THE USE OF PRESUPPOSITION

IN EFL SPEAKING CLASS

THESIS

This Thesis is Submitted to Fulfill the Requirement for the "*Sarjana*" Degree

in English Language Education

By:

SANDI KURNIAWAN

NIM. 21551037

ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

ISLAMIC STATE INSTITUTE OF CURUP

(IAIN) CURUP

2025

Hal   : **Pengajuan Sidang Munaqasah**

Kepada

Yth. Bapak Dekan Fakultas Tarbiyah IAIN Curup

Di tempat

Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Sandi Kurniawan (21551037)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"The Use of Presupposition in EFL Speaking Class"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

Wassalamualaikum Warahmatullahi Wabarakatuh

Curup, 15 Juni 2025

Mengetahui

Advisor

Co-Advisor

Dr. Prihantoro, SS., M.Pd
NIP. 19750820 200801 1 004

Sarwo Edy, M.Pd
NIP. 19810607 202321 1 011

i

THE STATEMENT OF OWNERSHIP

The author who has signed below:

Name : Sandi Kurniawan

NIM : 21551037

Study Program : Tadris Bahasa Inggris

Faculty : Tarbiyah

Declare that the **"The Use of Presupposition in EFL Speaking Class"** thesis was written honestly and to the best of my ability. If this thesis has some mistakes the following day, the author is prepared to assume responsibility for the consequences and any additional criticism from IAIN Curup and to abide by its policies.

Curup, June 15th 2025
Author

Sandi Kurniawan
NIM. 21551037

A P P R O V A L

Nomor : 184 /In.34/FT/PP.00.9/07/2025

Name	: Sandi Kurniawan
NIM	: 21551037
Departement	: English Tadris Study Program
Title	: The Use of Presupposition in EFL Speaking Class

Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:
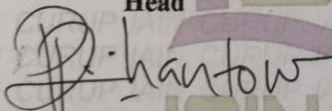
Day / Date	: Friday, June 20th 2025
Time	: 13.30 PM – 15.00 PM
At	: Room 1 Munaqasyah IAIN Curup

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Departement of IAIN Curup.
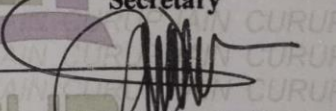
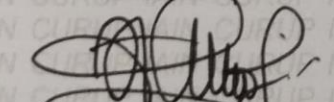Curup, 26 June 2025

Examiners:

Head

Dr. Prihantoro, SS., M.Pd
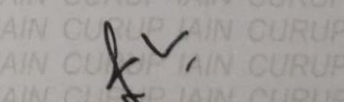NIP. 19750820 200801 1 004

Secretary

Sarwo Edy, M.Pd
NIP. 19810607 202321 1 011
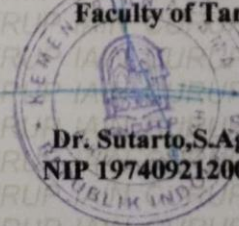
Examiner I

Dr. Leffy Nofiyenti, M.Pd
NIP. 19761106 200312 2 003

Examiner II

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Dean
Faculty of Tarbiyah

Dr. Sutarto,S.Ag., M.Pd
NIP 197409212000031003

iii

PREFACE

All praise and thanks are due to Allah SWT. With the help of His blessings, I, the author, have finished this thesis with admirable outcomes and putting forth on my best effort. This thesis has been turned in to fulfill the requirement of Institut Agama Islam Negeri (IAIN) Curup for the Sarjana degree.

The phenomenon in this research lies in the use of presupposition in the interaction between lecturers and students in EFL speaking classes. The researcher is interested in exploring and categorizing the types of presuppositions that appear during the teaching and learning process, as well as understanding the implied meanings behind each presupposition used. The researcher believes that by identifying the forms of presupposition used in the context of English as a Foreign Language (EFL) learning, this study can contribute to a better understanding of how implicit meaning plays a role in building effective communication in the classroom.

Although the analysis in this research still has limitations and room for further development especially considering the importance of pragmatic studies in English language teaching the researcher believes that future studies have the potential to reveal more insights related to communication strategies in EFL instruction. The researcher hopes this study can serve as a foundation for further exploration of presupposition use in language learning contexts.

Curup, June 15th 2025
Author

Sandi Kurniawan
NIM. 21551037

ACKNOWLEDGEMENT

Assalamualaikum Warahmatullahi Wabarakatuh

Alhamdulillahirabbil'alamin, all praise is due to Allah SWT, the most gracious, the most merciful. With his infinite mercy, blessings, and guidance, the completion of this thesis has been made possible. I express my deepest gratitude to Allah Subhanahu wa Ta'ala, the almighty god of all universes, for granting me strength, perseverance, and insight throughout this journey. May peace and blessings forever be upon the Prophet Muhammad Shallallahu 'alaihi wa sallam, his noble family, devoted friends, and faithful followers who continue to inspire us in every aspect of life

The researcher finally finished the thesis entitled "**The Use of Presupposition in EFL Speaking Class**." This Thesis is submitted to fulfill the requirement for the "Sarjana" degree in English Language Education of IAIN Curup. Throughout the process of completing this thesis, I have been very fortunate to receive unwavering support, invaluable guidance, meaningful assistance, thoughtful contributions, and constant motivation from many individuals. In light of this, I would like to express my deepest appreciation and heartfelt gratitude to everyone who played a role in this meaningful journey.

First of all, I would like to express my deepest gratitude to my beloved family, my mother, my father, and my brother who have given me unconditional love, endless moral support, and tremendous sacrifices. You have prioritized my education above your own interests and become the main foundation in every step I take.

you for the togetherness, support, and meaningful lessons about education, campus life, friendship, and kinship.

Finally, I extend my appreciation and thanks to myself, for the resilience and spirit that kept burning throughout this journey. I am grateful for being able to trust my own strength, face every challenge with courage, and become my own closest friend and strongest supporter in every step I have taken.

In conclusion, in the pursuit of perfection in the future, the author acknowledges that no work is entirely without flaws. Therefore, the author remains open to constructive criticism and suggestions. It is hoped that the results of this study will provide a positive contribution to the development of English language education. May Allah *Subhanahu Wa Ta'ala* continuously bestow abundant blessings and rewards upon all parties who have been involved in this process, both those mentioned and those not mentioned. *Aamiin yaa rabbal 'alamiin.*

Wassalamualaikum Warahmatullahi Wabarakatuh

Curup, June 15th 2025
Author

Sandi Kurniawan
NIM. 21551037

MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

"The best of people are those who are most beneficial to others"

(Hadith narrated by Ath-Thabrani in Al-Mu'jam Al-Awsath)

— Sandi Kurniawan —

DEDICATION

I proudly dedicate this thesis to my beloved mother, my beloved father, myself, and my brother.
Words are too poor to express my love and gratitude to you all, who have been my source of strength, enabling me to keep crawling, walking, running, and pursuing my dreams throughout this journey of life.

ABSTRACT

Sandi Kurniawan : **The Use of Presupposition in EFL Speaking Class**

Advisor : Dr. Prihantoro, SS., M.Pd

Co-advisor : Sarwo Edy, M.Pd

This paper discusses the use of presupposition in EFL speaking classes with the aim of identifying the types of presupposition and the implied meanings contained within them. The subject of this study were the Speaking course in the English Study Program at IAIN Curup, consisted of six Speaking classes. This research is a language research with qualitative descriptive approach. The data were collected through observation. The data were recorded and then transcribed for further analysis regarding the types of presuppositions and the implied meanings of the presuppositions. The research revealed five types of presupposition used by both lecturers and students, namely Existential, Factive, Lexical, Structural, and Non-factive presuppositions. Interestingly, the researcher also identified a new composition of presupposition, which is referred to as Multi Presupposition. This new composition consists of four forms: Factive-Existential, Lexical-Existential, Structural-Existential, and Nonfactive-Existential presuppositions. The implied meanings of each presupposition type vary according to their linguistic structure, as outlined in Yule's framework. However, the implied meanings found in the Multi Presupposition were discovered to be more complex and layered. These meanings reinforce and complement one another, resulting in a deeper and more nuanced interpretation of the utterances used in the speaking class.

Keywords: **Presupposition, Speaking class**

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

This chapter will discuss an overview of the topic to be researched and the rationale for conducting this study. The discussion will cover the objectives, significances, delimitation, research questions and definition of key terms.

A. **Background of the Research**

Imagine a classroom without presuppositions, the teacher speaks, but the students only stare in confusion. Without presuppositions, communication is not merely disrupted, it completely fails. Presupposition refers to something assumed by the speaker as true before an utterance is made. It shapes the conversational context that is implicitly understood by both parties, thus facilitating effective communication.[1] Presupposition plays a crucial role in communication, particularly in learning contexts.

Presupposition not only facilitates communication but also serves as a key factor in the success of learning. Its presence helps both the speaker and the interlocutor establish a shared understanding of the conversational context.[2] When a teacher delivers a lesson in class, students who already possess prior knowledge of the subject matter will find it easier to comprehend the material compared to those who do not. In this case, context refers to the students' prior knowledge. If students understand the context of the material or have relevant

---

[1] Wibowo, Ari Syamsuri; Ainie, Isnin. *Implementasi Presuposisi Pragmatik Lewat Karya Sastra Oscar Wilde*. 2017.

[2] Halawa, E. L. *Analisis Presuposisi Pada Kegiatan Diskusi Kelompok Siswa Kelas Viii Smp Negeri 1 Ulususua Tahun Pelajaran 2022/2023*. FAGURU: Jurnal Ilmiah Mahasiswa Keguruan, 2(1), 2023. p. 170-176.

background knowledge, then the teacher, as the speaker, successfully identifies and utilizes the students' prior knowledge through the use of presuppositions.

Presuppositions arise from the speaker's assumption that the listener already understands the implicit information in their utterance.[3] In education, presuppositions frequently appear in speaking classes, as they involve two-way communication in which both teachers and students serve as speakers. Unlike other subjects that tend to be more one-directional, speaking classes are interactive. This makes presuppositions a crucial element in the communication process within speaking classes.

Presuppositions and speaking are closely related, as both rely on contextual understanding in communication.[4] Messages in communication are not always delivered explicitly. Speakers often assume that listeners already possess certain knowledge, even if it is not stated outright. As a result, listeners must infer the meaning of words and the speaker's intent based on the conversational context.

In classroom speaking instruction, interactions between teachers and students frequently occur. The appropriate use of presuppositions by teachers, when well understood by students, can enhance their critical thinking skills.[5] For example, in a speaking class, a teacher might give an instruction such as,

---

[3] Retnosari, Ira Eko. "Praanggapan dan Implikatur Dalam Mr. Pecut Pada Jawa Pos." *Wahana: Tridarma Perguruan Tinggi* 63.2 (2014): 15-20.
[4] Aditya, B. N. *A Pragmatic Analysis of Presupposition in Genndy Tartakovsky's Hotel Transylvania.* Yogyakarta State University. 2014.
[5] Riyanti, I. *Praanggapan Dan Implikatur Dalam Pembelajaran Bahasa Untuk Membentuk Pemikiran Kritis Ideologis Pemuda Indonesia: Sebuah Pendekatan Pragmatik.* In PRASASTI: CONFERENCE SERIES (pp. 168-172).

"Imagine if God gave you the choice to transform into an animal, what animal would you choose?" This instruction can prompt students to analyze the benefits and characteristics of various animals, thereby fostering their critical thinking.

However, understanding presuppositions in academic communication does not always run smoothly. Based on a pilot study conducted by the researcher, students in the English Language Education Program at IAIN Curup still struggle to understand presuppositions in academic communication. This can affect the effectiveness of classroom communication, particularly in speaking skills.

One example illustrating this phenomenon is when a lecturer instructs students to describe a randomly selected image. In such situations, the lecturer assumes that students possess sufficient background knowledge about the image to describe it effectively. However, not all students have the necessary knowledge to comprehend the context of the image. Consequently, during discussions, some students become passive and reluctant to participate due to difficulties in interpreting the image. This indicates that presuppositions, if not aligned with students' levels of understanding, can become a barrier to academic interaction.

It supported by the research which show that the use of presuppositions in group discussions can help listeners understand the speaker's intended meaning. However, the study also emphasizes the crucial role of the teacher in

guiding and checking students' understanding to prevent misunderstandings caused by presuppositions that do not match the students' prior knowledge.[6]

When presuppositions are not accompanied by considerations of students' background knowledge, misunderstandings may arise, hindering the fluency of classroom interactions. For instance, when a lecturer asks, *"Please provide a brief analysis of this text,"* students may have different understandings of what constitutes "analysis" and "brief." Some students might simply summarize the text, while others may analyze its structure or arguments. Additionally, some may be uncertain about the expected length of the analysis. These differences can result in responses that do not meet the lecturer's expectations, causing students to feel hesitant and less confident in discussions. This highlights how unclear instructions can hinder effective learning and student participation.

This phenomenon suggests that students' ability to comprehend presuppositions remains limited, which impacts the effectiveness of academic communication, particularly in understanding implied meanings. Research by Karnedi and Utami in *Students' Comprehension of Types of English Presuppositions in Higher Education* supports this finding, indicating that students achieved only 51% proficiency in using presuppositions classified as inadequate and 67% in classifying their types considered moderate. These

---

[6] Halawa, Enjison Lukas. "*Analisis Presuposisi Pada Kegiatan Diskusi Kelompok Siswa Kelas Viii Smp Negeri 1 Ulususua Tahun Pelajaran 2022/2023*." FAGURU: Jurnal Ilmiah Mahasiswa Keguruan 2.1 (2023): 170-176.

difficulties affect their comprehension of academic material and the fluency of their communication in English, especially in discussions and text analysis.[7]

Based on these identified issues, the researcher is interested in conducting a study on presuppositions in speaking classes. This research aims to investigate the types of presuppositions used by lecturers and students in speaking classes, and analyze the implicit meaning of each presupposition in the context of classroom conversations. Thus, this study is expected to provide deeper insights into the use of presuppositions in academic communication within speaking classes. This thesis is titled ***"The Use of Presupposition in EFL Speaking Class."***

B. Research Questions

Based on the phenomenon described, this study focuses on the use of presuppositions by lecturers and students in speaking class. To gain a deeper understanding of this phenomenon, this study formulates the following research questions:

1. What types of presuppositions do students use in speaking class?

2. What types of presuppositions do lecturers use in speaking class?

3. What is the implied meaning of presupposition that occurs in speaking class?

---

[7] Karnedi, Karnedi; Utami, Silvia. *Students' Comprehension of Types of English Presuppositions in Higher Education.* SOSMANIORA: Jurnal Ilmu Sosial dan Humaniora, 2022, 1.4: 513-519.

C. Objectives of the Study

Based on the research question posted earlier, the objective of this study address to follow the issues:

1. Investigating the types of presuppositions do students use in speaking class.

2. Investigating the types of presuppositions do lecturers use in speaking class.

3. Describing the implied meaning of presupposition that occurs during the learning process in speaking class.

D. Significances of the Study

This study does not only focus on analyzing the use of presuppositions by lecturers and students in speaking classes but also provides benefits for various parties. In this study, the researcher believes that the findings will contribute to:

1. For Students

This research helps students better understand the use of presuppositions in classroom communication. By understanding the types of presuppositions used by lecturers and classmates, students can more easily grasp the meaning of instructions or discussions. This also enhances their speaking skills, as they can participate more actively and critically, as well as express their ideas and arguments more clearly.

2. For Lecturers

This research provides insights into how presuppositions affect classroom communication. Lecturers who understand this concept can give

clearer instructions and reduce misunderstandings with students. By using presuppositions appropriately, lecturers can improve interaction and teaching effectiveness, making learning more productive.

3. For Institutions

Institutions can utilize the findings of this research to enhance the quality of teaching, particularly in speaking courses. This study helps institutions develop a curriculum that is more relevant to students' communication needs. Additionally, the research results can be used to train lecturers in improving their teaching and communication skills, which in turn will enhance the institution's reputation and educational quality.

E. Delimitation of the Study

This study focuses on the use of presuppositions that emerge during learning activities in the Speaking course within the English Language Education Program at IAIN Curup. As a result, the findings of this research cannot be generalized to other courses. The participants in this study include lecturers and students enrolled in the Speaking course, with data collected from interactions between students and lecturers during class sessions. Therefore, any interactions occurring outside the Speaking course, even if involving the same lecturers and students, will not be considered as research data.

The theoretical framework for this research was based on the concept of presupposition and the types of presuppositions outlined by Yule. The study

aimed to identify the types of presuppositions used in learning interactions and analyze the implicit meanings of each presupposition that appeared.

F. Definition of Key Terms

1. Presupposition

   According to Yule, presupposition is something the speaker assumes to be the case prior to making an utterance. Presupposition refers to a belief or assumption held by the speaker before expressing a statement. This means that the speaker considers certain information to be true or accepted by the listener even before they speak. Presuppositions can subtly shape the way information is conveyed during communication, as they are often implicit and influence the structure and content of utterances.[8]

   In this study, the presupposition referred to the one which was used by the lecturer and students in the EFL speaking class. It can arise from the utterances of both the lecturer and the students. The utterances containing presuppositions that analyzed are those that occur during the speaking lessons in the classroom.

2. Speaking

   Brown, as cited in Putri, states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In this regard, speaking is not merely about uttering words but

---

[8] Yule, George. *Introduction to Pragmatics*. Cambridge University Press, 1996. page 24

also involves two-way communicat⁹ion that requires an understanding of the information conveyed and received by the interlocutor. This process includes both verbal and non-verbal information processing that occurs in conversations. Therefore, speaking skills involve the ability to deliver messages clearly, comprehend received messages, and respond appropriately according to the given communication context.

