




# An Analysis of Presupposition Used in Dialogues of “Pathway to English” Textbook

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**Abstract.** The present study aims to investigate types of presuppositions employed in dialogues of the Pathway to English textbook designed for 12<sup>th</sup> grade of Senior High School students. This research used qualitative descriptive method with content analysis design. The data were analyzed by using the theory proposed by Yule (1996). The study found out there were twenty-five utterances of the six dialogues used the presupposition. The six types of presupposition had been identified the dialogues, namely nine (36%) existential and factive presupposition, three (12%) non-factive presupposition, two (8%) structural presupposition, one (4%) lexical and counterfactual presupposition. The types of presuppositions found as the most frequently used in the dialogues of the textbook are existential and factive presuppositions. It means that the speaker relies heavily on assumption, inferences, and statements about existing things or specific facts when they communicate. The presupposition shapes the intended meaning and convey confidential information in the dialogue. Besides, it makes conversation more meaningful and show how language can have obvious and implied meaning. The Pathway to English textbook accommodated presupposition as pragmatic content to ease EFL learners obtain pragmatic competence.

**Keywords:** Dialogue, ELT Textbook, Pathway to English, Pragmatic Competence, Presupposition.

## 1 Introduction

A course book or textbook has important role in many contexts [1] and it is a valuable resource utilized by teachers to assist them in effectively presenting lessons to students in the classroom[2]. Additionally, textbook gives students opportunities to practice and interact in communication through the dialogues within the textbooks [3]. Communicative ability helps students understand proper language components of target language—grammar, pronunciation, and vocabulary [7] and obtain English language skills to acquire communicative competence as foreign language learners [4],[6].

Pragmatic contents become very valuable for EFL learners to develop pragmatic competence[4],[5] since it helps them understand social norms and unwritten rules of communication. Using language appropriately in various social contexts build pragmatic competence as an essential communication skill. It helps avoid misunderstand-

ings, understand and respect the social norms and cultural values of others, and improve communication effectiveness. With good pragmatic competence, one can build strong social relationships, adapt to various communication situations, and speak in ways that are appropriate in professional, academic, or social setting, creating efficient communication and positive relationship[8].

Presupposition is one of the important aspects of improving pragmatic competence in communication. Presupposition refers to assumptions or background information that is accepted as true without having to be expressed directly in a statement[9]. The ability to recognize, manage, and interpret presuppositions in conversation is essential to effective communication. It helps individuals understand messages better, avoid potential misunderstanding, and respond appropriately to the context of the conversation. By mastering the concept of presuppositions, one can improve their ability to interact socially, communicate messages clearly, and understand better what the speaker is trying to convey.

Analyzing presuppositions in the ELT textbooks benefits students by improving communication skills, critical thinking, and understanding of language [8]. It also helps readers gain knowledge, interpret others' words, and apply presuppositions in daily life [10]. Understanding presuppositions in the textbook is crucial for smooth communication and complete comprehension. Research on presuppositions in textbooks is essential for supporting English learning[11]. Mastering presuppositions (assumptions underlying communication) is very important for English language learners (EFL) because it helps them understand the context of communication, improve speaking and listening skills, deepen comprehension when reading texts, spur critical thinking skills, and improve the ability to interact in various situations.

The present study aims to describe the types of presupposition employed in the dialogues of the Pathway to English Textbook designed for Senior High School students in the 12<sup>th</sup> grade.

## **2 Methods**

### **2.1 Research Design and Tools**

This research utilizes a descriptive method. The presuppositions in the "Pathway to English" textbook were examined using qualitative research methodology. Content analysis as a technique was used in this study. The act of analyzing the hidden meaning present in a document by conducting a careful, accurate, and critical review is what is referred to as "content analysis", which requires more than just extracting the essential information present in it.

### **2.2 Data Collecting Technique**

Data were gathered for this study using documentary analysis[12]. The steps of data documentation are as follows: (1) carefully reading the dialogues in the textbook one by one, (2) identifying and highlighting the sentences in the dialogues that contain presuppositions, (3) emphasizing a certain word as the trigger of the presupposition,

(4) copying the sentences in the dialogues that contained presupposition, (5) categorizing the presuppositions in the highlighted sentences based on their types; and (6) analyzing the meaning conveyed by the presuppositions contained in the categorized dialogue sentences.

