FACTUAL AND EXISTENTIAL PRESUPPOSITIONS IN INTERACTION AMONG LECTURERS AND STUDENTS OF INDONESIAN LANGUAGE EDUCATION DEPARTMENT AT UNIVERSITAS SEBELAS MARET

PRAANGGAPAN FAKTUAL DAN EKSISTENSIAL DALAM INTERAKSI DOSEN DAN MAHASISWA PENDIDIKAN BAHASA INDONESIA UNIVERSITAS SEBELAS MARET

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Abstract

The same presupposition in the interaction among lecturers and students become important in order to achieve the goals and create a conducive learning environment. This study aims to describe and explain factual and existential presuppositions in the interaction among lecturers and students of Indonesian Language Education, Sebelas Maret University. This research is a qualitative research by using pragmatic approach. Sources of data are in the form of speech events in the classroom, as well as informants ie lecturers and sixth-semester students. Data collection techniques are observations, interviews, listening without getting involved in the conversation, record and note. Validation of data use triangulation of data sources, methods and theories. The data analysis used extralingual equivalent technique with an advanced connecting and comparing technique. The results of this study indicate that the factual presuppositions are manifested in several contexts, they are (1) the lecturer apologies for coming late; (2) the lecturer give assessment; (3) the lecturer answer student's questions; (4) the lecturer explain the course material; (5) students answer questions; (6) students apologize for mistyped in lesson plan; (7) students describe material during microteaching practice. Existential awareness can be manifested in (1) the lecturer commented on the students' appearances microteaching practices; (2) the lecturer explained the material; (3) the lecturer suggest learning references; (4) the lecturer provide an example.

Keywords: *factual presupposition, existential presupposition, classroom interaction, lecture*

Abstrak

Praanggapan yang sama dalam interaksi antara dosen dan mahasiswa menjadi hal penting agar tercapai tujuan dan terwujud suasana pembelajaran yang kondusif. Penelitian ini bertujuan mendeskripsikan dan menjelaskan praanggapan faktual dan eksistensial dalam interaksi antara dosen dan mahasiswa Pendidikan Bahasa Indonesia (PBI) Universitas Sebelas Maret (UNS). Penelitian ini adalah kualitatif dengan pendekatan pragmatik. Sumber data berupa peristiwa tutur dalam pembelajaran di kelas, serta informan yakni dosen dan mahasiswa PBI UNS. Teknik pengumpulan data adalah observasi, wawancara, simak bebas libat cakap, rekam dan catat. Validasi data menggunakan trianggulasi sumber data, metode dan teori. Analisis data menggunakan teknik padan ekstralingual dengan teknik lanjutan Hubung Banding Menyamakan (HBS). Hasil Penelitian ini menunjukkan bahwa praanggapan faktual berwujud dalam beberapa konteks, yakni (1) dosen meminta maaf karena datang terlambat; (2) dosen memberikan nilai untuk jawaban mahasiswa; (3) dosen menjawab pertanyaan mahasiswa; (4) dosen menjelaskan materi perkuliahan; (5) mahasiswa menjawab pertanyaan dari dosen; (6) mahasiswa meminta maaf karena kesalahan di RPP; (7) mahasiswa menjelaskan materi saat praktik microteaching. Praanggapan eksistensial dapat berwujud dalam (1) dosen mengomentari penampilan mahasiswa ketika praktik microteaching: (2) dosen menjelaskan materi pada mahasiswa; (3) dosen menyarankan referensi belajar; (4) dosen memberikan contoh.

Kata Kunci: *praanggapan faktual, praanggapan eksistensial, interaksi kelas, perkuliahan*

Introduction

Classroom interaction has an attraction for researchers whether nationally or internationally. There are various studies raised by researchers. Even more the studies are published in respected and accredited national and international journals. One of the studies done by Abry, Kaufman, and Curby in USA (2016). This research focuses on the relationship between social and emotional conditions with the quality of the learning interactions towards teachers and students. The study applies classroom action research methods. Theories used are responsive classroom approaches, school-based social and emotional learning. Tainio and Laine in Finland (2015), also conducted a research that focused on students' emotional and affective states in classroom interactions. The method used is qualitative descriptive with case study strategy of application of IRE (Initiation-Response-Evaluation) it is an analysis of conversation with the concept of emotion and attitude theory. The results of this study show that school-based social and emotional learning (SEL) can improve teachers' ability to interact in the classroom. Other factors supporting the success of learning are Indices of teachers' implementation of morning meeting, rule Cceation, Interactive Modeling, and Academic Choice

Yao and Han in Australia (2012) conducted classroom research focusing on how bilingual teachers, between English and Mandarin, taught or interacted with students in English, and understood pragmatic rules. The theory used is bilingual Chinese and Neuro Linguistic Programming (NLP) with descriptive qualitative research

method. The results of this study indicate that bilingual teachers who are beginners should adapt much to the average difference of their students, as well as improve their teaching skills and pragmatic abilities in English classes. The competence is the use of instructional language with a particular context.

Lee and Takahashi in South Korea (2011) in his research describes how a teacher-designed learning plan can have a positive impact on teacher and student interaction in the classroom. The theories described in this study are the interplanetary differences of learning with the implementation of learning, lesson plans, and learning situations, and also discourse analysis in the interaction and practice of teaching. The method used is the ethnography of education and discourse in interaction. Lesson plans by teachers can serve as a communicative resource for identifying problems, determining assumptions about their teaching and determining what actions are best implemented in the lesson. The action does not have to be the same as the instructional plan, but rather adjusts to the student's condition.

There is also a study conducted by Meseth and Proske in Germany (2010). This study examines the gap between teachers' pedagogical understanding and classroom interactions. The study analyses how instruction on the history of national socialism playing a role in the practice of learning, and about how ambitious educational goals are carried out with correct instruction, as well as the challenges that teachers and students face when they are asked to tackle a moral-laden topic within the context of a school organization. The theories described are moral education. The research method used is qualitative descriptive with case study strategy. The results of the study indicate that the teacher's knowledge of National Socialism (NS) has an impact in designing the lesson plans and interacting with the students. Embodied in instilling historical and moral education.