In this study, speaking refers to the courses offered in the English Education Department at IAIN Curup, where the researcher focuses on two speaking courses: Speaking for Daily Communication in the second semester and Speaking for Formal Setting in the fourth semester. These two courses are divided into six classes, three in the second semester and three in the fourth semester.

---

[9] Putri, A. *A Study on English Speaking Problems in Speaking Performance Encountered by Students at State Junior High School 20 Pekanbaru* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau). 2021

CHAPTER II
LITERATURE REVIEW

This chapter presents the literature review that serves as a guideline for this research. The disscussion of this chapter will cover the theories of pragmatics, presupposition, speaking, speaking courses at English Study Program IAIN Curup, and the relationship between presupposition and speaking. It also include the review of related studies to provide a broader understanding of previous research relevant to the topic.

A. Review of Related Theories

1. Pragmatics

Pragmatics is the study of language usage in specific contexts, emphasizing the idea that the meaning of language arises from the situation and the relationships between speakers, rather than just from the words themselves. To understand an utterance, one must consider the speaker's intention, cultural norms, the relationship between speakers, and the conversation's context.[10] Pragmatics is the study of language use in specific contexts. This definition emphasizes that meaning does not solely derive from words but also from situational factors, speaker relationships, and cultural norms. Therefore, understanding utterances requires consideration of the speaker's intent and the conversational context. This definition is broad as it highlights social factors in meaning interpretation. However, this approach places greater emphasis on external context rather than cognitive

---

[10] Mey. *Pragmatics: An Introduction*. 2nd ed., Blackwell Publishing, 2001. Page 6

aspects or utterance structure, whereas in some cases, meaning can also be understood through linguistic conventions without heavy reliance on context.

Another definition of pragmatics is the study of how utterances have meaning in particular situations. Pragmatics examines the meaning of language as it is understood and produced within specific social situations. Unlike semantics, which focuses on the direct meaning of words and sentences, pragmatics emphasizes how meaning is influenced by situational context, speaker intention, and social norms.[11] Pragmatics is the study of how utterances acquire meaning in specific situations, distinguishing it from semantics, which focuses on the direct meaning of words and sentences. Pragmatics emphasizes the influence of context, speaker intention, and social norms in meaning interpretation. This definition is clear and highlights the contextual nature of pragmatics, but it does not encompass other essential aspects such as speech acts and implicature, which are also crucial in this field of study.

Moreover, pragmatics is a branch of linguistics that studies how context influences the interpretation of meaning in communication. Pragmatics explores how speakers use language in social interactions and how listeners interpret that speech based on various contextual cues. This goes beyond the literal meaning of words to consider the intentions behind

---

[11] Leech, Geoffrey N. *Principles of pragmatics*. Routledge, 2016.

the speaker's message and the listener's understanding.[12] Pragmatics examines how context influences meaning comprehension in communication. This field highlights how speakers use language in social interactions and how listeners interpret it based on contextual cues. While this definition is clear, it does not fully encompass key aspects such as implicature, presupposition, or speech acts in utterance interpretation.

In addition, the term "pragmatics" refers to the branch of linguistics that studies the influence of context on language understanding. Levinson defines pragmatics as the study of aspects of meaning and language use that depend on the speaker, the addressee, and various contextual elements of the utterance.[13] Pragmatics is a branch of linguistics that studies the influence of context on language comprehension, including how meaning and language use depend on the speaker, listener, and contextual elements. This definition highlights the role of context in communication but could be further clarified by incorporating concepts such as implicature, presupposition, and speech acts, which are also essential in pragmatics.

In conclusion, based on the definitions provided by the scholars above, it can be concluded that pragmatics is a branch of linguistics that examines how context influences the comprehension and use of language in communication. This field highlights the role of the speaker, listener, and contextual elements in shaping meaning, which is not solely dependent on

---

[12] Yule, George. *Pragmatics*. Oxford university press, 1996.
[13] Levinson, Stephen C. *Pragmatics*. Cambridge UP, 1983.

linguistic structures but also on social, cultural, and communicative factors. Pragmatics encompasses key concepts such as implicature, presupposition, and speech acts, which help explain how utterances can be interpreted differently depending on the situation and the relationship between interlocutors.

To understand the meaning of an utterance within a given context, an essential aspect of pragmatics known as presupposition must be considered. Presupposition influences how individuals interpret statements and how implied meanings emerge in conversation. Therefore, the following section will further explore presupposition, its functions, and its various types.

2. **Presupposition**

Presupposition is an assumption held by the speaker as truth and is assumed that the listener also has the same knowledge when a sentence is uttered. This assumption is not directly stated but is implied in the context of the conversation.[14] Presupposition is an assumption considered true by the speaker and assumed to be known by the listener, even though it is not explicitly stated in the utterance. This definition captures the essence of presupposition as implicit information in communication. Additionally, presupposition plays a crucial role in ensuring the smooth conveyance of meaning without requiring all information to be explicitly expressed.

---

[14] Yule, George. *Pragmatics*. Oxford university press, 1996

Presupposition refers to assumptions that are not explicitly stated but are considered true and accepted in conversation as prerequisites for an utterance to be understood and relevant within its context.[15] Presupposition is an implicit assumption that is considered true and accepted in conversation as a prerequisite for an utterance to be understood within its context. This definition highlights the implicit nature of presupposition and its role in utterance comprehension.

Based on the definitions above, it can be concluded that presupposition is an implicit assumption considered true by the speaker and assumed to be known by the listener as a prerequisite for an utterance to be understood within its context. Although not explicitly stated, presupposition plays a crucial role in communication and tends to persist even when sentence structures change. This concept helps maintain the flow of conversation by avoiding the repetition of information that is already assumed to be known.

a) **Function of Presupposition**

Presupposition, as an implicit assumption, plays a crucial role in communication. Several functions of presupposition in conversation can be outlined as follows:

a. Helps in responding or predicting something. By understanding presupposition in a conversation, the listener can infer or predict what someone might do in the future. For example, if someone says, *"I think*

---

[15] Levinson, Stephen C. *Pragmatics*. Cambridge UP, 1983.

math is the most difficult subject, and I don't want to fail the midterm exam next week," it implies that the person finds math challenging and considers the exam important. From this statement, it can be predicted that they are likely to study hard to prepare for the upcoming math exam.

b. Helps understand hidden meanings. By understanding presupposition, readers or listeners not only grasp the explicit meaning of a statement but also interpret the implied meaning behind it. For example, if someone says, *"Finally, you arrived on time"* or *"He started arriving on time after the lecturer reprimanded him,"* these statements carry the implied meaning that the person used to be late to class.

c. Conveys information and emotions. When speaking or writing, a person not only conveys information but also expresses their emotions. For example, consider the following conversation:

A**:** "*Why do you look sad?"*

B**:** "*He stopped contacting me.*"

From this statement, it is implied that they used to communicate frequently. The cessation of this communication is what causes the sadness.

d. Encourages broader thinking. Presupposition can encourage people to see things from different perspectives or provide new insights about a subject. For example, the statement *"If you don't stop smoking, think*

about what will happen to your health 20 years from now" encourages someone to consider the long-term effects of smoking on their health.

e. Reveals how someone thinks. By analyzing presuppositions in speech or writing, we can understand how someone perceives the world or organizes their thoughts. For example, the question *"What is your opinion on the latest government policy?"* will encourage someone to think about the impact of the policy based on their area of expertise.[16]

b) Types of Presupposition

As stated by Yule in his book Pragmatics, presuppositions are categorized into six types. Each type is distinguished based on the form of words, phrases, and clauses within a sentence. The following are the six types of presuppositions according to Yule:[17]

1) Existential Presupposition

Existential presupposition refers to a type of presupposition that assumes the existence of an entity when a speaker makes a statement.[18] In other words, when someone talks about something, whether it is a person or an object, they are assuming that it truly exists.

This type of presupposition usually appears through several way. First, demonstrative pronouns like *this*, *that*, *these*, and *those*

---

[16] Fitria Dwi, Pangestu. *An Analysis Of Presupposition On The Dialogues In Bahasa Inggris Textbook For 12th Grade Students Of Senior High School*. Diss. UIN Prof. KH Saifuddin Zuhri, 2022.

[17] Yule, George. *Pragmatics*. Oxford university press, 1996

[18] Yule, George. *Pragmatics*. Oxford university press, 1996

show that something is being referred to and is assumed to exist. Second, possessive forms like *my*, *your*, or *Ali's* indicate that something is owned, and that thing is also assumed to exist.[19] Third, using proper nouns such as *Mr. Hasan* or *Surabaya* also suggests that the name refers to a specific person or place that really exists. Fourth, common nouns introduced with articles like *a*, *an*, or *the* can also show the existence of something, especially when using *the*. Lastly, describing the preceding noun, or in the other hand when a noun is described further, such as *the teacher wearing a red scarf*, it also shows that the object is assumed to exist and can be identified. All of these forms suggest that the thing being mentioned is real or already known.[20] Examples:

- "John's car is red."

Presupposition: John has a car.

- "The cat is on the mat."

Presupposition: There is a cat and a mat.

2) Factive Presupposition

Factive presupposition refers to a presupposition that asserts a truth, and these presuppositions can be identified by the use of

---

[19] Fitriani, Eka Surya. *The Presupposition Triggers in Thesis Abstract*. International Journal of English and Applied Linguistics (IJEAL) 1.3 (2021): 283-290.

[20] Fitriyani, Sefty Hanida, Januarius Mujiyanto, and Warsono Warsono. "The Indicators of Potential Presuppositions in Malalaâ€™ s Speeches as the Nobel Peace Laureate." *English Education Journal* 11.2 (2021): 289-297.

certain verbs, such as regret, know, aware, etc.[21] Thus, factive presupposition is a type of presupposition that usually contains a truth, often indicated by the use of verbs or expressions that state a fact, such as "know," "realize," "regret," "be aware," "be glad." Kiparsky calls these verbs "factive verbs," which assume the truth of the clause that follows them.[22] Factive verbs are a type of verb in linguistics that indicate that the information or clause following the verb is accepted as true. The use of factive verbs in a sentence implies that what is stated in the following clause is considered a fact. Examples:

- "She knows that the meeting is postponed."

Presupposition: The meeting is indeed postponed.

- "He regrets telling her the truth."

Presupposition: He indeed told her the truth.

3) Lexical Presupposition

Lexical presupposition refers to presuppositions that can be interpreted conventionally, with their meaning relating to other meanings associated with the utterances.[23] Lexical presupposition is a type of presupposition that arises from the use of certain words in a sentence, carrying implied meanings or information without

---

[21] Anggraini, Merliyani Putri, and Ratih Novita Sari. *Teacher talk: a pragmatic analysis of presupposition in English teaching classroom*. 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022). Atlantis Press, 2023.

[22] Kiparsky, Paul, and Carol Kiparsky. *Fact*. Linguistics Club, Indiana University, 1968.

[23] Ariyanti, Lisetyo, et al. *Presupposition Used by the Student and the Lecturer*. International Joint Conference on Arts and Humanities (IJCAH 2020). Atlantis Press, 2020.

requiring a special sentence structure. These words, through their inherent meaning, automatically contain certain assumptions considered true in the context of the conversation or writing.

This presupposition can be identified by the use of several lexemesor Yule called the as lexical items, such as start, stop, again, manage, continue, try. Levinson categorizes the indicators of this type of presupposition into three: Change of State Verbs (verbs indicating a change from one state to another) such as start, stop begin, continue, finish, carry on, cease, leave, enter, come, go, arrive, etc. Implicative verbs (the verbs indicating to the result of an activity or consequence of the action mention) such as manage, forgot, X happened to V, X didn't plan or intend to V; X avoided Ving, X was expected to, or usually did, or ought to V, etc. Iteratives (words or phrases indicating repetition) such as again, anymore, returned, another time, to come back, restore, repeat, for the nth time.[24]

Examples:

- "He managed to finish the project."

Presupposition: Finishing the project was difficult.

- "She stopped smoking."

Presupposition: She used to smoke.

---

[24] Tyas, Umi Aisyah Sulistyaning; Rukmini, Dwi; Fitriati, Sri Wuli. *Presupposition Triggers of Teacher Talk in Higher Education.* English Education Journal, 2020, 10.1: 1-8.

4) Structural Presupposition

Structural presupposition refers to the meaning of truth and can be identified by the use of question words in their utterances.[25] Structural presupposition assumes information based on the sentence structure, typically found in the form of WH-questions and considered as truth. Examples:

- "When did she leave?"

Presupposition: She has left.

- "Who did you invite to the party?"

Presupposition: You invited someone to the party.

5) Non-factive Presupposition

Non-factive presupposition refers to presuppositions that imply a lie, or that the resulting meaning is not true, and can be identified with verbs such as dream, hope, imagine, pretend, etc.[26] Non-factive presupposition assumes something that may not be true. This is often indicated by the use of verbs or phrases referring to unreal or non-occurring situations. Kiparsky calls these indicators "non-factive verbs," which do not assume the truth of the following clause.[27] Non-factive verbs are verbs that do not assume the truth of their subordinate clauses. This means that the clause following the

---

[25] Yule, George. *Pragmatics*. Oxford university press, 1996.
[26] Yule, George. *Pragmatics*. Oxford university press, 1996
[27] Kiparsky, Paul, and Carol Kiparsky. *Fact*. Linguistics Club, Indiana University, 1968

non-factive verb is not taken as a fact and its truthfulness can be debated or doubted. Examples:

- "He imagined that he was a king."

Presupposition : He is not a king (it's only in his imagination)

- "She pretends to be happy."

Presupposition : She is not actually happy.

6) Counterfactual Presupposition

Counterfactual presupposition refers to presuppositions that are not only untrue but also considered to have a meaning contrary to reality.[28] Counterfactual presupposition assumes something that is opposite to the facts or reality. This often occurs in second or third type conditional sentences, which indicate hypothetical or unreal situations. This feature is also known as a counterfactual condition, which implies a situation contrary to reality.[29] Examples:

- "If I had known, I would have told you."

Presupposition: I did not know before

- "If she were here, she would help us."

Presupposition: She is not here now.

By understanding these various types of presupposition, we can better analyze and comprehend the hidden implications in everyday

---

[28] Yule, George. *Pragmatics*. Oxford university press, 1996
[29] Levinson, Stephen C. *Pragmatics*. Cambridge UP, 1983

communication. This is important to ensure that the messages conveyed and received align with the actual intent, and to avoid misunderstandings.

Referring to the theory of presupposition types discussed earlier, the following section presents indicators for classifying sentences based on their types of presupposition. These indicators will serve as a guide to facilitate determining the presupposition category that appears in each analyzed sentence. The following table will illustrate these indicators in detail.

Table 1. Indicators of the Type of Presupposition

(Based on Yule's theory of types of presupposition)

No	Theories	Indicators	Sub Indicator	Description
1.	Yule, George.. *"Pragmatics"*. Cambridge University. 1996	Excistential Presupposition	Demonstrative pronouns	Such as *this*, *that*, *these*, and *those*
			Possessive forms	My, your, our, or ali's
			Proper nouns	Such as *mr. Hasan* or *surabaya*
			Introducing common nouns	Using articles such as *a*, *an*, or *the*
			Describing the preceding noun	Such as the tall man, a brown cat, *the teacher wearing a red scarf*
		Factive Presupposition	Factive verb	Verbs such as know, regret, realize, discover, confirm, forget, prove,be aware, be glad, proud and announce,
		Lexical Presupposition	Imperative	Verbs such as manage, forgot, X happened to V, X didn't plan or intend to V; X avoided Ving, X was expected to, or usually did, or ought to V, etc.

			Change of state verb	Verbs such as start, stop begin, continue, finish, carry on, cease, leave, enter, come, go, arrive, etc.
			Iterative	Words such as again, anymore, returned, another time, to come back, restore, repeat, for the x time.
		Structural presupposition	Wh-Question Construction	Question word (WH Question)
		Non-factive presupposition	Non-factive verb	Verbs such as dream, hope, imagine, pretend, etc
		Counterfactual presupposition	Conditional sentence	Conditional sentences type 2 and 3

Next, the following table will discuss basic guidelines for interpreting each expression according to its presupposition category. This guide provides an initial understanding of the meaning that will emerge based on the type of presupposition detected in the sentence.

Table 2. Indicators the Meaning of Presupposition
(Based on Yule's theory)

No.	Theories	Indicators	Meaning
1.	Yule, George.. *"Pragmatics"*. Cambridge University. 1996	Excistential Presupposition	Assumes the existence of an entity
		Factive Presupposition	Assumes something that asserts a truth
		Lexical Presupposition	Assumes meaning relating to other meanings associated with the utterances
		Structural Presupposition	Assumes to the meaning of truth based on the structure of the sentence
		Non-Factive Presupposition	Assumes the statement imply a lie, or that the resulting meaning is not true

		Counterfactual Presupposition	Assumes the meaning are not only untrue but also considered to have a meaning contrary to reality

The indicators outlined above, based on Yule's theory, are used to address the two research questions in this study. Since the main focus of the research is on speaking instruction, understanding presupposition helps reveal hidden meanings in classroom conversations. The next chapter will further discuss speaking as the main context in which presuppositions emerge.

3. **Speaking**

Speaking is one of the four main skills in English that is essential to master. Oktaviana states that speaking is a primary skill in English used for communication and exchanging ideas with others.[30] This highlights the importance of this skill in daily life. However, speaking is often more challenging than other skills because it requires fluency and spontaneity.

According to Webster, as cited in Nurhaliza, speaking is a tool for conveying ideas, feelings, and thoughts through verbal communication by articulating words as a form of human expression.[31] This definition emphasizes that speaking is not merely about assembling words but also reflects a person's emotions and thoughts. However, the effectiveness of

---

[30] Oktaviani, Dia Prastika. *An Analysis Of Students'speaking Ability In Telling Theirdaily Activities At Smp Negeri 16 Bandar Lampung*. Diss. UIN Raden Intan Lampung, 2022.

