Bahasa Inggris* textbook after it has

been classified. The data were analyzed using Yule's presupposition theory.

G. Graduating Paper Outline

To conduct systematic research, it is necessary to classify the structure of this research. This study's structure will be explained as follows:

Chapter I presents an introduction, which consists of the background of the study, definition of key terms, research questions, objectives and significances of the research, review of relevant studies, research methodology, and graduating paper outline.

Chapter II presents the theories of presupposition on the dialogues in *Bahasa Inggris* textbook which consists of several sub-chapters, those are presupposition, dialogues, and textbook organized into sub-topics, with definitions, functions, criteria, elements, role, types, advantages and disadvantages.

Chapter III presents profile of the textbook, which consist of textbook identity, objectives of the textbook, position of the textbook and structure of the textbook.

Chapter IV presents the result of the research, consist of findings and discussion types and meanings of presupposition on the dialogues in *Bahasa Inggris* textbook for 12th Grade Students of Senior High School.

Chapter V presents the conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

A. Presupposition

1. Definition of Presupposition

Presupposition as knowledge triggered by certain verbal constructs that is absolutely recognized as absolute participants truth in a certain aspect.²¹ Furthermore, presupposition as a conclusion or statement whose validity is assumed to be true. Presupposition is the speaker's assumptions (beliefs) regarding the speech environment, such as distributed background information and what is considered to be true rather than explicitly stated to be true in the statement. These are among the conditions that must be met for the planned speech act to be accurate or felicitous in the occurrences.²²

Presupposition can be interpreted as a guess or an assumption based on references.²³ Moreover, presupposition is regularly represented as loyalty below opposition. It signifies that a statement's assumption remains constant even when the assertion is refuted:

- a. Everybody knows that John has got married.
- b. >>*John has got married.*
- c. Everybody doesn't know that John has got married.
- d. >>*John has got married.*

²¹Ruiqing Liang and Yabin Liu, "An Analysis of Presupposition Triggers in Hilary Clinton's First Campaign Speech," *International Journal of English Linguistics* 6, no. 5 (2016): 68, <https://doi.org/10.5539/ijel.v6n5p68>.

²²Wang Yingfang, "Analysis of Presupposition and Its Function in Advertisement," *Canadian Social Science* 3, no. 4 (2007): 56.

²³Fauza Zuryatina, Sari Rejeki, and Maulana Taufik "Presupposition and Common Ground of the Characters in the Movie Gifted," *Journal Albion: Journal of English Literature, Language, and Culture* 2, no. 2 (2020): 91, <http://journal.unpak.ac.id/index.php/albion>.

As shown in the example, statements (a) and their refuted equivalents (c) all imply the similar meaning (b) and (d).²⁴ The statement expresses that whether or not people know about John's marriage, the fact is that John has got married. Presupposition relationship cannot be justified merely in terms of sentence relevance or substance. It needs to be justified in terms of facts the statement's author: aim, anticipation and confidence.²⁵

It was concluded based on the definition above, that presupposition is an inference from the utterance that will be conveyed by another person that is not necessarily true.

2. Functions of Presuppositions

A presupposition is the persisting knowledge of a concept contained in a statement. It can be used as a kind of avoidance by language users. In other words, language users might utilize assumptions to avoid mentioning all the important data. The function of presupposition:

“If we had to spell out every detail every time we spoke, communication would be exceedingly time-consuming. It is feasible to use shortcuts by assuming a certain level of expertise on the part of the listeners. The extent to which this shortcutting occurs, however, is determined by the communication context.”²⁶

Besides, the other function of presuppositions are as follows:

- a. to guide specific responses or predictions based on how the spoken language is now being used.²⁷

²⁴Luthfiyatun Thoyyibah, “Presupposition Triggers - a Comparative Analysis Between Oral News and Written Online News Discourse,” *JALL (Journal of Applied Linguistics and Literacy)* 1, no. 2 (2017): 13–14, <https://doi.org/10.25157/jall.v1i2.1733>.

²⁵Dhoni Giantika Chandra and Adam Damanhuri, “An Analysis of Presupposition Used in Fifty Shades of Grey by E.L James,” *Language Horizon* 4, no. 1 (2016): 59, <https://ejournal.unesa.ac.id/index.php/language-horizon/article/view/14117>.

²⁶Jamiatul Hasanah Harahap, “An Analysis of Pragmatic Presuppositions in the Editorial Texts” (University of North Sumatera, 2017), <https://repositori.usu.ac.id/bitstream/handle/123456789/19440/157052001.pdf?sequence=1&isAllowed=y>.

²⁷Nita Puspita Sari and Zuliati Rohmah, “Presuppositions in Mobile Phone Advertisements,” *NOBEL: Journal of Literature and Language Teaching* 6, no. 2 (2015): 160–171.

- b. to find the meaning of the author's expressions to the reader.
- c. to convey information and express feelings through presupposition, because they must offer information about which the reader is already aware of the intended meaning.
- d. to give the reader something fresh to think about, or to transform and give others another representation.
- e. to find presupposition from the author's utterances, implying that we may locate what is going on in his map of the world (mind perception/internal representation).²⁸

3. Features of Presuppositions

Presupposition features are as follows:²⁹

- a. Stay true even if negated

The fundamental feature of presuppositions is the nature of truth under denial. This means that even if a sentence is employed as a negative sentence or negated, the statement's assumption remains valid.

Example:

- 1) *Brian's car is new.*
- 2) *Brian's car isn't new.*

Sentence (2) is the negative form of sentence (1). The presupposition of sentence (1) is that Brian has a car. In sentence (2), it turns out that the presupposition does not change even though sentence (2) contains denial, namely by the presence of the word negation, not from sentence (1), which has the same presupposition that Brian owns a car.

²⁸Chandra and Damanhuri, "An Analysis of Presupposition Used in Fifty Shades of Grey by E.L James."

²⁹Jumadiana, "Presupposition Analysis in Novel Koala Kumal by Raditya Dika."

Sentence is stated to preposition another sentence if the second sentence is incorrect (a sentence prepositioned), resulting in the first sentence not being able to be said to be true or false.

Example:

- 1) *The official's wife is very beautiful.*
- 2) *The official has a wife.*

Sentence (2) is a presupposition of sentence (1). The sentence can be stated as right or wrong if the official has a wife. However, when it's the other way around with the existing reality (the official does not have a wife), the sentence cannot be determined.

b. Can be canceled

Presuppositions can be deleted if they do not match the implied assumptions and implicatures of conversational and linguistic context. Furthermore, presuppositions can be delayed because the existence of arguments is reduced by the possibilities that exist in discourse.

Example:

"I can not come tomorrow morning because there is an obstacle."

The utterance was revealed by someone to their friend. That friend will definitely have a presupposition. Maybe he will take his child to school, or maybe there is an obstacle in the way. However, if the person continues to say, *"I have an official meeting tomorrow morning"* then the presupposition will be canceled because it has been notified directly by the speaker so that the interlocutor no longer has a presupposition to the statement.

4. Types of Presuppositions

Yule identifies six types of presupposition:³⁰

a. Existential presupposition

Existential presupposition shows how assumptions might be used to convey the existence of things.

Example: *Someone stole Fitri's bicycle.*

The following presuppositions are stated in the utterance: (1) There is a bicycle. (2) There are thieves. (3) There is a person named Fitri.

b. Factive presupposition

Factive presupposition is acquired by several verbs that may indicate a fact or reality, such as 'know', 'glad', 'regret', 'odd' and 'aware' or 'realize', have a distinct meaning that can be considered a fact or truth.

Example: *Rauf seems to have a fever and does not realize that there is heavy rain outside.*

In the sentence above, the presuppositions are: (1) Rauf has a fever. (2) Outside is heavy rain.

c. Lexical presupposition

Lexical presupposition states an assumption of alternative meaning is used to interpret meaning. The verbs such as 'stop', 'again', 'start', 'still', 'manage', 'after', 'before', etc.

Example: *Bobby quit smoking after being laid-off.*

The presuppositions of the above statements are as follows: (1) Bobby used to smoke. (2) Bobby used to work. The presupposition form

³⁰Baiq Intan Pratiwi, Sari Rejeki, and Ni Made Widisanti S, "Slavery Shown Through the Presuppositions of the Characters in the Movie Harriet," *Journal Albion: Journal of English Literature, Language, and Culture* 3, no. 1 (2021): 2, <http://journal.unpak.ac.id/index.php/albion>.

with the use of the word 'stop' and 'laid-off', which stated that Bobby had smoked and worked before, but now it no longer exists.

d. Structural presupposition

Structural presupposition is the assumption behind the application of particular structures. The characteristic is the use 'wh-question' such as 'what', 'who', 'why', 'where', 'when' and 'how'.

Example: *What's in the table?*

The above statement demonstrates assumptions: (1) There is something in the table.

e. Non-factive presupposition

Non-factive presupposition is assumed not to be true. The verbs such as 'dream', 'imagine', and 'pretend' are used to describe something that isn't true and can't accurately represent the statement.

Example: *I dreamed that I was rich.*

The presupposition that emerges from the foregoing statements is: (1) I was not rich.

f. Counterfactual presupposition

Counterfactual presupposition is the assumption that what is presupposed is not only not true, but is the opposite of what is true, or contrary to facts. Conditions that produce presuppositions such as these usually contain an 'if-clause'.

Example: *If you were my friend, you would help me.*

The presuppositions that appear in the example above are: (1) You are not my friend. (2) You wouldn't help me.

B. Dialogue

1. Definition of Dialogue

Dialogue as a conversation carried on between two or more people. It is defined as a conversation written for and recited by actors on a stage. It's a verbal exchange of ideas between two people and it follows the standard format for classroom discourse. Once a basic vocabulary set has been

mastered, dialogues can be a very effective teaching tool. Dialogue is a useful tool for contextualizing essential structures and demonstrating how they could be utilized, as well as highlighting several cultural aspects of the target language. Each of the early lessons in most so-called audio-lingual courses is based on a dialogue.³¹

Dialogue is a great manner for students to practice saying target language words in a range of settings without hesitation. Learners may be taught to act out speech in a variety of ways, in various moods (sad, glad, angry), and in various relationships (parents and children, wife and husband, etc). Students can practice and express themselves orally in the target language through dialogue.³²

It was concluded based on the definition above, that dialogue is the delivery of opinions or information by two or more people.

2. The Criteria of Good Dialogue

The importance of dialogue in teaching the target language cannot be overstated. Almost every language class starts with a dialogue. The following considerations are required to build a good dialogue:

- a. The dialogue should be brief.
- b. There should be no more than three characters in the dialogue.
- c. Repetition of new grammar should be included in the dialogue.
- d. Language learners should be interested in the context.³³

³¹Ratna Kurnia Dewi, "IMPROVING STUDENTS ' SPEAKING SKILL THROUGH DIALOGUE (An Action Research Conducted at the Tenth Year Students of SMA N 1 Teras , Boyolali of the Academic Year 2010 / 2011)" (Sebelas Maret University, 2011), <https://digilib.uns.ac.id>.

³²Angger Prabowo Akbar, "The Implementation of Dialogue By The English Teacher in Teaching Speaking at the First Grade Students in MTS N Pare Kediri Academic Year 2017 / 2018," *Simki-Pedagogia* 2, no. 4 (2018): 4, <http://simki.unpkediri.ac.id>.

³³Nugraha, "Improving The Student's Speaking Ability Through Dialogue (A Pre-Experiment Research at Tenth Class of SMKT Somba Opu Sungguminasa)."

3. The Elements of Using Dialogue

There are five elements in order to use dialogue. These are the following:³⁴

a. Respect

Assume valuable opinions for the learning process.

b. Listen

Listen for comprehension and learning, rather than for perfection. Be conscious of how listen to people. This can be accomplished by being aware of “mental models” and other impediments to what is being stated and heard. Listening to reply or advocate is not the same as listening to comprehend.

c. Suspend judgment

Acknowledge preconceptions and certainty, then learn to separate or set them aside without feeling compelled to act on them.

d. Free yourself

Inquiry and advocacy should be balanced. Break free from a stifling world view. Inquire for clarity and a deeper degree of comprehension, not for the purpose of exposing a flaw.

e. Communicate the reasoning process

Discuss the assumptions discussed and work it out to the conclusion stage. Look for the data on which the assumptions.

These elements were the most important in transforming a classroom into an effective learning environment. Not only that, but these qualities are critical in forming and maintaining relationships with students. It could encourage critical thinking, reflection, and change as a way of thinking and approaching learning.

³⁴Jane E. Kenefick, “The Use of Dialogue in Education: Research, Implementation, and Personal/Professional Evaluation,” *CWL Publishing Enterprises, Inc., Madison* (University of Massachusetts Boston, 2004), <http://www.cct.umb.edu/kenefick>.

4. Advantages and Disadvantages of Dialogue

a. The Advantages of Dialogue

There are several advantages to using dialogue, such as:

- 1) Students' communicative intentions can be honed.
- 2) Students are able to communicate using the language.
- 3) Encourage students to learn in a more natural and spontaneous manner.
- 4) Inspire students to participate in activities for teaching and learning. This will help to make language practice that was before the abstract become more relevant and practical.
- 5) In the classroom, communicative interaction allows students to express themselves more freely.
- 6) The dialogue process can be used in the classroom to establish a container for effective communication and as a result a stronger sense of community.

b. The Disadvantages of Dialogue

The following is a list of disadvantages to using dialogue:

- 1) Non-native teachers would have difficulty navigating the classroom.
- 2) It would necessitate some special conditionals that would take a long time and costs.
- 3) Some people and students dislike the dialogue since it is frequently loud. Teachers in particular are concerned that they may lose control over their students.³⁵

³⁵Maria Ulfah, "THE EFFECTIVENESS OF USING DIALOGUE TECHNIQUE IN TEACHING SIMPLE PRESENT TENSE (A Pre- Experimental Study at the First Grade of the Students in MTsN Tangerang II Pamulang)" (Syarif Hidayatullah State Islamic University, 2011), <https://repository.uinjkt.ac.id>.

C. Textbook

1. Definition of Textbook

A textbook is a book that teaches a certain subject and is used primarily in schools and universities. Effective change agents that play a key part in innovation is textbook. The title, basic competencies or subject content, supporting information, training, and evaluation are the five components of a textbook.³⁶ Textbooks to be the least analyzed when considering the ways in which education should be directed for improvement. Furthermore, textbook as a learning medium has become an important part of education.³⁷

It was concluded based on the definition above, that a textbook is a crucial aspect of the teaching and learning process that cannot be overlooked. During the teaching and learning process, most teachers use textbooks as a resource to support you understand the materials in the textbooks.

2. The Role of Textbooks

The dominance of textbooks including that textbooks are essential to teachers since they utilize them both for planning and for real teaching. The necessity of textbook evaluation, it is “essential and vital” for teachers to locate materials that will best help their students.³⁸ Textbooks have a critical role in providing a framework for teaching and learning, as well as a syllabus and tasks. The roles of textbooks are identified as:

- a. a useful tool for self-study and self-directed learning;

³⁶Cynantia Rachmijati and Sri Supiah Cahyati, “A Language Skills Content Analysis From English Textbooks For Junior High School Grade 7,” *JELLE: Journal of English Literature, Linguistics, and Education* 1, no. 1 (2020): 33, <https://jurnal.unikal.ac.id/index.php/jelle/article/view/992>.

³⁷Tuntun Sinaga, Gede Eka Putrawan, and Novita Nurdiana, “Cultural Values in a High School EFL Textbook in the Indonesian Context,” *Universal Journal of Educational Research* 8, no. 5 (2020): 1944–45, <https://doi.org/10.13189/ujer.2020.080531>.

³⁸Jennie Magnusson, “The Functions of Textbooks: A Textbook Analysis of Text Representation” (Jonkoping University, 2021).

