

Analysis of Presupposition in English Teaching Materials at SMAN 4 Palu

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Abstract: This study aims to analyze the types of presuppositions in English teaching materials at SMAN 4 Palu. The method used in this research is discourse analysis of the English textbooks used in the eleventh grade, focusing on identifying examples of existential, factual, and structural presuppositions. Data were collected through critical discourse analysis techniques and interviews. The results of the analysis show that the teaching material at SMAN 4 Palu contains various types of presuppositions that can influence students' understanding. Existential presuppositions, such as "The President of the United States," assume knowledge about a particular entity, whereas factual presuppositions, such as "John stopped smoking," assume the truth of information that students may not know. Structural presuppositions, for example, the use of the word "again" in "He came back again," involve hidden assumptions that require contextual background for proper understanding. Findings show that teaching materials often contain presuppositions that are not relevant to students' local contexts, such as the use of examples from Western culture that students may be unfamiliar with. Therefore, adapting teaching materials to local contexts is very necessary. This research recommends the involvement of Palu regional teachers and education experts in curriculum development and the adaptation of teaching materials to make them more relevant to students' daily lives. By integrating local culture into teaching, students' understanding of texts can increase significantly, enhancing learning effectiveness and supporting the achievement of optimal learning outcomes.

Keywords: English; Presupposition; Pragmatics

Abstrak: Penelitian ini bertujuan untuk menganalisis jenis-jenis presuposisi dalam materi ajar bahasa Inggris di SMAN 4 Palu. Metode yang digunakan dalam penelitian ini adalah metode analisis wacana terhadap buku teks bahasa Inggris yang digunakan di kelas XI, dengan fokus pada menemukan contoh presuposisi eksistensial, faktual, dan struktural. Data dikumpulkan melalui teknik analisis wacana kritis. Selain itu juga digunakan Teknik wawancara. Hasil analisis menunjukkan bahwa materi ajar di SMAN 4 Palu mengandung berbagai jenis presuposisi yang dapat mempengaruhi pemahaman siswa. Presuposisi eksistensial seperti "The President of the United States" mengasumsikan pengetahuan tentang entitas tertentu, sedangkan presuposisi faktual, seperti "John stopped smoking," mengandaikan kebenaran informasi yang mungkin tidak diketahui siswa. Presuposisi struktural, misalnya penggunaan kata "again" dalam "He came back again," melibatkan asumsi tersembunyi yang memerlukan latar belakang kontekstual untuk pemahaman yang tepat. Temuan menunjukkan bahwa materi ajar sering kali mengandung presuposisi yang tidak relevan dengan konteks lokal siswa, seperti penggunaan contoh dari budaya Barat yang mungkin tidak dikenal siswa. Oleh karena itu, penyesuaian materi ajar dengan konteks lokal sangat diperlukan. Penelitian ini merekomendasikan keterlibatan guru dan pakar pendidikan daerah Palu dalam pengembangan kurikulum dan adaptasi materi ajar agar lebih relevan dengan kehidupan sehari-hari siswa. Dengan integrasi budaya lokal dalam pengajaran, pemahaman siswa terhadap teks dapat meningkat secara signifikan, meningkatkan efektivitas pembelajaran dan mendukung pencapaian hasil belajar yang optimal.

Kata kunci: Bahasa Inggris; Presuposisi; Pragmatik

INTRODUCTION

Teaching English in senior high schools in Indonesia plays an important role in preparing students to face global challenges (Novawan et al., 2022). One aspect that influences the effectiveness of English language teaching is the teaching materials used (Trinaldi et al., 2022). Teaching materials not only facilitate language learning but also shape students' way of thinking and perception of the language itself (Rozie, 2018). One of the linguistic concepts that is relevant in this context is presupposition.