[31] Nurhaliza. *Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at Iain Parepare (A Study Of Students With Low Self-Confidence)*. Diss. IAIN Parepare, 2023.

speaking depends not only on the ability to articulate words but also on clarity, intonation, and the context of communication.

Meanwhile, Parmawati, as cited in Intang, argues that speaking is the highest achievement in language learning because this skill serves as the foundation of communication, which is the main goal of learning a language.[32] This perspective emphasizes that speaking ability reflects success in mastering a language. However, this achievement does not happen instantly; it requires continuous practice and a supportive environment that encourages verbal interaction.

Brown and Yule, as cited in Azzahra, also mention that speaking is a fundamental skill that serves as a benchmark for a person's success in mastering a language. Moreover, speaking functions as a means of communication that allows individuals to exchange ideas, thoughts, and emotions with others.[33] This indicates that speaking fluency reflects the extent to which a person understands and uses language effectively. However, this skill does not solely depend on vocabulary and grammatical mastery but also on confidence and experience in communication.

From the definitions above, several key points about speaking can be identified: it serves as a means of communication, a tool for exchanging ideas, a medium for conveying thoughts, and a primary goal in language

---

[32] Intang, Andi, Hasnawati Latief, and Eka Prabawati Rum. *Improving Students' Speaking Skills Through Social Interaction In The Classroom.* Journal of Language Testing and Assessment 3.1 (2023): 1-10.

[33] Azzahra, Ulfiyah, Bahrun Amin, and Eka Prabawati Rum. *Developing The Students'speaking Skills Trough Impromptu Speech Method.* Jurnal Keguruan dan Ilmu Pendidikan (JKIP) 6.2 (2019): 145-158.

learning as well as a benchmark for language proficiency. Thus, speaking can be defined as a language skill used for communication, exchanging ideas, expressing thoughts, ideas, and emotions, while also functioning as a fundamental objective in language learning and an indicator of one's proficiency in a language.

a) **Types of Speaking**

In learning, Brown as cited in Bafadal states that there are five types of speaking that can be practiced to develop speaking skills. These five types of speaking include:

1. Imitative Speaking

   Imitative speaking refers to a learner's ability to mimic words, phrases, or sentences spoken by others without necessarily understanding their deeper meaning. This skill is often used in the early stages of language learning to practice pronunciation and intonation. For example, when the teacher says, *"Good morning. How are you?"* Students repeat the sentence exactly as heard. This practice aims to enhance pronunciation and intonation, serving as an initial step in developing speaking skills.

2. Intensive Speaking

   Intensive speaking focuses on the correct pronunciation of short sentences, including grammar, vocabulary, and phonological aspects such as intonation and rhythm. This skill is usually applied in pronunciation exercises or language tests. At this stage, students

engage in phonological exercises such as repeating the tongue twister, *"She sells seashells by the seashore"*, to improve clarity and fluency. Additionally, they practice grammar by completing sentences provided by the teacher. For instance, when prompted with, *"I ... a student."* the student responds with, *"I am a student."* This stage helps students develop more structured speaking abilities.

3. Responsive Speaking

   Responsive speaking refers to the ability to respond to short conversations, such as greetings, small talk, or answering simple questions. These interactions do not require long responses but must be accurate and contextually appropriate. For example, when the teacher asks, *"How are you today?"* students reply with, *"I'm fine, thank you."* Similarly, if the teacher inquires, *"What's your favorite color?"* students respond with, *"Blue."* This practice helps students develop quick thinking and accuracy in delivering simple, context-based replies.

4. Interactive Speaking

   Interactive speaking involves longer and more complex conversations where there is an exchange of information between two or more people. This type of speaking occurs in group discussions, interviews, or extended dialogues. For instance, in a dialogue between peers, Student A asks, *"What do you usually do on weekends?"*, and Student B replies, *"I usually read books and watch movies. How about you?"*

Student A responds, *"I like playing football with my friends."* Additionally, the teacher may instruct students to engage in pair discussions about specific topics. This stage aims to enhance students' ability to exchange information and engage in natural conversations.

5. Extensive Speaking

Extensive speaking is an advanced form of interactive speaking, where learners are required to speak for an extended period, such as in speeches, presentations, or storytelling. In these situations, the audience primarily listens with minimal direct interaction. For example, in a speech, a student may say, *"Today, I will talk about the importance of learning English. English is an international language that helps us communicate with people from different countries."*[34]

4. **Speaking Courses at English Study Program IAIN Curup**

In English Tadris Study Program IAIN Curup, students must complete several levels of courses progressively when taking Speaking courses. The following are the courses included in these stages.

a) Speaking for Daily Communication

Speaking for Daily Communication is an introductory course in the English Education Program at IAIN Curup, offered in the second semester. Through daily communication, students are expected to speak

---

[34] Bafadal, Muhammad Fauzi, and Muslimin Muslimin. *An analysis of students' speaking ability on specific purpose of learning.* Linguistics and ELT Journal 7.1 (2020): 23-40.

English to convey information, express opinions, and interact in various situations such as casual conversations, greetings, offering assistance, and expressing feelings and thoughts.

Horton, as cited in Nurlaela, argues that daily conversations are the primary way we interact with others. Through conversation, we share information, solve problems, and achieve various goals in daily life.[35]

b) Speaking for Group Activities

In this stage, instructors use group discussions as a medium for teaching speaking, where participants are expected to speak and actively participate in discussions with their classmates. This course is offered in the third semester.

Group discussion is an activity where individuals exchange ideas, thoughts, and opinions, allowing participants to express their viewpoints, strengthen arguments, and support or refute others' opinions. Discussions encourage participants to share perspectives and reach conclusions based on a common goal on a particular topic.[36]

Through this activity, students cooperatively exchange ideas, develop their ability to express opinions, strengthen arguments, and critically evaluate others' viewpoints. Consequently, group discussions

---

[35] Nurlaela, Nurlaela, and Yuliana Mangendre. "A Descriptive Study On Students' Speaking Ability In Daily Conversation Context At Higher Education." *Jurnal Pendidikan Glasser* 7.1 (2023): 204-210.

[36] Akram, S. K. *Teaching Group Discussions for Employability: From Needs Analysis to Course Design*. Journal of Teaching English Language and Literature: 27.

not only enhance speaking skills but also encourage critical thinking and logical decision-making.

c) Speaking for Formal Settings

Speaking is categorized into two contexts: formal and informal. In this stage, students are trained to speak in formal situations using formal language. Formal English is a structured and polite form of communication used in serious situations, official documents, speeches, or conversations with important figures.[37]

This course is offered in the fourth semester. At this stage, students practice using formal English in various situations such as job interviews, speeches, and professional simulations requiring formal communication. Examples include interactions in professional settings like airports, offices, or official institutions. Through these exercises, students are expected to understand and master the appropriate use of formal language, enabling them to communicate confidently in academic and professional settings.

d) Speaking for Academic Settings

The academic setting refers to the ability to speak proficiently and professionally in an academic environment. This includes various situations such as presentations, debates, discussions, academic interviews, and speeches in educational or research contexts.[38]

---

[37] Taufiq, Wahyu, and Dian Novita. *Buku Ajar: Speaking for formal Communication.* Umsida Press (2021): 1-59.

[38] Tuilan, Jeane. *Speaking For Academic Purposes.* Penerbit Tahta Media (2024).

This course is offered in the fifth semester as part of students' academic preparation. At this stage, students learn essential skills for delivering research presentations, including engaging openings, systematic content delivery, and strong conclusions. Additionally, they are trained to answer audience questions and defend their arguments logically and convincingly.

This course serves as preparatory training before students enter broader academic environments. One of the most relevant applications of these skills is in proposal seminars and thesis defenses, where students must present their research clearly and defend their findings before examiners. Thus, this course plays a crucial role in preparing students for future academic and professional challenges.

5. **The Relationship between Presupposition and Speaking**

Presupposition plays a significant role in speaking skills. The ability to recognize, analyze, and interpret presuppositions in conversation enhances communication effectiveness and efficiency. When both parties understand the presuppositions within a conversation, they can bypass irrelevant or less important parts, making communication more concise and targeted.[39]

---

[39] Erlinda, Rita, et al. *An Analysis of Presupposition Used in Dialogues of "Pathway to English" Textbook*. International Conference on Social Science and Education (ICoeSSE 2023). Atlantis Press, 2023.

Additionally, understanding presuppositions helps individuals acquire information more effectively, avoid misunderstandings, and respond appropriately according to the conversation's context. Therefore, mastering presuppositions not only improves communication fluency but also strengthens one's ability to adapt to various conversational situations.

B. Review of Related Findings

Several previous studies have examined the topic of presupposition. These studies can be categorized into four groups: academic, film, news, and social media.

In the academic category, nine studies were identified. The researcher divided these studies into three groups based on educational level, there are junior high school (SMP), senior high school (SMA), and university level.

At the junior high school level, there is one study entitled Halawa, with her research titled *"Analisis Presuposisi Pada Kegiatan Diskusi Kelompok Siswa Kelas VIII SMP Negeri 1 Ulususua Tahun Pelajaran 2022/2023"*. This study focused on the forms of presupposition and the factors influencing the emergence of presuppositions in group discussions among eighth-grade students at SMP Negeri 1 Ulususua. The result showed that eighth-grade students at SMP Negeri 1 Ulususua in the 2022/2023 academic year used various types of presuppositions in group discussions. Factive presupposition was the most dominant with four occurrences, followed by existential (three occurrences), non-factive (two occurrences), and lexical (one occurrence).

These findings suggest that the use of presuppositions in students' speech can be applied in school learning to enhance their language comprehension.[40]

At the senior high school level, three studies were identified. The fisrt one is Zulkifri researched titled *"Analysis of Presupposition in English Teaching Materials at SMAN 4 Palu"*. The focus of this study is to analyze the types of presuppositions found in the English teaching materials at SMAN 4 Palu. The result show that teaching materials often include presuppositions that don't match students' local contexts, like Western cultural examples that may be unfamiliar. Adapting materials to local contexts is essential. This research suggests involving Palu teachers and education experts in curriculum development to make lessons more relevant. Integrating local culture can improve students' understanding, enhance learning effectiveness, and support better learning outcomes.[41]

The second research is the research conducted by Riskiana Dewi, titled *"Understanding the Teacher-Students' Presuppositions in Classroom Interaction"*. This study focused on the presuppositions used by teachers and students in a private high school in Surabaya. The finding shows that presuppositions in the utterances used by teachers and students are not always

---

[40] Halawa, Enjison Lukas. "*Analisis Presuposisi Pada Kegiatan Diskusi Kelompok Siswa Kelas Viii Smp Negeri 1 Ulususua Tahun Pelajaran 2022/2023*." FAGURU: Jurnal Ilmiah Mahasiswa Keguruan 2.1 (2023): 170-176.

[41] Zulfikri, Zulfikri. "*Analysis of Presupposition in English Teaching Materials at SMAN 4 Palu.*" Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI) 4.2 (2024): 784-793.

marked by specific words or phrases. Therefore, the analysis must consider the context of the conversation rather than just the word forms used.[42]

The last research in senior high school level is conducted by Pangestu, titled *"An Analysis of Presupposition on the Dialogues in Bahasa Inggris Textbook for 12th Grade Students of Senior High School"*. This study aims to identify and classify the types of presupposition and analyze the meaning of presuppositions found in the dialogues in the English textbook for 12th-grade students in Senior High School. The research results showed that, based on Yule's theory, there were 35 presuppositions identified across six types. The most common type was structural presupposition, while the least used was non-factive presupposition. The meaning of presuppositions in dialogue is understood by analyzing the sentence context. Presuppositions help the listener better understand the speaker's meaning.[43]

This study has a significant difference compared to previous research, particularly in terms of the educational level being examined. While earlier studies focused on junior and senior high school students, this research investigates the interaction between lecturers and students in a university-level speaking class. The linguistic complexity at this level allows for the emergence of more varied forms of presupposition. In addition, this study not only

---

[42] Dewi, Indah Riskiana, and Fajar Susanto. "*Understanding the Teacher-students' Presuppositions in the Classroom Interaction*." JET (JOURNAL OF ENGLISH TEACHING) ADI BUANA 8.01 (2023): 79-88.

[43] Fitria Dwi, Pangestu. *An Analysis Of Presupposition On The Dialogues In Bahasa Inggris Textbook For 12th Grade Students Of Senior High School*. Diss. UIN Prof. KH Saifuddin Zuhri, 2022.

identifies the types of presupposition based on Yule's theory but also analyzes their meanings within the context of classroom discourse.

The last research level identified in the academic category is the university level, where five studies were found. Among them is Fitrini's study, titled *"The Presupposition Triggers in Thesis Abstract"*. The main focus of this study is to identify the triggers of presupposition that appear in abstracts and to examine how authors use presupposition in writing their abstracts. This study found that existential presupposition is the most commonly used type in qualitative research abstracts. This indicates that thesis writers implicitly convey background knowledge in their research. Presupposition is a natural part of language that carries implicit meaning in a text. By summarizing the main points of the research, abstracts provide valuable information and insights from the thesis.[44]

Although previous studies and this study are conducted at the same level, which is the university level, there is a significant difference in their focus. Previous studies focused on identifying presupposition triggers in thesis abstracts, while this study focuses on analyzing presupposition in the conversation between lecturers and students in speaking classes. This study will add a new dimension by analyzing the use of presupposition in direct conversations within the context of teaching and learning, which may differ from how presupposition is used in more structured academic writing.

---

[44] Fitriani, Eka Surya. *The Presupposition Triggers in Thesis Abstract*. International Journal of English and Applied Linguistics (IJEAL) 1.3 (2021): 283-290.

Ariyanti's study titled *"Presupposition Used by the Student and the Lecturer"*. This study focused on the use of presupposition by lecturers in responding to students' proposals to become their thesis supervisors. The result of the study identified five types of presupposition: existential, lexical, structural, factive, and non-factive. The meaning of each presupposition aligns with the applied theory. Existential presupposition indicates the existence of something, lexical presupposition depends on the contextual meaning of a word, structural presupposition appears in interrogative sentences using wh-questions, factive presupposition is based on words or verbs that express facts, while non-factive presupposition is the opposite of factive.[45]

Anggraini, in their research titled *"Teacher Talk: A Pragmatic Analysis of Presupposition in English Teaching Classroom"*. This study focused on the analysis of presupposition usage by English lecturers one of the university in Indonesia. This study found that English teachers most frequently used structural and counter-factual presuppositions, mainly through WH questions in teaching. Teachers rarely used "whether" conditions to explain the material. In addition to identifying types of presuppositions, this research also analyzed the implied meanings in the teacher's utterances.[46]

Tyas, in their research titled *"Presupposition Triggers of Teacher Talk in Higher* Education *Institution"* The focus of this study is to investigate how

---

[45] Ariyanti, Lisetyo, et al. "*Presupposition Used by the Student and the Lecturer.*" International Joint Conference on Arts and Humanities (IJCAH 2020). Atlantis Press, 2020.

[46] Anggraini, Merliyani Putri, and Ratih Novita Sari. *"Teacher talk: a pragmatic analysis of presupposition in English teaching classroom."* 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022). Atlantis Press, 2023.

presupposition triggers appear in lecturers' conversations, especially in reading classes at IAIN Salatiga. The result of the study identifies various presupposition triggers used by lecturers, with definite descriptions being the most dominant, followed by questions.[47]

Although this study and the three previous studies were all conducted at the university level and examined direct communication, there is a clear difference in the focus of the research. The previous studies only paid attention to the lecturers' utterances without considering the students' presuppositions. In contrast, this study analyzes presuppositions from both parties, lecturers and students. Therefore, it provides a more complete picture of how communication takes place in speaking classes and how implied meanings emerge from the interaction between the two sides.

Utami and Kernedi, in their research titled *"Students' Comprehension of Types of English Presuppositions in Higher Education"*. The focus of this study is to identify students' mistakes in understanding and using different types of presupposition and to measure how often these mistakes occur. The study also aims to assess students' ability to classify and use presupposition correctly. The research findings show that students still struggle to understand and use presuppositions. Their ability to utter presuppositions is low (51%), while their ability to classify the types is relatively better (67%).[48]

---

[47] Tyas, Umi Aisyah Sulistyaning, Dwi Rukmini, and Sri Wuli Fitriati. "*Presupposition Triggers of Teacher Talk in Higher Education."* English Education Journal 10.1 (2020): 1-8.

[48] Karnedi, Karnedi, and Silvia Utami. *"Students' Comprehension of Types of English Presuppositions in Higher Education."* SOSMANIORA: Jurnal Ilmu Sosial dan Humaniora 1.4 (2022): 513-519.

The main difference between the study by Utami and Kernedi and this study lies in the focus of the analysis. Utami and Kernedi's study assesses students' ability to use presuppositions correctly, while this study focuses more on identifying the types of presuppositions and analyzing their meaning in classroom interactions, offering a deeper understanding of the use of presuppositions in the context of language teaching.

Next category is the film category, there have been several previous studies addressing topics related to this research, such as study that conducted by Hayati [49], Briant[50], Dwidandi.[51], Luciyana[52], Hanida Fitriyani[53], and Yuniardi.[54] However, in general, most of these studies have a similar focus, which is to examine the presuppositions used in conversations within those films. One example is the study conducted by Haryati titled *"Presupposition in The Mystery and Thriller Film Escape from Pretoria."* This study focused on the types of presupposition, the functions of presupposition, and the percentage of each type of presupposition found in the film's script. The results of the study show that there are 177 presuppositions in the script, consisting of 166 existential presuppositions (93.8%), six factive presuppositions (3.4%), four

---

[49] Haryati, Haryati. "*Presupposition in The Mystery and Thriller Film of "Escape from Pretoria*." Journal of Pragmatics Research 4.2 (2022): 122-136.