The studies above, in contrast to research on classroom interactions that exist in Indonesia. For example, research done by Subanji (2015). This study aims to improve the pedagogical content knowledge of mathematics teachers and their practice in the classroom through Teqip (Teachers Quality Improvement Program) training model. Teqip is a model of teacher training through "meaningful learning" and integrated with lesson study. The results showed that there was an increase in mastery of math materials 39.45 points and improvement of problem solving skills 47.48 points and building interaction of 1.65 points. Karmana (2011), is a researcher on the interaction of the following class. The aim of this research is to know the influence of learning strategy, academic ability, and interaction of learning strategy to problem-solving ability, critical thinking ability, metacognitive awareness, and cognitive biology learning result of high school student. The quasi-experimental study involved 60 of tenth-grade students SMA Negeri 4 Mataram. The data were collected using tests and questionnaires and then analyzed using Ana-kova. The result shows that (1) there is influence of learning strategy to ability problem solving, critical thinking skills, and biological cognitive learning outcomes and no effect to metacognitive awareness, (2) there is an influence of academic ability on learning outcomes cognitive biology and no effect on problem-solving abilities, abilities critical thinking, and metacognitive awareness, and (3) No interaction of learning strategies and academic ability to critical thinking skills, awareness metacognitive, problem-solving skills, and biological cognitive learning outcomes.Thamrin (2010) conducted a classroom interaction research using qualitative methods using a pragmatic approach. Subject of the research consists of

lecturers and students of mechanical engineering workshop class, State Polytechnic of Malang. The focus of this research is the use of directive form as an instruction to reach the goal and support the competence to be achieved. The results showed that the use of speech directive in the interaction between lecturers to students dominated imperative sentences with command and demand functions.

From the studies explanation above, it is seen some differences both the focus of study, method or theory used by researchers. The researchers have focused on the relationship of social conditions and emotional state to class interactions, learning strategies, lesson plans, and learning models. The method used is quantitative and qualitative descriptive with classroom action research strategy, case study, pragmatic and educational ethnography. In addition, there are also differences in theories used by researchers as a basis for assessing the subject and object of research.

Therefore, the researcher is interested in conducting a research of linguistics field found in the scope of universities. Especially those which are associated with class interaction activities, i.e among lecturers and students who have different motherland and mother tongue. The focus of the study is one of the pragmatic studies. It is presupposition with the factual and existential type as one of the pragmatic studies in classroom interaction. The focus selection of this study is based on the fact that in the lesson, the material submitted by the lecturer must be factual ie something real and existential means to be proved by the existence of the thing delivered by lecturers and students.

Objects of the research are speech events or interactions among lecturers and students of the Indonesian Language Education Study Program (PBI), Faculty of Teacher Training and Education (FKIP), Sebelas Maret University (UNS), 6th semester, academic year of 2017/2018. The students were chosen as research subjects because some of them came from outside Solo area, such as some of cities in East Java, West Java, and some from outside Java such as Papua. It indicates the existence of multicultural, and various intellectual abilities. Moreover, in the classroom learning context, it will appear the same or different presupposition among lecturers and students. The purpose of this research is to describe and explain the factual and existential presupposition and its implication in the interaction among lecturers and students of Indonesian Language Education Study Program (PBI), Faculty of Teacher Training and Education (FKIP), Sebelas Maret University (UNS), 6th semester, academic year of 2017/2018.

Pragmatics is a linguistic study that studies the relationship between language and its speech context (Safar, 2016: 168). Therefore, the context plays an important role in enhancing the presupposition meaning that occurred in classroom interactions. According to Hymes (in Ray & Biswas, 2011: 35) speech events should consider eight aspects that become acronym SPEAKING, (1) Setting and scene, setting ie time and place of speech progresses, while the scene refers to the situation of place and time, or psychological situation talks; (2) Participants are the parties involved in the speech, the speaker and the listener, the greeter and the addressee or the sender and the recipient of the message; (3) Ends, referring to the purpose of the speech; (4) Act sequence, refers to the form of speech and speech content; (5) Key, refers to the tone, manner and spirit in which a message is conveyed with pleasure, seriousness, pride and so on; (6) Instrumentalities, referring to the language path used, such as oral, written, telegram and so on; (7) Norm of interaction and interpretation, referring to norms or

rules of interaction; (8) Genres, referring to the type of delivery, such as narration, poetry, maxim, and prayer.

Different cultures also influence the presupposition. Asfina and Afila (2016: 195) argue that "Indonesia's cultural wealth is not only in the heritage of cultural objects but also in the form of non-objects. These include artifacts, inscriptions, traditional foods, clothing, musical instruments, traditions and oral expressions. "Therefore different cultural backgrounds of students will also influence the similarity or inequality of prejudices.

Yule (2006: 43) argued that presupposition is something that the speaker assumes as an event before producing a speech. In line with Yule, Achmad and Abdullah (2012: 139) stated that presuppositions help speakers determine the forms of language (sentence) to express the meaning or message to be intended. Then the presupposition by Cummings (2007: 42) is the assumptions or inferences implied in certain linguistic expressions. Another expert (Huang, 2006: 65) said "presupposition can be informally defined as an inference or proposition whose truth is taken for granted in the utterance of a sentence"

The presuppositions consist of several types, including factual and existential prejudices (Yule, 2006: 44). Yule's factual consideration (2006) is the presupposition that arises when an information is assumed to follow a verb. So it can be considered as a reality. Using words that imply a fact, so it is considered true. Some words that can be used as a lingual marker of factual presupposition are realized, be aware, regret, glad, be proud that, be sorry that, be indifferent that. Existential presupposition according to Levinson (1983: 181-185) is a presupposition which is not only assumed to exist in sentences which indicate ownership but also can be further expanded with the truth of a statement in the speech. Existential presupposition shows how the existence of a thing can be conveyed through it.