Presuppositions are assumptions or information that the speaker assumes to be true when making a statement (Levinson, 1983). Presuppositions can influence students' understanding of texts and English learning contexts. For example, in the sentence "John quit smoking," there is the presupposition that John previously smoked. In the teaching context, understanding the presuppositions in the text can help students grasp the hidden implications and cultural context contained in the teaching material. This aligns with the statement that presuppositions can enhance students' cultural understanding (Saputra et al., 2021).

Teaching English in schools, especially at SMAN 4 Palu, should not only be about mastering grammatical structures and vocabulary, but also about understanding the social and cultural context in which the language is used. Currently, English language instruction at SMAN 4 Palu primarily focuses on traditional methods, emphasizing grammatical accuracy and vocabulary acquisition. Lessons are often centered around textbook exercises and rote memorization, with less emphasis on practical communication skills and cultural awareness. This approach, while effective in building foundational knowledge, may not fully prepare students for real-world language use, where understanding context and cultural nuances is crucial. Therefore, integrating social and cultural dimensions into the curriculum could enhance students' language proficiency and their ability to use English in diverse, authentic situations. This aligns with Brown's opinion that English language teaching involves more than just mastering grammatical structures and vocabulary. It also includes understanding the social and cultural context in which the language is used (Brown, 2007). Thus, teaching materials that contain presuppositions can help students understand the cultural and social context of the target language. This is particularly relevant in teaching English in Indonesia, where students often learn the language in a context different from their native culture (Amelia & Hikmawati, 2020).

Presuppositions play an important role in the development of students' critical thinking skills. By identifying and analyzing presuppositions in texts, students not only gain a deeper understanding of the information presented, but also learn to be more critical of the sources of the information they receive. This process involves examining the assumptions contained in the text and understanding how these assumptions influence the interpretation and overall meaning of the statements made. For example, by identifying presuppositions in a text, students can explore the broader implications of the statement, such as the influence of social or cultural context that may not be stated explicitly. Thus, these skills not only enrich their analytical abilities but also help them become more critical and reflective readers, as described by Yule (Yule, 1996).



English teaching materials in Indonesia often consist of textbooks, modules and digital resources provided by the government and educational institutions (Manurung, 2021). Textbooks are the main component in learning English in high schools, including at SMAN 4 Palu. At SMAN 4 Palu, students primarily use government-issued textbooks, supplemented by modules created by teachers to address specific learning objectives. Additionally, digital resources such as online exercises and educational videos are available to enhance the learning experience, although their usage is less frequent compared to traditional textbooks. Analysis of textbooks and other teaching materials is important to ensure that the content delivered is relevant and effective in improving students' language skills.

In Indonesia, English textbooks used in schools often refer to the national curriculum set by the government (Mariati et al., 2021). The curriculum is designed to meet national and international educational standards, with a focus on developing four language skills: listening, speaking, reading, and writing. However, challenges arise when teaching materials do not fully match students' needs and local context. (Nordlund & Norberg, 2020; Yundayani & Sri Ardiasih, 2021).

Analysis of presuppositions in English teaching materials can provide important insights into how information is presented and received by students. By analyzing presuppositions, we can identify hidden assumptions that students or teachers may not be aware of. This is important because presuppositions can influence students' understanding of texts and the cultural context represented in teaching materials.

In the existing (used) English textbook at SMAN 4 Palu entitled "Advanced English" which is a mandatory textbook for the independent curriculum, there are texts that contain presuppositions about culture or certain values which, for researchers, are not according to the students' local cultural context, in Palu. Thus, presupposition analysis can help teachers to be more critical in selecting and using teaching materials, as well as helping students to be more aware of the cultural and social implications of the texts they study.

This research is important because it can make a significant contribution to the field of English language teaching, especially in the educational context in Indonesia, especially at SMAN 4 Palu. By understanding how presuppositions work in teaching materials, teachers can be more effective in teaching English and help students to be more critical and reflective in their learning, and vice versa. Apart from that, this research can also provide recommendations for curriculum developers and textbook compilers to pay attention to the presupposition aspect in preparing teaching materials. In this way, the teaching materials used can be more appropriate to students' local needs and context, and more effective in achieving English learning goals.