[50] Aditya, Briant Nino. "*A pragmatic analysis of presupposition in genndy tartakovsky's hotel transylvania."* Yogyakarta State University (2014).

[51] M Zaki, Dwidandi. *An Analysis Of Presupposition In Stand Up Comedy "There's A Horse In The Hospital" By John Mulaney On Youtube*. Diss. Uin Raden Intan Lampung, 2023.

[52] Luciyana, Luciyana. *An Analysis Of Presupposition In The Fault In Our Stars Movie Pragmatics Approach*. Diss. Prodi Sastra Inggris, 2020.

[53] Fitriyani, Sefty Hanida, Januarius Mujiyanto, and Warsono Warsono. *"The Indicators of Potential Presuppositions in Malalaâe™s Speeches as the Nobel Peace Laureate."* English Education Journal 11.2 (2021): 289-297.

[54] Yerry, Yuniardi. *Presupposition as Found in "The Dark Knight" Movie*. Diss. UPT. Perpustakaan Unand, 2015.

lexical presuppositions (2.2%), and one counterfactual presupposition (0.6%). Out of the 177 presuppositions, the data were divided into 23 regulatory functions (13.0%), two interactional functions (1.1%), 57 representational functions (32.2%), 79 personal functions (44.6%), one imaginative function (0.6%), four instrumental functions (2.3%), and 11 heuristic functions (6.2%). Therefore, the most common presupposition found is existential, and the dominant function of presupposition is personal.

Although Haryati's study provides an in-depth view of the use of presupposition in films, the focus of that research differs from the present study. The previous research examined presuppositions in films as the primary object of study, while this study focuses on the presuppositions used by lecturers and students in speaking class interactions. This distinction highlights that the present study places greater emphasis on academic communication within a language learning context.

Next, in the news category, a study conducted by Syafryadin, title *"Presupposition Analysis in Headlines of Jakarta Post Newspaper: A Content Analysis Research"*. This study focuses on the presuppositions contained in the headlines of the Jakarta Post newspaper. The findings reveal five types of presuppositions in *Jakarta Post* headlines: existential, lexical, factive, structural, and counterfactual, with existential presupposition being the most

prevalent. Moreover, non-factive presupposition is absent, as the newspaper primarily reports factual information.[55]

The last study, which falls under the news category, is the one conducted by Makasiahe, titled *"The Usage and Types of Presupposition in 'CNN' Twitter Social Media: Pragmatics Approach"*. This study focused on the types of presuppositions and the use of presuppositions found on CNN's Twitter account.The findings show that there are six types of presuppositions in CNN's Twitter account: lexical, factive, structural, non-factive, existential, and counterfactual. The most common type was lexical presupposition, while non-factive presupposition was the least frequent. The study also identified various functions of presupposition, including brevity, emphasis, mitigation, concealment, persuasion, and self-protection.[56]

The main difference between this study and previous research lies in the research focus. Previous studies examined presupposition in news and social media, while this study focuses on interactions between lecturers and students in speaking classes. This difference highlights that the current study provides a deeper insight into the use of presupposition in direct communication rather than just in written texts.

---

[55] Syafryadin, Syafryadin. "*Presupposition Analysis In Headlines Of Jakarta Post Newspaper: A Content Analysis Research.*" PROJECT (Professional Journal of English Education) 5.5 (2022): 947-952.

[56] Makasiahe, Adrian Kurniandi. *The Usage and Types of Presupposition in" CNN" Twitter Social Media: Pragmatics Approach.* Diss. Prodi Sastra Inggris, 2020.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methods used in this study. It further discuss how the study was carried out, covering the research kind, research subjects, data collection methods, research instruments, and data analysis methods that applied to analyze the use of presupposition in EFL speaking class.

A. Kind of the Research

This research is a language research conducted using a descriptive qualitative approach. According to Bruce, qualitative research is an approach that explores the perceptions, views, and subjective experiences of individuals through systematic procedures, where data are collected using techniques such as observation, interviews, and analysis of personal traces (such as documents, letters, or diaries), which then represent the subjective and complex experiences of the individuals or groups studied.[57] Meanwhile, the descriptive approach is an approach aimed at providing a rich narrative or depiction with detailed context, presented as closely as possible to its original form, thereby enabling a deep portrayal of situations, perspectives, and experiences.[58] Based on the theories above, descriptive qualitative research is a method that gathers detailed information about people's thoughts, feelings, and experiences through observation, interviews, and personal documents. It focuses on telling

---

[57] Berg, Bruce L. "Methods for the social sciences." *Qualitative Research Methods for the Social Sciences. Boston: Pearson Education* 191 (2004).

[58] Sari, Knopp, and Robert Bogdan. *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon. (2007)

a rich and clear story that stays true to the original context, helping to deeply understand the situations and perspectives of the people studied.

The researcher uses a descriptive qualitative approach because it fits the goals of the study. This method helps describe and analyze presuppositions in speaking class in a natural way. The first goal is to identify the types of presuppositions found in class. To do this, the researcher recorded the class, analyzed conversation transcripts, and listed the types without changing the classroom setting. The second goal is to find the meaning of each presupposition, which requires understanding the context of the conversation. This method allows the researcher to explain both the types and meanings of presuppositions based on how they are used in class.

This research used observation as the main method. The researcher observed and recorded speaking classes in the second and fourth semesters to collect conversation data between lecturers and students. The recordings were then transcribed into text for easier analysis. Sentences or phrases containing presuppositions were identified and classified by type. Each presupposition's meaning was analyzed based on the context of the conversation. The results were presented in a description of the types and meanings of presuppositions found in the speaking classes.

B. Subjects of the Research

In selecting the research subjects, the researcher employed total sampling as the techniques to choose the subject. Total sampling is a technique where all elements related to the focus of the research are included as subjects.[59]

In this study, the researcher designated speaking classes from the English Education program at IAIN Curup, specifically from the second and fourth semesters, as the research subjects. A total of six classes participated: three from the second semester enrolled in the course Speaking for Daily Communication, and three from the fourth semester enrolled in the course Speaking for Formal Setting.

The researcher selected speaking classes over other types of classes because speaking classes are inherently interactive and promote direct verbal exchanges between lecturers and students. In such contexts, presuppositions are more likely to emerge naturally through spontaneous communication. Furthermore, speaking classes emphasize active and spontaneous language use, which increases the likelihood of various types of presupposition appearing in spoken discourse. Therefore, speaking classes were considered the most appropriate setting for achieving the objectives of this study, which aimed to identify and analyze the types of presupposition found in oral interactions.

The details of the subjects involved in this study are presented in the following table:

---

[59] Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D.* Bandung: Alfabeta. 2010.

Table 3. Subject of the Research

No	Class	Total student	Semester	Subject
1.	TBI 2A	21	Second semesters	Speaking for daily communication
2.	TBI 2B	14		
3.	TBI 2C	22		
4.	TBI 4A	17	Fourth semesters	Speaking for formal setting
5.	TBI 4B	17		
6.	TBI 4C	20		

C. Techniques of Collecting Data

Data plays a crucial role in supporting and validating this research. This study focuses on exploring the use of presuppositions in speaking classes. To ensure an accurate interpretation of the data, this research employs several relevant techniques.

1. Observation

Observation in qualitative research is a method used to collect data by watching and recording behaviors and events as they occur in their natural settings.[60] There are several types of observation, including participant observation, non-participant observation, structured observation, unstructured observation, overt observation, and covert observation. In this study, the researcher employed non-participant observation as the method of data collection. Non-participant observation is a method in which the researcher observes events, behaviors, or interactions without directly engaging as a participant.[61]

---

[60] Denzin, N. K., & Lincoln, Y. S. *The SAGE Handbook of Qualitative Research (5th ed).* (2018). SAGE Publications

[61] Yin, Robert K. *"Case Study Research: Design and Methods."* 2014. Thousand Oaks, CA: Sage Publications.

The researcher chose the non-participant observation technique because this method allowed for objective data collection without disrupting the natural interactions in the classroom. This approach aligned with the research objectives, which focused on identifying types of presuppositions and analyzing their meanings, enabling the researcher to record the authentic use of language within the teaching context.

In this study, the researcher observed and recorded speaking lessons from the second and fourth semesters in video format. Afterward, the researcher transcribed the conversations from these videos. The steps involved in this analysis are as follows:

a. Coming to the speaking class and observed it.

b. Recording speaking class activities for second and fourth-semester students in video format.

c. Transcribing the conversations from the videos into text form.

d. Reviewing the transcripts to ensure accuracy and alignment with the videos.

The researcher confirms that the observation process in this study was conducted twice. The first observation took place in the second-semester speaking class, and the second observation was carried out in the fourth-semester speaking class. After these two observations, the researcher decided to discontinue data collection due to having reached data saturation. This decision was based on the recurrence of findings in certain types of presupposition and the absence of any significant new information in the

second observation. Therefore, the data collected was considered sufficient to answer the research questions in this study.

D. Instruments of the Research

Research instruments play a vital role as tools for researchers in implementing research methodologies throughout the investigation process. In data collection, the researcher employs observation checklist. Additionally, this instrument have undergone validation by an expert, enabling the researcher to collect data systematically and in a structured manner.

1. Observation checklist

The observation checklist used in this research consisted of a table with indicators and sub-indicators related to the types and meanings of presuppositions based on Yule's theory.

The researcher used Observation cheklist to ensure that the analysis process is systematic and structured. The checklist assists in identifying and recording presuppositions that appear in speaking class conversations more easily and consistently. Additionally, the checklist simplifies the process of verifying data alignment with the established criteria, minimizing the risk of overlooking important information. By using a checklist, the researcher can maintain objectivity and ensure that all data are analyzed according to the same standards, making the research findings more valid and reliable. The following was the table used by the researcher for data analysis:

Table 4. Checklist for Types and Meaning of Presupposition
(The following instrument was employed by the researcher as a reference to identify the types of presupposition and their meanings present in the research data)

No	Speaker	Context	Utterence	Main point	Types of presupposition	Meaning
1.						
2.						
3.						
4.						
5.						
etc						

E. Techniques of Data Analysis

In this research, the researcher used qualitative data analysis as stated by Miles, Huberman, and Saldaña. Qualitative data analysis is an interactive and continuous process consisting of three main components: data reduction, data display, and conclusion drawing and verification.[62] These stages occur cyclically and iteratively, allowing the researcher to revisit previous stages when necessary. This approach aims to ensure that data analysis is conducted more thoroughly and accurately, thereby strengthening the validity of the research findings.

According to Miles, Huberman, and Saldaña, data analysis techniques consist of three main components: data condensation, data display, and verification/conclusion drawing.

---

[62] Miles, M. B., Huberman, A. M., & Saldaña, J. *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed). 2014. SAGE Publications, Inc

1. Data Condensation

    Data condensation refers to the process of simplifying, focusing, and transforming the raw data that has been collected. This includes selecting, coding, grouping, and abstracting the data. The goal of data condensation is to make the data easier to organize and analyze by highlighting the most important and relevant information.

    In this study, the researcher transcribed recordings of speaking class activities and then coded the parts of the conversation that contained presuppositions. In analyzing the data, the researcher used color mark. Each utterence identified as containing a presupposition was marked with a specific color to distinguish between the data used and the data did not used in the conversation transcript.

2. Data Display

    Data display involves organizing and presenting the data in a comprehensible form, such as through matrices, graphs, networks, or diagrams. This visual presentation helps researchers see patterns, trends, and relationships in the data, aiding the analysis process.

    After coding the data, the researcher presented the categorized data in a table for analysis based on the types of presuppositions. The classification of each presupposition type referred to the indicators outlined in Chapter 2 and the appendices. The researcher also used a checklist to mark utterence containing specific types of presuppositions.

After identifying the data based on their categories, the researcher interpreted the implicit meanings of the findings according to the emerging assumptions. In this process, the researcher referred to the basic meaning indicators of each presupposition, as explained in Chapter 2 and the appendices.

3. Verification/Conclusion Drawing

This stage involves analytical thinking to interpret the data that has been condensed and displayed. The researcher identifies key findings, makes inferences, and draws conclusions based on the evidence. Verification or validation of the findings is also crucial to ensure that the conclusions drawn are accurate and reliable.[63]

In this study, to ensure the accuracy of the data analysis, the researcher involved two raters with expertise in the field of English language. The rating process was conducted twice. The first rater is a lecturer at IAIN Curup who has extensive experience teaching various English-related courses. The second rater is an external academic with a specialized background in linguistics. Both raters were tasked with assessing and verifying the validity of the data that had been analyzed by the researcher. The involvement of these raters aimed to enhance the validity and reliability of the research findings.

---

[63] Miles, M. B., Huberman, A. M., & Saldaña, J. *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed). 2014. SAGE Publications, Inc.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study conducted in the Speaking class of the English Education Study Program at IAIN Curup. The findings section will discuss the types of presupposition that appeared in the classroom and the implied meaning of each presupposition. It will present in-depth analysis of the findings compare to relevant theories and previous studies.

A. **Research Findings**

The data in this research were obtained from two classroom observations of speaking courses in English Study Program in IAIN Curup. Each observation focused on a different semester and course context. The first observation was carried out in the second semester during the Speaking for Daily Communication course, while the second observation was conducted in the fourth semester in the Speaking for Formal Setting course.

In both classes, natural interactions between lecturers and students were recorded and transcribed. The transcriptions served as the primary data source for identifying presuppositions based on Yule's classification, which includes existential, factive, lexical, structural, non-factive, and counterfactual presuppositions.

To assist in the analysis, the researcher used an observation checklist to track each utterance that potentially contained a presupposition, along with its type and the implied meaning. The findings presented in this chapter follow the

sequence of each transcript, allowing a contextual and chronological view of how presuppositions appeared in classroom discourse.

By using this approach, the researcher successfully identified various types of presupposition used by lecturers and students during the teaching and learning process. In the following section, each type of presupposition will be presented in sequence based on the conversational context in the transcript, along with data excerpts and interpretations of the implied meanings contained therein.

1. **Types of presupposition**

This section presents the types of presuppositions found in the speaking class interactions between the lecturer and the students. The data were analyzed using Yule's classification of presupposition, which includes existential, factive, lexical, structural, non-factive, and counterfactual presuppositions. Each utterance containing presupposition was identified and categorized based on the linguistic triggers that signaled its presence.

Based on the data analysis, out of the six types of presupposition proposed by Yule, only five types appeared in the speaking class. These five types include Existential, Factive, Nonfactive, Lexical, and Structural Presuppositions. The summary of the data related to presuppositions found during the speaking class can be seen in the following table:

Table 5. Types of Presupposition

No	Types of presupposition	Used by	
		Students	Lecturer
1.	Existential presupposition	✓	✓
2.	Factive presupposition	✓	✓
3.	Lexical presupposition	✓	✓
4.	Structural presupposition	✓	✓
5.	Non-factive presupposition	✓	✓
6.	Counterfactual presupposition	-	-

In addition to the main findings that have been explained, the researcher also found several utterences containing more than one type of presupposition (multi presupposition). This finding shows that in a single utterance, the lecturer or student can convey multiple assumptions at once. This makes classroom communication more concise and meaningful. The following section will discuss examples of multi presupposition:

Table 6. Multi Presupposition

No	Forms	Used by	
		Students	Lecturers
1.	Factive existential	✓	✓
2.	Lexical existential	✓	✓
3.	Structural existential	✓	✓
4.	Nonfactive existential	✓	✓

2. **The implied meaning of presupposition**

This section explains the meaning of the presuppositions that appeared in the speaking class. After classifying the types of presuppositions, the researcher identified the meaning of each presupposition that had been categorized. The main guideline for interpreting these meanings is based on Yule's theory of presupposition types.

The implied meaning of each presupposition varies depending on its type. Each type of presupposition carries a distinct form of assumption. Therefore, the interpretation of meaning in this study considers the type of presupposition as the main basis for understanding the implied message. In data analysis, the researcher also included the context of the conversation to make the implied meaning clearer and more accurate based on how the utterance was used in the classroom interaction.

Based on the analysis, the implied meanings of the presuppositions found in the speaking class vary depending on their types. The presuppositions identified include Existential, Factive, Nonfactive, Lexical, and Structural. A brief example of the implied meanings of these presuppositions during the speaking class can be seen in the following table:

Table 7. The Implied Meaning of Presupposition

No	Utterences	Types	Meaning	Addition
1.	*Okay, thank you for your recommendation sir*	Existential	Recomendation is exist	Implies that an entity (such as an object, person, or idea) is assumed to exist within the context of the utterance, either explicitly or implicitly.
2.	*I'm happy to hear that from you.*	Factive	The speaker heard something from the listener	Indicates that the content of the information is assumed to be true, as it typically involves verbs or expressions that assert truth.
3.	*Because I need to have a meeting with the Prime Minister again right now*	Lexical	The speaker has already had a meeting with the Prime Minister before.	Arises from specific word choices that suggest additional meaning, such as something that has happened before, repetition, change, or the result of an action.

4.	*Who do you live with?*	Structural	The listener live with someone	Certain sentence structures imply the truth of the information they contain, commonly found in interrogative forms like *who, when, where*, etc.
5.	*And I hope to use the strategies*	Nonfactive	The listener did not use the strategies yet	Involves expressions that convey hope, desire, or possibility without claiming that the event has actually happened or is true.