A presupposition that is found in a speech is also influenced by pre-awakening factors. As Grundy (2000) points out, there are several assumptions to understand the presuppositions of (1) the principle of austerity, (2) Common Understanding: Descriptive Tactrif, Frequency, Questions, (3) Further Mutual Understanding, (4) Collective Understanding and Subordination, (5) Focus and Responsiveness, (6) Emphasis and Presupposition, (7) Dismissal and Presupposition.

Factual and existential presupposition were chosen by the researchers as the focus of the study because it has the most dominant function and context. They also support the similarity of presupposition among lecturers and students in order to make the learning process going smoothly in the classroom so that the learning objectives can be achieved. Especially in university level, students have achieved high cognitive, affective and psychomotor levels. The language used in conversations in the classroom is already more complex.

Method

Type of this research is descriptive qualitative with a pragmatic approach. Data source in this research is lingual unit containing factual and existential presupposition in the learning activity. The informants are lecturer and students of Indonesian Language Education Department (PBI), Faculty of Teacher Training and Education (FKIP), Universitas Sebelas Maret (UNS), 6th semester, academic year of

2017/2018. Students come from class A and B selected by purposive sampling. The Technique of collecting data by observation, listening without getting involved in the conversation , record and note. According to Mahsun (2006: 91) the method of listening without getting involved in the conversation is when the researcher only observes the use of language by his informants without directly involved. Therefore the researcher only observed, recorded and took notes about the existence of factual and existential presuppositions in the interaction among the lecturers and students in classroom learning without getting involved in it.

In the observation step and listening without getting involved in the conversation, the researchers observed the speech of lecturers and students who contain factual and eksistenisal presupposition. The factual presupposition marker is a speech in which there is realized in word, *be aware, regret, glad, be proud that, be sorry that, be indifferent that*. The next marker for existential presupposition is that it can be proved the truth and the existence of what is being said. The next step is to record and note, ie researchers record and note lecturer and student speech that contains factual and existential presupposition. The next step is the description of data and analysis

Validation of data is done by triangulation. According Sugiyono (2016: 125) triangulation can be interpreted as checking data from various sources in various ways and times. The researchers used three triangulation techniques, ie, (1) source triangulation, consisting of events and informants; (2) triangulation of methods, consisting of classroom observations to observe learning activities, student and lecturer interviews, listening without getting involved in the conversation, record, and note, to listen to record and takes notes about factual and existential presuppositions in the interaction of classroom learning;(3) theory triangulation, namely researchers using the theory of Yule (2006), Levinson (1983) and Grundy (2000) to analyze the data. The data analysis used *extralingual equivalent* technique with an advanced *appeal equalize. M*ahsun (2006: 114) stated that exstralingual equivalent technique is used to analyze the elements that are extra-lingual that can be followed by the technique of connecting data compare with the relevant theory.

Result and Discussion

Factual presupposition in the interaction among lecturers and students of Indonesian Language Education Department at Universitas Sebelas Maret

Factual presupposition uses lingual unit which is strengthen a fact. It is indicated by some words such as *be aware, regret, be proud that, be sorry that, be sad that, be indifferent that,* (Levinson, 1983).

Data (1)
Lecture SM   :   Maaf saudara-saudara, saya datang terlambat (01/L/4 April 2017)
                              (I am sorry ladies and gentlemen for coming late)

The data (1) has a context in the lectures Nusantara Language Comparison. Lecturer arrived late for 10 minutes to teach. Then, lecturer apologized to the students. Underlined lines (I am sorry) are factual prefixes. Based on the data, the speech has a

factual presumption in the form of *a lecturer apologizing for his delay in the teaching presence in the class*.

Data (2)

Lecture SB   : *Kalau di mata saya, <u>tidak ada yang salah</u>, <u>semuanya betul</u>, <u>nilainya seratus, pokoknya lebih murah</u>* (02/L/4 April 2017) (In my opinion, <u>there is no mistake, everything is correct, worth a 100, just cheaper</u>)

Data (2) above has a context in the Inclusive Education lecture. Lecturer gave marks to students who dare to answer questions from lecturer. At a glance at the data above there is no factual presupposition marke, but when examined with Grundy's pre-awkward acquisition theory, a shared understanding: descriptive, tractive, frequency, questions. Then obviously the fact of information can be seen from the grammatical structure in the form of repetition of words that support a whole meaning as *in my opinion*, *nothing is wrong*, *everything is correct, worth a hundred, just cheaper*. The lingual unit reinforces the factual presupposition for the lecturer that all the answers or opinions of the students are true.

Data (3)

Student TM   : *Anak autis itu, <u>anak yang mengalami perkembangan mental dan pemikiran lebih lambat daripada anak-anak normal lainnya</u>*(02/S/4 April 2017) (Autistic kid is a kid which has mental and cognitive growth slower than other normal kids)

The context of the data (3) above is in the course of Inclusive Education. One of the students answered questions from lecturer regarding the perception of the definition of an autistic child. Back in the above speech there is no factual presupposition marker, but when examined with Grundy's theory of Shared Assumptions and Subordination, this theory applies the time statement as the basis of a common understanding of a thing. Lingual units more slowly in the above speech implies a shared understanding of how the mental and thinking conditions of an autistic child. Therefore, the factual presumption of the data is *that children with autism experience slow mental and thinking development than other normal children*.