- b. a useful resource for preparing presentations (written and spoken);
- c. a source of activities and ideas for learner practice and communication interaction;
- d. a source of information for students;
- e. a lesson design;
- f. a way to help less experienced teachers develop confidence and demonstrate innovative teaching methods.³⁹

3. Functions of Textbook

A good textbook is essential for both the teacher and the student. Textbooks give teachers basic ideas for developing activities appropriate for each topic, provide students with a preview of what they can expect in the upcoming learning session, and serve as a resource for excellent practices. Furthermore, textbooks assist in the smooth teaching and learning process in schools, allowing for the achievement of the school's curricular objectives. The function of using textbooks in schools is as follows:

- a. It is not necessary for students to record all of the teacher's explanations.
- b. If students had to take notes, the teacher would have a relatively longer face-to-face time.
- c. Students might prepare at home in order to attend lessons the next day at school.
- d. The teacher does not have to explain all of the material in the textbook; instead, he or she should simply explain the material that is believed to be difficult for students to grasp.⁴⁰

³⁹Biljana Radić-Bojanić and Jagoda Topalov, 'Textbooks in the EFL Classroom: Defining, Assessing and Analyzing', University of Novi Sad, (2016), 138–139 <<https://doi.org/10.5937/zrffp46-12094>>.

⁴⁰H Azhari, "An Analysis of Gender Construction in English Textbook for Secondary School" (State Islamic Institute of Bengkulu, 2021), <http://repository.iainbengkulu.ac.id>.

4. Advantages and Disadvantages of Textbook

a. The Advantages of Textbook

Using textbooks in the classroom has various advantages that benefit both teachers and students. Many good textbooks are attractively produced and prepared with a good structure that offers a logical curriculum, satisfactory language control, and compelling texts and recordings. Moreover, many students enjoy textbooks because they feel accomplished when they finish chapter after chapter, and finally the entire book, since development motivates them. Teacher saves a lot of time by using textbooks. Instead of creating content, teachers can use this time to educate. Teachers believe that teaching and giving instructions without the use of textbooks and teachers' guides would be extremely difficult, if not impossible from one day to the next.

There are other advantages to using textbooks. First, if a teacher uses the same textbook in all of his or her lessons, students will be focusing on the same material and subject. As a result, teachers can give their students similar tests. Second, textbooks can aid teachers who are new to the profession and require some form of teacher practice since they can serve as an initial training tool for them to improve their teaching skills. Third, all teachers do not speak English as their first language, and textbooks can assist them in appropriately using the language in class. Finally, textbooks are required for schools, teachers, and students because they contain a great deal of information that has been compressed and controlled by editors.⁴¹ The following are the list of advantages of using the textbook:

- 1) Creating a curriculum for the learning process.

⁴¹Michael Nilsson, "Textbooks and Alternative Material" (Växjö University, 2006).

- 2) Students feel safe since the textbook provides a road map for the course. They know what to expect and what is required of them.
- 3) Providing a package of visuals, exercises, readings, and other items that save teachers' time in searching for or generating such materials.
- 4) Providing basic recommendations to teachers for assessing students' learning.
- 5) It includes materials for teachers, such as a teacher's guide, a CD, worksheets, and videos.
- 6) Providing level sequences for students.⁴²

b. The Disadvantages of Textbook

There are some disadvantages to using textbooks. Several teachers are completely opposed to textbooks. Teachers realize that using textbooks bores both them and their students. They believe that textbooks have little diversity, which makes teaching and learning difficult. Teachers prefer to use their own imagination, as well as other materials such as excerpts from books and magazines and student. Teachers who use textbooks to educate can become deskilled. If they can't decide what instructions to offer themselves and instead rely on textbooks, their role as educators is diminished because they can only convey what others have written.

Another disadvantage of textbooks is that the information contained inside them is not necessarily accurate or objective. Editors avoid problematic themes in order for textbooks to be more universally accepted. The standard is presented as an idealized white middle-class perspective on the world. Many language textbooks are deficient because they do not include any genuine communication exercises. Some

⁴²Lailatul Kodriyah, Angga Taufan Dayu, and Arif Rahman Hakim, "ELT Textbook Pros and Cons in EFL Environment: How Teachers Should Make a Decision," *Intensive Journal* 1, no. 1 (2018), <https://doi.org/10.31602/intensive.v1i1.1239>.

communicative tasks are included in other textbooks, but not enough.

There are some disadvantages to using the textbook, as follows:

- 1) Providing improper content that does not represent the needs of the students.
- 2) Incorporating genuine language.
- 3) Reading text, displaying boring pictures, and teaching exercises.
- 4) It does not take into account the students' prior knowledge.
- 5) In accordance with the actual work-related order of units.
- 6) The timetable for completing the assignment is unrealistic.⁴³

5. ELT Textbook

ELT textbooks are a valuable resource not only for teachers as lesson planners but also for students learning English as a second language. ELT textbooks has a positive influence on both teachers and students in the ESL/EFL classroom. One of the key advantages of using a textbook for students is that it requires students to accurately analyze their progress and accomplishments when they use it. Indeed, in comparison to in-house content, published textbooks have more legitimacy. Furthermore, employing textbooks in the classroom is a lot more efficient in terms of both time and money. Teachers may be able to adjust or improve the textbook's materials. When compared to in-house materials, textbooks provide a self-directed learning resource, presentation material, a source of ideas and activities, a student reference, a syllabus that reflects pre-determined learning objectives, and assistance for inexperienced teachers who are still building confidence.⁴⁴

Criteria for a good ELT textbook which include practical considerations, teaching and learning support, context relevance, and learner appeal, as well as aims and content. Nonetheless, in response to concerns

⁴³Ibid.

⁴⁴Ibid.

about grading ELT textbooks a well-known quality approach. Considering a textbook as a product, there are 8 dimensions associated with quality encompass criteria related to performance, features, dependability, compliance, durability, service ability, aesthetics, and perceived value. In addition, the production of language learning materials should be guided by a thorough requirements analysis, which is critical for textbook selection and development. As a result, the goal of this research is to determine the characteristics of a good ELT textbook in order to improve English teaching and learning in ESL/EFL classroom.⁴⁵

6. Criteria of Textbook

As teaching the four language skills in a balanced proportion is one of the characteristics of a successful textbook, both of the books fall short in this category. A good book has three features: it uses good language that is easy to understand; it has a fascinating presentation includes pictures and detailed information; and the components of the book illustrate something that is consistent with the author's idea; or the contents are organized according to the relevant curriculum.

When evaluating textbook quality, there are several factors that must be addressed, including the appropriateness of content, language, presentation, and graphics.⁴⁶ Textbooks are designed to give high-quality information that complies with the applicable curriculum in terms of content requirements as well as whether or not instructional materials are easily understood by teachers and students and presented in an interesting manner. The quality of textbooks is one of the criteria that determines how successful students are at using them. High-quality textbooks can help students learn

⁴⁵Faustina Roberts, Azlina Abdul Aziz, and Mohd Effendi Ewan Mohd Matore, "Criteria of a Good ELT Textbook : Malaysian Teachers ' Perception," *Universal Journal of Educational Research* 8, no. 12A (2020): 7434, <https://doi.org/10.13189/ujer.2020.082527>.

⁴⁶Rachmijati and Cahyati, "A Language Skills Content Analysis From English Textbooks For Junior High School Grade 7."

more effectively. Textbooks are supposed to offer a clear perspective, particularly in terms of the concepts, strategies, methodology, and teaching strategies employed. Making textbooks should provide a rich source of filler items. The layout is well-organized, systematic, diverse, and information-rich. It also appeals to students because it will influence their interest in the book. As a result, the textbook should motivate, challenge, and encourage student participation and originality.⁴⁷ Textbook selection is critical and teachers must analyze them in order to understand their functions. Teachers play a critical role in selecting textbooks that fulfill the needs of students. A textbook evaluation should be carried out to know whether the textbook. The criteria for a good textbook are:

a. The following characteristics of a good textbook:

- 1) aims and approach
- 2) design and organization
- 3) language content
- 4) skills
- 5) topic
- 6) methodology
- 7) teacher's book
- 8) practical consideration

b. The criteria for a good textbook:

- 1) language
- 2) topic
- 3) social
- 4) cultural content
- 5) flexibility

⁴⁷Agus Husein As Sabiq and Mufliah, "Content Analysis of an EAP Coursebook in an Islamic University," *JETAL: Journal of English Teaching & Applied Linguistic* 3, no. 1 (2021): 16, <https://doi.org/10.36655/jetal.v3i1.598>.

- 6) teachability
 - 7) testing
- c. The following set of criteria a good textbook:
- 1) practical consideration
 - 2) layout and design
 - 3) activities
 - 4) skill
 - 5) language type
 - 6) subject and content
 - 7) conclusion/ overall activities
- d. There are a textbook criterion, namely:
- 1) stated objectives in the layout of the material's introduction and implementation
 - 2) explanation and practice of vocabulary
 - 3) educationally and socially acceptable ways to target a community
 - 4) sections for periodic inspection and testing
 - 5) visual aids are commonly available
 - 6) tasks and subjects that are fascinating
 - 7) clear instructions
 - 8) crisp, appealing layout, and easy-to-read print
 - 9) well arranged and rated content
 - 10) plenty of automatic language
 - 11) exposition and practice of grammar
 - 12) practice fluency in all four skills
 - 13) encourage students to build their own learning strategies and become more self-sufficient in their language skills.⁴⁸

⁴⁸Sirajul Munir, Nina Suzanne, and Yulnetri, "Developing Criteria of an English Textbook Evaluation for Indonesian Senior High School," *Jurnal Ta'dib* 24, no. 2 (2021): 37, <http://ecampus.iainbatusangkar.ac.id/ojs/index.php/takdib/index>.

Furthermore, textbook principles is a textbook should cover all of the criteria. Its purpose is to guarantee that the materials used in the teaching and learning process are of the highest possible quality. The following are the criteria:

- a. A textbook should include basic instructions on how to teach linguistic elements and skills.
- b. A textbook should provide educational aids for pronunciation, such as the phonetic system.
- c. A textbook for teaching structural units should include relevant events and a variety of teaching strategies.
- d. The diverse aims and abilities involved in the teaching of vocabulary should be distinguished in a textbook.
- e. The initial presentation of passages for reading comprehension should be outlined in a textbook.
- f. Pictures, graphs, charts, and other visual aids should be included in a textbook.

Besides, students need for good textbook criteria. The criteria based on learner's need:

- a. The learners are motivated to learn and actively in learning process.
- b. Physical comfort, freedom of expression, and acceptance of differences characterize the learning environment.
- c. The learners consider the learning experience's aims to be their own.
- d. The learning process is linked incorporates the learner's prior experience.
- e. The learners have sense of progress towards their goals⁴⁹

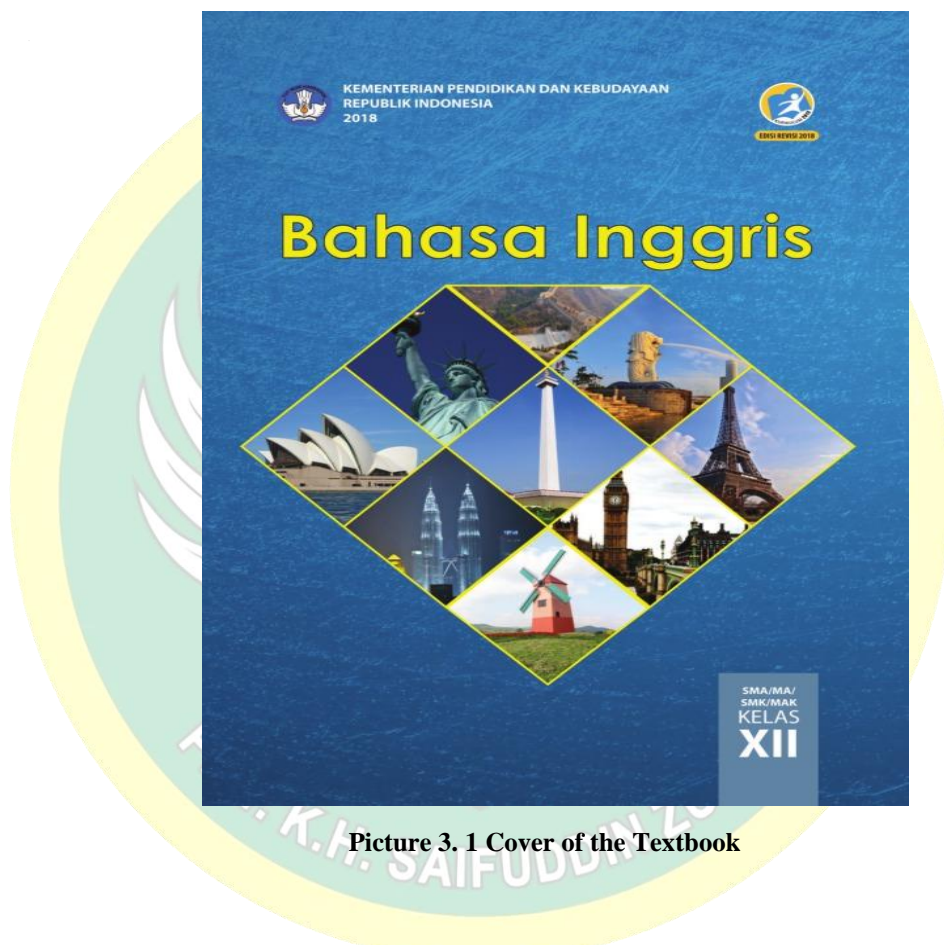
⁴⁹Yulizar Rusydi, "An Analysis of Aims and Approach of a Textbook: 'Look Ahead English Course For Senior High School Students Year X,'" *Jurnal As-Salam* 1, no. 2 (2016): 130–32.

CHAPTER III

PROFILE OF THE TEXTBOOK

A. Identity of The Textbook

1. Textbook Identity



Picture 3. 1 Cover of the Textbook

The textbook used in this research is *Bahasa Inggris* textbook for Senior High School 12th grade students. This textbook is published by the Ministry of Education and Culture in Jakarta. The first printing was published in 2013, which has an ISBN 978-602-282-755-9. The second printing was published in 2018 (revised edition), and has an ISBN of 97-602-427-106-0. The textbook is available in two versions: a teacher's edition and a student's edition. This study focuses only on the textbook used by the students.

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Reviewer	: Emi Emilia, Helena Indyah Ratna Agustien, and Tri Wiratno
Editor	: Rasti Setya Anggraini
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Publishing Supervisor	: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud

Bahasa Inggris textbook consists of three levels. The textbook is sold to 10th, 11th, and 12th grade students of Senior High School. It implements the 2013 curriculum, which aims to emphasize the importance of balancing student competence in attitudes, knowledge, skills and makes students active in learning both inside and outside of school.

2. Objectives of The Textbook

Textbooks serve as a valuable source of information and a means of communication for students, especially the *Bahasa Inggris* textbook for Senior High School 12th grade students. The textbook explains how students can obtain the needed competencies with the least amount of effort. Students are encouraged to investigate alternative learning materials that are readily available and widely distributed. It is crucial for the teacher to play a role in boosting and regulating student absorption of the activities in this textbook. Teachers can add their own creations in the form of other acceptable and relevant activities based on the social and natural environment.

3. Position of The Textbook

The position of textbooks in learning process is contained in the Regulation of the Minister of National Education number 11 of 2005 in article 2 verses 1-3. The regulation reads:

- a. Textbooks are used as mandatory references by teachers and students in the learning process.

- b. In addition to the textbooks referred to in paragraph (1), teachers use educators' manuals and can use enrichment books and reference books in the learning process.
- c. To increase the knowledge and insight of the students, the teacher can encourage students to read enrichment books and reference books.