(Full, original and other example can be seen in the appendix section)

The researcher also found the multi presuppostion, the meanings produced are essentially similar to those of single presuppositions. However, because a single sentence contains two or more types of presupposition, it carries multiple meanings. To interpret the implied meaning of a multi presupposition, the first step is to identify and understand each presupposition separately. Then, analyze how these presuppositions relate to and influence the overall meaning of the sentence. This approach allows us to grasp both the factual assumptions and the speaker's implied attitudes or feelings, providing a complete understanding of the message conveyed within the communicative context. The following table is the example of the implied meaning of multi presupposition:

Table 8. The Implied Meaning of Multi Presupposition

No	Utterence	Types of presupposition	Meaning	Addition
1.	*Because I need to have meeting with the Prime Minister again right now*	Multi presupposition: Lexical existential	The locuter has the prime minister and he has already had a meeting with the Prime	The meaning assumes that an entity truly exists and that an action or event involving that entity has already

			Minister before.	happened or is being repeated.
2.	*I hope your car is broken forever.*	Multi presupposition: Nonfactive existential	The interlocutor has a car and the car is not broken forever	Assumes the existence of an entity, but the accompanying statement is something that has not yet happened or is uncertain.
3.	*What do you do at your job?*	Multi presupposition: Structural existential	The interlocutor has a job and he is doing something in his job	The meaning that an entity exists, and the sentence structure, requires the listener to accept a certain truth.
4.	*You know, a professor like me sometimes forget framing my glasses.*	Multi presupposition: Factive existential	The locutor has a glasses and he forgot to use the glasses	The mentioned entity exists, and the statement about it is considered true.

(Full, original and other example can be seen in the appendix section)

B. Discussion

This section provides a further discussion on the use of presupposition by lecturers and students in speaking classes. The discussion is based on the types of presupposition that appear and the implied meanings of each utterance, while also linking them to relevant theories. This analysis aims to identify the differences and similarities in the use of presupposition, as well as to understand its role in supporting communicative interaction in the classroom.

1. **Types of presupposition**

This section provides an in-depth discussion of the types of presuppositions found in the speaking class interactions between the lecturer and the students. The data were analyzed using Yule's classification of presuppositions, which includes existential, factive, lexical, structural, non-factive, and counterfactual presuppositions. Each utterance containing a presupposition was identified and categorized based on the linguistic triggers that indicated its presence.

Based on the results of data analysis and with reference to Yule's theory on types of presupposition, which classifies presupposition into six categories, this study identified only five types of presupposition occurring in the speaking class. These include existential presupposition, factive presupposition, non-factive presupposition, lexical presupposition, and structural presupposition.

This finding is in contrast to the results of a study conducted by Anggraini, whose research successfully identified all six types of presupposition as proposed by Yule.[64] In her study, counterfactual presupposition was also found, whereas this type did not appear in the present research. This difference may be influenced by various factors, such as the context of the interaction, the topics discussed in the classroom, or the communication styles of the participants. Therefore, although both studies

---

[64] Anggraini, Merliyani Putri, and Ratih Novita Sari. *"Teacher talk: a pragmatic analysis of presupposition in English teaching classroom."* 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022). Atlantis Press, 2023.

are based on the same theoretical framework, the variation in findings indicates that the use of presupposition in spoken discourse is dynamic and highly context-dependent.

Moreover, from the presupposition was found in speaking class which concisted of five types of presupposition, the presupposition is used more frequently by lecturers than by students during the learning process. This finding shows that lecturers are more active in building assumptions in classroom conversations, especially when giving instructions or explaining material. Meanwhile, students tend to use presupposition when responding or following the lecturer's directions.

It supported by research from Halawa, which shows that the important role of the teacher in guiding and ensuring students' understanding to prevent misunderstandings caused by presuppositions that do not align with the students' prior knowledge.[65] In other words, the teacher acts as an active facilitator who directs the discussion to ensure effective communication and that all participants share the same understanding, thereby optimizing the learning objectives.

In the next section, the discussion will focus on an in-depth analysis of each type of presupposition found in this study. This section will describe the characteristics of each type of presupposition and relate them to relevant previous studies as comparisons and support for the findings.

---

[65] Halawa, Enjison Lukas. "*Analisis Presuposisi Pada Kegiatan Diskusi Kelompok Siswa Kelas Viii Smp Negeri 1 Ulususua Tahun Pelajaran 2022/2023*." FAGURU: Jurnal Ilmiah Mahasiswa Keguruan 2.1 (2023): 170-176.

a. Existential presupposition

Based on the analyzed data, it was found that existential presupposition is the most frequently occurring type in the interactions between lecturers and students in the speaking class. Existential presupposition refers to the assumed existence of an entity or object that is believed to be known or understood by both the speaker and the listener. In the classroom context, lecturers and students often refer to objects or materials that are considered shared knowledge.

This finding aligns with previous research conducted by Fitriani showing that existential presupposition also dominates in qualitative research abstracts, where the presence of definite noun phrases and possessive forms reflect background knowledge accepted as truth by thesis writers.[66] Whether in spoken interaction in the classroom or in the construction of written abstracts, the use of existential presupposition appears to play an important role in building shared understanding and conveying information assumed to be known by both parties.

Here is an example of existential presupposition used by the lecturer.

"Excuse me, wait, I cannot hear you because that sound is very annoying." **(Apx1-301)**

The utterance was spoken by a teacher to a student. At that time, the student was speaking, but a loud noise occurred, making it difficult for the teacher to hear and understand what the student was saying.

---

[66] Fitriani, Eka Surya. *The Presupposition Triggers in Thesis Abstract*. International Journal of English and Applied Linguistics (IJEAL) 1.3 (2021): 283-290

Therefore, the teacher asked the student to pause for a moment while waiting for the noise to stop.

The utterance above can be categorized as existential presupposition because it contains the phrase "that sound." This phrase is a demonstrative pronoun, which is one of the indicators of existential presupposition.[67] The use of "that sound" assumes the existence of a particular entity, namely a specific sound that is occurring and is considered to be known or present by both the speaker and the listener. Furthermore in the other example of presupposition used by student:

"I watch Who Are You?" (**Apx2-21**)

The utterence above was conveyed by a student in response to a question posed by the lecturer. Previously, the lecturer had asked the students about a film they had watched. The student then answered the question using the aforementioned expression.

The utterence mentioned earlier falls under the category of existential presupposition because it contains the phrase *"Who Are You?"* This phrase is a proper noun, which is one of the indicators of existential presupposition.[68] The use of *"Who Are You?"* assumes the existence of a particular entity, namely a specific television show or title that is presumed to be known or recognized by both the speaker and the listener.

---

[67] Fitriyani, Sefty Hanida; Mujiyanto, Januarius, and Warsono. The Indicators of Potential Presuppositions in Malalaâ€™ s Speeches as the Nobel Peace Laureate. *English Education Journal*, 2021, 11.2: 289-297.

[68] Fitriyani, Sefty Hanida; Mujiyanto, Januarius, and Warsono. The Indicators of Potential Presuppositions in Malalaâ€™ s Speeches as the Nobel Peace Laureate. *English Education Journal*, 2021, 11.2: 289-297.

From the two examples above, we can conclude that existential presupposition means assuming that something (like a person, object, or idea) already exists and is known by both the speaker and listener. This assumption helps the conversation run smoothly because the speaker doesn't have to explain everything again. In short, existential presupposition is about talking as if the things mentioned are already there and understood by everyone in the conversation.

This is in line with the findings of Arianti's research, which explains that existential presupposition is the assumption about the existence of something (an object, place, or person) that truly exists or occurs within the context of a conversation.[69] In classroom interactions, lecturers and students often use existential presupposition to refer to entities that are already mutually known, making communication more effective without the need for repeated explanations.

b. Factive presupposition

Based on the analyzed data, it was found that factive presupposition appears in the interactions between the lecturer and students in the speaking class. Factive presupposition refers to the assumption that a fact or truth has already been accepted by both the speaker and the listener in the conversation. The first example appears in a student's utterance:

"I understand about what they said." **(Apx2-54)**

---

[69] Ariyanti, Lisetyo, et al. "*Presupposition Used by the Student and the Lecturer*." International Joint Conference on Arts and Humanities (IJCAH 2020). Atlantis Press, 2020.

This utterance was produced by a student in response to the lecturer's question. The lecturer asked whether the students understood what the actors and actresses said in the film, and the student responded by producing this utterance.

The utterance mentioned earlier is considered to be a factive presupposition because it contains the verb *"understand"*. The use of *"understand"* presupposes that the clause following it *"what they said"* is true or has already happened. In this case, the speaker assumes that *"what they said"* is a fact, and the act of understanding it confirms its truth or reality in the context of the conversation. Another example comes from the lecturer's utterance:

"I'm happy to hear that from you" (**Apx1-62**)

The previously mentioned utterance was spoken by the lecturer. At that time, a student complimented the lecturer by saying they liked the lecturer's outfit. The lecturer responded by complimenting the student's outfit in return. The student then confirmed that blue is their favorite color. The lecturer felt happy upon receiving the compliment and the confirmation from the student

The previous utterence is considered to be a factive presupposition, because it contains the expression *"I'm happy,"* in which the verb *"be happy"* functions as a factive verb. In this case, the phrase *"to hear that from you"* is presupposed to have actually happened. The speaker's expression of happiness assumes that the event of hearing something

from the listener is a real and accepted fact within the context of the conversation.

The verbs "understand" and "be happy" in the examples above are categorized as factive verbs, which serve as indicators of factive presupposition. Factive presupposition arises when the use of certain verbs or expressions implies that the information contained in the subordinate clause is true or has actually occurred.[70] The use of factive presupposition in these examples shows that both lecturers and students rely on shared assumptions of truth or facts as the basis of conversation. This helps maintain smooth communication and enhances the effectiveness of interaction in the speaking class.

This is supported by a study conducted by Puspitasari, which explains how factive presupposition is used in academic interactions to assume the truth of certain information as the basis of communication. By relying on information that is mutually accepted as true, lecturers and students are able to build more focused and meaningful interactions.[71] In the context of a speaking class, the use of factive presupposition greatly helps maintain the flow of conversation, reduces ambiguity, and enhances the effectiveness of the learning process, as participants no

---

[70] Yule, George. *Pragmatics*. Oxford university press, 1996.
[71] Puspita Sari, Ria Dwi, Sarwiji Suwandi, and St Y. Slamet. "Factual and Existential Presuppositions in Interaction Among Lecturers and Students of Indonesian Language Education Department at Universitas Sebelas Maret." *Humanus: Jurnal Ilmiah Ilmu-ilmu Humaniora* 16.2 (2017): 201-220.

longer need to question the truth of information that has already been mutually assumed.

c. Lexical presupposition

   In the case of data findings, the researcher found that lexical presupposition also appears in interactions between lecturers and students in the speaking class. The first example comes from the student's utterance:

   "She stopped doing that." **(Apx1-73)**

   The utterance written above was produced by a student. Previously, the lecturer asked whether the student's grandmother's habit of smoking was still continuing. The student then confirmed that their grandmother had already stopped the habit.

   It can be classified that the utterence above is lexical presupposition because it contains the verb "stopped." The use of "stopped" presupposes that the action referred to "doing that" had been done previously. In other words, the sentence assumes that she was doing the activity before, and the focus is now on the fact that she no longer does it. This type of presupposition depends on the lexical meaning of the verb, making it a clear example of lexical presupposition. The next example comes from the lecturer's utterance:

   "We are going to continue talking about introduction." **(Apx2-76)**

   The utterance refers to the lecturer's statement at the beginning of the lesson. Prior to that, the lecturer had completed a warm-up activity

by asking the students about the films they had watched. Once the warm-up was finished, the lecturer began the main lesson by opening the class with that utterance.

This utterance is regarded as belonging to the category of lexical presupposition because it contains the verb *"continue"*. The use of *"continue"* presupposes that the action mentioned *"talking about introduction"* had already been taking place before the moment of speaking. In other words, the sentence assumes that the discussion on the topic had started earlier and is now going to proceed. This type of presupposition relies on the lexical meaning of the verb, making it a clear example of lexical presupposition.

The verb *"stop"* in the utterance *"She stopped doing that"* is classified as an implicative verb, which refers to verbs that indicate the result of an activity or the consequence of a mentioned action. Meanwhile, the verb *"continue"* in the utterance *"We are going to continue talking about introduction."* is classified as a change-of-state verb, which refers to verbs that indicate a transition from one state to another. [72] Both types of verbs are indicators of lexical presupposition, as their lexical meanings implicitly assume that an action has already begun or previously occurred.

The use of lexical presupposition in both examples shows that speakers both students and lecturers use certain words to convey

---

[72] Levinson, Stephen C. *Pragmatics*. Cambridge UP, 1983

background information or meanings that are not said directly. This helps make communication clearer and more natural in the context of learning English.

This is supported by research conducted by Latifah. The analysis results show that the use of sentences containing presupposition helps students develop pragmatic inference skills. With these skills, students find it easier to understand implicit meanings when facing real-life situations, such as communicating with native speakers, so they do not feel awkward.[73]

d. Structural presupposition

Based on the analyzed data, it was found that structural presupposition also appears in interactions between lecturers and students in the speaking class. Structural presupposition refers to assumptions embedded in the structure of an utterence, which imply the existence of certain facts or information that both the speaker and listener accept as true. This type of presupposition helps create a shared understanding that makes communication more efficient. The first example comes from a student's utterance:

"Where do you visit?" (**Apx1-134**)

This utterance was produced by a student during a role-play activity in which the lecturer and the students pretended not to know each

---

[73] Latifah, Hilda Nailil, and Fani Indrawan. "Presupposition Used In Instruction Of Indonesian Grade Xi High School English Textbook." *J-Shelves of Indragiri (JSI)* 7.1 (2025): 58-68.

other and acted as strangers. Previously, the lecturer had confirmed that they enjoyed traveling. The student then responded by asking about where the lecturer liked to visit.

The utterance mentioned above is considered a type of structural presupposition because it contains a wh-question construction, specifically the word "where." The use of "where" presupposes that the person being asked has visited a place. In other words, the sentence assumes the existence of an act of visiting, and the question merely seeks to clarify the location. This type of presupposition arises from the syntactic structure of the sentence, making it a clear example of structural presupposition. The next example comes from the lecturer:

"Who do you live with?" **(Apx1-114)**

The utterance was a question from the lecturer to the student in the context of a role-play conversation as strangers. At that moment, the lecturer encouraged the student by saying that sometimes a person needs support from their mother. The lecturer then continued by asking the student who they live with

The line above is analyzed as structural presupposition because it uses a wh-question construction, specifically the word "who." The use of "who" presupposes that the person being asked lives with someone. In other words, the sentence assumes the existence of a living arrangement involving another person, and the question only aims to identify that

person. This type of presupposition is triggered by the sentence structure itself, making it a clear example of structural presupposition.

The wh-question word "where" in the utterence "Where do you visit?" and the question word "who" in the utterence "Who do you live with?" are classified as a structural indicator, which refers to sentence constructions that carry an implicit assumption based on their grammatical form. Both question forms are indicators of structural presupposition, as their syntactic structures implicitly assume that certain information is already known or accepted as true by both speaker and listener.[74]

The use of structural presupposition in the examples above shows how the speakers, both students and lecturers embed accepted facts within their sentences to facilitate smooth and meaningful interactions. This type of presupposition is essential in the speaking class context because it helps participants share common knowledge, making conversations more natural and focused.

This is supported by Anggraini, who states that the use of sentence structures such as WH-questions is considered effective in conveying information that is already mutually assumed. This structure helps clarify the speaker's intended meaning, thereby facilitating students' understanding and improving communication in the learning process.[75]

---

[74] Yule, George. *Pragmatics*. Oxford university press, 1996

[75] Anggraini, Merliyani Putri, and Ratih Novita Sari. *"Teacher talk: a pragmatic analysis of presupposition in English teaching classroom."* 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022). Atlantis Press, 2023.

e. Nonfactive presupposition

Based on the analyzed data, it was found that non-factive presupposition also appears in interactions between lecturers and students in the speaking class. Non-factive presupposition refers to assumptions about something that has not yet happened or whose truth has not been confirmed. In this case, the information conveyed is not considered a fact by either the speaker or the listener. The first example comes from a student's utterance:

"Yeah, I hope it will be better soon." **(Apx1-389)**

The previously written utterance was expressed by a student. Earlier, the lecturer mentioned that their laptop was currently broken. The student then expressed hope that the lecturer's laptop would be fixed soon.

The previous sentence is considered to be a non-factive presupposition because it contains the verb "hope." The use of "hope" presupposes that the proposition following it "it will be better soon" is not necessarily true at the time of speaking. In other words, the sentence suggests a desire or expectation for improvement, without confirming that improvement has already occurred or will definitely occur. The next example comes from the lecturer:

"I want you to imagine that you are now attending seminar." **(Apx2-86)**

The utterance above was spoken by the lecturer while giving instructions to the class. At that time, the lecturer had finished explaining the material for the day. The next stage was to practice what had been explained. The lecturer then gave instructions by delivering that utterance."

The aforementioned utterence is classified under non-factive presupposition because it contains the verb "imagine." The use of "imagine" presupposes that the situation described "you are now attending a seminar" is not true in the actual context. Instead, it is a hypothetical or imagined scenario. In other words, the sentence assumes that the listener is not currently attending a seminar, but is being asked to mentally picture such a situation.

The verbs "hope" in the utterence "Yeah, I hope it will be better soon" and "imagine" in the utterence "I want you to imagine that you are now attending a seminar" are classified as non-factive indicators, which refer to verbs that introduce propositions not assumed to be true in reality.[76] The verb "hope" expresses a desire for a future condition, implying that the expected improvement has not yet occurred. Similarly, the verb "imagine" introduces a hypothetical scenario that is not actually happening. Both verbs are indicators of non-factive presupposition, as they rely on expressions that present unreal, uncertain, or imagined states, rather than established facts.