Data (4)

Lecturer SB   : *Yang pertama ini, kalau dia sampai bisa baca dengan lancar, tapi hampir tertinggal di beberapa mata pelajaran, disebut <u>lamban belajar</u>, tetapi yang kedua kalau anaknya mempunyai ciri khas tersendiri kemungkinan <u>tuna grahita sedang</u>, kalau yang wajahnya seperti orang Cina, kemudian rambutnya njegrak (naik) matanya sipit, bibirnya tebal, lidahnya pendek, jari tangan pendek-pendek dan kasar, nah namanya <u>down syndrom</u>, anak manapun sama, wajahnya sama, wajah universal, mongoloid, jadi bedanya 40 %, kalau dia umur 10 tahun kemampuan maksimalnya umur 4 tahun (02/L/5 April 2017)* (For the first, if he able to speak fluently, but left behind in almost all subjects, it called <u>slow learning</u>, but when the kid has specific character it could be he has <u>medium autism</u>. For a kid who has a face similarly to Chinese,stiff hair, bold lips, short tongue, short and coarse fingers, it called <u>down syndrome</u>. Every kid is same, has similar face, mongoloid, the differences is 40%, when he 10 years old, he has maximum skill of 4 years old kid)

Data (4) above has the context of lecturer was answering questions from students named Piter about friends while in high school who had characteristics such as in data. Lecturer's answer showed a thing that facts, or objects discussed can be found correctness of diagnosis according to the characteristics mentioned by Peter. Therefore, the factual acquisition of a *Piter's friend experienced a learning problem called slow learning.* The secondis obtained an pressupposition *if it has a special characteristic called authism, or more specifically called down syndrome.*

Data (5)

Student SP	:	*Saya mau menjawab trianggulasi, yang merupakan suatu proses dimana dalam mengumpulkan data kita bisa menggunakan beberapa metode (03/S/5April 2017)*. (I want to answer about triangulation, which is a <u>process when collecting the data, we could use some method</u>)

Data (5) has the context of the situation in the form of an IP student who was answering questions from lecturer regarding the notion of triangulation in qualitative research. There is no preempack marker that can be used to analyze the speech, but again when using the theoretical basis of Grundy, we can understand that the answer from the student can be proved factually, it is triangulation in qualitative research as one of collecting way we can use some methods. So the presumption of the data above is *one of the types of triangulation method.*

Data (6)

Lecture SW	:	*Sumber data itu <u>guru, siswa, kepala sekolah, orangtua</u>, ya jadi data itu, data yang sama dicek kebenarannya pada informan 1, informan 2, informan 3 (03/L/5 April 2017)* (Data source could be <u>teacher, student, headmaster, students' parents.</u> So the data itself is the same data which is crosschecked from 1st informant, 2nd informant, or 3rd informant)

Data (6) in the context of course Qualitative Research Methods. The lecturer explained the material on various sources of data. There is no apparent factual presupposition marker in the data above, but when using Grundy's theory of pre-awakening: Common Understanding: Descriptive Tactrif, Frequency, Questions. The existence of mutual understanding, and the formation of repeated words of teachers, students, principals, parents, in the previous dialogue. Even so in the word repeated, informant, showed that the speech of the lecturer was a fact. Therefore the factual presupposition of the lecturer's speeches are *the data source that teachers, students, principals, parents.*

Data (7)

Student TE	:	*Susunan atau konstruksi, nah di dalam teks cerita inspiratif ada 3 hal penting dalam susunan, yang pertama yaitu pendahuluan, yaitu pengantar ceritanya, misalnya tadi ceritanya Thomas Alfa Edison, nah di sana kalian akan <u>menemukan pengantar</u> o, Thomas Alfa Edison itu siapa to, masa kecilnya bagaimana to, nah kalau pengantarnya cukup jelas, setelah itu kalian akan masuk dalam tahap <u>isi</u>. Di isi inilah nanti kisah inspiratif akan kalian dapatkan, kemudian yang terakhir masuk dalam bagian <u>penu</u>tup atau konklusi dari keseluruhan cerita tersebut. (08/S/17 April 2017). (Organization or construction, in an inspiring story there are three*

importantant parts, they are <u>introduction</u>, it is a story bearer, for example, the story about Thomas Alfa Edison, so in this part the writer will tell who is he, how was his childhood, if there is clear introduction the reader will come to main <u>content part</u>. You will get the inspiring story in this part. The last is <u>conclusion part</u> which will conclude the whole story)

The data (7) has the context of the TE informants of microteaching practice in front of the class and provided an explanation of the subject matter of the narrative structure of the inspiring narrative story in the seventh grade students of class VII. There is no factual presupposition marker in the student's speech, but still can be classified as a factual presupposition supported by Grundy's theory of pre-acceptance (More Shared Assumptions). The lingual unit *after* becoming a predicate of further mutual barrier, so it can be accepted as factual information. Therefore, the factual presupposition of Thomas's speech was *an inspiring narrative story text having three structures namely introduction, content, conclusion.*

Data (8)

Student WP	:	*Iya itu lupa. Itu belum diubah, saya <u>minta maaf</u>. (08/S/17 April 2017)* (Yeah, it is forgotten. It is not revised yet, <u>I am sorry</u>)

Data (8) was a student situation during Microteaching course. Wiwit (6A) practiced teaching in front of the class and after completion, he got a comment from his friend named Ninda (6A) which highlighted the problem of unequal time allocations between those in the RPP and during practice. Then Wiwit apologized for the mistake, all based on Wiwit forgot to edit. The *sorry* lingual unit of the Wiwit utterance is a factual prefix. Therefore the factual presumption for the above data is that *Wiwit forgot to edit the time allocation contained in the lesson plan*.

Data (9)

Lecture SW	:	*Ya jadi biasanya peer debrefing ini <u>tidak hanya peneliti, misalnya sastrawan, ahli bahasa bisa, kan dia tidak selalu peneliti to mas</u>, kalau peneliti itu memang orang yang pernah melakukan penelitian (03/S 5 April 2017)* (Peer-debriefing usually <u>not only for the researcher, for example a scholar, linguist, they are not always a researcher</u>. Researcher is a person who do or have done a research.)

The context in the data (9) is the time of the qualitative research method. Lecturer provided material about peer debriefing, which is one of the data triangulation techniques in qualitative research. There is no factual presupposition marker in the lecturer's speech, but if supported by Grundy's theory of acquisition of pre-awkward understanding further, the lecturer's speech went into factual presupposition. Therefore, the factual presupposition of the above speech is *that there are peer dibriefing and triangulation of researchers as the types of triangulation of qualitative research*.