Based on the regulation above, textbooks are used as mandatory guides for teachers and students in the learning process and they are supplemented by additional sources such as enrichment books and reference books. As a result, textbooks are regarded as the primary learning resource. The selecting a textbook must take into account the needs of the students in order to match the abilities required and desired.

B. Structure of The Textbook

Bahasa Inggris textbook for Senior High School 12th grade students consists of 176 pages. This textbook was prepared using the font Helvetica size 11 pt. The textbook's chapter map consists of social functions, text structure, linguistic elements, topics, and skill focus. The components of these items are covered in depth in each chapter of the textbook. This textbook contains 11 chapters for the first and second semesters. The distribution can be seen below:

Chapter 1 May I Help You?

Chapter 2 Why Don't You Visit Seattle?

Chapter 3 Creating Captions

Chapter 4 Do You Know How to Apply for a Job?

Chapter 5 Who was Involved?

Chapter 6 Online School Registration

Chapter 7 It's Garbage In, Art Works Out

Chapter 8 How to Make

Chapter 9 Do it Carefully!

Chapter 10 How to Use Photoshop?

Chapter 11 Let's Make a Better World for All

This textbook includes various dialogues. The following tables explain the distribution of dialogue in the textbook:

Chapter	Topic	Content of Dialogue
1	May I Help You?	Dialog (Offering Help/Services): <i>Dialog 1, Dialog 2, Dialog 3, and Dialog 4</i> Vocabulary Exercise: <i>Dialog 1, Dialog 2, and Dialog 3</i>
2	Why Don't You Visit Seattle?	Reading Comprehension: <i>Dialog 1, Dialog 2, Dialog 3, Dialog 4, and Dialog 5</i> Grammar Review: <i>Dialog 1, Dialog 2, Dialog 3, Dialog 4, and Dialog 5</i>
3	Creating Captions	Reading Captions: <i>Dialog 1 and Dialog 2</i>
8	How to Make	Text Structure: <i>Dialog 1 and Dialog 2</i>
	Total	21 Dialog

Table 3. 1 The Distribution of Dialogue in Textbook

The table above shows that there are 21 dialogues in the textbook, consisting of 10 material dialogues and 11 task dialogues. The dialogue is spread into several sections: dialog (offering help/services), vocabulary exercise, reading comprehension, grammar review, reading captions, and text structure. Students can improve their listening, reading, speaking, and writing skills through these sections. However, not all dialogues will be analyzed and certain dialogues are limited. This research only analyzes the dialogue material because it is such that the sentences are clear, the meaning and context of the sentences are easy to understand, and it is also effective. There is no need to fill in the missing sentences because the sentences are complete. Meanwhile, the dialogue task is that the sentences are incomplete, ineffective, unclear, and the context of the sentence

cannot be understood, making it ambiguous or triggering multiple meanings, so it can't be analyzed.

The following tables display the distribution of the dialogue material that will be analyzed for presupposition:

Chapter	Topic	Content of Dialogue
1	May I Help You?	Dialog (Offering Help/Services): <i>Dialog 1, Dialog 2, Dialog 3, and Dialog 4</i>
2	Why Don't You Visit Seattle?	Reading Comprehension: <i>Dialog 1</i> Grammar Review: <i>Dialog 1, Dialog 2, Dialog 3, Dialog 4, and Dialog 5</i>
	Total	10 Dialog

Table 3. 2 The Distribution of the Dialogue Material Analysis

According to the table above, there are 10 material dialogues that will be analyzed for the presupposition. The dialogue is divided into 3 sections: dialog (offering help/services), reading comprehension, and grammar review. Based on these sections, dialogue can make students understand the meaning of the dialogue conveyed by the interlocutor and find it easier to communicate. Furthermore, dialogue includes a collection of useful idioms for daily communication. Dialogue not only teaches useful language, but it also introduces them to presuppositions. Therefore, this research focuses on dialogue in these specific chapters and sections to be analyzed.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the types and meanings of presupposition on the dialogues in *Bahasa Inggris* textbook based on Yule's theory. The research analysis and outcomes are revealed in this chapter. The research and its findings respond to the research questions mentioned in the first chapter of this report, which are "What are the types of presupposition found on the dialogues in *Bahasa Inggris* textbook for 12th grade students of Senior High School?" and "What are the meaning of presupposition on the dialogues in *Bahasa Inggris* textbook for 12th grade students of Senior High School?". The data acquired is presented in the findings section, while the discussion section provides a more extensive explanation.

A. Findings

Yule's theory was used to categorize the data. This research focuses on presuppositions in dialogue. There are 21 dialogue in *Bahasa Inggris* textbook consisting of 10 material dialogues and 11 task dialogues. However, this research only analyzed the dialogues material. It is spread over 2 chapters, including: Chapter 1 *May I Help You?* and Chapter 2 *Why Don't You Visit Seattle?*. The dialogue is divided into 3 sections: dialog (*dialog 1, dialog 2, dialog 3, dialog 4*), reading comprehension (*dialog 1*), and grammar review (*dialog 1, dialog 2, dialog 3, dialog 4, dialog 5*). Existential presupposition, factive presupposition, lexical presupposition, structural presupposition, non-factive presupposition, and counterfactual presupposition are the forms of presupposition that are classified. The overall data of presupposition found on the dialogue in *Bahasa Inggris* textbook as evidenced by the table below:

No	Types of Presupposition	Frequency	Percentage
1	Existential Presupposition	9	25,71%
2	Factive Presupposition	4	11,42%
3	Lexical Presupposition	4	11,42%
4	Structural Presupposition	10	28,57%
5	Non-factive Presupposition	2	5,71%
6	Counterfactual Presupposition	6	17,14%
TOTAL		35	100%

Table 4. 1 The Occurrence of the Types of Presupposition on the Dialogues in *Bahasa Inggris* Textbook for 12th Grade Students of Senior High School

According to the table above, all forms of presupposition can be found on the dialogues in *Bahasa Inggris* textbook. Structural presupposition is the most common form of assumption, accounting for 10 of the 35 data points, or 28.57 percent. It means that structural presupposition is the form of presupposition seen most frequently in *Bahasa Inggris* textbook dialogue. The existential presupposition is the second most common type of presupposition, accounting for 9 out of 35 data points, or 25,71 percent. Counterfactual presuppositions are the third most common form of presupposition, accounting for 6 or 17,14 percent of the data points out of 35. Lexical presupposition and factive presupposition are the fourth and fifth most common types of presupposition, accounting for 4 or 11.42 percent, of the 35 data points are classified. Non-factive presupposition is the least common type of presupposition, accounting for only 2 out of 35 data points, or 5.71 percent.

B. Types of Presupposition

As stated in the previous section, this research purpose to analyze the types and meanings of presupposition on the dialogues in *Bahasa Inggris* textbook. This

debate displays the interpretations that can be inferred from the data of presuppositions on the dialogues in *Bahasa Inggris* textbook.

From the total 35 data of types of presupposition, there are 9 existential presuppositions, 4 factive presuppositions, 4 lexical presuppositions, 10 structural presuppositions, 2 non-factive presuppositions and 6 counterfactual presuppositions. Structural presupposition becomes the most used presupposition because the characters in dialogue often use ‘wh-question’ constructions like ‘what’, ‘who’, ‘why’, ‘where’, ‘when’, and ‘how’ to handle information as though it were presupposed to be true and hence accepted by the listeners as true. The last is a non-factive presupposition with 2 data or 5,71%.

There are previous studies findings that are similar to this study. The first previous study is entitled *An Analysis of Presupposition used in Heart of Darkness*. There are six types of presupposition which applied in the novel Heart of Darkness, they are 13 existential (16%), 11 lexical (14%), 20 structural (25%), 18 factive (22%), 16 counterfactual (20%), and 4 non-factive (5%). Structural presupposition is the dominant type of presupposition. The least-used types of presuppositions is non-factive presupposition. That previous study is similar to this study.⁵⁰ The next previous study is entitled *A Pragmatic Analysis of Presupposition in Mata Najwa Talk Show “Politik Sarung Ma’ruf Amin”*. The result of the study showed 53 presupposition. There are 18 structural presupposition with percentage 34%, 10 factive presupposition and counterfactual presupposition with percentage 18,8%, 8 existential presupposition with percentage 15%, 4 nonfactive presupposition with percentage 7,5% and 3 lexical presupposition with percentage 5,6%. Structural presupposition is the most used type of presupposition. It is similar to this study.⁵¹

⁵⁰Emad Khalili, “An Analysis of Presupposition Used in The Heart of Darkness,” *Scinzer Journal of Humanities* 3, no. 2 (2017): 83–87.

⁵¹Ayu Puspita, “A Pragmatic Analysis of Presupposition in Mata Najwa Talk Show ‘Politik Sarung Ma’Ruf Amin’” (University of Muhammadiyah Sumatera Utara, 2019), <http://repository.umsu.ac.id/bitstream/123456789/3262/1>.

In contrast, there are findings from previous studies that are different from this study. The first previous study is entitled *An Analysis of Presupposition in The Fault in Our Star Movie: Pragmatics Approach*. The result shows that 2 data of existential presupposition, 2 data of factive presupposition, 1 data of lexical presupposition, and 13 data of counterfactual presupposition. It means in this previous study, there are four types of presuppositions were detected. Counterfactual presupposition is the dominant type of presupposition. Lexical presupposition is the least-used types of presuppositions. On the other hand, non-factive and structural presuppositions do not exist in this previous study. There are 8 factors of speaking that used in this previous study which arranged in to S-P-E-A-K-I-N-G, S (Setting/Scene), P (Participants), E (End), A (Act), K (Key), I (Instrumentality), N (Norms), G (Genre).⁵²

The second previous study is entitled *The Analysis of Presupposition in "Maleficent" Movie*. There are six types of presupposition found in Maleficent movie which are 67 existential presupposition, 22 structural presupposition, 8 factive presupposition, 6 lexical presupposition, 3 counterfactual presupposition, 2 non-factive presupposition. Existential becomes the most used presupposition because the characters in the Maleficent movie often talk about the existence of something, such as people, things, and places.⁵³

The third previous study is entitled *Presuppositions in Retno Marsudi's Speech at the UN General Assembly in New York*. This study shows that there are four types of presupposition. Based on the analysis, there are 33 presuppositions, namely 18 existential presuppositions, 1 factive presupposition, 13 lexical presuppositions, and 1 structural presupposition. The structural presupposition is

⁵²Luciyana, "AN ANALYSIS OF PRESUPPOSITION IN THE FAULT IN OUR STARS MOVIE : AN ANALYSIS OF PRESUPPOSITION IN THE FAULT IN OUR STARS MOVIE :"(Putera Batam University, 2020).

⁵³Nur Laeli Makiah Devian Try Gustary, "THE ANALYSIS OF PRESUPPOSITION IN 'MALEFICENT' MOVIE," *Jurnal AKRAB JUARA* 6, no. 4 (2021): 22–33.

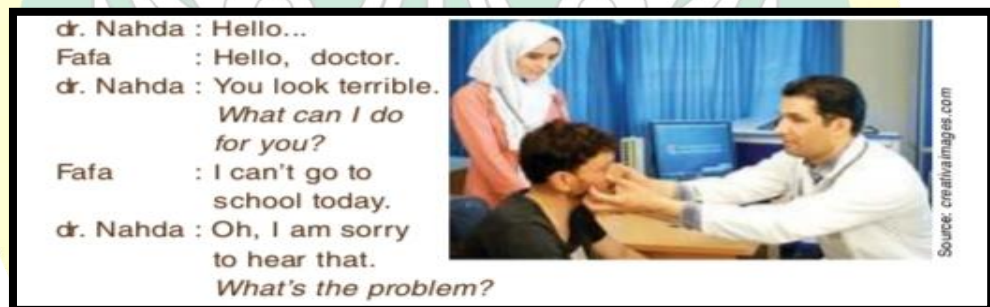
the least-used types of presuppositions. On the other hand, non-factive and counter-factual presuppositions do not exist in this previous study.⁵⁴

This research will go over each type of presupposition one by one. For example, if you find a dialogue text, it will be assessed for presuppositions and placed in categories as well as the type section. Here are how it works:

1. Existential Presupposition

Existential presupposition is a type of presupposition that aims to show an existence. It occurs when an assumption is made that someone or something exists. This type can be identified by the use of possessive contractions, proper names, and any definite noun phrase.

Data 1



Picture 4. 1 The Data of Existential Presupposition in Dialogue

(1/CH.1/Dia.1/P.4/EP: D)

Fafa : **I can't go to school today.**

dr. Nahda : Oh, I am sorry to hear that. What's the problem?

Based on the dialogue above, the presuppositions of existence in utterance in bold are:

- a. *There is a school.*

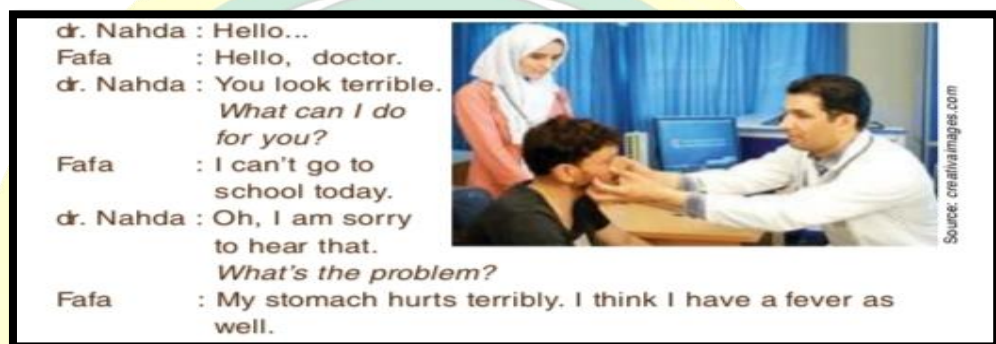
⁵⁴Ruth Indriani Napitupulu, "Presuppositions in Retno Marsudi' s Speech at the UN General Assembly in New York," *Journal of English Language Teaching, Linguistics and Literature* 5, no. 1 (2022): 72–78.

b. *Fafa is a student.*

c. *Fafa is sick.*

It can be seen that the type of presupposition is an existential presupposition. This is marked by the name of a place ‘school’ which has been underlined. From Fafa’s utterance, “I can’t go to school today”, it can be assumed that Fafa can’t go to school because he is sick. It can be concluded that Fafa is a student. Therefore, the existential presupposition of the sentence above, there is a school and there is a student named Fafa.

Data 2



Picture 4. 2 The Data of Existential Presupposition in Dialogue

(1/CH.1/Dia.1/P.4/EP: D)

dr. Nahda : Oh, I am sorry to hear that. What’s the problem?

Fafa : **My stomach hurts terribly.** I think I have a fever as well.

The above sentence in bold shows presuppositions:

- Fafa’s belly is sick.*
- Fafa is being checked.*
- There is a doctor.*
- Fafa at the hospital or clinic.*

This type of presupposition is an existential presupposition. This sentence is categorized by adjective possessive ‘my’, the name of body. The presupposition remains unchanged when it is negated. It means that Fafa's belly is sick and being examined by a doctor at a hospital or clinic. It is also

based on the picture that Fafa is being examined by a doctor accompanied by a nurse.

Data 3

Fafa	: My stomach hurts terribly. I think I have a fever as well.
dr. Nahda	: <i>Okay, let me check your stomach. (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?</i>
Fafa	: Not that one.

Picture 4. 3 The Data of Existential Presupposition in Dialogue

(1/CH.1/Dia.1/P.4/EP: D)

dr. Nahda : **Okay, let me check your stomach. (The doctor puts the stethoscope in Fafa's belly and strikes it lightly).** Does it hurt here?

Fafa : Not that one.