---

[76] Kiparsky, Paul, and Carol Kiparsky. *Fact*. Linguistics Club, Indiana University, 1968

The use of non-factive presupposition in the examples above shows how the speaker conveys something hypothetical, such as hope or imagination. This type of presupposition is important in the context of the speaking class because it helps broaden thinking horizons, trains the ability to use language in various contexts, and encourages more varied and creative expressions.

The research conducted by Anggraini shows a close correlation with this matter. In her study, it was found that non-factive presuppositions, which often use verbs like "imagine" or "suppose," function to stimulate students' imagination and invite them to think hypothetically.[77] For example, the teacher asks the students to "imagine if we went to Bali," which then encourages the students to be creative in writing a recount text. This finding indicates that the use of non-factive presuppositions can broaden students' thinking horizons and encourage them to express themselves more creatively in speaking lessons.

f. Counterfactual presupposition

This study did not find any instances of counterfactual presupposition. This is likely due to the context of interaction in the speaking class, which mostly involved real topics and direct responses, making it unlikely for sentences expressing unreal conditions to appear. Although imaginative expressions were occasionally used, the lecturer

---

[77] Anggraini, Merliyani Putri, and Ratih Novita Sari. *"Teacher talk: a pragmatic analysis of presupposition in English teaching classroom."* 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022). Atlantis Press, 2023.

typically only used simple phrases like "imagine" without forming conditional sentences. Furthermore, both the lecturer and students rarely used second and third conditional sentences, which are the main structures of counterfactual presupposition. These factors contributed to the absence of this type of presupposition in the study.

This contrasts with the findings of Anggraini's study, which showed that teachers still use counterfactual presuppositions in classroom teaching. However, this type of presupposition is the least frequently used compared to other types.[78] it indicates that although conditional sentence structures still appear in the teaching context, their frequency is very limited and they are only used in specific situations or for certain purposes.

g. Multi presupposition

Based on the analyzed data, it was found that several utterances in the speaking class contained more than one type of presupposition. This phenomenon is referred to by the researcher as *Multi-presupposition*, which refers to a condition where a single utterance contains multiple types of presupposition simultaneously. *Multi-presupposition* can appear in various forms, depending on the initial structure carried by each linguistic element that triggers presupposition within the utterance. The

---

[78] Anggraini, Merliyani Putri, and Ratih Novita Sari. *"Teacher talk: a pragmatic analysis of presupposition in English teaching classroom."* 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022). Atlantis Press, 2023.

following section will discuss in more detail the forms of *multi-presupposition* found in this study.

1) Factive existential

The first observed form of multi-presupposition in this study is *factive-existential* presupposition, which is a combination of factive presupposition and existential presupposition. Factive presupposition is a type of presupposition that assumes the truth of the information contained in the clause following certain verbs, such as know, realize, or regret.[79] Meanwhile, existential presupposition is an assumption about the existence of an entity mentioned in the utterance, usually marked by possessive forms or specific references, implying that the object truly exists.[80] An example of this can be seen in the following utterance*:*

"A professor like me sometimes forget framing my glasses" (**Apx1-150**)

The utterance was delivered by a lecturer to a student after the student had introduced themselves. Despite the introduction, the lecturer failed to recognize the student. He then clarified that, as a professor, he sometimes forgets to wear his glasses, which may explain the oversight.

---

[79] Kiparsky, Paul, and Carol Kiparsky. *Fact*. Linguistics Club, Indiana University, 1968

[80] Fitria Dwi, Pangestu. *An Analysis Of Presupposition On The Dialogues In Bahasa Inggris Textbook For 12th Grade Students Of Senior High School*. Diss. UIN Prof. KH Saifuddin Zuhri, 2022.

In the context of multi-presupposition, the verb *forget* acts as a factive verb, suggesting that the speaker treats the event in the next clause (*framing my glasses*) as something that has taken place or is regarded as true. At the same time, the expression *my glasses* is a possessive construction, signals an existential presupposition, assuming the existence of the mentioned object. This example illustrates how one utterance can embed several layers of implied meaning, emphasizing the complex and nuanced nature of spoken interactions in the classroom setting.

2) Lexical existential

This study further identifies the second type of multi-presupposition, referred to as *lexical-existential*, which results from the combination of lexical presupposition and existential presupposition. Lexical presupposition arises when certain lexemes inherently suggest that an action has already occurred (e.g., *stop*, *continue*, *return, again, anymore*).[81] Meanwhile, existential presupposition involves an assumption about the existence of something mentioned in the utterance, typically indicated by possessive forms or definite noun phrases.[82] The following is an example that reflects this:

---

[81] Ariyanti, Lisetyo, et al. *Presupposition Used by the Student and the Lecturer*. International Joint Conference on Arts and Humanities *(*IJCAH 2020*)*. Atlantis Press, 2020

[82] Fitriani, Eka Surya. *The Presupposition Triggers in Thesis Abstract*. International Journal of English and Applied Linguistics (IJEAL) 1.3 (2021): 283-290.

"Because I need to have meeting with the Prime Minister again right now" (**Apx1-409**)

The statement was uttered by a student to the lecturer at the end of their conversation. At that moment, the student had an upcoming meeting with his prime minister for a discussion. Consequently, the student politely excused themselves by delivering the utterance.

In this case, the word "again" serves as an iterative, which refers to a repeated action and functions as an indicator of lexical presupposition. It implies that the speaker has previously met with the Prime Minister, thus indicating a repeated event. Furthermore, the phrase "the Prime Minister" is a form of describing preceding noun that triggers an existential presupposition, assuming that the person being referred to truly exists and is known within the context of the conversation. This example illustrates that a single utterance can simultaneously contain more than one type of presupposition, reflecting the complexity of implicit meaning in spoken discourse.

3) Structural existential

The third form of multi-presupposition identified in this study is *structural-existential*, which results from the combination of structural presupposition and existential presupposition. Structural presupposition arises when specific grammatical structures—such as wh-questions which implicitly assume certain information to be

true.[83] Meanwhile, existential presupposition involves the assumption that a particular entity mentioned in the utterance exists.[84] One example of this appears in the following utterance:

"What do you do at your job?" **(Apx1-54)**

The utterance was produced by a student. Previously, the lecturer had shared that he felt happy because he had successfully completed his job. In response, the student asked the lecturer what he actually did in his job.

In this sentence, the question word "*what*" reflects a structural presupposition, as this type of *wh-question* implicitly assumes that some kind of activity is indeed being carried out by the interlocuter. Meanwhile, the phrase "*your job*" is a possessive form that indicates an existential presupposition, assuming that the hearer truly has a job. This utterance illustrates how sentence structure and word choice work together to convey more than one layer of implicit meaning simultaneously in spoken interaction.

4) Nonfactive existential

The last form of multi-presupposition found in this study is Nonfactive-existential, which is a combination of nonfactive presupposition and existential presupposition. Non-factive presupposition refers to an assumption about something whose truth

---

[83] Anggraini, Merliyani Putri, and Ratih Novita Sari. *"Teacher talk: a pragmatic analysis of presupposition in English teaching classroom."* 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022). Atlantis Press, 2023

[84] Yule, George. *Pragmatics*. Oxford university press, 1996

is uncertain or not yet confirmed, while existential presupposition assumes the existence of something or someone mentioned in the utterance.[85] An example is the lecturer's sentence:

"I hope your car is broken forever" (**Apx1-47**)

The statement was uttered by the lecturer. Before that, he shared his confusion about his car not starting after pressing the start button. The student who was part of the conversation did not respond and remained silent. Therefore, the lecturer ironically or jokingly made the remark as though it had come from the student.

In this case, the phrase *'I hope'* is part of a non-factive verb, which refers to a verb that assumes the clause following it contains information that is either doubtful or not considered true. This indicates that the utterance carries a non-factive presupposition, implying that the information in the following clause (*the car is broken forever*) is assumed by the speaker but not regarded as a fact.

Additionally, the mention of *'your car'*, which is a possessive form, indicates an existential presupposition. This utterance assumes that the car in question actually exists. This finding demonstrates that a single utterance can contain multiple layers of presupposed meaning simultaneously

Those finding aligns with Levinson's view that "presuppositions can accumulate within a single sentence when multiple triggers are

---

[85] Yule, George. *Pragmatics*. Oxford university press, 1996

present".[86] In other words, it is not uncommon for a sentence to contain several linguistic elements that trigger presuppositions at the same time, resulting in a richer and more complex layer of meaning.

This finding as an indication that spoken communication in the speaking class not only involves the transfer of explicit information but also the management of rich and layered implicit meanings. The presence of multi presuppositions in one utterance shows how both learners and instructors simultaneously assume and manage a complex shared knowledge (common ground). This underscores the importance of pragmatic understanding in language learning interactions, especially in speaking contexts that often contain nuanced attitudes and expectations.

2. **The implied meaning of presupposition**

This section will discuss the implied meaning of each presupposition that appears in conversations between lecturers and students in the Speaking class. Based on the data analysis, five types of presupposition were found: existential, factive, lexical, structural, and non-factive. Each type of presupposition carries a distinct implied meaning according to its specific characteristics.

a. Existential presupposition

In this study, existential presupposition is the most frequently occurring type. An example can be found in the utterence:

---

[86] Levinson, Stephen C. *Pragmatics*. Cambridge UP, 1983.

"Excuse me, wait, I cannot hear you because that sound is very annoying." **(Apx1-301).**

The utterance was spoken by a teacher to a student. At that time, the student was speaking, but a loud noise occurred, making it difficult for the teacher to hear and understand what the student was saying. Therefore, the teacher asked the student to pause for a moment while waiting for the noise to stop.

This utterence assumes the existence of an entity, namely the sound, which is presumed to be already known by both the speaker and the listener. The implied meaning of this presupposition indicates that both the speaker and the listener are aware of the presence of the sound, making their shared attention to this entity the basis for continuing communication.

It shows that the meaning of existential presupposition refers to an entity (such as an object, person, or idea) is assumed to exist within the context of the utterance, either explicitly or implicitly, which in this example is a physical object, it is the sound. This is in accordance with the definition stated by Yule, which explains that existential presupposition is a presupposition that assumes the existence of an entity mentioned by the speaker in their utterance, which can refer to a person or a particular object.[87]

---

[87] Yule, George. *Pragmatics*. Oxford: Oxford University Press, 1996.

Compare to the other research finding in previous research, based on the analysis of existential presuppositions in the film Hotel Transylvania, it is evident that this type of presupposition often assumes the existence of specific entities mentioned by the speakers, such as Jonathan's backpack or Dracula's cape. These presuppositions not only reflect the shared knowledge between characters but also contribute to the implied meanings that support the narrative.[88] This comparison highlights that existential presupposition consistently functions to anchor communication on mutually recognized entities, whether in fictional dialogues or real-life classroom conversations.

b. Factive presupposition

Factive presupposition is also found in this research. One such instance appears in the utterence:

"I'm happy to hear that from you." (**Apx1-62**)

The previously mentioned utterance was spoken by the lecturer. At that time, a student complimented the lecturer by saying they liked the lecturer's outfit. The lecturer responded by complimenting the student's outfit in return. The student then confirmed that blue is their favorite color. The lecturer felt happy upon receiving the compliment and the confirmation from the student

---

[88] Aditya, Briant Nino. A pragmatic analysis of presupposition in genndy tartakovsky's hotel transylvania. *Yogyakarta State University*, 2014.

This utterance contains the verb "happy," which is classified as a factive verb, where the implied meaning of this presupposition refers to the truth or reality of the information that follows.[89] In this case, the utterance presupposes that something has indeed been said by the listener, and that statement becomes the reason for the speaker's happiness. The implied meaning of this presupposition shows that the speaker acknowledges and accepts the truth of what the listener has said. Thus, factive presupposition functions to confirm the reality of an event or statement that is already accepted as true by both participants in the conversation.

Karnedi's research supports this finding by showing that factive presupposition happens when a speaker assumes something is true because of certain verbs or expressions like "realize" or "know". For example, in the sentence "She didn't realize someone was ill", it is assumed that someone is indeed ill. This is triggered by the verb realize, which is a factive verb.[90] In currently research, a similar case is found in the sentence "I'm happy to hear that from you", which assumes that something has been said and that it is true. Both studies show that factive presupposition helps express shared truths between speakers in both classroom and daily conversations.

---

[89] Kiparsky, Paul, and Carol Kiparsky. *Fact.* Linguistics Club, Indiana University, 1968
[90] Karnedi, Karnedi, and Silvia Utami. *"Students' Comprehension of Types of English Presuppositions in Higher Education."* SOSMANIORA: Jurnal Ilmu Sosial dan Humaniora 1.4 (2022): 513-519.

c. Lexical presupposition

In this study, lexical presupposition is also found in classroom conversations. One example is the following utterence:

"We are going to continue talking about introduction." (**Apx2-76**)

The utterance refers to the lecturer's statement at the beginning of the lesson. Prior to that, the lecturer had completed a warm-up activity by asking the students about the films they had watched. Once the warm-up was finished, the lecturer began the main lesson by opening the class with that utterance.

The word *continue* according to Levinson is classified as a change-of-state verb, which is a verb that indicates a change or continuation of a certain state.[91] It means that the topic of *introduction* has already been discussed before is now being continued. In general, lexical presupposition arises from specific word choices that suggest additional meaning, such as something that has happened before, repetition, change, or the result of an action.

These findings align with the research conducted by Anggraini, which shows that lexical presupposition arises from the use of words like *again* and *start*, suggesting that something has happened before. For example, in the sentence "Only Erlangga is absent again today?" The word *again* assumes that Erlangga was absent previously. This

---

[91] Tyas, Umi Aisyah Sulistyaning; Rukmini, Dwi; Fitriati, Sri Wuli. *Presupposition Triggers of Teacher Talk in Higher Education.* English Education Journal, 2020, 10.1: 1-8.

corresponds with currently research, where verbs like *continue* also indicate lexical presupposition by assuming that an activity has already started and is still ongoing. Both studies demonstrate that the meaning of lexical presupposition depends on the words used, signaling to listeners that something happened before and remains relevant in the present context.

d. Structural presupposition

In this study, structural presupposition is also found in classroom conversations. An example is the utterance:

"Where do you visit?" **(Apx1-134)**

This utterance was produced by a student during a role-play activity in which the lecturer and the students pretended not to know each other and acted as strangers. Previously, the lecturer had confirmed that they enjoyed traveling. The student then responded by asking about where the lecturer liked to visit.

The utterence mentioned above use the question word *where*. This utterence indirectly assumes that someone visits a place. So, the use of *where* shows that there is a place that has been or will be visited. This presupposition occurs because certain sentence structures imply the truth of the information they contain, commonly found in interrogative forms like *who, when, where*, etc. According to Yule, structural presupposition arises from the grammatical structure of a utterence, where certain constructions such as *wh*-questions carry implicit assumptions that both

speaker and listener accept as true.[92] This presupposition arises from the utterence structure, making both the speaker and listener understand the visiting activity.

Syafryadin's research supports this finding. It shows that structural presupposition appears in *wh*-questions like "Why didn't [Golkar] dismiss me instead?" and "What will the government do to anticipate poverty?" Such questions already contain implicit assumptions.[93] This aligns with my research, where structural presupposition is also found in *wh*-questions like "Where do you visit?" Both studies confirm that structural presupposition is important in communication because it carries assumptions that are already known through the question form.

e. Nonfactive presupposition

Nonfactive presupposition is also found in this study. An example is the following teacher's instruction:

"I want you to imagine that you are now attending a seminar." **(Apx2-86)**

The utterance above was spoken by the lecturer while giving instructions to the class. At that time, the lecturer had finished explaining the material for the day. The next stage was to practice what had been explained. The lecturer then gave instructions by delivering that utterance.

---

[92] Yule, George. *Pragmatics*. Oxford university press, 1996

[93] Syafryadin, Syafryadin. "*Presupposition Analysis In Headlines Of Jakarta Post Newspaper: A Content Analysis Research*." PROJECT (Professional Journal of English Education) 5.5 (2022): 947-952.

This utterance contains a nonfactive presupposition marked by the verb *imagine*. This verb belongs to the category of *nonfactive verbs*, which means that the clause following it is not considered a fact or a real event.[94] Instead, it invites the listener to imagine a situation that may not be true or actually happening. In other words, the sentence assumes that the listener is not really attending the seminar but only imagining that they are. This type of presupposition is nonfactive because involves expressions that convey hope, desire, or possibility without claiming that the event has actually happened or is true.

In contrast, Syarifuddin's research shows that there is no non-factive presupposition found in the Jakarta Post texts. This is because the Jakarta Post contains factual and real information, so words that invite readers to imagine or doubt something are not used.[95] This differs from this research, which found non-factive presupposition in classroom conversations, such as the word *imagine* that invites listeners to picture a situation that may not be real. This shows that the type of text and the context of speech influence the types of presuppositions that appear.

f. Multi presupposition

Multi-presupposition presents more varied, rich, and complex meanings compared to single presupposition. While an ordinary presupposition contains only one implicit assumption in an utterance,

---

[94] Kiparsky, Paul, and Carol Kiparsky. *Fact*. Linguistics Club, Indiana University, 1968

[95] Syafryadin, Syafryadin. "*Presupposition Analysis In Headlines Of Jakarta Post Newspaper: A Content Analysis Research*." PROJECT (Professional Journal of English Education) 5.5 (2022): 947-952.

multi-presupposition involves two or more different assumptions simultaneously. The combination of various types of presupposition creates layers of meaning that complement each other, reinforce one another, and deepen the understanding of the speaker's intention. In the following section, the meanings contained in multi-presupposition will be discussed in more detail.

