PRESUPPOSITION USED IN INSTRUCTION OF INDONESIAN GRADE XI HIGH SCHOOL ENGLISH TEXTBOOK

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ABSTRACT

This study investigates the types of presuppositions found in the instructions within the Pathway to English textbook for Grade XI high school students. Using a qualitative descriptive method, the researcher identified and categorized presuppositions based on Yule's (1996) theory, which includes six types: existential, factive, lexical, structural, non-factive, and counterfactual. The findings reveal three types present in the textbook: existential, factive, and lexical presuppositions. Among these, existential presupposition is the most dominant, accounting for 90% of the data, followed by lexical (9%) and factive (1%). The other three types were not found due to the direct and instructional nature of textbook language, which tends to avoid ambiguity or hypothetical scenarios. The study highlights how presuppositions can affect students' interpretation of instructions, potentially causing misunderstandings if the implied meanings are not recognized. Understanding these underlying assumptions is essential for students and teachers to enhance comprehension and ensure effective learning. This research is expected to contribute to the development of more accessible instructional materials and encourage teachers to pay greater attention to language clarity in the classroom.

Keywords*: Presupposition, Instruction, Textbook*

INTRODUCTION

Presuppositions are assumptions embedded in a sentence that are understood without being explicitly stated. Siahaan & Mubarak, (2020) State that presupposition comes from the word *to pre-suppose*, which in English means *to suppose beforehand*, in the sense that before the speaker or writer says something, he already has a previous assumption about the interlocutor or the thing being discussed. Damanik et al., (2024) state that presupposition is an absolute belief in a statement accepted as truth. In communication, presuppositions arise naturally when speakers rely on shared knowledge, aiding understanding for listeners. In

educational contexts, especially in English learning materials, presuppositions often appear in instructions, which affect how students interpret tasks. The presupposition is not a new thing, several studies have examined presuppositions in English textbooks. One of them is there (Pangestu, 2022) and (Zulfikri, 2024). Related to presuppositions in English books, the research discusses presuppositions in dialog in English textbooks and presuppositions in English teaching materials. However, no research discusses presuppositions in instructions.

Appropriate instruction involving clear information delivery is essential to minimize confusion and improve learning outcomes. Setiawan & Basyari, (2017), students can understand the meaning, translation, interpolation, and interpretation of instructions and problems. Presupposition embedded in instruction plays a key role in guiding student understanding and can significantly impact learning, especially in textbooks that serve as important educational resources. English textbooks also play an important role as one of the teaching materials that can help develop children's character at school. (Andini & Zuhriyah, 2022). Tri, (2022) states that textbooks are one of the learning materials used in every field of study.

This study focuses on identifying types of presuppositions in the instructions and exercises found in grade XI high school English textbooks. Grade XI was selected as it represents a critical period for students preparing for higher education, where textbooks feature diverse and in-depth content. By analyzing these presuppositions, the study aims to evaluate whether the instructions align with students' comprehension levels, ensuring they are neither too complex nor overly simple. Ultimately, the research seeks to improve students' ability to interpret instructions effectively, minimizing misunderstandings and fostering readiness for future academic challenges.

LITERATURE REVIEW

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

Ambarwati (2022) examined how to describe language presupposition in BBC advertisements. This research aims to know the meaning of presupposition, its types, and its functions in BBC advertisements. This research uses qualitative methods to analyze the data. The similarity is both researchers examine presuppositions and also use qualitative methods to analyze data. The difference is that the previous research examines presuppositions in advertisements while the researcher examines presuppositions in instructions in English textbooks.

Jannah (2022) examined how to use presupposition in the movie "Johnny English Reborn". A descriptive qualitative approach is used in this study because it outlines the types of presuppositions and how these presuppositions are realized. The similarities in this research are both use presuppositions and also use the same descriptive qualitative approach. The difference is that the previous research examines presuppositions in movies while the researcher examines presuppositions in instructions in English textbooks.

Pangestu (2022) examined how to analyze the types of presuppositions and analyze the meaning of presuppositions in dialogues in English textbooks for 12th-grade high school students. This research uses content analysis and a qualitative descriptive approach. The similarity is both analyze the types of presuppositions and also their meanings. The method used is the same, namely a qualitative descriptive approach. The difference is that the previous researcher analyzed the presuppositions in the dialogue in the 12th-grade textbook while the researcher analyzed the presuppositions in the instructions in the 11th-grade textbook.

Dewi & Susanto (2023) examined how this study was to examine the presupposition that occurs between teachers and students during classroom interactions. This study uses a qualitative approach to describe the interaction of teachers and students in the classroom and how the classroom and presumptions can be well understood in their interaction. Data were collected through the recording method during the interaction in the classroom. The similarity of this research is both researching presuppositions and also using a qualitative approach method. The difference is that the previous research used presuppositions to

examine teachers and students during classroom interactions while the researcher used presuppositions in the instructions in the English textbook. The data used is also different, from the previous use of recording methods during class interactions while the current uses instruction data is in English textbooks.