From the dialogue above between dr. Nahda and Fafa, the utterances in bold show presuppositions that appear:

- There is a stethoscope.*
- There is a doctor.*
- There is something wrong with Fafa's belly.*

The presupposition in this utterance is included into existential presupposition. This data is triggered by adjective possessive 'your' and 'Fafa's belly' and also by the name of the thing 'the stethoscope'. It means that dr. Nahda is checking Fafa's belly use a stethoscope.

Data 4

dr. Nahda	: Here?
Fafa	: Yes, that's really terrible.
dr. Nahda	: Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?
Fafa	: Okay, doctor.

Picture 4. 4 The Data of Existential Presupposition in Dialogue

(1/CH.1/Dia.1/P.4/EP: D)

dr. Nahda : **Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?**

Fafa : Okay, doctor.

From the statements in bold, it is possible to infer that the presuppositions are:

- a. *There is a prescription.*
- b. *There are the pills.*
- c. *Fafa is a patient.*


This is triggered by the name of something 'the prescription' and 'the pills'. They do exist. So, they can be classified as existential presupposition. It means that dr. Nahda will give Fafa a medicine to be consumed three times a day.

Data 5

Dialog 2


Tania works at a bus agent located at Arjosari terminal.
A stranger is walking approaching her bringing a suitcase.

Stranger



Source: freepik.com

Tania



Source: freepik.com

Stranger: Hello, Sir. May I help you? Where's your destination?

Tania: **Yes**. I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?

Stranger: Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.

Tania: What time will it leave?

Stranger: It will leave at 02.30 p.m. So, you just need to wait for 45 minutes.

Tania: Do I have to change buses after arriving in Jakarta?

Stranger: After arriving in Lebak Bulus Terminal, you have a lot of options to reach your final destination. You can get in a 'Trans Jakarta' bus, *metro mini*, *bajaj*, taxi as well as *ojek*. You can ask the bus driver there.

Tania: Thank you. I will buy the bus ticket, then.

Stranger: Wait a moment, please. I'll process it quickly.

Tania: Ok.

Picture 4.5 The Data of Existential Presupposition in Dialogue

(2/CH.1/Dia.2/P.5/EP: D)

Stranger : Yes. **I need to go to Jakarta**. How long will it take from this bus station? Is this Arjosari station?

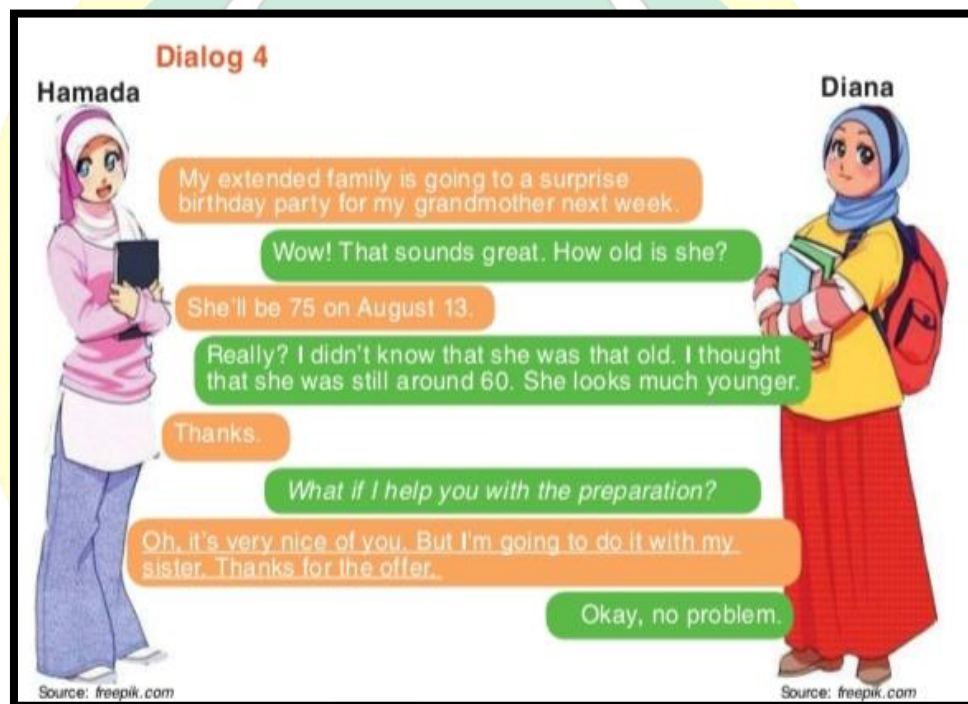
Tania : Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.

From the utterance in bold above, the presupposition that arises is:

a. *There is a place named Jakarta.*

It can be seen from the Stranger's utterance, "I need to go to Jakarta", that it can be assumed Stranger must go to their destination place, which is Jakarta. It is marked with the name of the place, 'Jakarta' exists. This type of presupposition can be categorized as an existential presupposition.

Data 6



Picture 4. 6 The Data of Existential Presupposition in Dialogue

(4/CH.1/Dia.4/P.6/EP: D)

Hamada : **My extended family is going to a surprise birthday party for my grandmother next week.**

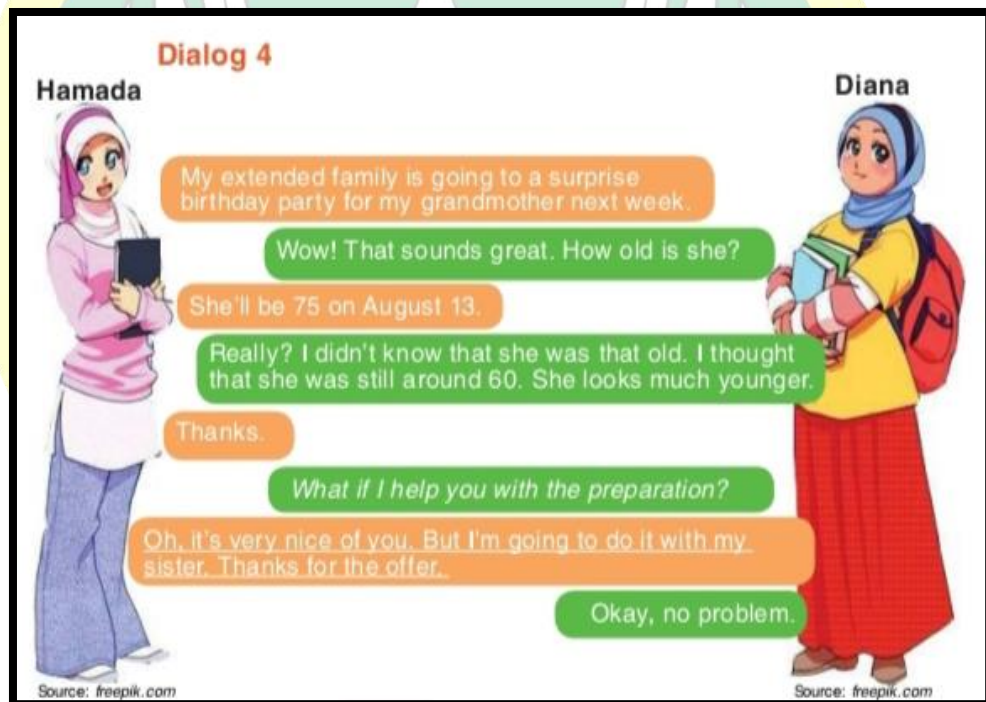
Diana : Wow! That sounds great. How old is she?

The above statement in bold shows presuppositions:

- There is extended family.*
- There is birthday party.*
- Hamada has a grandmother.*

The type of presupposition is an existential presupposition because this data exists. This data was triggered by the use of the adjective possessive in the word 'my extended family and my grandmother' which has been underlined. From the statement in bold, "My extended family is going to a surprise birthday party for my grandmother next week", it can be assumed that Hamada's extended family will give her grandmother a surprise birthday party.

Data 7



Picture 4. 7 The Data of Existential Presupposition in Dialogue

(4/CH.1/Dia.4/P.6/EP: D)

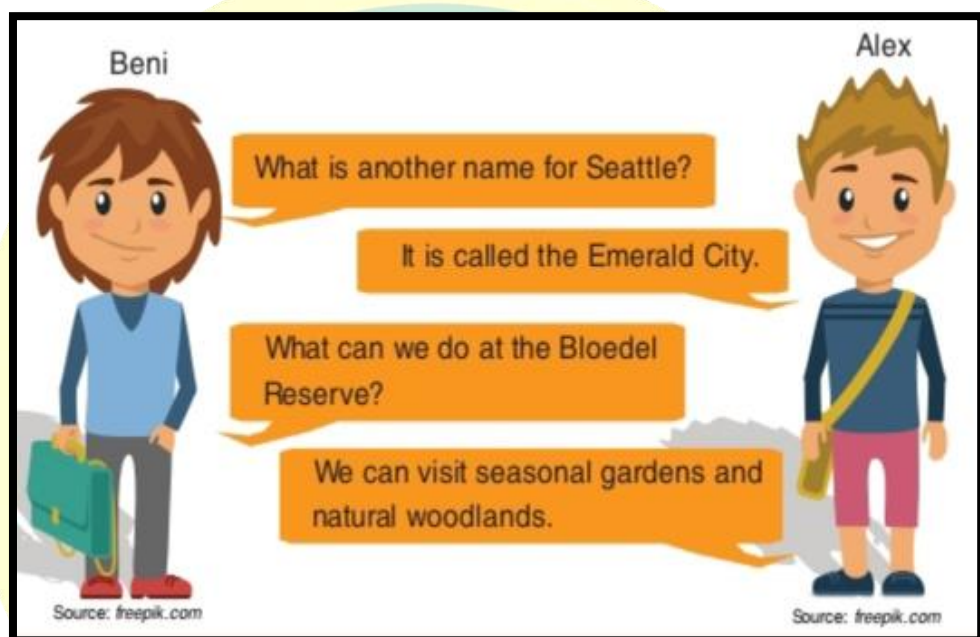
- Hamada : Oh, it's very nice of you. **But I'm going to do it with my sister.**
 Thanks for the offer.
- Diana : Okay, no problem.

The presupposition in the utterance in bold states the existence is:

- a. *Hamada has a sister.*

This type of presupposition is an existential presupposition. This data was triggered by the use of the adjective possessive in the word ‘my sister’ which has been underlined. From Hamada’s utterance, “But I’m going to do it with my sister”, it can be assumed that Hamada will go to the birthday party with her sister.

Data 8



Picture 4. 8 The Data of Existential Presupposition in Dialogue

(1/CH.2/Dia.1/P.20/EP: RC)

Beni : What is another name for Seattle?

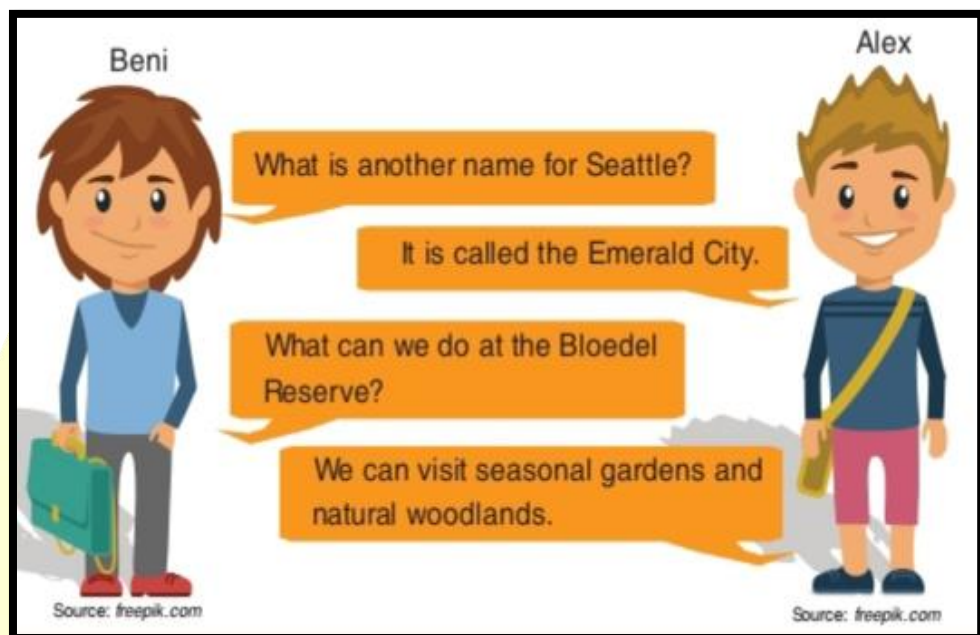
Alex : **It is called the Emerald City.**

From the dialogue above between Beni and Alex, the utterances in bold show presuppositions that appear:

- a. *There is a place named Seattle.*
- b. *“Emerald City” is another name for Seattle.*

The presupposition in this utterance is belonging into existential presupposition. This utterance uses the name of place, 'Emerald City', which has been underlined. It can be assumed that Emerald City is the place where it has another name, which is Seattle.

Data 9



Picture 4. 9 The Data of Existential Presupposition in Dialogue

(1/CH.2/Dia.1/P.20/EP: RC)

Beni : What can we do at the Bloedel Reserve?

Alex : **We can visit seasonal gardens and natural woodlands.**

Based on the utterance in bold, it can be concluded that the presupposition is:


- a. *There are seasonal gardens at the Bloedel Reserve.*
- b. *There are natural woodlands at the Bloedel Reserve.*

This type is an existential presupposition. It is triggered by use name of place, ‘seasonal gardens’ and ‘natural woodlands’ which has been underlined. From the utterance in bold, it can be assumed that Beni and Alex can visit seasonal gardens and natural woodlands at the Bloedel Reserve.

2. Factive Presupposition

Factive presupposition is shown to the presupposed information by the function of several verbs that can be considered a fact or truth. The verbs such as ‘know’, ‘realize’, ‘glad’, ‘regret’, ‘aware’, ‘odd’, ‘learn’, ‘discover’, ‘hear’, ‘understand’, etc.

Data 1

dr. Nahda : Hello...	
Fafa : Hello, doctor.	
dr. Nahda : You look terrible. <i>What can I do for you?</i>	
Fafa : I can't go to school today.	
dr. Nahda : Oh, I am sorry to hear that. <i>What's the problem?</i>	
Fafa : My stomach hurts terribly. I think I have a fever as well.	

Picture 4. 10 The Data of Factive Presupposition in Dialogue

(1/CH.1/Dia.1/P.4/FP: D)

dr. Nahda : **You look terrible.** What can I do for you?
Fafa : I can't go to school today.

From the dialogue above between dr. Nahda and Fafa, the utterance in bold shows the presupposition that appears:

- Fafa is a patient.*
- Fafa is sick.*

The presupposition in this utterance is belonging into factive presupposition. Based on dr. Nahda's utterance, "You look terrible", it's safe to assume that Fafa's belly hurts terribly. So, he can't go to school. This

utterance uses the verb ‘look’, which has been underlined to express a fact or truth.

Data 2



Picture 4. 11 The Data of Factive Presupposition in Dialogue

(3/CH.1/Dia.3/P.5/FP: D)

Dhea : **Have you heard that the due date for the final project is extended?**

Riza : No, is it true?

Dhea : Yes. It will be due next month.

The presuppositions of the utterance in bold are:

- a. *There is a final project.*
- b. *The due date for the final project has been extended.*

This is categorized into factive presupposition, because it is marked by factive verb ‘heard’ which has been underlined. It is supposed to be fact. From Dhea’s utterance, “Have you heard that the due date for the final project is extended?”, it can be assumed that the due date for the final project has been extended to next month.

Data 3



Picture 4. 12 The Data of Factive Presupposition in Dialogue

(3/CH.1/Dia.3/P.5/FP: D)

Dhea : Would you need my help?

