**THE ANALYSIS OF TEACHER-STUDENTS’ PRESUPPOSITION IN THE POETRY CLASS OF 4TH SEMESTER ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF PURWOREJO IN THE ACADEMIC YEAR OF 2012/2013**

by

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Abstract

The analysis is aimed to find out the varieties of presupposition and dominant presupposition in the poetry class of 4th semester English department Muhammadiyah university of Purworejo in the academic year 2012/2013. This research is descriptive qualitative research. The researcher analyzes the data by doing observation and recording conversation between teacher and students in the poetry class, transcribing the conversation, and analyzing the data by identifying and classifying expressions through presupposition-trigger. The result of the analysis found eight varieties of presupposition. They are definite description, factive verb, implicative verb, iterative, comparison and contrast, non-restrictive relative clause, counterfactual conditional, and question. According to data analysis, question trigger is the dominant presupposition produce by teacher and students in the poetry class. It is found in 45 excerpts and represented 74% from eight varieties of presupposition found in the conversation. The result itself reflects model of interaction between teacher and student in the poetry class.

(Keywords: teacher and student, presupposition, poetry class).

1. Introduction

Language is one of important media for interpersonal communication and English is one of language applied for international communication. Learning English means knowing and using the language appropriately. The individual process of achieving second language was known as second language acquisition. It is the way in which people learn a language other than their mother tongue, inside or outside of classroom (Ellis, 2003: 3). Since English as a foreign language for Indonesian they found some obstacle to applied it in the daily communication. To support communication they should master speaking skill. Speaking is one of way to deliver our message through direct utterance. It reflects people background assumption toward something. In the pragmatic areas it is known as presupposition.

Presupposition is something the speaker assumes to be the case prior to making an utterance (Yule, 2003:25). It is one of pragmatic scope in the discourse analysis which investigates the use of language in context by speaker or writer (Brown and Yule 1993: 27). In pragmatic theories the analysis of presupposition involves the attitudes and knowledge of language users. The majority of well-developed pragmatic theories concern the presuppositions not of a sentence or of a speaker but of an utterance (Beaver 1994: 3). Since utterance consist of a sentence and a linguistic context. According to Karttunen, presupposition is associated with certain word and structure which known as presupposition-trigger. It is divided presupposition into 13 varieties. They are definite description, factive verb, implicative verb, change of state verb, iterative, verb of judging, temporal clauses, cleft sentence,implicit cleft with stressed constituent, comparison and contrast, non-restrictive relative clause, counterfactual conditional, and question.

One of utterance that generally find in our environment is classroom interaction. It reflects teacher and students interaction by giving and accepting appropriate feedback. Good interaction happens when addressee gives the expected respond. It means that hearer able to make inferences about what is said and interpret what speakers’ intended meaning. Through this analysis researcher intends to find the variety of presupposition applied in the poetry class and the dominant presupposition applied in the classroom interaction, because it reflects the model of classroom interaction and how presupposition support or limited communication between speaker and hearer that using English as foreign language.

1. Method

The object of this study used in this research is teacher and students conversation in the poetry class of 4th semester of English department of Muhammadiyah University of Purworejo in the academic year of 2012/2013. In this research, the researcher uses a descriptive qualitative method, since the analysis describes the data from many documents as the technique of collecting data in conducting the research. After collecting the data, the researcher analyses the data by following steps:

1. Making transcript of recording in every minutes lecturing.
2. Determining word, phrase, clause and sentence of teacher and student conversation that indicates presupposition.
3. Classifying word, phrase, clause and sentence contain presupposition according Karttunens’ theory of presupposition-trigger.
4. Finding the inferences from the selected conversation
5. Determining whether the inference is presupposition or not through change the sentence into negation form.
6. Finding and Discussion

After collecting the data, there are some presuppositions found in the conversation. There are eight varieties of presupposition. Based on the data that collected in this study, the researcher obtains these kinds using table.

**Table 1**

**The identifications of total presupposition-trigger variety found in the poetry class interaction**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Kinds of presupposition-trigger** | **Frequency** | **Percentage** |
| 1. | Definite description | 1 | 1.6% |
| 2. | Factive verbs | 1 | 1.6% |
| 3. | Implicative verb | 1 | 1.6% |
| 4. | Iterative | 3 | 5% |
| 5. | Comparison and contrast | 7 | 11% |
| 6. | Non-restrictive relative clause | 2 | 3.3% |
| 7. | Counterfactual conditional | 1 | 1.6% |
| 8. | Question | 45 | 74% |
| **Total** | | 61 | 99.7% |

From the table above, the researcher finds the most dominant presupposition in the poetry class is question trigger. It found in 45 excerpt and represented 74% from eight varieties of presupposition found in the conversation. For the discussion, the researcher gives some examples from varieties of presupposition of teacher and students’ conversation in the poetry class:

1. Descriptive description

**Excerpt 19**

|  |  |  |
| --- | --- | --- |
| **Field 1** | **Field 2** | **Field 3** |
| **teacher**: *Your answer is very scientific* | Definite description | You have an answer |

1. Factive verb

**Excerpt 55**

|  |  |  |
| --- | --- | --- |
| **Field 1** | **Field 2** | **Field 3** |
| **Teacher**: *the speaker does not know what to do and he ask God to help him find the answer* | Factive verb | Speaker ask God to help him find the answer |

1. Implicative verb

**Excerpt 1**

|  |  |  |
| --- | --- | --- |
| **Field 1** | **Field 2** | **Field 3** |
| **Student**: *the writer try to show about life will be the friends or will catch the writer* | Implicative verb | The writer manage to show about life |

1. Iterative

**Excerpt 27**

|  |  |  |
| --- | --- | --- |
| **Field 1** | **Field 2** | **Field 3** |
| ***Teacher***: *You are still very save.* | Iterative | You are save before |

1. Comparison and contrast

**Excerpt 49**

|  |  |  |
| --- | --- | --- |
| **Field 1** | **Field 2** | **Field 3** |
| ***Teacher***: *regarding a death man as a living man* | Comparison and contrast | Regarding a death man like a living man |

1. Non-restrictive relative clause

**Excerpt 39**

|  |  |  |
| --- | --- | --- |
| **Field 1** | **Field 2** | **Field 3** |
| ***Teacher***: *somebody who can speak well can be regarded as having a good personifica….Persofi…personality* | Non-restrictive relative clause | Somebody can speak well can be regarded having a good personality |

1. Counterfactual conditional

**Excerpt 18**

|  |  |  |
| --- | --- | --- |
| **Field 1** | **Field 2** | **Field 3** |
| ***Teacher***: *If you want to keep secret about something, you don’t speak like here, right?* | Counterfactual conditional | You do not want to keep a secret. |

1. Question

**Excerpt 6**

|  |  |  |
| --- | --- | --- |
| **Field 1** | **Field 2** | **Field 3** |
| ***Teacher***: *did you say summer?* | Question | Either she say summer or she didn’t |

1. Conclusion

After collecting the data, the researcher found that there are eight varieties of presupposition produces by teacher and students in the poetry class. That was definite description, factive verb, implicative verb, iterative, comparison and contrast, non-restrictive relative clause, counterfactual conditionals and question, while the dominant presupposition is question trigger. It divided into three kinds: yes or no question, alternative question and WH-question. it found in 45 excerpts. In the poetry class interaction question trigger indicates two assumptions toward something which survive in positive or negative form.

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