Salsabilla (2023) examines how to analyze the types of presuppositions in the speech that occurs in the Mata Najwa show "Jokowi Diuji Pandemi" to reveal what the speaker presupposition and to find what type of presupposition is the most dominant. The researcher uses a descriptive qualitative method in the analysis. The main data used are the utterances in the conversation that took place between Mr. Joko Widodo and Mrs. Najwa Shihab in the Mata Najwa show "Jokowi Tested by Pandemic" which aired on April 23, 2020, at 20.00 WIB on TRANS7 or can be accessed on the Najwa Shihab YouTube channel on the Najwa Shihab YouTube channel. For data collection, researchers used documentation analysis to collect all data. The similarities in this study are that both examine presuppositions and use descriptive qualitative methods. The difference between the previous research and the researcher is that the previous research analyzes the types of presuppositions in the speech of Mata Najwa while the researcher types of presuppositions in the instructions in the English textbook. The main data studied is also different, previous research the main data used is the speech in the conversation that occurred between Mr. Jokowi Dodo and Mrs. Najwa Shihab while the main data researcher is the instructor.

Zulfikri (2024) examined how to analyze the types of presupposition in English teaching materials at SMAN 4 Palu. The method used in this research is the discourse analysis method of the English textbook used in class XI. Data were collected through the critical discourse analysis technique. An interview technique was also used. The similarity is both analyze the type of presupposition and also the same research class XI. The difference is from the method and the data, namely in the previous researcher used the discourse analysis method of English textbooks in class XI while the researcher instructions in class XI English textbooks, and the

data used by previous research used critical discourse analysis techniques while researchers use instructions in English textbooks.

RESEARCH METHOD

This research uses a qualitative approach with a qualitative descriptive design to analyze the text. The focus of the research is to identify and categorize the types and meanings of presuppositions found in instructions in high school English textbooks. In addition, this study also aims to explain the dominant presupposition in the instructions in the Pathway to English textbook for grade XI high school students. Qualitative research was a research method that sought to gain insight into reality through inductive reasoning (Adlini et al., 2022).

This study used an English textbook titled Pathway to English, specifically designed for XI grade as research data. This textbook is used for research, concentrating on the most recent edition authorized by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). The textbook for Senior High School XI-grade students consists of 214 pages. This book was published in 2022 by Penerbit Erlangga. The textbook chapter map consists of Activities, things to remember, let's practice, critical thinking tasks, let's create and present, project, summary, and let's reflect. The components of these items are covered in depth in each chapter of the textbook. This textbook consists of 6 chapters for the first semester and second semester. The first semester is from chapters 1-3 and the second semester is from chapters 4-6.

To implement this research, the researcher carried out the following stages: first, the researcher read the textbook and read the instructions in the textbook carefully, one by one. Second, the researcher highlighted the instructions and highlighted the sentences in the instructions that have presuppositions. Then, underline the word that is the basis of the presupposition. Third, the researcher takes note of the instructions and takes note of the sentences in the instructions that have presuppositions. Fourth, the researcher classify instructions based on Yule's theory. Fifth, the researcher interprets the meaning of presuppositions that have been

classified/categories, which also can be seen in Appendix I. Sixth, calculating the distribution of the presuppositions category according to Yule's theory based on that distribution, the researcher determines the frequency and ranks them. Lastly, the researcher gives an interpretation based on the frequency of presupposition in instruction.

FINDINGS AND DISCUSSION

The result of this study identifies various types of presuppositions and their meanings in the instructions in the textbook, as well as highlighting the most frequently used types of presuppositions in the instructions in the "Pathway to English" textbook for grade XI SMA. The results show that not all types of presupposition are found in the instructions in the textbooks of grade XI Senior High School. This is because the presence of presupposition types in textbook instructions is significantly affected by the purpose of communication, the way the instructions are delivered, and the relationship of presupposition with the learning context. The result data of the most dominant presupposition types can be seen in Table 1.

Table 1. The most dominant presupposition

Category	Total Instruction	Percentage
Existential Presupposition	193	90%
Factive Presupposition	1	1%
Lexical Presupposition	18	9%
Structural Presupposition	-	-
Non-factive Presupposition	-	-
Counterfactual Presupposition	-	-

Based on Table 4.1, existential presupposition is used more in textbook instruction than other types of presupposition. Existential presupposition is widely used in textbook instruction because this strategy indirectly presupposes the existence or basic understanding in students, which helps build confidence and

eases the learning process. By assuming that students already have certain knowledge or concepts, instruction becomes shorter and more efficient, allowing students to focus directly on the task at hand without the need for excessive explanation. An example would be in an instruction such as "Describe the product in detail," where there is an assumption that there is already an image of the product to be described. In this way, the instruction is straight to the main activity and saves time. In the existential presupposition in this textbook, there are more sentences with the word "the" included in the existential presupposition.