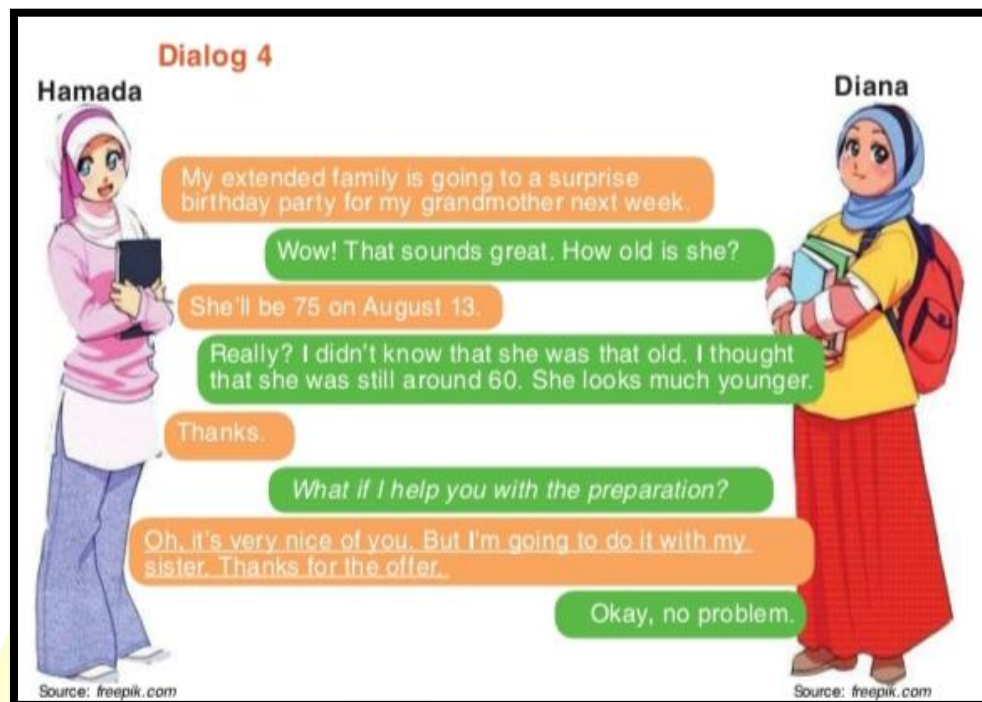
Riza : No, thanks. I'll do it as soon as possible. **I know that you're as busy as I am.**

Based on the utterance in bold, it can be concluded that the presupposition is:

a. *Dhea and Riza are busy.*

This type is a factive presupposition. It is triggered by word 'know' which has been underlined and is treated as fact. From the utterance in bold, it can be assumed that Dhea and Riza are busy, so Riza declines help from Dhea.

Data 4



Picture 4. 13 The Data of Factive Presupposition in Dialogue

(4/CH.1/Dia.4/P.6/FP: D)

Hamada : She'll be 75 on August 13.

Diana : Really? **I didn't know that she was that old.** I thought that she was still around 60. She looks much younger.

The presupposition of the utterance in bold is:

a. *Hamada's grandmother was old.*

This is categorized into factive presupposition, because it is triggered by the factive verb 'know' which has been underlined. It is supposed to be fact. From Diana's utterance, "I didn't know that she was that old", it can be assumed that Diana didn't know about Hamada's grandmother being that old and now over 60 years old.

3. Lexical Presupposition

Lexical presupposition is the type of presupposition that happens when the conventional meaning is interpreted with the assumption of another meaning (which is not stated or understood). The characteristic is the use word such as 'stop', 'again', 'start', 'still', 'manage', 'after', 'before', 'next', etc.

Data 1

Dialog 2
Tania works at a bus agent located at Arjosari terminal. A stranger is walking approaching her bringing a suitcase.

Stranger

Source: freepik.com

Hello, Sir. *May I help you? Where's your destination?*

Tania

Source: freepik.com

Yes. I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?

Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.

What time will it leave?

It will leave at 02.30 p.m. So, you just need to wait for 45 minutes.

Do I have to change buses after arriving in Jakarta?

After arriving in Lebak Bulus Terminal, you have a lot of options to reach your final destination. You can get in a 'Trans Jakarta' bus, *metro mini*, *bajaj*, taxi as well as *ojek*. You can ask the bus driver there.

Thank you. I will buy the bus ticket, then.

Wait a moment, please, I'll process it quickly.

Ok.

Picture 4. 14 The Data of Lexical Presupposition in Dialogue

(2/CH.1/Dia.2/P.5/LP: D)

Tania : **After arriving in Lebak Bulus Terminal, you have a lot of options to reach your final destination.**

Stranger : Thank you. I will buy the bus ticket, then.

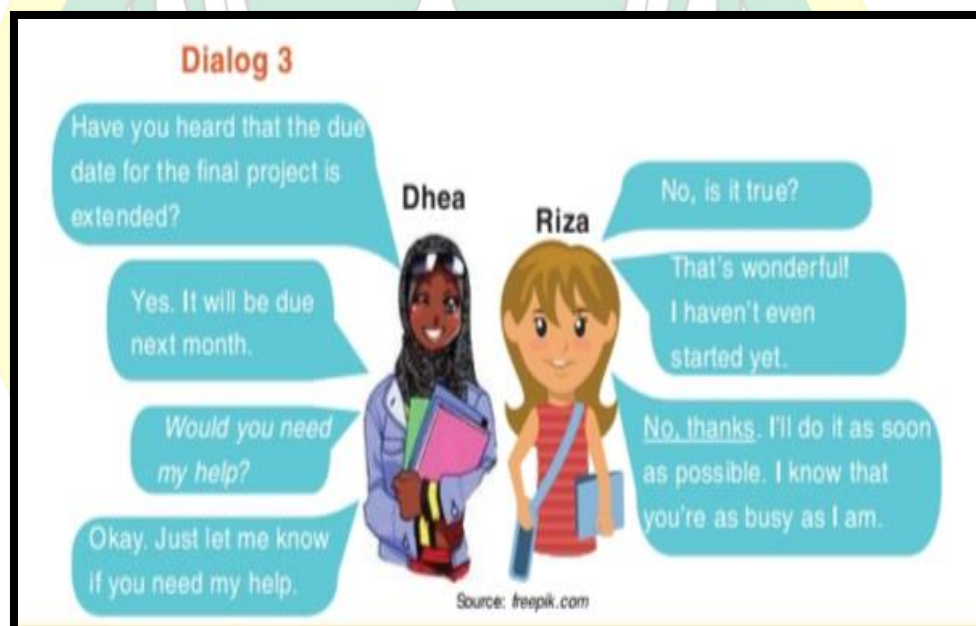
From the dialogue above between Tania and Stranger, the utterances in bold show presuppositions that appear:

- a. *Stranger is still on his way to Jakarta.*

- b. *Stranger has several options for his final destination after arriving at Lebak Bulus Terminal.*
- c. *There are several options such as 'Trans Jakarta Bus', metro mini, bajaj, taxi as well as ojek.*

This data was triggered by word 'after' which has been underlined. Thus, it can be categorized into lexical presupposition. It can be seen from Tania's utterance, which states that Stranger has several options for his final destination after arriving at Lebak Bulus Terminal, including 'Trans Jakarta Bus', *metro mini, bajaj*, taxi as well as *ojek*, but he is still at Arjosari Terminal.

Data 2



Picture 4. 15 The Data of Lexical Presupposition in Dialogue

(3/CH.1/Dia.3/P.5/LP: D)

Riza : **That's wonderful! I haven't even started yet.**

Dhea : Would you need my help?

The presuppositions of the dialogue above these utterances in bold are:

- a. *Riza is a student.*

- b. *Riza is not done a final project before.*

This type of presupposition is categorized as a lexical presupposition because it has another meaning which is seen from words ‘started’ which has been underlined. It can be assumed that Riza is a student, but he isn’t done a final project before, so he hasn’t even started it yet.

Data 3



Picture 4. 16 The Data of Lexical Presupposition in Dialogue

(3/CH.1/Dia.3/P.5/LP: D)

Riza : No, is it true?

Dhea : Yes. **It will be due next month.**

Based on the dialogue between Riza and Dhea, it can be concluded that the presupposition in statements in bold:

- a. *The final project is still in progress.*
- b. *The final project is not over yet this month.*

The type of presupposition is a lexical presupposition, which includes the verb ‘next’ which has been underlined. From Dhea’s utterance, “It will be

due next month”, it means that the final project is still in progress and is not over yet this month, but it will end next month.

Data 4



Picture 4. 17 The Data of Lexical Presupposition in Dialogue

(4/CH.1/Dia.4/P.6/LP: D)

Hamada : **My extended family is going to a surprise birthday party for my grandmother next week.**

Diana : Wow! That sounds great. How old is she?

The above statement in bold shows presuppositions:

- Hamada's grandmother's birthday party isn't this week.*
- Hamada's grandmother doesn't have a birthday this week.*
- Hamada's grandmother doesn't know that Hamada's family will surprise her.*


The type of presupposition is a lexical presupposition because this data has different meaning. This data was triggered by the use of the word 'next', which has been underlined. From the statement in bold, "My extended

family is going to a surprise birthday party for my grandmother next week”, it can be assumed that Hamada's grandmother doesn't have a birthday this week, so Hamada's family will give surprise birthday party next week.

4. Structural Presupposition

Structural presupposition is the type of presupposition that occurs when certain sentence structures have been identified as presuppositions, implying that they are considered to be true. This type of presupposition uses ‘wh-question’ constructions like ‘what’, ‘who’, ‘why’, ‘where’, ‘when’, and ‘how’ to handle information as though it were presupposed to be true and hence accepted by the listeners as true.

Data 1

<p>dr. Nahda : Hello...</p> <p>Fafa : Hello, doctor.</p> <p>dr. Nahda : You look terrible. <i>What can I do for you?</i></p> <p>Fafa : I can't go to school today.</p> <p>dr. Nahda : Oh, I am sorry to hear that. <i>What's the problem?</i></p>	
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Picture 4. 18 The Data of Structural Presupposition in Dialogue

(1/CH.1/Dia.1/P.4/SP: D)

Fafa : Hello, doctor.


dr. Nahda : You look terrible. **What can I do for you?**

Based on the dialogue between dr. Nahda and Fafa, it can be concluded that the presupposition of this statement in bold:

a. *There is something dr. Nahda can do for Fafa.*

The type of presupposition is structural presupposition, which includes wh-question, ‘what’, which has been underlined. The word ‘what’ is for asking something. From dr. Nahda's utterance, “What can I do for you?”, it is assumed that dr. Nahda did something for Fafa, like checking his stomach and giving him a prescription.

Data 2

dr. Nahda	: Hello...	
Fafa	: Hello, doctor.	
dr. Nahda	: You look terrible. <i>What can I do for you?</i>	
Fafa	: I can't go to school today.	
dr. Nahda	: Oh, I am sorry to hear that. <i>What's the problem?</i>	
Fafa	: My stomach hurts terribly. I think I have a fever as well.	
dr. Nahda	: Okay, let me check your stomach. (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?	

Picture 4. 19 The Data of Structural Presupposition in Dialogue

(1/CH.1/Dia.1/P.4/SP: D)

dr. Nahda : Oh, I am sorry to hear that. **What's the problem?**
Fafa : My stomach hurts terribly. I think I have a fever as well.

From the dialogue above between dr. Nahda and Fafa, the utterance in bold shows the presupposition that appears:

a. *There is a problem.*

The presupposition in this utterance is belonging into structural presupposition. From the utterance in bold, "What's the problem?", it can be assumed that Fafa's problem is that his stomach hurts terribly. It is a structural presupposition because it is triggered by wh-question, 'what' which has been underlined. It is to ask something.

Data 3

Dialog 2

Tania works at a bus agent located at Arjosari terminal.
A stranger is walking approaching her bringing a suitcase.

Stranger

Source: freepik.com

Hello, Sir. *May I help you? Where's your destination?*

Yes. I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?

Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.

What time will it leave?

It will leave at 02.30 p.m. So, you just need to wait for 45 minutes.

Do I have to change buses after arriving in Jakarta?

After arriving in Lebak Bulus Terminal, you have a lot of options to reach your final destination. You can get in a 'Trans Jakarta' bus, *metro mini*, *bajaj*, taxi as well as *ojek*. You can ask the bus driver there.

Thank you. I will buy the bus ticket, then.

Wait a moment, please, I'll process it quickly.

Ok.

Tania

Source: freepik.com

Picture 4. 20 The Data of Structural Presupposition in Dialogue

(2/CH.1/Dia.2/P.5/SP: D)

Tania : Hello, Sir. May I help you? **Where's your destination?**

Stranger : Yes. I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?

Based on the utterance in bold, it can be concluded that the presupposition is:

a. *Stranger has a destination.*

This is categorized into structural presupposition, because it is triggered by wh-question, 'where' which has been underlined. It is to ask a place. From Tania's utterance, "Where's your destination?", it is assumed that Stranger has a destination of going to Jakarta.

Data 4

Dialog 2

Tania works at a bus agent located at Arjosari terminal.
A stranger is walking approaching her bringing a suitcase.

Stranger

Source: freepik.com

Hello, Sir. *May I help you? Where's your destination?*

Yes. I need to go to Jakarta. **How long will it take from this bus station? Is this Arjosari station?**

Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.

What time will it leave?

It will leave at 02.30 p.m. So, you just need to wait for 45 minutes.

Do I have to change buses after arriving in Jakarta?

After arriving in Lebak Bulus Terminal, you have a lot of options to reach your final destination. You can get in a 'Trans Jakarta' bus, *metro mini, bajaj, taxi* as well as *ojek*. You can ask the bus driver there.

Thank you. I will buy the bus ticket, then.

Wait a moment, please, I'll process it quickly.

Ok.

Tania

Source: freepik.com

Picture 4. 21 The Data of Structural Presupposition in Dialogue

(2/CH.1/Dia.2/P.5/SP: D)

Stranger : Yes, I need to go to Jakarta. **How long will it take from this bus station?** Is this Arjosari station?

Tania : Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.

The presupposition of the dialogue above this utterance in bold is:

a. *There is a duration which is used from one place to another.*

This type of presupposition is categorized as a structural presupposition because it uses wh-question, 'how' which has been underlined. From the word 'how long', it is to ask about the duration. Based on this utterance, "How long will it take from this bus station?", it can be assumed that Stranger takes 22 hours from Arjosari station to Jakarta.

Data 6



Picture 4. 23 The Data of Structural Presupposition in Dialogue

(4/CH.1/Dia.4/P.6/SP: D)

Diana : Wow! That sounds great. **How old is she?**

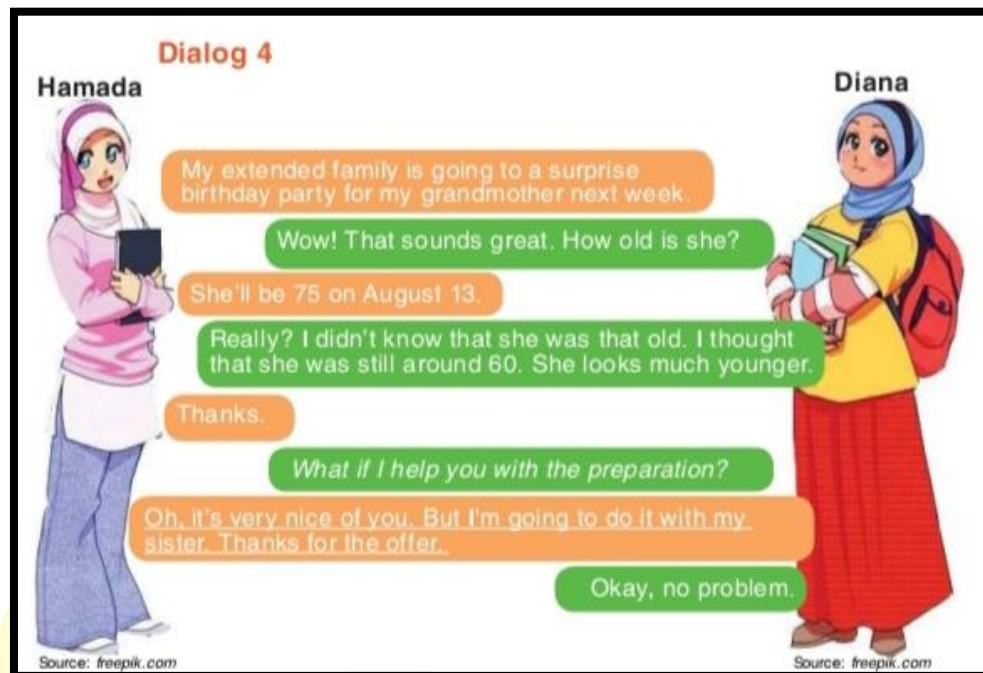
Hamada : She'll be 75 on August 13.