1) Factive existential

The form of factive-existential refers to a combination of two types of presuppositions that reinforce and complement each other within a single utterance. Factive presupposition refers to the meaning in which the information or proposition expressed is considered a fact that is already known or accepted as true by both the speaker and the listener. Meanwhile, existential presupposition conveys the assumption of the existence of a certain entity within the utterance.[96]

When these two are used together, the sentence suggests that something exists and that the information about it is already known to be true. One example of how this combined meaning is applied can be seen in the following utterence:

"A professor like me sometimes forget framing my glasses" (**Apx1-150)**

---

[96] Puspita Sari, Ria Dwi, Sarwiji Suwandi, and St Y. Slamet. "Factual and Existential Presuppositions in Interaction Among Lecturers and Students of Indonesian Language Education Department at Universitas Sebelas Maret." *Humanus: Jurnal Ilmiah Ilmu-ilmu Humaniora* 16.2 (2017): 201-220.

The utterance was delivered by a lecturer to a student after the student had introduced themselves. Despite the introduction, the lecturer failed to recognize the student. He then clarified that, as a professor, he sometimes forgets to wear his glasses, which may explain the oversight.

The phrase *"a professor"* indicates that the speaker is indeed a professor and that the profession truly exists (existential presupposition). The phrase *"my glasses"* also implies that the speaker owns a pair of glasses, thus the existence of the object is assumed to be real. Meanwhile, the verb *"forget"* indicate a factive presupposition, as a person can only forget something that has actually happened. In this context, the speaker experienced an incident of forgetting to wear or bring their glasses.

The combination of these two meanings strengthens the message that the speaker is a professor who owns glasses, and that the event being described, namely not wearing glasses, is a real occurrence, not merely an assumption. The combination of factive and existential presupposition suggests that the mentioned entity exists, and the statement about it is considered true.

2) Lexical existential

The lexical-existential represents an interplay between two distinct presupposition types that jointly enhance the interpretive depth of an utterance. Lexical presupposition arises from specific

word choices that inherently imply prior action or state, suggesting that something has already occurred. In contrast, existential presupposition entails the assumed presence or existence of a particular entity mentioned in the sentence.[97]

When these two presuppositions operate together, they produce a richer interpretative framework by embedding both assumed existence and prior events within the communication. An illustration of how these combined meanings function can be observed in the following expression.

"Because I need to have meeting with the Prime Minister again right now" **(Apx1-409)**

The statement was uttered by a student to the lecturer at the end of their conversation. At that moment, the student had an upcoming meeting with his prime minister for a discussion. Consequently, the student politely excused themselves by delivering the utterance.

The word *"again"* serves as a indicator for lexical presupposition, implying that a meeting with the Prime Minister has taken place before. In other words, the utterance does not only refer to a meeting scheduled for the present moment, but also carries the meaning that a similar event occurred in the past. Meanwhile, the

---

[97] Tyas, Umi Aisyah Sulistyaning; Rukmini, Dwi; Fitriati, Sri Wuli. *Presupposition Triggers of Teacher Talk in Higher Education.* English Education Journal, 2020, 10.1: 1-8.

phrase *"the Prime Minister"* evokes an existential presupposition, as it suggests that the figure or position of the Prime Minister truly exists and is recognized within the context of the utterance.

The combination of these two types of presupposition reinforces the meaning that the speaker has indeed met and held discussions with the Prime Minister before, and that the Prime Minister is a real and acknowledged individual. In conclude, the meaning assumes that an entity truly exists and that an action or event involving that entity has already happened or is being repeated.

3) Structural existential

Structural-existential multi-presupposition is a combination of two types of presupposition that appear together in one sentence and make the meaning deeper. Structural presupposition comes from the grammar or structure of a sentence, like wh-questions which suggest that some information is already known or accepted. Existential presupposition shows that something or someone mentioned in the sentence exists.[98]

When these two types are used together, they create a fuller meaning by assuming both the existence of something and a background fact. One example of this combined meaning can be found in the following sentence.

"What do you do at your job?" **(Apx1-54)**

---

[98] Yule, George. *Pragmatics*. Oxford university press, 1996

The utterance was produced by a student. Previously, the lecturer had shared that he felt happy because he had successfully completed his work. In response, the student asked the lecturer what he actually did in his job.

The word *"what"* indicates a structural presupposition because the question form assumes that the listener is already doing something at their job. It doesn't ask whether they have a job, but directly asks what they do. Meanwhile, the phrase *"your job"* shows an existential presupposition because it assumes that the listener does have a job. The combination of these two meanings implies that the listener truly has a job and is doing some kind of activity in it.

Thus, this form conveys the meaning that an entity exists, and the sentence structure requires the listener to accept a certain truth. These types of questions not only request information but also imply that the information already exists in the listener's reality.

4) Nonfactive existential

Nonfactive-existential is a combination of two types of presupposition that appear in one sentence and contribute to its meaning. Nonfactive presupposition refers to something the speaker assumes to be false or possibly untrue. Existential presupposition

assumes that someone or something mentioned in the sentence exists.[99]

When these two types are used together, the sentence implies that an entity exists and that the speaker believes or assumes something about it, even if it may not be true. An example of this can be seen in the following sentence:

"I hope your car is broken forever" **(Apx1-47)**

The statement was uttered by the lecturer. Before that, he shared his confusion about his car not starting after pressing the start button. The student who was part of the conversation did not respond and remained silent. Therefore, the lecturer ironically or jokingly made the remark as though it had come from the student.

The verb *"hope"* indicates a nonfactive presupposition, because it refers to something the speaker wishes or wants to happen, but it is not necessarily true or real. In this case, the speaker expresses a desire that the car is permanently broken, but it does not confirm that the car actually is. It only reflects the speaker's attitude or wish. Meanwhile, the phrase *"your car"* shows an existential presupposition, assuming that the listener owns a car and that this object exists.

---

[99] Anggraini, Merliyani Putri, and Ratih Novita Sari. *"Teacher talk: a pragmatic analysis of presupposition in English teaching classroom."* 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022). Atlantis Press, 2023.

The combination of these two types of presupposition implies that the speaker believes in the existence of the listener's car and that the car is indeed broken. However, there is no certainty that the car will be broken forever, as that is merely the speaker's hope. In he other hand, the utterance assumes the existence of an entity, but the accompanying statement is something that has not yet happened or is uncertain.

After discussing the meaning of each form of multi-presupposition, it becomes clear that every combination of presupposition types carries its own pattern of meaning that enriches the interpretation of an utterance. Each example demonstrates how two types of presupposition complement and reinforce each other in constructing a more complex implicit understanding.

Overall, multi presupposition reflects the layering of meaning in communication, where the existence of an entity is paired with another assumption, such as prior experience (lexical), uncertainty or desire (nonfactive), structural truth (structural), or factual belief (factive). These combinations do not function separately; instead, they work together to deepen the speaker's intended message without needing to state everything explicitly. As a result, multi presupposition serves as a powerful linguistic device that adds richness and subtlety to spoken or written interactions.

CHAPTER V

CONCLUSION

This chapter serves as the final part of the study and contains two main sections: conclusions and suggestions. The conclusions are drawn based on the data analysis and findings presented in the previous chapters, aiming to summarize the core of the research comprehensively. Meanwhile, the suggestions section is intended as the researcher's contribution to the development of future studies and as practical recommendations for relevant parties, particularly in the context of English language learning in speaking classes.

A. Conclusion

This study aimed to identify the types of presupposition used by lecturers and students in speaking classes and to understand the implied meanings embedded within each type of presupposition. The research employed an observational method as the data collection technique. The data obtained through observation were then analyzed qualitatively to uncover the types of presupposition that appeared and the meanings they conveyed.

The researcher revealed five types of presupposition were found in the interactions between lecturers and students in speaking class. Both the lecturer and the students use five types of presupposition in their utterances. There are existential presupposition, factive presupposition, lexical presupposition, structural presupposition, and nonfactive presupposition. In addition, the study identified a new composition of presupposition namely multi presupposition,

which is refers to an utterence contains more than one type of presupposition. The multi presuppositions identified take several forms, depending on the presupposition indicators contained within the utterance. These forms include factive-existential, lexical-existential, structural-existential, and nonfactive-existential.

Each type of presupposition carries a distinctive implied meaning according to its characteristics. An existential presupposition means the speaker assumes that something (like a person, object, or idea) already exists. This is often shown through possessive forms or definite descriptions. A factive presupposition means the speaker believes that the information is true. It usually comes from verbs like *know*, *realize*, or *be happy*, which suggest that what is being said is a fact. A lexical presupposition comes from certain words that suggest something happened before, was repeated, changed, or had a result. Words like *again*, *stop*, or *start* often carry this kind of meaning. A structural presupposition happens because of the sentence structure. Questions using words like *who*, *when*, or *where* already assume that something is true or exists. Lastly, a nonfactive presupposition shows that the speaker is hoping, wishing, or thinking about something that hasn't happened yet or might not be true. Words like *hope*, *want*, or *wish* are examples.

Meanwhile, multi presupposition refers to the presence of more than one type of presupposition within a single utterance, which are interconnected and create a more complex meaning. Each combination of presupposition types has its own pattern of meaning that enriches the interpretation of an utterance. Each form illustrates how two types of presupposition complement and reinforce one

another in constructing a more complex implicit understanding. In general, multi presupposition shows that meaning is not built from a single assumption, but from multiple layers that work together, such as the existence of an entity along with an assumption of truth, structure, experience, or desire. This layered meaning helps speakers communicate more subtly and effectively without expressing everything directly.

B. Suggestion

Based on the findings and conclusions previously discussed, several suggestions can be offered for future research as well as for teaching practices in speaking classes.

First, for future researchers interested in studying presupposition in the context of language learning, it is recommended to expand the scope of research to other learning contexts such as reading, listening, or writing classes. This would help provide a broader understanding of how presupposition is used across various communicative situations in educational settings.

Second, this study identified a new type of presupposition, that is multi presupposition which is not included in Yule's theory. Therefore, further studies are strongly encouraged to explore this type in more depth, focusing on its characteristics, functions, and occurrences in other communicative interactions so that this finding can be developed both theoretically and practically.

Third, for lecturers and English language teaching practitioners, an understanding of presupposition can be used as a strategy to deliver material more effectively. By being aware of the implied meanings in communication, teachers can strengthen students' pragmatic competence and increase their linguistic awareness, particularly in recognizing intended meanings in spoken utterances.

Lastly, for students, understanding presupposition is expected to help them become more critical communicators who are sensitive to the hidden meanings in conversation. This awareness is not only useful in academic contexts but also in everyday communication, both spoken and written.

BIBLIOGRAPHY

Aditya, B. N. *A Pragmatic Analysis of Presupposition in Genndy Tartakovsky's Hotel Transylvania.* Yogyakarta State University. 2014.

Akram, S. K. *Teaching Group Discussions for Employability: From Needs Analysis to Course Design.* Journal of Teaching English Language and Literature: 27.

Anggraini, Merliyani Putri, and Ratih Novita Sari. *"Teacher talk: a pragmatic analysis of presupposition in English teaching classroom."* 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022). Atlantis Press, 2023.

Ariyanti, Lisetyo, et al. "*Presupposition Used by the Student and the Lecturer.*" International Joint Conference on Arts and Humanities (IJCAH 2020). Atlantis Press, 2020.

Azzahra, Ulfiyah, Bahrun Amin, and Eka Prabawati Rum. *Developing The Students'speaking Skills Trough Impromptu Speech Method.* Jurnal Keguruan dan Ilmu Pendidikan (JKIP) 6.2 (2019): 145-158.

Bafadal, Muhammad Fauzi, and Muslimin Muslimin. *An analysis of students' speaking ability on specific purpose of learning.* Linguistics and ELT Journal 7.1 (2020): 23-40.

Berg, Bruce L. "Methods for the social sciences." *Qualitative Research Methods for the Social Sciences. Boston: Pearson Education* 191 (2004).

Denzin, N. K., & Lincoln, Y. S. *The SAGE Handbook of Qualitative Research (5th ed).* (2018). SAGE Publications

Dewi, Indah Riskiana, and Fajar Susanto. "*Understanding the Teacher-students' Presuppositions in the Classroom Interaction.*" JET (JOURNAL OF ENGLISH TEACHING) ADI BUANA 8.01 (2023): 79-88.

Erlinda, Rita, et al. *An Analysis of Presupposition Used in Dialogues of "Pathway to English" Textbook.* International Conference on Social Science and Education (ICoeSSE 2023). Atlantis Press, 2023.

Fitria Dwi, Pangestu. *An Analysis Of Presupposition On The Dialogues In Bahasa Inggris Textbook For 12th Grade Students Of Senior High School.* Diss. UIN Prof. KH Saifuddin Zuhri, 2022.

Fitriani, Eka Surya. *The Presupposition Triggers in Thesis Abstract.* International Journal of English and Applied Linguistics (IJEAL) 1.3 (2021): 283-290.

Fitriyani, Sefty Hanida, Januarius Mujiyanto, and Warsono Warsono. "The Indicators of Potential Presuppositions in Malala€™ s Speeches as the Nobel Peace Laureate." *English Education Journal* 11.2 (2021): 289-297.

Halawa, E. L. *Analisis Presuposisi Pada Kegiatan Diskusi Kelompok Siswa Kelas Viii Smp Negeri 1 Ulususua Tahun Pelajaran 2022/2023*. FAGURU: Jurnal Ilmiah Mahasiswa Keguruan, 2(1), 2023. p. 170-176.

Haryati, Haryati. "*Presupposition in The Mystery and Thriller Film of "Escape from Pretoria*." Journal of Pragmatics Research 4.2 (2022): 122-136.

Intang, Andi, Hasnawati Latief, and Eka Prabawati Rum. *Improving Students' Speaking Skills Through Social Interaction In The Classroom.* Journal of Language Testing and Assessment 3.1 (2023): 1-10.

Karnedi, Karnedi, and Silvia Utami. *"Students' Comprehension of Types of English Presuppositions in Higher Education."* SOSMANIORA: Jurnal Ilmu Sosial dan Humaniora 1.4 (2022): 513-519.

Kiparsky, Paul, and Carol Kiparsky. *Fact*. Linguistics Club, Indiana University, 1968.

Latifah, Hilda Nailil, and Fani Indrawan. "Presupposition Used In Instruction Of Indonesian Grade Xi High School English Textbook." *J-Shelves of Indragiri (JSI)* 7.1 (2025): 58-68.

Leech, Geoffrey N. *Principles of pragmatics*. Routledge, 2016.

Levinson, Stephen C. *Pragmatics*. Cambridge UP, 1983

Luciyana, Luciyana. *An Analysis Of Presupposition In The Fault In Our Stars Movie Pragmatics Approach*. Diss. Prodi Sastra Inggris, 2020.

M Zaki, Dwidandi. *An Analysis Of Presupposition In Stand Up Comedy "There's A Horse In The Hospital" By John Mulaney On Youtube*. Diss. Uin Raden Intan Lampung, 2023.

Makasiahe, Adrian Kurniandi. *The Usage and Types of Presupposition in" CNN" Twitter Social Media: Pragmatics Approach*. Diss. Prodi Sastra Inggris, 2020.

Mey. *Pragmatics: An Introduction*. 2nd ed., Blackwell Publishing, 2001. Page 6

Miles, M. B., Huberman, A. M., & Saldaña, J. *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed). 2014. SAGE Publications, Inc

Nurhaliza. *Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at Iain Parepare (A Study Of Students With Low Self-Confidence)*. Diss. IAIN Parepare, 2023.

Nurlaela, Nurlaela, and Yuliana Mangendre. "A Descriptive Study On Students' Speaking Ability In Daily Conversation Context At Higher Education." *Jurnal Pendidikan Glasser* 7.1 (2023): 204-210.

Oktaviani, Dia Prastika. *An Analysis Of Students'speaking Ability In Telling Theirdaily Activities At Smp Negeri 16 Bandar Lampung*. Diss. UIN Raden Intan Lampung, 2022.

Puspita Sari, Ria Dwi, Sarwiji Suwandi, and St Y. Slamet. "Factual and Existential Presuppositions in Interaction Among Lecturers and Students of Indonesian Language Education Department at Universitas Sebelas Maret." *Humanus: Jurnal Ilmiah Ilmu-ilmu Humaniora* 16.2 (2017): 201-220.

Putri, A. *A Study on English Speaking Problems in Speaking Performance Encountered by Students at State Junior High School 20 Pekanbaru* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau). 2021

Rahman, Ulfiani, and Umar Sulaiman. "Basic/Descriptive Qualitative Research And Case Studies." *JEEALL: Journal of English Education, Applied Linguistics and Literature* 1.2 (2024): 11-23.

Retnosari, Ira Eko. "Praanggapan dan Implikatur Dalam Mr. Pecut Pada Jawa Pos." *Wahana: Tridarma Perguruan Tinggi* 63.2 (2014): 15-20.

Riyanti, I. *Praanggapan Dan Implikatur Dalam Pembelajaran Bahasa Untuk Membentuk Pemikiran Kritis Ideologis Pemuda Indonesia*: *Sebuah Pendekatan Pragmatik*. In PRASASTI: CONFERENCE SERIES (pp. 168-172).

Sari, Knopp, and Robert Bogdan. *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon. (2007)

Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta. 2010.

Syafryadin, Syafryadin. "*Presupposition Analysis In Headlines Of Jakarta Post Newspaper: A Content Analysis Research*." PROJECT (Professional Journal of English Education) 5.5 (2022): 947-952.

Taufiq, Wahyu, and Dian Novita. *Buku Ajar: Speaking for formal Communication*. Umsida Press (2021): 1-59.

Tuilan, Jeane. *Speaking For Academic Purposes*. Penerbit Tahta Media (2024).

Tyas, Umi Aisyah Sulistyaning, Dwi Rukmini, and Sri Wuli Fitriati. "*Presupposition Triggers of Teacher Talk in Higher Education."* English Education Journal 10.1 (2020): 1-8.