In connection with the above, this research aims to identify the types of presuppositions in English teaching materials at SMAN 4 Palu and analyze their impact on students' understanding. Presuppositions are underlying assumptions that are taken for granted within communication, and their presence in educational materials can significantly influence how students interpret and internalize information. By examining these presuppositions, the research seeks to uncover implicit messages that may affect students' comprehension and engagement. Understanding these elements is crucial, as it can lead to more effective teaching strategies and materials that better align with students' cognitive and cultural



contexts. Ultimately, this study will contribute to improving English language instruction by highlighting areas where teaching materials can be refined to enhance educational outcomes.

RESEARCH METHOD

This research uses a qualitative approach with discourse analysis methods to identify and analyze presuppositions in English teaching materials at SMAN 4 Palu. This approach was chosen because it is suitable for exploring and understanding complex phenomena such as presuppositions, which cannot always be measured quantitatively. Discourse analysis allows researchers to explore the meaning and implications contained in the text, as well as how the text is understood and used in the learning context.

The data in this research consist of two main sources: (1) English textbooks used by students at SMAN 4 Palu, and (2) interviews with teachers and students. These sources were selected to provide a comprehensive understanding of the teaching materials and their impact on students' comprehension. The textbooks analyzed cover subject matter from class X to class XII. The selection of textbooks as a data source was based on their central role in the curriculum and their widespread use in the classroom. Interviews were conducted to gain a deeper understanding of how teachers and students interpret and use the teaching material, as well as to identify presuppositions that may not be apparent from text analysis alone. The decision to include interviews as a data source was informed by the need to capture insights and perspectives that textual analysis alone cannot provide. These interviews allowed for the exploration of contextual factors and personal experiences that influence how teaching materials are perceived and understood.

Data collection was carried out through several stages. First, researchers collected all the English textbooks used at SMAN 4 Palu. The textbooks were then identified for relevant parts for analysis, such as reading texts, exercises, and learning instructions. Second, the researcher conducted semi-structured interviews with several English teachers and students. The interviews focused on various aspects, including teachers' and students' perceptions of the English teaching materials, the presence and types of presuppositions within these materials, and their impact on students' understanding. Additionally, the interviews explored how teachers address presuppositions in their instruction and how students navigate these implicit assumptions during their learning process. Other indicators included the effectiveness of current teaching strategies, the integration of cultural and contextual elements in lessons, and suggestions for improving the materials to better support student comprehension and engagement. These interviews aimed to explore their understanding of the teaching material and to identify presuppositions that they may or may not be aware of.

Data analysis was carried out using critical discourse analysis techniques (Fairclough, 1995). The analysis process included several steps: (1) reading and understanding the text in depth to identify the presuppositions contained, (2) categorizing the types of presuppositions found, and (3) analyzing how these presuppositions influence student understanding and the learning context. The results of the interviews were also analyzed to identify the correspondence between the findings from the text analysis and the perceptions of teachers and students.



To ensure the validity and reliability of the research, researchers used data triangulation. Triangulation was carried out by comparing the findings from text analysis with the results of teacher and student interviews. Additionally, the researchers asked two experts in language and education experts to review the research findings and provide input. This step was taken to ensure that the researcher's interpretation of the data was accurate and justifiable.

RESULT AND DISCUSSION

Identifying Presuppositions in Teaching Materials

Analysis of English textbooks at SMAN 4 Palu shows the presence of various types of presuppositions, including existential, factual, and structural. Existential presuppositions refer to the assumption of the existence of certain entities in a text. For example, in the class XI textbook, there is a sentence such as "The President of the United States," which assumes that students know and recognize this position. These presuppositions affect students' understanding because they need to have prior knowledge of the entities mentioned to fully comprehend the text.