From the dialogue above between Diana and Hamada, the utterance in bold shows the presupposition that appears:

a. *Someone is asking someone else age.*

The presupposition in this utterance is classified into structural presupposition. This is regarded into structural presupposition because it is uses wh-question, 'how' which has been underlined. It is clear from the word 'how old' that the question is about how old someone is. Diana's utterance to Hamada, "How old is she?". From this utterance, it can be assumed that Hamada's grandmother has reached the age of more than 60 years old, and she'll be 75 years old on August 13.

Data 7



Picture 4. 24 The Data of Structural Presupposition in Dialogue

(4/CH.1/Dia.4/P.6/SP: D)

Diana : **What if I help you with the preparation?**

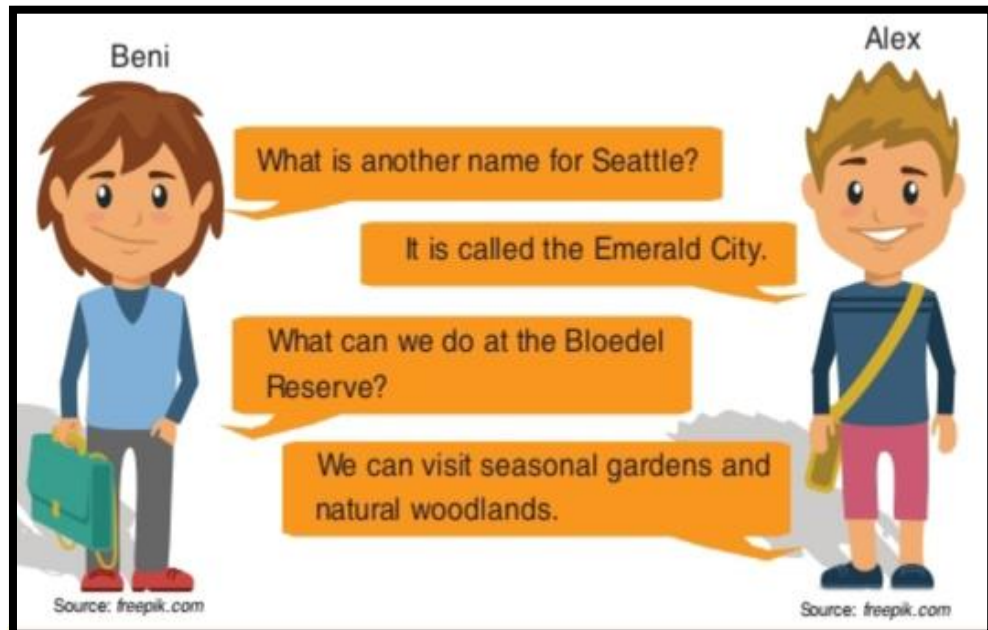
Hamada : Oh, it's very nice of you. But I'm going to do it with my sister.
Thanks for the offer.

Based on the utterance in bold, it can be concluded that the presupposition is:

a. *There is something must be prepared.*

This is categorized into structural presupposition, because it is triggered by wh-question, 'what' which has been underlined. The word 'what' in this sentence is offering help. It is to treat information as presumptively accurate and thus accept as true by the audience. This utterance in bold is assumed that Diana volunteered to help prepare for Hamada's grandmother's birthday party.

Data 8



Picture 4. 25 The Data of Structural Presupposition in Dialogue

(1/CH.2/Dia.1/P.20/SP: RC)

Beni : **What** is another name for Seattle?

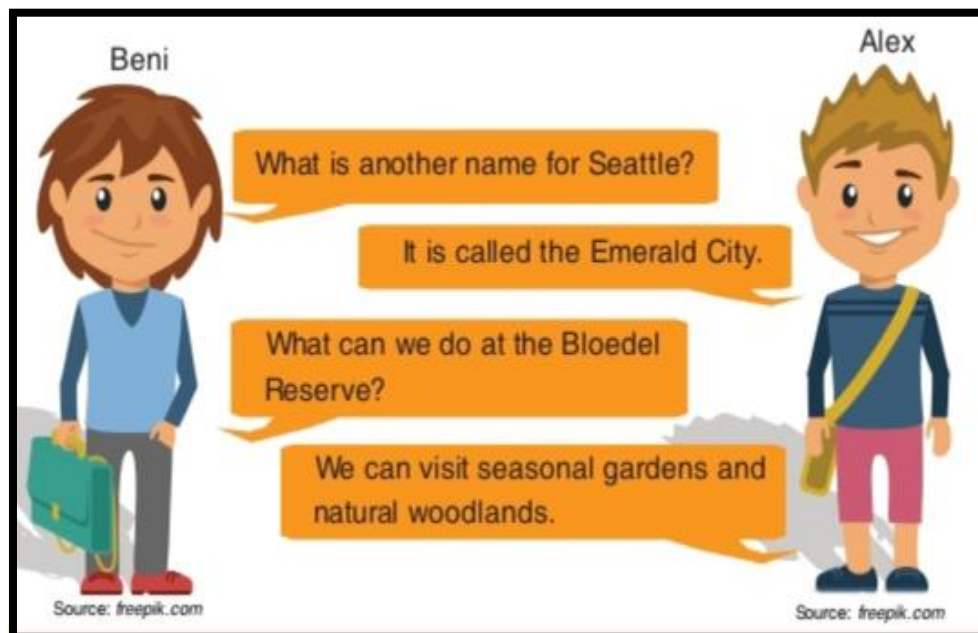
Alex : It is called the Emerald City.

The presupposition of the dialogue above this utterance in bold is:

- a. *There is another name for Seattle.*

The presupposition in this utterance is regarded into structural presupposition. From the utterance, “What is another name for Seattle?”, it is assumed that Seattle has another name, which is called Emerald City. This is categorized into structural presupposition because it's linked to specific sentence constructions where the speaker sees them as probable information that listeners accept as true. It can be obvious in the use of ‘what’, which is the information after ‘what’ is already known situation. It is to ask something.

Data 9



Picture 4. 26 The Data of Structural Presupposition in Dialogue

(1/CH.2/Dia.1/P.20/SP: RC)

Beni : **What can we do at the Bloedel Reserve?**

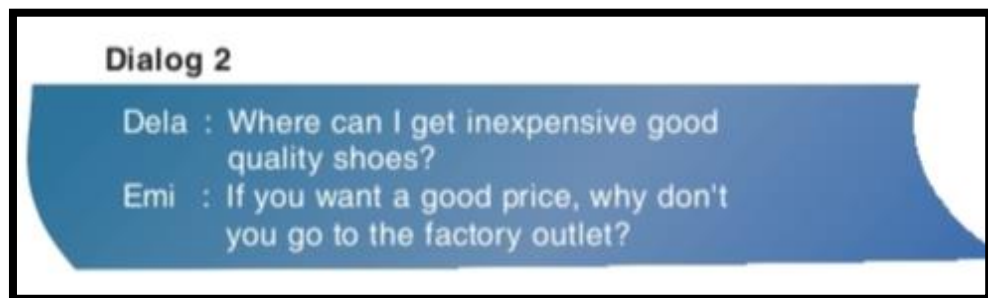
Alex : We can visit seasonal gardens and natural woodlands.

Based on the dialogue between Beni and Alex, it can be concluded that the presuppositions of these statements in bold:

a. *There is something that can be done at Bloedel Reserve.*

The type of presupposition is a structural presupposition, which includes the wh-question 'what' which has been underlined. The word 'what' for ask something. It is assumed that Beni and Alex can do something at the Bloedel Reserve, such as visit seasonal gardens and natural woodlands.

Data 10



Picture 4. 27 The Data of Structural Presupposition in Dialogue

(2/CH.2/Dia.2/P.25/SP: GR)

Dela : **Where** can I get inexpensive good quality shoes?

Emi : If you want a good price, why don't you go to the factory outlet?

The presupposition of the dialogue above this utterance in bold is:


a. *There is a shoe factory outlet.*

The presupposition in this utterance is categorized into structural presupposition. From the utterance, "Where can I get inexpensive good quality shoes?", it is assumed that Dela gets some inexpensive and good quality shoes at a shoe factory outlet. This is categorized into structural presuppositions because it's linked to specific sentence constructions, where the speaker sees them as presumptive information that listeners accept as true. It can be seen in the use of 'where,' which is information provided after 'where' has already been determined to be case. It is to ask for a place.

5. Non-factive Presupposition

Non-factive presupposition is an assumption that is assumed not to be true. This is indicated by the existence of verbs like 'think', 'dream', 'imagine', 'pretend', 'claim', and others.

Data 1

dr. Nahda : Hello...	
Fafa : Hello, doctor.	
dr. Nahda : You look terrible. <i>What can I do for you?</i>	
Fafa : I can't go to school today.	
dr. Nahda : Oh, I am sorry to hear that. <i>What's the problem?</i>	
Fafa : My stomach hurts terribly. I think I have a fever as well.	
dr. Nahda : <i>Okay, let me check your stomach.</i> (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?	

Picture 4. 28 The Data of Non-factive Presupposition in Dialogue

(1/CH.1/Dia.1/P.4/NP: D)

dr. Nahda : Oh, I am sorry to hear that. What's the problem?

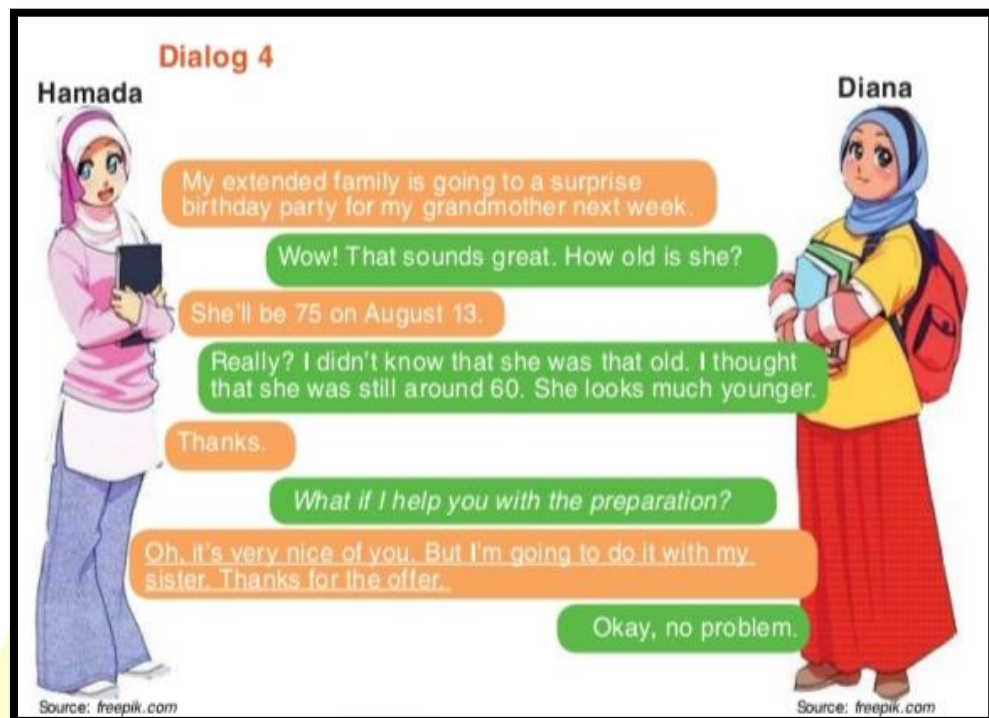
Fafa : My stomach hurts terribly. **I think I have a fever as well.**

Based on the dialogue between dr. Nahda and Fafa, it can be concluded that the presupposition of this statement in bold:

a. *Fafa thinks he has a fever.*

The type of presupposition is a non-factive presupposition, which includes the verb 'think' which has been underlined. It is assumed not to be real. The fact is that Fafa may have a fever and stomachache.

Data 2



Picture 4. 29 The Data of Non-factive Presupposition in Dialogue

(4/CH.1/Dia.4/P.6/NP: D)

Diana : Really? I didn't know that she was that old. **I thought that she was still around 60.** She looks much younger.

Hamada : Thanks.

From the dialogue between Diana and Hamada, the utterances in bold show presuppositions that appear:

- a. *She is older.*
- b. *She is more than 60 years old.*

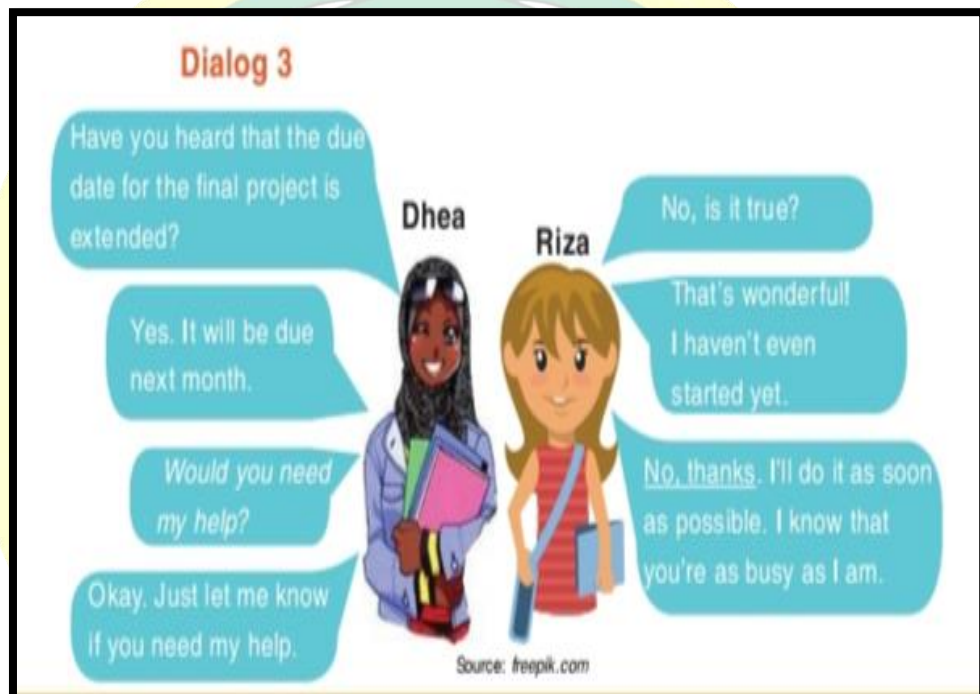
The presupposition in this utterance is included into non-factive presupposition. From the utterance in bold, "I thought that she was still around 60", the fact is that Hamada's grandmother is older and she is more than 60 years old, exactly 75 years old on August 13. It is non-factive presupposition because it's linked to a few verbs that are presumed to be false.