### 2.3 Technique of Data Analysis

The data analysis technique used in the current study was based on the framework proposed by [13]. This paradigm includes three essential components of analysis: data condensation, data display, and generating conclusions. The initial data analysis phase entails data reduction, summarizing, and organizing relevant data to the research problem, specifically focusing on data containing presuppositions. Subsequently, the data were categorized based on the type of presupposition, utilizing Yule's Theory [14] as a framework. Following the classification, a comprehensive explanation is provided, in line with the theory, elucidating the reasons behind the occurrence of presuppositions within the data. For ease of reference, coding was implemented, assigning a numerical code to each piece of data following the sequential order of the dialogues.

## 3 Results & Discussions

### 3.1 Results

In the course of this study, the researcher carefully examined the dialogues and successfully identified a total of 25 statements that contained presuppositions. Presuppositions, which refer to the beliefs, judgments, or assertions that speakers implicitly convey to their listeners without explicitly stating them, were prevalent throughout the conversations. It is fascinating to note that all types of presupposition were discovered within the dialogues of this specific book, indicating the wide range and abundance of these implied messages woven throughout the text. This finding highlights the significance and impact of presupposition in shaping the meaning and interpretation of the dialogues within the book.

**Table 1.** Table of Percentage of Types of Presupposition Found in the Dialogues of "Pathway to English" Textbook

Types of Presuppositions	Frequency	Percentage
Existential Presuppositions	9	36%
Factive Presuppositions	9	36%
Non-Factive Presuppositions	3	12%
Structural Presuppositions	2	8%
Lexical Presuppositions	1	4%
Counterfactual Presuppositions	1	4%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Existential Presupposition.** The existential presupposition found in the dialogue was 9 out of 25 data and this type of presupposition observed as the most dominant category than the others. There are five examples from different dialogue.

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- Nancy : *Guess who he is!*  
 Ronaldo : *He looks like a famous presenter.*  
 Nancy : *That's right. He is so popular that he appears almost every day on TV.*  
 Ronaldo : *He is also a very famous designer, isn't he?*  
 Nancy : *Exactly! He's such a good designer that many **well-known Indonesians** are proud to wear **his designs**.*  
 Ronaldo : *People say that his career began as an assistant designer.*
- 

Because there is a proper name for a place, the type of presupposition in the aforementioned example is an existential presupposition. Proper name of a place like “**well-known Indonesians**” and “**wear his designs**” as possessive construction, which has been bold. From the Nancy’s utterance, “**well-known Indonesians**”, it can be assumed that there is famous person in Indonesia and from “wear his design”, it can be assumed that that famous person in Indonesia wear cloth that his designs. It can be concluded that the designer is very good because famous person in Indonesia wears his designs. As a result, the existential presupposition of the previous sentence is the existence or it shows that there is a good and professional designer.

**Factive Presupposition.** As same as existential presupposition, factive presupposition also the most dominant category than the other types. Here are the example:

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- Nancy : *Correct. In 2004, he began his career as a fashion designer and opened a studio. He design exclusively cocktail dresses and evening gowns under the trade name "Ivan Gunawan."*  
 Ronaldo : *That's very true. Do you know that he is the nephew of a fashion designer named Adji Notonego.*
- 

The utterance in bold contains the facts that “Ivan gunawan design exclusively cocktail dresses and evening gowns” and Ivan gunawan is nephew of Adjie Notonego.

**Non-factive Presupposition.** Indicated by three data points. This sort of thing occurs because it is assumed that the assumption is false. Verbs like “think”, “dream”, “imagine”, “pretend”, “claim”, and other similar expressions serve as indicator of this. Here are the following example:

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- Woman : *Do you think you are going to be successful in the same industry?*  
 Man : *I **think** so. I am such a hand-working man that will never give up my dream.*
- 

According to the conversation between the woman and man, the bolded utterances presupposes that the presupposition of this statement in bold is man’ is a **hand-working man**. This include non-factive presupposition, because of the verb ‘**think**’ which has been bold. It is assumed not to be real.