In addition, in the existential presupposition type, there are also grammar, speaking, and reading materials. Firstly, grammar provides a solid foundation for forming correct sentences, thus improving accuracy in communication. According to Zuhriyah & Fajarina, (2021), English grammar plays a very important role in success in learning all English skills. Second, reading plays a role in practicing comprehension of texts, enriching vocabulary, as well as being a very valuable source of language knowledge. Indrawan et al., (2024) state that students who have good reading comprehension tend to excel in their academic performance because they can easily understand new and complex concepts. Thirdly, speaking helps in honing communication skills, pronunciation, and intonation while boosting self-confidence. According to Ainun Nadziva & Fajarina, (2023) speaking is an important skill that allows us to express ideas and various elements in communication. Ifayatun & Fajarina, (2022) states that speaking is an important skill that needs to be learned in the classroom, considering that students need more practice in communicating.

The next presupposition, which is mostly the lexical presupposition, was found in 18 instructions in the textbooks because this type of presupposition presupposes a context or action that involves understanding or sequential activities that need to be done by students. In textbooks, especially in subject matter, instructions often contain words such as "again" and "after," which indicate that an action or concept has occurred before or that there are certain steps that need to be followed sequentially. Instructions with lexical presupposition are effective for

leading students through the steps of a learning activity, which allows for a structured learning process.

The next factive presupposition was found only one factive presupposition in the instruction in the textbook because this type of presupposition presupposes information as an accepted or known fact. In textbooks, instructions generally focus on learning activities and exercises that invite students to explore, analyze, or practice certain skills without relying much on assumptions about absolute truth. The next example is instructions with the word "know," as in "Write questions that you want to know and then discuss them to find the answer," assuming that there is information that students absolutely need to know (factive). The use of factual presuppositions is rare in this English textbook research because the focus of the analysis is only on instructions.

Structural presuppositions are not found in the instructions in the textbook. It is explained that instruction is an example of an imperative sentence, and in this textbook, only interrogative sentences appear. The structural presupposition type appears in the form of questions rather than instructions because questions are designed to provoke critical thinking and actively involve students in the learning process. An example of an instruction that includes structural presupposition is "When you have finished the exercise, check your answers with your partner," which means because the structure uses the word "when," which indirectly assumes that students will definitely complete the exercise. The word "when" indicates certainty, not possibility, so it is implied that completing the exercise is the first step to be taken before checking the answers with a partner. This assumption is hidden in the sentence structure and not explained directly.

Non-factive presupposition is not found in the textbook instructions because this type of presupposition assumes information that is not considered as truth or fact, but rather as something doubtful or uncertain. In educational textbooks, especially in instructions, the main goal is to provide students with clear, direct, and fact-based directions that make it easier for them to understand what they need to do. Using non-factive presuppositions, such as in statements with verbs like

"pretend" or "imagine," may not be appropriate as these types of presuppositions are more often used for hypothetical or speculative scenarios that do not support specific or fact-based instructional needs. Thus, the absence of non-factive presuppositions in the textbook's instructions reflects the textbook's focus on structured, fact-based, and reliable learning, ensuring that students have a clear and definite understanding of the given task.

The counterfactual presupposition is not found in the instructions in the textbook because this type of presupposition presupposes a situation or condition that is contrary to reality or existing facts. In the context of learning in textbooks, instructions are designed to provide concrete and realistic directions so that students can follow the steps or tasks clearly. Using counterfactual presuppositions in instructions (for example, with phrases like "If you had read the story, you would know...") would imply a scenario that did not happen, which could make the instructions confusing or irrelevant for students. Therefore, the absence of counterfactual presuppositions in textbook instructions helps to create a more logical and easy-to-follow learning flow, keeping the instructions clear, relevant, and in line with real learning objectives.

CONCLUSION

Based on the data analysis conducted on presuppositions in instructions in English textbooks for students of grade XI of Senior High School, three types of presuppositions according to Yule's theory were identified. The three types of presupposition include existential presupposition, factive presupposition, and lexical presupposition. The results of this study show that presuppositions in textbook instructions can produce varied understandings, depending on the ability of students as readers. The presuppositions aim to make it easier for students to understand the meaning of the instructions or guidelines given. This research is expected to help teachers in assisting students to better understand instructions, especially in English language learning. Understanding instructions is influenced by various factors, such as who is reading, the context of the command, and the

learning situation. In addition, the use of clear grammar and effective delivery strategies can also improve students' understanding of instructions.

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