Table 1. Presuppositions in Teaching Materials

Type of Presupposition	Example Sentences	Presupposition	Impact on Students
Existential	The President of the United States	Assumes students know and recognize this position	Requires prior knowledge of the entity mentioned
Factual	John stopped smoking	Assumes that John previously smoked	Can cause misunderstandings if students lack context
Structural	He came back again	Assumes the action has occurred before	Requires cultural knowledge that students may not possess

Factual presuppositions are found in sentences that contain the assumption that a statement is true. For example, in frequently used reading texts, there are sentences such as "John stopped smoking," which assumes that John previously smoked. This type of presupposition can cause misunderstandings if students do not have enough context about the situation or background mentioned in the text. This highlights the importance of providing additional context by teachers to ensure student understanding.

Structural presuppositions originate from certain grammatical constructions that contain hidden assumptions. For example, the use of the word "again" in the sentence "He came back again" assumes that the action has occurred before. In class XI textbooks, sentences like "London is a busy city" carry the presupposition that students know about London and its life. These presuppositions require students to have cultural knowledge that they may not always possess, especially if the context is foreign to them.

Research also shows that teaching materials containing existential, factual, and structural presuppositions are often irrelevant to students' local contexts. The use of examples from Western culture that local students are unfamiliar with can reduce their engagement and understanding. This highlights the need to adapt teaching



materials to account for the local context and students' needs to be more effective in enhancing their understanding and engagement in learning.

To overcome this challenge, it is recommended that curriculum developers and textbook compilers involve teachers and local education experts in the process of developing teaching materials. Additionally, teachers can adapt teaching materials with examples that are relevant to students' daily lives and integrate local culture into language teaching. In this way, English language teaching can be more relevant and effective in achieving learning goals.

The Effect of Presuppositions on Students' Understanding

Presupposition is a linguistic element that influences the way a reader understands a text, especially in an educational context. The results of interviews with students show that many of them face difficulties in understanding texts that contain presuppositions about unfamiliar cultures or contexts. Presupposition refers to information that is assumed to be true in a statement and is usually not stated explicitly but is assumed to be understood by the reader or listener (Yule, 2021). Students' inability to identify and understand these presuppositions can hinder their learning process, especially when texts contain cultural references or contexts that are unfamiliar to them.

Table 2. Presuppositions on Students' Understanding

Aspect	Teachers' Insights	Students' Insights
Understanding of Materials	Teachers often need to provide additional context for presuppositions	Students face difficulties with texts containing unfamiliar presuppositions
Cultural References	Need to include cultural background information	Struggle with cultural references that are not part of their experiences
Teaching Strategies	Adapt materials to include relevant local examples	Find it easier to relate to materials that reflect their daily lives

Research shows that presuppositions can add complexity to texts, affecting students' understanding and interpretation. Students who do not have the necessary cultural background or contextual knowledge may have difficulty relating the information in the text to the knowledge they already have (Nida, 2011). This poses a particular challenge in language teaching, where understanding texts requires the integration of linguistic and contextual knowledge. These difficulties often cause students to become frustrated and lose motivation, which ultimately affects their learning outcomes.

Teachers often admit that students need additional explanations to understand the context of the presuppositions contained in the teaching material. This explanation can include cultural background information, social context, or special knowledge that is not directly expressed in the text. According to Brown & Yule (2002), teachers need to provide additional support to help students understand presuppositions so that they can access the deeper meaning of the texts being studied. This includes presenting teaching material with a clearer context and providing opportunities for students to ask questions and discuss elements they do not understand.



Efforts to overcome the barriers posed by presuppositions involve more inclusive pedagogical approaches. Integrating teaching techniques that focus on understanding culture and context can help students overcome these challenges. For example, strategies such as providing cultural background systematically and using teaching materials that are relevant to students' experiences can improve their understanding (Hymes, 2000). In this way, students can build better connections between the text and the knowledge they already have, thereby reducing the difficulties caused by presuppositions.

In conclusion, the influence of presuppositions in teaching materials has a significant impact on students' understanding, especially when the text contains cultural references or unfamiliar contexts. Teachers need to provide additional support and adapt teaching methods to overcome these barriers and ensure that students can access the intended meaning. This effort is important to increase the effectiveness of learning and help students achieve a better understanding of the texts they study.