Factual or existential presupposition in classroom learning or interaction are more prevalent in the context of the lecturer explaining the material and functioning to convey the facts. In contrast to the factual and existential presupposition contained in the field of advertising. Its function can be seen in the use of language, information and marketing strategies. As suggested by Yingfang (2007) that the presupposition in which

there is a factual and existential presupposition. The study provides a description of the analysis of presupposition functions in advertising. The result of his research shows that advertising plays a very important role in the daily life of society. The language used is basically persuasive. As a very important topic in linguistics, especially in pragmatics, the presuppositions are often used in order to increase the effect of persuasion in advertising. There are three emphases in this study of pre-disclosure and advertising information, preappearance psychology and marketing strategies of advertising, as well as psychology and market strategies of the ads.

The reason why presupposition has the power to make the advertising language more concise and more economical is that presumption is one of the pragmatic studies that focuses on shared knowledge. Therefore it can be used in advertisements to save on words. Pre-disclosure information always appears with explicit statement information. Ads that contain assumptions not only pass pre-inaction statements, but also convey one or more information presupposes at the same time, thus enlarging information density and strengthening persuasion power. The enormous competition in terms of attracting customers has led advertisers to creatively deliver advertisements through easy-to-understand language and generate consumer interest.

In line with that, Zare et al (2012: 740) also conduct a research that finds existential and factual presence in newscasts, PressTV in English. There are 305 existential existences and 37 factual presuppositions. Subsequently, there were 219 existential existences and 44 factual presuptions in CNN news broadcasts in America. Transcript analysis shows that the most commonly used triggers of prejudices in both types of oral discourse are existential. This is because existential prejudices have a simple structure consisting of a possessive construction or a definite noun phrase. Existential responses are considered the easiest to make things right. The diversity of these prejudices is triggered by different language structures or variations. It is also triggered by the different attitudes of the writer to certain linguistic constructions. The purpose of using factual and existential presupposition in the news broadcast is to get viewers to believe what the news broadcaster is broadcasting.

Existential presupposition in the interaction among lecturers and students of Indonesian Language Education Department at Universitas Sebelas Maret

Existential presupposition explains an assumption about a thing or place that really exists or actually happens. It can be proved the truth and the existence of a thing or object that the speaker means through a presupposition (Levinson, 1983).Therefore if in a speech there is a matter, thing, personal, or place that can be proven existence, then it can be called the utterance contains existential presupposition.

Data (10)

Lecture SW   :   *Ini sudah bagus, namun sekali lagi penilaian diri tidak usah dilakukan setiap saat. Ini perlu saya sampaikan, jangan sampai nanti di setiap RPP diberi penilaian diri semua, baca* <u>PERMENDIKBUD nomor 50 tahun 2015</u>. *Bulannya Desember (04/L/10 April 2017)* (It has been good. However, once more no need to do self-assessment everytime. I need to make it clear, later do not give self-assessment in every lesson plan, read <u>PERMENDIKBUD no 50 of the year 2015 in Desember.</u>

The context of data (10) above is in the microtecahing lecture that are lectured by the SM lecturer. Some students advanced the practice, then were given comments by students and lecturer. Comments from lecturer were related to self-assessment. Lecturer advised students not to include self-assessment in every lesson plan, because not every lesson plan can be listed self-assessment. It is only for certain subjects. Then the lecturer suggested to the students to see the guidance of designing assessment in PERMENDIKBUD number 50 year 2015 December. Through lecturer's speeches can be classified into existential presupposition, because the existence of PERMENDIKBUD is proven there. Then the existential presumption of the data is that *there is PERMENDIKBUD number 50 year 2015, December about the assessment of learning*.

Data (11)

Lecture SM   : *Oke itulah beberapa hal yang perlu saya tambahkan, jadi selain kesemestaan kita juga menyebutnya pengecualian. Dalam hal-hal bahasa, di bahasa* <u>*Arab*</u> *ada, di bahasa* <u>*Inggris*</u> *ada, bahasa* <u>*Jawa*</u> *juga ada, yang implikasinya tidak sesuai dengan kaidah (05/L/11 April 2017)*(Ok. Those are some points I added, so beside totality we also called exception. In the language field whethet <u>Arabic, English, or Javanese</u>, there is also exception that the implication improper with the basic rule)

Data (11) above has context in the Comparative Nusantara Language Lecture which is managed by SM lecturer. The SM lecturer's informant gave extra emphasis or explanation of matters relating to the language. The lecturer explained that in addition to the universality of phenomena discussed, it can be called also as an exception. Matters relating to the language can be found in countries such as Arabic, English, and Indonesian. Based on the information from the lecturer, it can be classified in existential presupposition, because it is proven the existence of language phenomena in some countries mentioned by lecturers. So the existential presumption of the lecturer's speech is that *there are phenomena of language like universality in Arab countries, Britain and Indonesia*.

Data (12)

Lecture SB   : <u>*Kalian mengatakan, perangkat, rencana, atau program, yang berisi apa saja, untuk mencapai tujuan tertentu dalam bidang pendidikan, nah apa saja, yang pertama di sini adalah tujuan, yang kedua isi atau materi, yang ketiga adalah proses, dan yang keempat adalah evaluasi, jadi seperangkat itu isinya empat ini (06/L/12 April 2017)*</u>
<u>(You told about equipment, plan, or program, what is contain inside? T achieve certain goasl in education, what are its components? First, set the goal, second is content or material, third is process, fourth is evaluation. Thus, the set of equipment should contains these four components.)</u>

Data (12) above has a context in the course of Inclusive Education. Lecturer delivered curriculum-related materials for Children with Special Needs (ABK). The lecturer asked students' perceptions about the curriculum component. Some students

answered with their assumptions. Then the lecturer gave clarification or explanation related to the answers or perception of some students about the component of the curriculum. Through the lecturer's speech can be known existence of existential presupposition because if checked the truth data component of curriculum is proven as told by lecturer. Then the existential presumption of the lecturer's speech is that *there are curriculum components such as objective, content or material, process and evaluation.*

Data (13)

Lecture SB : *Tujuan nasional tertuang dalam UU No 20 tahun 2003 itu, institusional itu yang dicapai setiap lembaga, SD, SMP, SMA (06/L/12 April 2017)* (National goal written in government law no 20 In the year 2003, institutionally should be achieved by each institue whether primary, junior high, or senior high school)

Data (13) has a context in Inclusive Education. The lecturer gave comments to the students who have finished giving their assumptions about the material asked by the lecturer. He highlighted the national educational objectives contained in Law number 20 of 2003. From the lecturer's speech can be known the existence of existential presupposition, because if checked will be known the truth of the solution of the Act number 20 of 2003 does exist. So the presupposition in the above speech is that *there is Law number 20 of 2003 on the purpose of national education*.