This presupposition is triggered by the using word ‘thought’ which has been underlined.

6. Counterfactual Presupposition

Counterfactual presupposition is a type of presupposition that occurs when assumption that what is presupposed is not only untrue, but is the opposite of what is true, or contrary to the actual facts. This is usually indicated by the use of an ‘if-clause’.

Data 1



Picture 4. 30 The Data of Counterfactual Presupposition in Dialogue

(3/CH.1/Dia.3/P.5/CP: D)

Riza : No, thanks. I'll do it as soon as possible. I know that you're as busy as I am.

Dhea : Okay. **Just let me know if you need my help.**

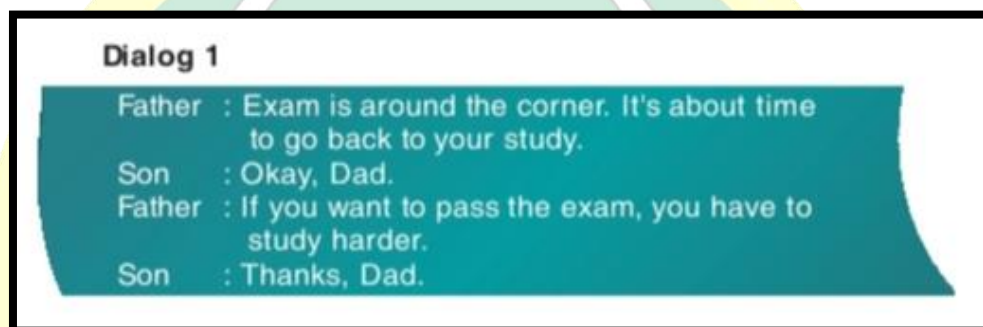
Based on the dialogue above, the presuppositions in the utterance in bold state are:

- a. *Riza doesn't tell her anything.*

b. *Riza doesn't need her help.*

This is categorized into counterfactual presupposition, because it is triggered by 'if-clause' which has been underlined. This utterance is not only not true but contrary to facts. Dhea's utterances to Riza, "Just let me know if you need my help". The fact is that Riza doesn't tell Dhea, which implies that Riza doesn't need her help. The sentence included the type of conditional sentence type 1 because it is possible and characterized by the use of the simple present tense. There are signs such as will or imperative sentence which suggests that sentence is possible to happen.

Data 2



Picture 4. 31 The Data of Counterfactual Presupposition in Dialogue
(1/CH.2/Dia.1/P.24/CP: GR)

Father : **If you want to pass the exam, you have to study harder.**
Son : Thanks, Dad.

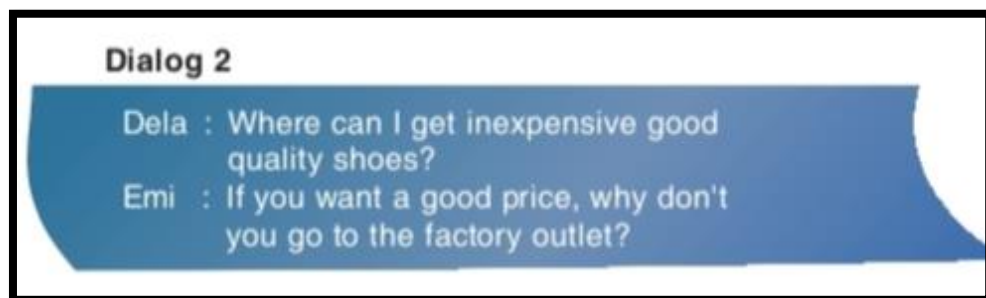
Based on the dialogue between father and son, it can be concluded that the presupposition in the statements in bold:

- a. *You haven't pass the exam.*
- b. *You haven't studied harder.*

The type of presupposition is a counterfactual presupposition, which include an 'if-clause' which has been underlined. The function of these statement is equal to the function of counterfactual presuppositions, which continually interpret the existence of the father's utterance to his son. When he wants to pass the exam, he has to study harder. However, the fact is that

his son hasn't pass the exam, which implies he hasn't studied harder. The sentence included the type of conditional sentence type 1 because it is possible and characterized by the use of the simple present tense. There are signs such as will or imperative sentence which suggests that the sentence, "If you want to pass the exam, you have to study harder" is possible to happen.

Data 3



Picture 4. 32 The Data of Counterfactual Presupposition in Dialogue

(2/CH.2/Dia.2/P.25/CP: GR)

Dela : Where can I get inexpensive good quality shoes?

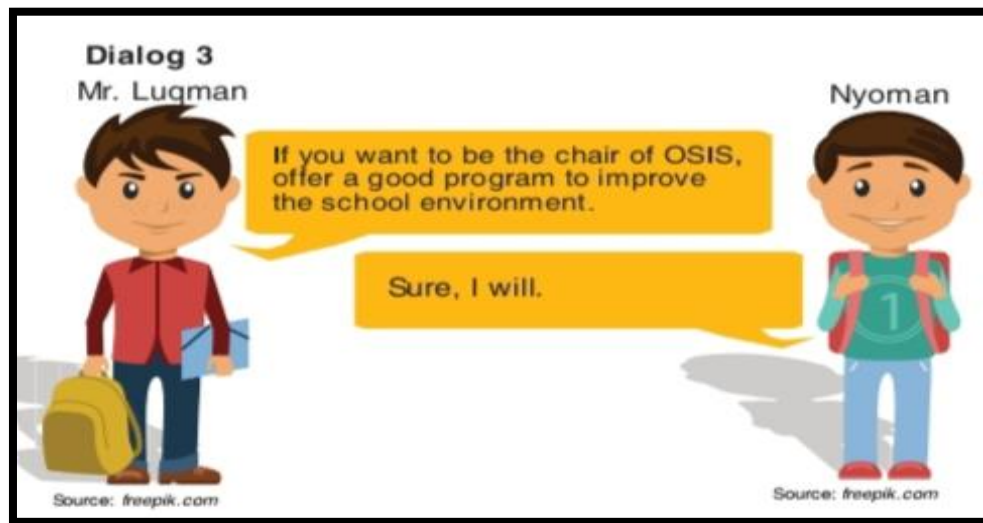
Emi : **If you want a good price, why don't you go to the factory outlet?**

The presuppositions of the dialogue above these utterances in bold are:

- a. *There is a good price at the factory outlet.*

This type of presupposition is classified as a counterfactual presupposition because the structures imply that what is presupposed is not only false, but also the polar opposite of what is seen from words 'if-clause' which has been underlined. The fact is that Emi can get a good price, which implies she goes to the factory outlet. The sentence included the type of conditional sentence type 1 because it is possible and characterized by the use of the simple present tense. There are signs such as will or imperative sentence which suggests that the sentence, "If you want a good price, why don't you go to the factory outlet?" is possible to happen.

Data 4



Picture 4. 33 The Data of Counterfactual Presupposition in Dialogue

(3/CH.2/Dia.3/P.25/CP: GR)

Mr. Lukman : **If you want to be the chair of OSIS, offer a good program to improve the school environment.**

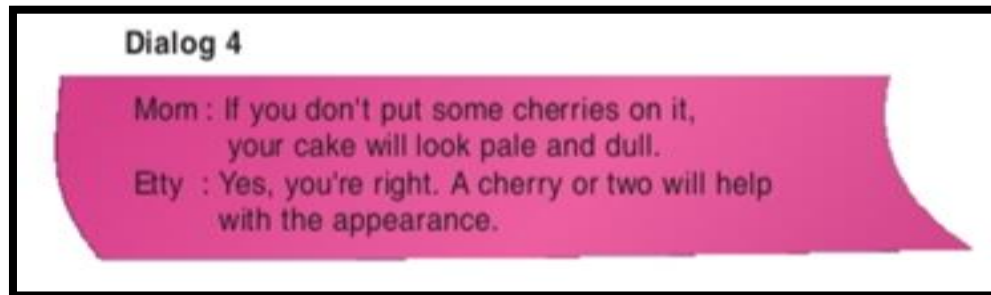
Nyoman : Sure, I will.

The above utterance shows presuppositions:

- You aren't the chair of OSIS.*
- A good program to improve the school environment is not yet offered.*
- A good program to improve the school environment is needed.*

It can be seen that the type of presupposition used from the utterance in bold is a counterfactual presupposition because it can be assumed that Nyoman isn't the chair of OSIS, and a good program to improve the school environment is needed but not yet offered. This utterance uses the 'if-clause' which has been underlined and is contrary to fact. The sentence included the type of conditional sentence type 1 because it is possible and characterized by the use of the simple present tense. There are signs such as will or imperative sentence which suggests that sentence, "If you want to be the chair of OSIS, offer a good program to improve the school environment" is possible to happen.

Data 5



Picture 4. 34 The Data of Counterfactual Presupposition in Dialogue

(4/CH.2/Dia.4/P.25/CP: GR)

Mom : **If you don't put some cherries on it, your cake will look pale and dull.**

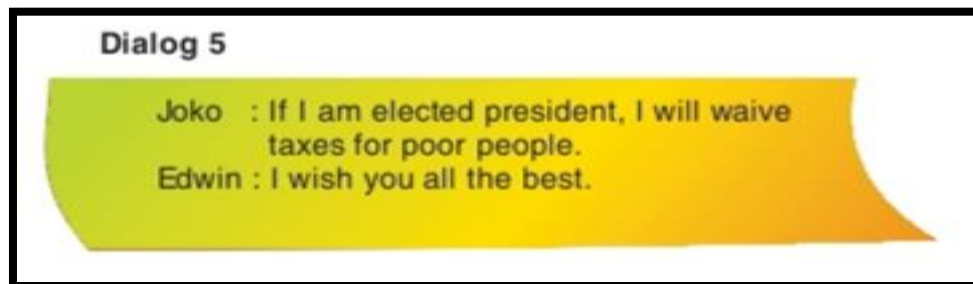
Etty : Yes, you're right. A cherry or two will help with the appearance.

From the dialogue between Mom and Etty, the utterances in bold show presuppositions that appear:

- a. *There is cake.*
- b. *The cake look pale and dull.*

Mom's utterance to Etty, "If you don't put some cherries on it, your cake will look pale and dull". The presupposition in this utterance is categorized into counterfactual presupposition. This is categorized into counterfactual presuppositions because it is uses an 'if-clause' which has been underlined, and the information is incorrect at the time of the utterance. The fact is that Etty put some cherries on the cake which implies that the cake will not look pale and dull, but beautiful and interesting to eat. The sentence included the type of conditional sentence type 1 because it is possible and characterized by the use of the simple present tense. There are signs such as will or imperative sentence which suggest that sentence is possible to happen.

Data 6



Picture 4. 35 The Data of Counterfactual Presupposition in Dialogue

(5/CH.2/Dia.5/P.25/CP: GR)

Joko : **If I am elected president, I will waive taxes for poor people.**
 Edwin : I wish you all the best.

Based on the statement in bold, it can be concluded that several presuppositions are:

- a. *Joko is doing his apprenticeship to become president.*
- b. *Joko was not elected president.*
- c. *There is taxes for poor people.*

This type is a counterfactual presupposition because it is triggered by the use of an 'if-clause', which has been underlined. This statement is not only false, but also contradictory to facts. It can be seen in Joko's utterances to Edwin: "If I am elected president, I will waive taxes for poor people." The fact is that Joko was not elected president, which implies that he will not waive taxes for poor people. The sentence included the type of conditional sentence type 1 because it is possible and characterized by the use of the simple present tense. There are signs such as will or imperative sentence which suggest that sentence is possible to happen.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the data analysis of presuppositions on the dialogues in *Bahasa Inggris* textbook for 12th grade students of Senior High School, there are six types of presupposition based on Yule's theory that are found in this dialogue. They are existential presupposition, factive presupposition, lexical presupposition, structural presupposition, non-factive presupposition, and counterfactual presupposition.

After analyzing 10 material dialogues in the previous chapter, there are 35 data point presuppositions that are discovered. This research analyzes types and meanings of presuppositions by considering the context of dialogue, particularly the speaker's statements. The result shows that structural presupposition is the dominant type of presupposition with a total of 10 or 28,57% of the data out of 35 data points. The second most-used type of presupposition is the existential presupposition, which has 9 or 25,71% of the data out of 35 data points. The third most-used type of presupposition is counterfactual, with 6 or 17,14% of the data out of 35 data points. The fourth most-used types of presupposition are factive presupposition and lexical presupposition of the 35 data points, there are 4 or 11,42% of them classified. The least-used type of presupposition is non-factive presupposition, with 2 or 5,71% of the data out of 35 data points.

Presupposition meaning and context analysis are closely related. Understanding the meaning of presuppositions in the dialogue based on their relevance in the context of the sentence is very important. The communication delivered will run fluently if the interlocutor and speaker have the same understanding of the context sentences' meaning. There are several factors that influence this context. They are shared knowledge, participants, and the context of the situation.

Based on the results of this study, it can be concluded that the presuppositions that arise between the speaker and the interlocutor have different possibilities of understanding. Presuppositions are used to make it easier for the

interlocutor to comprehend the speaker's meaning. This research can be used by teachers to teach presuppositions to students learning English. People can begin to comprehend a language that can raise several assumptions, depending on who is reading, listening, speaking, and who is communicating with them. Apart from that, good manners and grammatical strategies can help people deliver news messages more effectively.

B. Suggestion

The researcher would like to make the following suggestions in this section:

1. For the next researcher, this study is expected to serve as a model for future research using a different corpus. As a result, the researcher anticipates that other researchers will perform additional research on presuppositions.
2. For English teachers, the researcher expects that teachers can apply interesting learning methods and make student communication more interactive.
3. For students, this research is expected to give a deeper understanding of presuppositions, so they can understand the implied meaning in daily communication.
4. For the reader, this study is expected to enhance their understanding of presuppositions.
5. For the writer and material developers, this research is expected to give consideration and balance in order to produce and create an English textbook which presents elements of presupposition in good proportion. It is intended to include a clear presupposition source in each material in order to gain presupposition knowledge.

Hopefully, this research will be a benchmark for study in the learning process for all students in the English Department. Furthermore, it can be a perspective on textbooks, dialogues, and presuppositions in an educational setting.