Suitability of Teaching Materials to Local Context

Analysis of teaching materials shows that some of the presuppositions in the materials used are not relevant to the local context of students in Palu. For example, many teaching materials rely on examples from Western culture, which may not be familiar or relevant to local students. Research by Kramsch (2003) underscores the importance of cultural context in language teaching, emphasizing that teaching materials that do not consider students' cultural backgrounds can reduce learning effectiveness. When students are exposed to material containing unfamiliar presuppositions, they may struggle to relate the information to their own experiences, which can hinder their understanding.

Table 3. Teaching Materials to Local Context

Aspect	Finding
Relevance to Local Context	Many teaching materials rely on Western examples, which are unfamiliar to local students
Impact on Student Engagement	Materials not relevant to local context can hinder student understanding and engagement
Teacher Adaptation Strategies	Teachers use local examples and integrate local culture to enhance relevance

Students who learn from teaching materials not relevant to their local context often face challenges in appreciating and understanding the content in depth. Gibbons (2002) notes that integrating local context into teaching materials can help students make better connections between new knowledge and their experiences. In the context of Palu, using examples more appropriate to local culture can facilitate better understanding and increase student engagement. When teaching materials reflect contexts that students are familiar with, they are more likely to find them relevant and interesting, which ultimately supports a more effective learning process.

Teachers also admit that including local context in teaching materials helps students better understand and appreciate the material being taught. According to Roberts & Hite (2014), adapting teaching materials to suit local contexts can improve students' understanding and increase their motivation. By providing material directly related to students' daily experiences, teachers can reduce cultural gaps and make learning more meaningful. This approach can also create a more inclusive and



supportive learning atmosphere, where students feel that the teaching material is relevant to their lives.

In practice, integrating local context into teaching materials requires a careful approach and adaptation of existing resources. Research by Cortazzi & Jin (2009) shows that adapting teaching materials to be sensitive to local contexts can improve the effectiveness of teaching and learning. This involves selecting or developing materials that reflect students' local values, norms, and experiences, as well as aligning teaching approaches with their needs and interests. In this way, teaching materials can become a stronger tool for building students' understanding and skills.

Overall, the suitability of teaching materials to the local context has a significant impact on learning effectiveness. Material that is relevant and appropriate to students' experiences in Palu can increase their understanding and engagement. Teachers need to consider the local context in the development and selection of teaching materials to ensure that the content taught is not only informative but also meaningful for students, thereby supporting the achievement of optimal learning outcomes.

CONCLUSION

The results of the analysis of teaching materials at SMAN 4 Palu show that various types of presuppositions existential, factual, and structural influence students' understanding significantly. Existential presuppositions, such as assumptions about the existence of certain entities, factual presuppositions that assume the truth of a statement, and structural presuppositions that originate from grammatical constructions, can all create additional challenges in the learning process. Students often have difficulty understanding texts that contain presuppositions that do not match their knowledge or cultural background, thereby affecting the effectiveness of teaching materials. This research also reveals that teaching materials containing presuppositions from Western culture that are unfamiliar to local students can reduce their engagement and understanding. The suitability of teaching materials to local contexts has proven to be important for improving student understanding. The use of examples and references that are relevant to students' local culture and experiences in Palu can improve their understanding of teaching material and increase their motivation in learning. Teachers play an important role in overcoming this challenge by providing additional explanations and adapting teaching materials. Adapting teaching materials that take into account the local context and students' experiences not only makes learning more relevant but also helps students understand and appreciate the material being taught. This approach can also reduce cultural gaps and create a more inclusive learning atmosphere. Future studies could explore the impact of presuppositions in teaching materials across various educational levels and regions to provide a more comprehensive understanding of how these linguistic elements affect learning outcomes. This could include comparative studies between urban and rural schools to identify specific needs and challenges in different settings.

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