Data (14)

Lecture SB : *Di Fakultas sastra UI, malah ada prodi bahasa isyarat, sekarang sedang dikulihakan di Australia Lecture-Lecturenya, nah ada prodi bahasa isyarat, bagian dari bahasa Indonesia (06/L/12 April 2017)* (In Literature Faculty of University of Indonesia, there is sign language program study, the lecturers is sent to study in Australia. Thus, there is sign language program study as a part of Bahasa)

Data (14) above has a context in the Inclusive Education course. The lecturer explained the curriculum modification for the Children with Special Needs (ABK). Moreover connected also to the ability of sign language. Lecturer explained that in the faculty of literature Universitas Indonesia (UI) there is a Sign Language Studies Program. Lecturers who teach also sent to study abroad that is in Australia. Through the lecturer's lecture can be known existence of existential awareness *that there is sign language study program at Faculty of Literature Universitas Indonesia.*

Data (15)

Lecture SB : *Di negara-negar maju itu, sudah tidak ada evaluasi. Di Finlandia itu ketika guru-guru mengajar itu, murid tidak pernah dievaluasi, tidak pernah ada penilaian UTS, UAS, UN itu tidak ada (06/L/12 April 2017)* (In the developed nations there is no evaluation. In Finlandia, when the teacher teach, they never assess the students, there is no mid-term test, final test or national test.)

Data (15) have context in lecture of Inclusive Education. Lecturer provided material explanation of the teaching system in developed countries that have no

evaluation or exam activities. The lecturer's speech can be categorized into existential presuppositions, as they can be proved by the existence of the developed countries. Therefore the existential prejudice of the lecture's speech is that *there is no evalution activity in developed countries like Finland.*

Data (16)

Lecture SB   :   *Kata orang di* <u>Pulau Papua</u> *itu kualitas pendidikannya rendah, seperti* <u>di NTT</u> *atau* <u>Irian</u>*, itu bukan karena sumber dayanya yang rendah, bukan. Manusia itu dilahirkan di dunia, dari sabang sampai merauke, dari seluruh dunia itu kapasitasnya sama*<u>. Orang Indonesia dengan orang Afrika, orang Cina itu sama, Orang Irian dengan orang Aceh</u>*, orang manapun potensinya sama, yang membedakan adalah lingkungan (06/L/12 April 2017)* (People say that <u>Papua island</u> has low education, like <u>NTT</u> or Irian, it is not caused by the people, exactly not. Human being are born, from Sabang to Merauke in the whole world with same capacities. <u>Indonesian, African, Chinese, Irian, Aceh</u>, or the other races have same potencies, what differentiate is the surrounding.)

Data (16) above has a context in the course of Inclusive Education. Lecturer provided materials about the competence of students or learners. Lecturer argued that every human being from Indonesia and even from abroad have the same competence, which distinguishes only the environment where they live. From the lecturer's explanation it is known that there exist existential prejudices, that is, it is known that there are lecturers such as Indonesia, Africa, and China. So the presumption in the data is *the presence of people from countries like Indonesia, Africa, and China who have the same competence.*

Data (17)

Lecture SW   :   *Untuk kualitatif data analisis, itu pakai* <u>bukunya Miles dan Huberman</u>*, jadi yang kemarin kita bahas itu ya (07/L/12 April 2017)* (For qualitative data analysis use <u>Miles and Huberman's book</u>, what we disscussed yesterday.)

The data context (17) above is in the lecture of Qualitative Research Methods. Lecturer opened the lecture and give emphasis on the book that became a source of learning. The author of the book is Miles and Huberman titled *Qualitative Data Anlysis a Methods Sourcebook*. Through the lecturer's speech it is known that can exist existential prejudices that there is a *book related research from Miles and Huberman titled Qualitative Data Anlysis a Methods Sourcebook.*

The existential prejudices contained in a speech are also ways to influence or persuade. Such as research conducted by Bonyadi and Samuel (2011: 11) who found 28 existential presuppositions in the American New York Times (NYT) newspaper editorial, and 43 existential presuppositions in the newspaper editorial in Persian Tehran Times. This study aims to identify the linguistic structure used in newspaper editorials to trigger readers' presupposition. It is presented in two languages namely English and Persian. The results or research findings show that through analysis of editorial content in American newspapers The New York Times (NYT), and the Persian Times newspaper (TT), reveals some features of the media-specific genre. The results also show that non-factive verbs, nominalizations, and existential presuppositions are the most commonly

used presuppositions for triggers of editorial readers. These results show how editorial authors use prejudice to build a favorable or unfavorable bias in the editorial.

The existence of existential prejudices is most dominant and serves to persuade or influence newspaper editorial readers. In addition to the above research, factual and existential presuppositions were also found by Cui and Zhao (2014: 40) in his study. The results outline the idea of factual and existential presupposition from a contextual perspective in translation studies. Presuppositions play an important role for translators to understand translations or the process of translating, working out the implications of the translated texts, and explaining the various translation problems. Context can be regarded as a source for prejudice. Translators usually work in accordance with the pre-owned self-assumption regarding the target audience and context. Translators can make translations through factual and existential presuppositions to produce more effective translations that are in line with readers' needs, values, and interests.

Khaleel (2010) also concludes in his research that existential presuppositions are the most dominant presuppositions of the analysis of six texts of journalists in the UK both nationally and regionally. After analyzing six texts of randomly selected British journalists from national and regional English newspapers, it has been shown that journalism or journalists in the UK depend heavily on existential assumptions of 57.7% of the samples studied. The existence of this existential prejudice is to increase readers' interest and a sense of confidence in the news of journalists in the UK.