**Structural Presupposition.** Structural presuppositions refers to linguistic phenomenon where specific sentence structures are assumed to convey presupposed information, suggesting that this information is taken as accurate. This commonly involves employing question such as ‘what’, ‘who’, ‘why’, ‘where’, ‘when’, and ‘how’ to present information as if it is already accepted as accurate by the audience.

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*Sandra* : *What do you think we should do shoot video games?*

*Leslie* : *In my opinion, video games offer a lot of benefits. They can relax a child's mind after tiring day at school*

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The conversation between Sandra and Leslie suggests that the statement in bold, "There is something that we can do, shoot video games," carries a presupposition. This presupposition falls under the category of structural presupposition, involving the use of the wh-question word "what," which is highlighted. In Sandra's statement, "**What do you think we should do, shoot video games?**" it is implied that Sandra is seeking Leslie's opinion on the idea of engaging in video game shooting as an activity.

**Lexical Presupposition.** This kind of presupposition occurs when the standard meaning is understood along with the presumption of an additional meaning. (Dwidandi, 2022). Look at this example:

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*Your* : *Yes, I do. The flowers section is at the end of this alley. It's on the*  
*Friend* : *left side, **after the cashiers***

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The presence of the word "after," highlighted in bold, is responsible for generating this data. Therefore, it falls into the category of lexical presupposition. This can be observed in the statement "after the cashiers," which implies that the flower section comes after the location of the cashiers.

**Counterfactual Presupposition.** This form of presupposition arises when there is an assumption that what is presupposed opposite of the truth or contradictory to the facts. Typically, this is signaled by the inclusion of an if-clause.

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*Eva* : *It is, If I were you, I would try the diet. You know, doing this will help you get into the habit of limiting the portions of food you consume during each meal.*

*Terry* : *You mean by drinking water, we will feel full before a meal, that helping us consume less calories.*

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This utterance is categorized as a counterfactual presupposition because it is prompted by the emphasized if-clause. The utterance, "**If I were you, I would try the diet,**" said by Eva to Terry, is not only untrue but goes against the actual facts. The truth is that Terry is not following the diet. This suggests that Eva doesn't need to try the diet, and Terry still continues to not do it.

### 3.2 Discussion

The present study extensively examined the content of six dialogues in the Pathway to English textbook, thoroughly analyzing the six types of presuppositions pre-

sent and delving into their underlying meanings within the context of the dialogues. As a result, 25 instances of presuppositions were identified, encompassing a range of utterances, conversations, and dialogues. The most frequent presupposition used in the dialogues are existential and factive presuppositions.

There are many scholars have investigated presuppositions in any types of discourse. The analysis of Joe Biden victory speech as an example. This revealed that the president frequently uses lexical triggers, which were the most common, happening a total of 894 times. This indicates the significant impact of lexical triggers on the speech. The present research shares similarities with the aforementioned study, as both explore the analysis of presuppositions. However, the key distinction lies in the focus of this study, which centers on analyzing presuppositions in a textbook, while the previous research focuses on analyzing presuppositions in an individual's speech [15].

The six different categories of presupposition were identified in the study on presupposition in the film. These included 67 existential presupposition utterances, 22 structural presupposition utterances, 8 factive presupposition utterances, 6 lexical presupposition utterances, 3 counterfactual utterances, and 2 non-factual utterances. The existential presupposition stood out as the one that the movie's characters used the most frequently[11].

Thus, this study complements the results of all previous studies that have examined presupposition in movies and speech, and based on relevant studies, there are indeed many existential presuppositions found, because it is something that does not escape from our daily speech. The previous studies discuss presupposition in movies and speech, while this study discusses presupposition found in dialog in English textbooks, especially Pathway to English books.

## 4 Conclusion

Based on the data analysis, we can infer that in the examination of six dialogues, 25 utterances of presuppositions were identified in this study. The main aim of this research is to explore different types of presupposition and their underlying interpretations while considering the context within the dialogues, notably the statements presented by the speakers. The findings reveal that existential and factive presuppositions emerge as the predominant types, accounting for nine instances or 36% of the overall data set comprising the 25 identified presuppositions. The non-factive presupposition follows closely, representing three instances or 12% of the data. Additionally, the analysis highlights the presence of structural presupposition, accounting for two instances or 8% of the data. Lastly, lexical presupposition and counterfactual presupposition occur once, each representing 4% of the classified instances.

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