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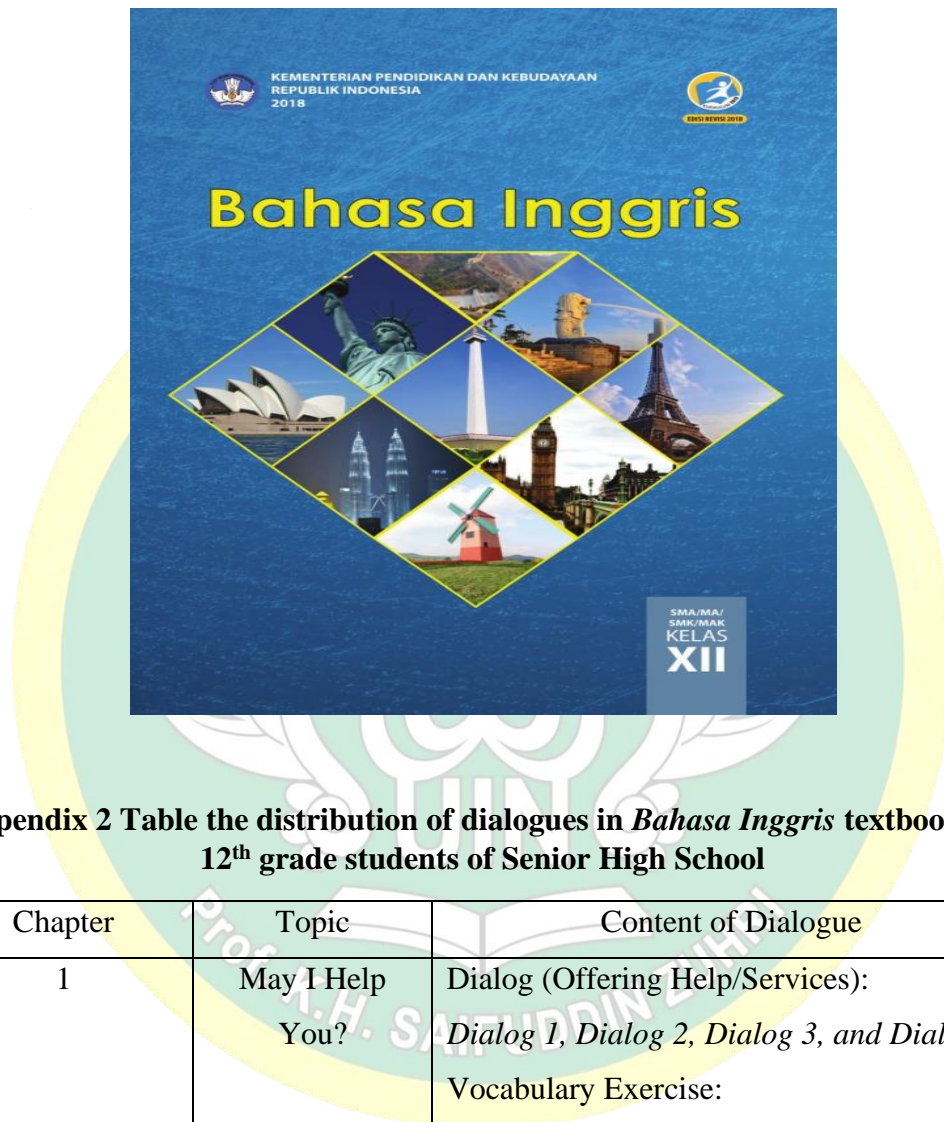
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APPENDICES

Appendix 1 Cover of the textbook



Appendix 2 Table the distribution of dialogues in *Bahasa Inggris* textbook for 12th grade students of Senior High School


Chapter	Topic	Content of Dialogue
1	May I Help You?	Dialog (Offering Help/Services): <i>Dialog 1, Dialog 2, Dialog 3, and Dialog 4</i> Vocabulary Exercise: <i>Dialog 1, Dialog 2, and Dialog 3</i>
2	Why Don't You Visit Seattle?	Reading Comprehension: <i>Dialog 1, Dialog 2, Dialog 3, Dialog 4, and Dialog 5</i> Grammar Review: <i>Dialog 1, Dialog 2, Dialog 3, Dialog 4, and Dialog 5</i>

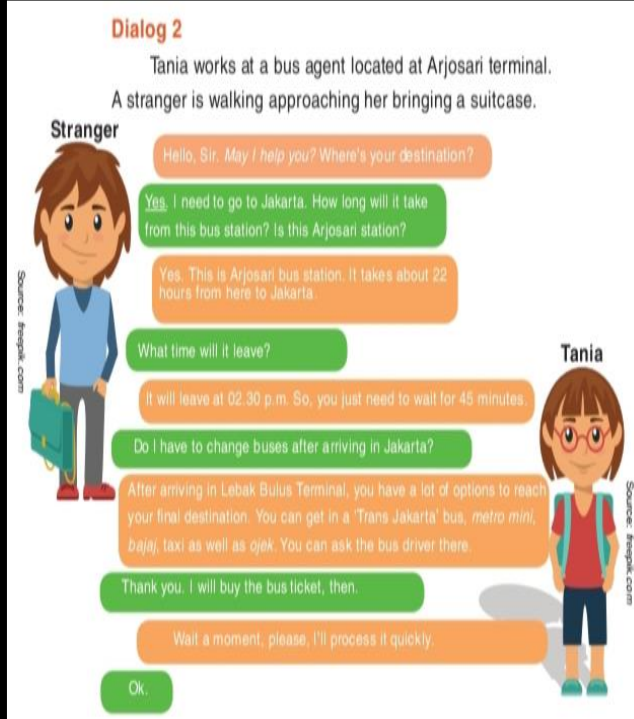
3	Creating Captions	Reading Captions: <i>Dialog 1 and Dialog 2</i>
8	How to Make	Text Structure: <i>Dialog 1 and Dialog 2</i>
	Total	21 Dialog

Appendix 3 Table display the distribution of the dialogue material that will be analyzed for presupposition in *Bahasa Inggris* textbook for 12th grade students of Senior High School

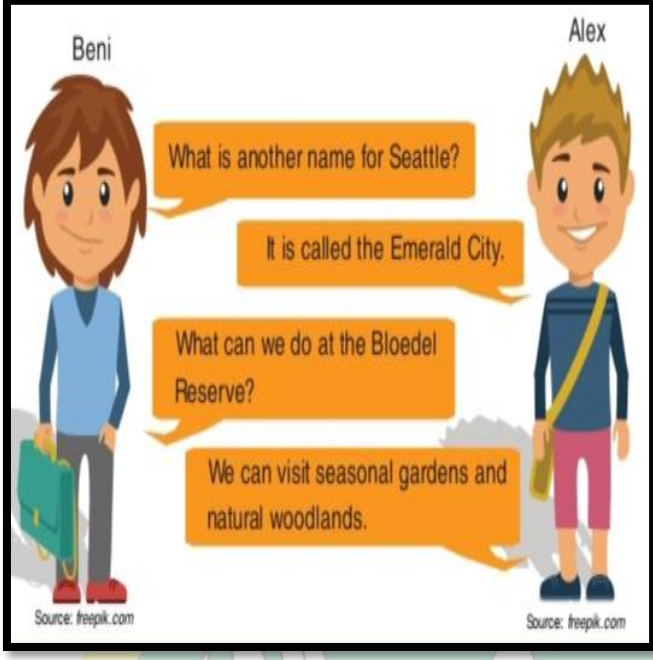
Chapter	Topic	Content of Dialogue
1	May I Help You?	Dialog (Offering Help/Services): <i>Dialog 1, Dialog 2, Dialog 3, and Dialog 4</i>
2	Why Don't You Visit Seattle?	Reading Comprehension: <i>Dialog 1</i> Grammar Review: <i>Dialog 1, Dialog 2, Dialog 3, Dialog 4, and Dialog 5</i>
	Total	10 Dialog



Appendix 4 Data coding

Data	Code
<p>dr. Nahda : Hello...</p> <p>Fafa : Hello, doctor.</p> <p>dr. Nahda : You look terrible. <i>What can I do for you?</i></p> <p>Fafa : I can't go to school today.</p> <p>dr. Nahda : Oh, I am sorry to hear that. <i>What's the problem?</i></p> <p>Fafa : My stomach hurts terribly. I think I have a fever as well.</p> 	1/CH.1/Dia.1/P.4/EP: D

<p>Fafa : My stomach hurts terribly. I think I have a fever as well.</p> <p>dr. Nahda : <i>Okay, let me check your stomach.</i> (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?</p> <p>Fafa : Not that one.</p>	1/CH.1/Dia.1/P.4/EP: D
<p>dr. Nahda : Here?</p> <p>Fafa : Yes, that's really terrible.</p> <p>dr. Nahda : Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?</p> <p>Fafa : Okay, doctor.</p>	1/CH.1/Dia.1/P.4/EP: D
<p>Dialog 2</p> <p>Tania works at a bus agent located at Arjosari terminal. A stranger is walking approaching her bringing a suitcase.</p> <p>Stranger</p> <p>Hello, Sir. <i>May I help you? Where's your destination?</i></p> <p>Yes, I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?</p> <p>Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.</p> <p>What time will it leave?</p> <p>It will leave at 02.30 p.m. So, you just need to wait for 45 minutes.</p> <p>Do I have to change buses after arriving in Jakarta?</p> <p>After arriving in Lebak Bulus Terminal, you have a lot of options to reach your final destination. You can get in a 'Trans Jakarta' bus, <i>metro mini</i>, <i>bajaj</i>, taxi as well as <i>ojék</i>. You can ask the bus driver there.</p> <p>Thank you. I will buy the bus ticket, then.</p> <p>Wait a moment, please, I'll process it quickly.</p> <p>Ok.</p> <p>Tania</p>  <p>Source: kempak.com</p>	2/CH.1/Dia.2/P.5/EP: D

<p style="text-align: center;">Dialog 4</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Hamada</p> <p>My extended family is going to a surprise birthday party for my grandmother next week.</p> <p>Wow! That sounds great. How old is she?</p> <p>She'll be 75 on August 13.</p> <p>Really? I didn't know that she was that old. I thought that she was still around 60. She looks much younger.</p> <p>Thanks.</p> <p>What if I help you with the preparation?</p> <p>Oh, it's very nice of you. But I'm going to do it with my sister. Thanks for the offer.</p> </div> <div style="width: 45%;"> <p>Diana</p> <p>Okay, no problem.</p> </div> </div> <p style="font-size: small;">Source: freepik.com</p>	<p>4/CH.1/Dia.4/P.6/EP: D</p>
<p style="text-align: center;">Dialog 3</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>Dhea</p> <p>Have you heard that the due date for the final project is extended?</p> <p>Yes. It will be due next month.</p> <p>Would you need my help?</p> <p>Okay. Just let me know if you need my help.</p> </div> <div style="width: 45%;"> <p>Riza</p> <p>No, is it true?</p> <p>That's wonderful! I haven't even started yet.</p> <p>No, thanks. I'll do it as soon as possible. I know that you're as busy as I am.</p> </div> </div> <p style="font-size: small;">Source: freepik.com</p>	<p>3/CH.1/Dia.3/P.5/LP: D</p>

 <p>Beni</p> <p>Alex</p> <p>What is another name for Seattle?</p> <p>It is called the Emerald City.</p> <p>What can we do at the Bloedel Reserve?</p> <p>We can visit seasonal gardens and natural woodlands.</p> <p>Source: freepik.com</p>	1/CH.2/Dia.1/P.20/EP: RC
<p>Dialog 2</p> <p>Dela : Where can I get inexpensive good quality shoes?</p> <p>Emi : If you want a good price, why don't you go to the factory outlet?</p>	2/CH.2/Dia.2/P.25/CP: GR
<p>Dialog 1</p> <p>Father : Exam is around the corner. It's about time to go back to your study.</p> <p>Son : Okay, Dad.</p> <p>Father : If you want to pass the exam, you have to study harder.</p> <p>Son : Thanks, Dad.</p>	1/CH.2/Dia. 1/P.24/CP: GR

<p>Dialog 3</p> <p>Mr. Luqman</p>  <p>If you want to be the chair of OSIS, offer a good program to improve the school environment.</p> <p>Nyoman</p>  <p>Sure, I will.</p> <p>Source: freepik.com</p>	3/CH.2/Dia.3/P.25/CP: GR
<p>Dialog 4</p> <p>Mom : If you don't put some cherries on it, your cake will look pale and dull.</p> <p>Ety : Yes, you're right. A cherry or two will help with the appearance.</p>	4/CH.2/Dia.4/P.25/CP: GR
<p>Dialog 5</p> <p>Joko : If I am elected president, I will waive taxes for poor people.</p> <p>Edwin : I wish you all the best.</p>	5/CH.2/Dia.4/P.25/CP: GR

Appendix 5 Calculating the data after analyzed by formula written

The code used for Yule's theory:

Existential Presupposition	: EP
Factive Presupposition	: FP
Lexical Presupposition	: LP
Structural Presupposition	: SP
Non-factive Presupposition	: NP
Counterfactual Presupposition	: CP

The total of the data types of presupposition on the dialogues in Bahasa Inggris Textbook for 12th grade students of Senior High School

EP : 9	SP : 10	} Total 35
FP : 4	NP : 2	
LP : 4	CP : 6	

$$EP = \frac{9}{35} \times 100\% = 25,71\%$$

$$FP = \frac{4}{35} \times 100\% = 11,42\%$$

$$LP = \frac{4}{35} \times 100\% = 11,42\%$$

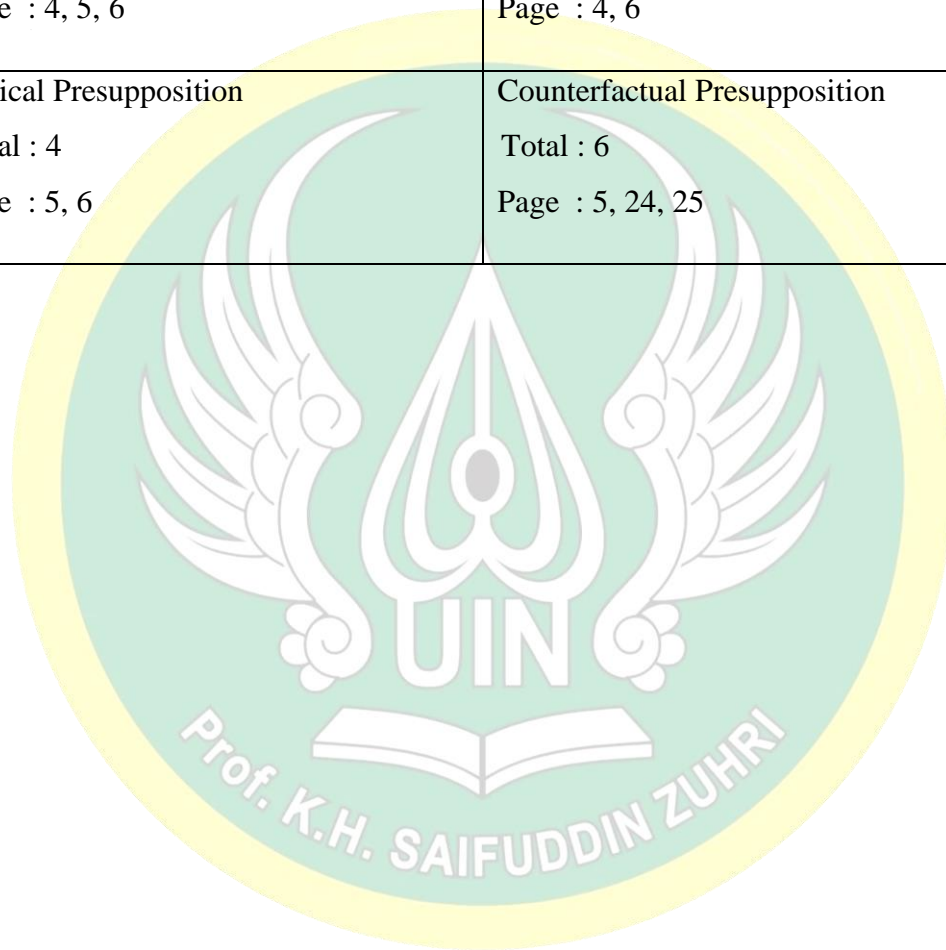
$$SP = \frac{10}{35} \times 100\% = 28,57\%$$

$$NP = \frac{2}{35} \times 100\% = 5,71\%$$

$$CP = \frac{6}{35} \times 100\% = 17,14\%$$

Appendix 6 Types of presupposition and who it represents

<p>Existential Presupposition Total : 9 Page : 4, 5, 6, 20</p>	<p>Structural Presupposition Total : 10 Page : 4, 5, 6, 20, 25</p>
<p>Factive Presupposition Total : 4 Page : 4, 5, 6</p>	<p>Non-Factive Presupposition Total : 2 Page : 4, 6</p>
<p>Lexical Presupposition Total : 4 Page : 5, 6</p>	<p>Counterfactual Presupposition Total : 6 Page : 5, 24, 25</p>



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C. Organizational Experience

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2. SESAMA Purwokerto
3. DDV Purwokerto
4. DPM Purwokerto

Purwokerto, 25 April 2022



Fitria Dwi Pangestu