Factual and existential presupposition context in the interaction between lecturers and students of Indonesian Language Education Department of Universitas Sebelas Maret

Based on data anlyzed, it is known that factual and existential presupposition context in the interaction between lecturers and students of Indonesian Language Education Department at Universitas Sebelas Maret can be found in several contexts as follows.

Tabel 1
Factual and existential presupposition context in the interaction among lecturers and students of Indonesian Language Education Department of Universitas Sebelas Maret

Types of Presupposition	Contexts
Factual Presupposition	*lecturer apologizes for coming late, gives mark for students' answers, answers students' questions, explains material, students' answers the questions from lecturer, apologizes for mistyping the time allocation, explaining material in microteaching*
Existential Presupposition	*Lecturer gives comments for students' performances in microteaching practice, explains material to the students, gives suggestion about the using learning referencesto the students, and gives examples of the lectured materials.*

From the table above, the context of factual and existential presupposition in the interaction between lecturers and students is when the lecturer explains the material, answers questions from students and others. This factual presupposition is

important because a lecturer is required to transfer knowledge through a factual speech.

The distinction of factual and existential persupposition function in the interaction among lecturers and students of Indonesian Language Education Department of Universitas Sebelas Maret Compare with other studies

The defining of factual and existential persupposition function differentiation in the interaction among lecturers and students of Indonesian Language Education Department of Universitas Sebelas Maret compare with other studies can be found as written in the table below.

Table 2
Factual and existential persuppositions function differentiation in the interaction among lecturers and students of Indonesian Language Education Department of Universitas Sebelas Maret compare with other studies

Types of Presupposition	Aspects	Functions
Factual and Existential Presuppositions	Classroom interaction among lecturers and students of PBI UNS	Deliver factual and existential material, make an interaction among lecturers and students become more communicative by the presence of similar factual and existential presuppositions.
	Advertisement	Save words, enlarge information compactness
	News broadcast	Makes viewers believe in news anchor's speech.
	News letter editorial	Persuade or influence the readers in order to have similar presumption with the news published by the news editorial.
	Translation studies	Understand the translation or translate process, work out of the text implications translated, and explain various kinds of translation issues. Translator can be translate based on factual and existential presumption to make a more effective translation result which is in line with the readers' need.
	Journalist text	Increase redears' interest and reders' trustworthy toward news published by the journalists.

From the table above, it can be concluded that the apparent differences in presupposition function of each research object. The presupposition function has a positive impact on the goals of each case in the study.

Conclusion

Factual presuppositions in the interaction among lecturers and students of Indonesian Language Education program of Universitas Sebelas Maret can be in the form of several contexts, in examples lecturers apologize for coming late, providing

mark for students' answers, answering students' questions, explaining lecture's materials, while from students it can be answering questions from lecturer, apologized for mistyped the time allocation during microteaching practice, explaining the material during microteaching practice. Existential presuppositions can be manifest in several contexts. Some of these contexts are when lecturers comment on students' appearances when microteaching practices, explain materials to students, suggest the use of student learning references, and provide examples of the material taught.

The function of the factual and existential presuppositions in the interaction among lecturers and students of the Indonesian Language Education Program of Sebelas Maret University is to convey material that is factual and existential, making communication more effective, and equating material-related, factual and existential presuppositions.

The existence of factual and existential presuppositions in some contexts make the interaction among the lecturers and students easy to understand, and the achievement of learning objectives.

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Appendix

Tabel 3
Factual Presupposition Data in Lecturers – Students Speech

No	Speaker	Speech
1	Lecture SM	_Maaf saudara-saudara, saya datang terlambat (01/L/4 April 2017)_ (I am sorry ladies and gentlemen for coming late)
2	Lecture SB	_Kalau di mata saya, tidak ada yang salah, semuanya betul, nilainya seratus, pokoknya lebih murah (02/L/4 April 2017)_ (In my opinion, there is no mistake, everything is correct, worth a 100, just cheaper.)
3	Student TM	_Anak autis itu, anak yang mengalami perkembangan mental dan pemikiran lebih lambat daripada anak-anak normal lainnya(02/S/4 April 2017)_ (Autistic kid is a kid which has mental and cognitive growth slower than other normal kids)
4	Student SB	_Yang pertama ini, kalau dia sampai bisa baca dengan lancar, tapi hampir tertinggal di beberapa mata pelajaran, disebut lamban belajar, tetapi yang kedua kalau anaknya mempunyai ciri khas tersendiri kemungkinan tuna grahita sedang, kalau yang wajahnya seperti orang Cina, kemudian rambutnya njegrak (naik) matanya sipit, bibirnya tebal, lidahnya pendek, jari tangan pendek-pendek dan kasar, nah namanya downsyndrom, anak manapun sama, wajahnya sama, wajah universal, mongoloid, jadi bedanya 40 %, kalau dia umur 10 tahun kemampuan maksimalnya umur 4 tahun, nah gitu mas (02/L/5 April 2017)_ (For the first, if he able to speak fluently, but left behind in almost all subjects, it called slow learning, but when the kid has specific character it could be he has medium autism. For a kid who has a face similarly to Chinese,stiff hair, bold lips, short tongue, short and coarse fingers, it called downsyndrome. Every kid is same, has similar face, mongoloid, the differences is 40%, when he 10 years old, he has maximum skill of 4 years old kid, that's it sir.)
5	_Student IP_	_Saya mau menjawab trianggulasi, yang merupakan suatu proses dimana dalam mengumpulkan data kita bisa menggunakan beberapa metode (03/S/5April 2017)_ (I want to answer about triangulation, which is a process when collecting the data, we could use some method.)
6	Lecture SW	_Sumber data itu guru, siswa, kepala sekolah, orangtua, ya jadi data itu, data yang sama dicek kebenarannya pada informan 1, informan 2, informan 3 (03/L/5 April 2017)_ (Data source could be teacher, student, headmaster, students' parents. So the data itself is the same data which is crosschecked from 1st informant, 2nd informant, or 3rd informant)
7	Student TE	_Susunan atau konstruksi, nah di dalam teks cerita inspiratif ada 3 hal penting dalam susunan, yang pertama yaitu pendahuluan, yaitu pengantar ceritanya, misalnya tadi ceritanya Thomas Alfa Edison, nah di sana kalian akan menemukan pengantar o, Thomas Alfa Edison itu siapa to, masa kecilnya bagaimana to, nah kalau pengantarnya cukup jelas, setelah itu kalian akan masuk dalam tahap isi. Di isi inilah nanti kisah inspiratif akan kalian dapatkan, kemudian yang terakhir masuk dalam bagian penutup atau konklusi dari keseluruhan cerita tersebut. (08/S/17 April 2017)_ (Organization or construction, in an inspiring story there are three importantant parts, they are introduction, it is a story bearer, for example,