Wibowo, Ari Syamsuri; Ainie, Isnin. *Implementasi Presuposisi Pragmatik Lewat Karya Sastra Oscar Wilde*. 2017.

Yerry, Yuniardi. *Presupposition as Found in "The Dark Knight" Movie*. Diss. UPT. Perpustakaan Unand, 2015.

Yin, Robert K. *"Case Study Research: Design and Methods."* 2014. Thousand Oaks, CA: Sage Publications.

Yule, George. *Pragmatics*. Oxford: Oxford University Press, 1996.

Zulfikri, Zulfikri. "*Analysis of Presupposition in English Teaching Materials at SMAN 4 Palu."* Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI) 4.2 (2024): 784-79

APPENDICES

APPENDIX 1
PRESUPPOSITION DO
LECTURERS USE

Example:

PRESUPPOSITION DO LECTURERS USE

Abbreviation

DP : Demonstrative pronoun	**DPN** : Describing the preceding noun	**IT** : Iterative
PF : Possessive form	**FV** : Factive verb	**WHQ** : Wh- question construction
PN : Proper nouns	**IMV** : Implicative verb	**NFV** : Nonfactive verb
ICN : Introducing common nouns	**CSV** : Change of state verb	**CS** : Conditional sentence

No	Context	Utterences	Main idea	Types of presupposition	Meaning
1.	The lecturer pauses the conversation due to a loud noise	*Excuse me, wait, I cannot hear you because that sound is very annoying.*	**DP**	Existential	Sound is exist
2.	The lecturer gives a recommendation	Oh yes. *Here in this country, the best menu is a fish soup*. It's really famous here, you know, really tasty.	**DP, ICN, & DPN**	Existential	Country is exist The best menu is exist Fish soup is exist
3.	The lecturer gives a recommendation	*Oh yes, we have cockroach grill and also snake. Since you're Muslim, it's better for you to find another shop around the corner because there's halal food there.*	**DPN**	Existential	Cockroach grill is exist Muslim is exist There are another shop Halal food is exist
4.	The lecturer answers	*I'm just walking with my friend, an actor from Japan*	**PF, ICN & PN**	Existential	The locutor has friend Actor is exist Japan is exist

5.	The lecturer answers	*Yeah, I think <mark>bad movie</mark>.*	**DPN**	<mark>Existential</mark>	Bad movie is exist
6.	The lecturer gives a positive response	*I'm <mark>happy</mark> to hear that from you*. Yeah.	**FV**	<mark>Factive</mark>	The locutor heard something from him
7.	The lecturer explains that he often forgets because he teaches many students	*So I'm so <mark>sorry</mark> to say that*	**FV**	<mark>Factive</mark>	The locutor said someting
8.	The lecturer gives a positive response	That's good. *It's nice to <mark>hear</mark> that we amazing to have good condition, right?*	**FV**	<mark>Factive</mark>	They are in good condition
9.	The lecturer answers and asks the student a question	Harder than before, right? But it's okay. *We <mark>know</mark> that we can pass it, right?* We can pass it anyway. Are you okay?	**FV**	<mark>Factive</mark>	They can pass it
10.	The lecturer expresses condolences and makes a light joke	Oh, see. I'm so sorry to hear that. *I <mark>know</mark> flu can not kill you.*	**FV**	<mark>Factive</mark>	The flu can not kill her
11.	The lecturer explained about today's material	*We are going to <mark>continue</mark> talking about introduction.* We have already learned it, right?	**CSV**	<mark>Lexical</mark>	They used to talk about introduction
12.	The lecturer gives information about what they are going to do	*I'm going to <mark>try</mark> to find a third one.*	**IMV**	<mark>Lexical</mark>	He has not found the third one yet but intends to try.
13.	The lecturer answers students question	I have to dance tonight. *I just <mark>try</mark> to find money.*	**IMV**	<mark>Lexical</mark>	The locutor is attempting to find money.

14.	The lecturer asks again about the grandmother's habits	I mean, is she still drinking wine every night?	**IT**	Lexical	She used to drink wine
15.	The lecturer asks the student a question	*Who do you live with?*	**WHQ**	Structural	The interlocutor live with someone
16.	The lecturer asks a question	Really? *Who cook it for you?*	**WHQ**	Structural	Someone has cooked it
17.	The lecturer asks the student a question	*Why do you say you don't?*	**WHQ**	Structural	The interlocutor said don't
18.	The lecturer asks a question	*What brand do you like?*	**WHQ**	Structural	Laptop has several brand
19.	The lecturer asks another question	*What kind of work?*	**WHQ**	Structural	The interlocutor was doing a kind of work
20.	The lecturer encourages the student	*I hope you get better soon.*	**NFV**	Nonfactive	She is not in good condition now
21.	The lecturer responds positively	*I hope I can do that.*	**NFV**	Nonfactive	The locutor does not do it yet
22.	The lecturer gives a description of someone	*I can imagine how hard it is if someone is fasting without eating anything before, It would be a trouble.* But since you're okay, it's nice.	**NFV**	Nonfactive	The interlocutor is still doing his sahur even he almost late,
23.	The lecturer gives a hope	*I hope you'll get husband soon.*	**NFV**	Nonfactive	The interlocutor does not currently has a husband.

24.	The lecturer give an instruction to student	*I want you to imagine that you are now attending seminar.*	**NFV**	Nonfactive	The interlocutor are not attending in the seminar
25.	The lecturer give some hope to students	*I hope your car is broken forever.*	**NFV**	Multi presupposition: Nonfactive existential	The interlocutor has a car and the car is not broken forever
			PF		
26.	The lecturer explained why he don't know to his students	*You know, a professor like me sometimes forget framing my glasses.*	**FV**	Multi presupposition: Factive existential	The locutor has a glasses and he forgot to use the glasses
			PF		
27.	The lecturer responds students question	*But today, when I just tried to push the button, the machine didn't work.*	**IMV**	Multi presupposition: lexical existential	The machine and the button are exist, and the locutor still unsucces to start the machine when he push the button
			ICN		
28.	The lecturer asks another question	*What is the most popular design that you made?*	**WHQ**	Multi presupposition: structural existential	The interlocutor has the most popular design and he made it
			DPN		

APPENDIX 2
PRESUPPOSITION DO STUDENTS USE

Examples:

PRESUPPOSITION DO STUDENTS USE

Abbreviation

DP	: Demonstrative pronoun	**DPN**	: Describing the preceding noun	**IT**	: Iterative
PF	: Possessive form	**FV**	: Factive verb	**WHQ**	: Wh- question construction
PN	: Proper nouns	**IMV**	: Implicative verb	**NFV**	: Nonfactive verb
ICN	: Introducing common nouns	**CSV**	: Change of state verb	**CS**	: Conditional sentence

No	Context	Uttarance	Main idea	Types of presupposition	Meaning
1.	Student answer the question from lecturer	I watch "Who are you?"	**PN**	Existential	"Who are you" is the name of movie
2.	Student answer the question from lecturer	The movie tells about army and friends. So they got lost in a desperate island.	**ICN**	Existential	Movis is exist Desperate island is exist
3.	Student answer the question from lecturer	Yes, the. He use English.	**PN**	Existential	English is the name of a language
4.	Student answer the question from lecturer	I watched Enola Holmes	**PN**	Existential	Enola holmes is the name of film
5.	Student explain about the movie	So Enola Holmes was the younger sister a famous detective, Charlotte Holmes.	**PN, ICN & DPN**	Existential	Enola holmes is exist Enola holmes has brother or sister Famous detective is exist Charlotte holmes is exist
6.	The student answer the question from lecturer	Oh, Alhamdulillah. I understand about what they said.	**FV**	Factive	They (the charracter of movie) said something

7.	The student expresses pride in the lecturer	*I'm glad that you can do that too*	**FV**	Factive	The interlocutor can do that too
8.	The student answer the question from lecturer	*She stopped doing that.*	**CSV**	Lexical	She used to doing that (drink wine)
9.	The students introduce about him again	*So introduce myself once again.*	**IT**	Lexical	The locutor has introduced his name before
10.	The student answer the question from lecturer	*So I stopped from being actor.*	**CSV**	Lexical	The locutor used to be an actor
11.	The student explain about her condition	*So i've just arrived here.*	**CSV**	Lexical	The interlocutor was not here before
12.	The student asks about the lecturer's experience	Could you tell me *where do you visit*?	**WHQ**	Structural	He visited some place
13.	The student asks about the lecturer's activities	*What do you do for today?*	**WHQ**	Structural	The interlocutor doing something today
14.	The student asks about fasting activities	And *how about fasting sir?*	**WHQ**	Structural	The interlocutor is fasting
15.	The student asks the lecturer a question	*What do you do around?*	**WHQ**	Structural	The interlocutor doing something
16.	The student asks a question	So *what are you doing here, sir?*	**WHQ**	Structural	The interlocutor is doing something
17.	The student offers a prayer	*Yeah, I hope it will be better soon.*	**NFV**	Nonfactive	The current condition of laptop is not working.
18.			**ICN**		

	The student says goodbye to the lecturer	So yeah, I think That's all the time I have for today. *Because I need to have meeting with the Prime Minister again right now*	**IT**	Multi presupposition: lexical existential	The locutor has the prime minister and he has already had a meeting with the Prime Minister before.
19.	The student asks about the lecturer's job	*What do you do at your job?*	**WHQ**	Multi presupposition: structural existential	The interocutor has a job and he is doing something in his job
			PF		
20.	The students explain what she got from movie	*And then there's another thing that I learned when I watched the movie.*	**FV**	Multi presupposition: factive existential	The movie is exist, and the locutor learn something from it
			ICN		
21.	The student hope something	*And I hope to use the strategies.*	**NFV**	Multi presupposition: nonfactive existential	The strategies are exist, and the interlocutor did not use the strategies yet
			ICN		

APPENDIX 3
VALIDATION LETTER

VALIDATION LETTER

After verifying the observation checklist that will be used in the research entitled **"The Use of Presupposition in EFL Speaking Class"** arranged by :

    Name   : Sandi Kurniawan

    NIM   : 21551037

    Study Program   : English Study Program (TBI)

    Faculty   : Tarbiyah
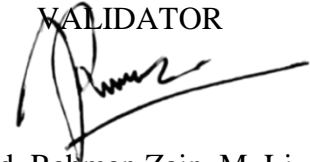
With my undersigned :

    Name   : Abd. Rahman Zain, M. Li.

    Position   : Researcher in Linguistics and Translation

Confirmed that the rubric is correctly used to check the use of presupposition in speaking class and the assessment results can be reliably accounted for**.**

Curup, 2 June, 2025

VALIDATOR

Abd. Rahman Zain, M. Li.

BIODATA VALIDATOR

1. **Informasi Pribadi**

   Nama Lengkap   : Abd. Rahman Zain

   Tempat, Tanggal Lahir   : Situbondo, 18 September 1992

   Jenis Kelamin   : Laki-Laki

   Alamat   : Situbondo, Jawa Timur

   Email   : zainarablack@gmail.com

2. **Daftar Riwayat Pendidikan**

   Pendidikan   : Magister

   Universitas   : Universitas Sebelas Maret Surakarta

   Tahun Lulus   : 2021

   Jurusan   : Ilmu Linguistik dan Penerjemahan

<div align="right">

Curup, 2 Juni 2025

VALIDATOR

Abd. Rahman Zain, M. Li.

</div>

VALIDATION LETTER

After verifying the observation checklist that will be used in the research entitled **"The Use of Presupposition in EFL Speaking Class"** arranged by :

    Name   : Sandi Kurniawan

    NIM   : 21551037

    Study Program   : English Study Program (TBI)

    Faculty   : Tarbiyah

With my undersigned :

    Name   : Melli Kusmaningrum, S.Pd.I, M.Pd.

    Position   : Lecturer at IAIN Curup

    Confirmed that the Rubric is correctly used to check The use of presupposition in EFL speaking class and the assessment results can be reliably accounted for**.**

Curup, 14 April 2025
Validator

Melli Kusmaningrum, S.Pd.I.,
M.Pd.

BIODATA VALIDATOR

3. Informasi Pribadi

Nama Lengkap	:	Melli Kusmaningrum, S.Pd.I., M.Pd.
Tempat, Tanggal Lahir	:	Air Duku Curup, 24 Mei 1991
Jenis Kelamin	:	Perempuan
Alamat	:	Kelurahan Air Duku, RT.009, RW.002, Kecamatan Selupu Rejang.
Email	:	mizzmhey@gmail.com

4. Daftar Riwayat Pendidikan

Pendidikan	:	Magister
Universitas	:	Universitas Sriwijaya
Tahun Lulus	:	2015
Jurusan	:	Pendidikan Bahasa Inggris

Curup, 14 April 2025
Validator

Melli Kusmaningrum, S.Pd.I, M.Pd.

APPENDIX 4
SK PEMBIMBING

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : 788 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Permohonan Saudara Sandi Kurniawan tanggal 16 Desember 2024 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
		2.	Berita Acara Seminar Proposal Pada Hari Jumat, 06 Desember 2024

M E M U T U S K A N :

Menetapkan

Pertama	:	1.	Dr. Prihantoro, SS., M.Pd	19750820 200801 1 004
		2.	Sarwo Edy, M.Pd	19810607 202321 1 011

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Sandi Kurniawan**
N I M	:	**21551037**
JUDUL SKRIPSI	:	**Investigating Presupposition used in Speaking Class**

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 16 Desember 2024
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

APPENDIX 5

BLANGKO BIMBINGAN

KARTU BIMBINGAN SKRIPSI

NAMA	Sandi Kurniawan.
NIM	21 55 1037
PROGRAM STUDI	Tadris Bahasa Inggris
FAKULTAS	Tarbiyah
DOSEN PEMBIMBING I	Dr. Prihantoro, M.Pd
DOSEN PEMBIMBING II	Sarwo Edy, M.Pd
JUDUL SKRIPSI	The Use of Presupposition In EFL Speaking Class
MULAI BIMBINGAN	Februari
AKHIR BIMBINGAN	Juni

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	7 / -2025 /Februari	Perbaikan background, Perbaikan bab 3	
2.	17 / -2025 /Februari	Perbaikan background, Previous Research, Ganti diksi judul	
3.	4 / -2025 /Maret	Perbaikan background, Previous Research, Perbaikan bab 2	
4.	11 / -2025 /Maret	Perbaikan background, delimitation of study, Instrument	
5.	20 / 2025 /Maret	Validasi Instrumen	
6.	21/ -2025 /April	Pengolahan dan analisis hasil data	
7.	29 / 2025 /April	Findings and discussions (Bab 4)	
8.	7 / - 2025 /Mei	Findings and discussion (Bab 4)	
9.	15 /Mei - 2025	Findings and discussions (Bab 4)	
10.	26 /Mei - 2025	Bab 4 dan bab 5	
11.	3 / - 2025 /Juni	Bab 4, Bab 5, Abstract and Acknowledment	
12.	12 / - 2025 /Juni	Abstrack, Acknowledment dan Kelengkapan Eisi Skripsi	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, ... Juni 2025

PEMBIMBING I,

Dr. Prihantoro, M.Pd.
NIP. 19750820 200801 1 004

PEMBIMBING II,

Sarwo Edy, M.Pd
NIR 2007068102

KARTU BIMBINGAN SKRIPSI

NAMA	:	Sandi Kurniawan
NIM	:	21551037
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Prihantoro, M.Pd
PEMBIMBING II	:	Sarwo Edy, M.Pd
JUDUL SKRIPSI	:	The use Of Presupposition in EFL Speaking Class
MULAI BIMBINGAN	:	Februari
AKHIR BIMBINGAN	:	Juni

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	10/Februari -2025	Bab I, Bab II, Bab III	
2.	19/Februari -2025	Background, delimitation, blueprint (Bab I and II)	
3.	25/Februari -2025	Background, Research Question, objective, blueprint	
4.	6/Maret -2025	Bab II dan bab III	
5.	20/Maret -2025	Bab II, Bab III dan instrumen penelitian	
6.	20/Maret -2025	Validasi instrumen	
7.	23/april -2025	Pengolahan dan analisis data	
8.	9/mei -2025	Findings and discussion (Bab IV)	
9.	16/mei -2025	Findings and discussion (Bab IV)	
10.	28/mei -2025	Findings, discussion (Bab IV) dan Bab V	
11.	/Juni -2025	Bab IV, Bab V, dan Abstract	
12.	/Juni 2025	Abstract	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP

CURUP, ...Juni.......2025

PEMBIMBING I,

Dr. Prihantoro, M.Pd
NIP. 19750820 200801 1 004

PEMBIMBING II,

Sarwo Edy, M.Pd
NIP. 2007068102

APPENDIX 6

DOCUMENTATION

AUTOBIOGRAPHY

The author of this thesis is Sandi Kurniawan, a male born in Curup on May 12th, 2003. He is the first of two siblings, the son of Mr. Purwanto and Mrs. Tuminah.

His educational journey began at SD Negeri 11 Curup Timur, continued at Junior High School Number 6 Rejang Lebong, and then at Madrasah Aliyah Negeri Curup, where he majored in Religious major. After graduating from the madrasah, he pursued higher education at the State Islamic Institute (IAIN) of Curup, majoring in English.

Before starting college, he worked as an employee at *Mie Ayam dan Bakso AA' Fajar* to fill his free time. That working experience became a valuable lesson that helped shape his character. He even continued working there until he was nearly finished with his university studies.

Throughout his time in college, his experienced many meaningful moments. One of them was the friendship within his class, which felt like a second family after the one at home. *"Pbistudiofilm'21"*, that's the name of his class's Instagram account. He often opens it to look back on the memories and moments that make him long for the days of gathering, chatting, and laughing together. Without realizing it, he is now standing at the edge of farewell. It's no wonder that the quote, *"Moments fade, but memories don't,"* resonates so deeply.