		the story about Thomas Alfa Edison, so in this part the writer will tell who is he, how was his childhood, if there is clear introduction the reader will come to main content part. You will get the inspiring story in this part. The last is conclusion part which will conclude the whole story.)
8	Student WP	*Iya itu lupa. Itu belum diubah, saya minta maaf. (08/S/17 April 2017)* (Yeah, it is forgotten. It is not revised yet, I am sorry)
9	Lecture SW	*Ya jadi biasanya peer debrefing ini tidak hanya peneliti, misalnya sastrawan, ahli bahasa bisa, kan dia tidak selalu peneliti to mas, kalau peneliti itu memang orang yang pernah melakukan penelitian (03/S 5 April 2017)* (Peer-debriefing usually not only for the researcher, for example a scholar, linguist, they are not always a researcher. Researcher is a person who do or have done a research.)

Table 4
Existential Presupposition Data in Lecturers – Students Speech

No	Speaker	Speech
10	Lecture SM	*Ini sudah bagus, namun sekali lagi penilaian diri tidak usah dilakukan setiap saat. Ini perlu saya sampaikan, jangan sampai nanti di setiap RPP diberi penilaian diri semua, baca PERMENDIKBUD nomor 50 tahun 2015. Bulannya Desember (04/L/10 April 2017)* (It has been good. However, once more no need to do self-assessment everytime. I need to make it clear, later do not give self-assessment in every lesson plan, read PERMENDIKBUD no 50 of the year 2015 in Desember.)
11	Lecture SM	*Oke itulah beberapa hal yang perlu saya tambahkan, jadi selain kesemestaan kita juga menyebutnya pengecualian. Dalam hal-hal bahasa, di bahasa Arab ada, di bahasa Inggris ada, bahasa Jawa juga ada, yang implikasinya tidak sesuai dengan kaidah (05/L/11 April 2017)* (Ok. Those are some points I added, so beside totality we also called exception. In the language field whethet Arabic, English, or Javanese, there is also exception that the implication improperwith the basic rule)
12	Lecture SB	*Kalian mengatakan, perangkat, rencana, atau program, yang berisi apa saja, untuk mencapai tujuan tertentu dalam bidang pendidikan, nah apa saja, yang pertama di sini adalah tujuan, yang kedua isi atau materi, yang ketiga adalah proses, dan yang keempat adalah evaluasi, jadi seperangkat itu isinya empat ini (06/L/12 April 2017)* (You told about equipment, plan, or program, what is contain inside? T achieve certain goasl in education, what are its components? First, set the goal, second is content or material, third is process, fourth is evaluation. Thus, the set of equipment should contains these four components.)
13	Lecture SB	*Tujuan nasional tertuang dalam UU No 20 tahun 2003 itu, institusional itu yang dicapai setiap lembaga, SD, SMP, SMA (06/L/12 April 2017)* (National goal written in government law no 20 In the year 2003, institutionally should be achieved by each institue whether primary, junior high, or senior high school.)
14	Lecture SB	*Di Fakultas sastra UI, malah ada prodi bahasa isyarat, sekarang sedang dikulihakan di Australia Lecture-Lecturenya, nah ada prodi bahasa isyarat, bagian dari bahasa Indonesia (06/L/12 April 2017)* (In Literature Faculty of University of Indonesia, there is sign language program study, the lecturers is sent to study in Australia. Thus, there is sign language program study as a part of Bahasa.)

15	Lecture SB	*Di negara-negar maju itu, sudah tidak ada evaluasi. <u>Di Finlandia</u> itu ketika guru-guru mengajar itu, murid tidak pernah dievaluasi, tidak pernah ada penilaian UTS, UAS, UN itu tidak ada (06/L/12 April 2017)* (In the developed nations there is no evaluation. <u>In Finlandia</u>, when the teacher teach, they never assess the students, there is no mid-term test, final test or national test.)
16	Lecture SB	*Kata orang di <u>Pulau Papua</u> itu kualitas pendidikannya rendah, seperti <u>di NTT</u> atau <u>Irian</u>, itu bukan karena sumber dayanya yang rendah, bukan. Manusia itu dilahirkan di dunia, dari sabang sampai merauke, dari seluruh dunia itu kapasitasnya sama<u>. Orang Indonesia dengan orang Afrika, orang Cina itu sama, Orang Irian dengan orang Aceh</u>, orang manapun potensinya sama, yang membedakan adalah lingkungan (06/L/12 April 2017)* (People say that <u>Papua island</u> has low education, like <u>NTT</u> or Irian, it is not caused by the people, exactly not. Human being are born, from Sabang to Merauke in the whole world with same capacities. <u>Indonesian, African, Chinese, Irian, Aceh</u>, or the other races have same potencies, what differentiate is the surrounding.)
17	Lecture SW	*Untuk kualitatif data analisis, itu pakai <u>bukunya Miles dan Huberman</u>, jadi yang kemarin kita bahas itu ya (07/L/12 April 2017)* (For qualitative data analysis use <u>Miles and Huberman's book</u>, what we disscussed yesterday.)