



Pragmatic Based Learning of Indonesian Speaking Skills at Muslim Santitham Foundation School Thailand

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Abstract: This article aims to examine the preconceptions in the dialogue of learning pragmatic-based Indonesian speaking skills at Muslim Santitham Foundation School Thailand. Data were obtained from pragmatic-based Indonesian learning activities at Muslim Santitham Foundation School Thailand. Data was collected by observation and documentation techniques. Observation was used to determine the strategies and learning models of Indonesian speaking skills in pragmatic-based dialogue. Documentation is used to obtain data from pragmatic-based learning. This research is a qualitative research with a pragmatic approach, namely the study of language used in real interactions that cannot be separated from the context. The data was analyzed with an interactive model adapted from Miles and Huberman, namely data collection, data reduction, data presentation, verification, and final conclusion. The results of the data analysis found that there were six types of preconceptions in the dialogue of learning Indonesian speaking skills. The data consisted of existential presumption, factual presumption, lexical presumption, structural presumption, nonfactual presumption, and counterfactual presumption.

Keywords: learning, speaking skills, pragmatics, preconceptions.

▪ INTRODUCTION

Indonesian is one of the languages used by students to hone their speaking skills. Many activities are carried out related to language as a medium or means. Language is the main tool for communicating in human life, both individually and socially. The function of language is as a means of communication. Language also serves to reflect what is thought. A person's ability to express and reflect on their thoughts can be done by speaking.

Language is a communication tool that functions to understand knowledge and information about the culture, history, customs, and natural conditions of a nation. Through language, you can exchange ideas with others, you can convey ideas to others. Language is also a tool to increase one's insight. Communicating with others through language is easier by speaking *berbicara* (Hang, 2018). According to Kartomiharjo (1998:1) that there is communication through language. The ability to communicate is to master a language. With language, one of the language skills that really need to be mastered is the ability to speak or speak skills. Tarigan (2007:16) states that speaking can be interpreted as the ability to pronounce articulation sounds or express ideas (Tarigan, 2007). The importance of learning speaking skills must be possessed by students. The learning process is the most important thing to practice speaking skills.

Kingsley stated in Djamarah: 1999, that learning is a process when a behavior can be changed through practice or practice. A learning is interpreted as a design to be able to improve learning outcomes for students (Dananjaya, 2013). In the learning process, the right design is needed to carry out a good learning process. The design consists of several components that must complement each other as needed. The learning components are,

learning objectives, strategies, methods, materials, media, learning evaluation, the role of teachers and students, and the implementation of the learning. The importance of learning speaking skills, a student needs practice to hone these skills. Swain mentioned that students should have opportunities in communicative interaction when speaking in class. This interaction will indirectly train students' speaking skills, so that students can actively present their ideas (Nunan, 1991). Speaking skills are not acquired for granted, most of them require practice or speaking experience. Speaking is something distinctive, because speaking is a communication system.

In learning Indonesian speaking skills, you can use pragmatic-based. Pragmatics is a study that is able to accommodate several aspects outside of language that can provide meaning in a speech. Pragmatics are aspects of the use of language or non-language contexts that contribute to the meaning of speech. That is that pragmatics is the study of the relationship between language and context as the basis for consideration to understand language. One of the pragmatic studies that is quite interesting to research is presuppositions. Preconception is something that can be assumed by the speaker before producing a speech (Purwaningrum, 2019). Preassumption is what the speaker uses as a common basis for the speaking participants. Rahardi (2005) stated that a speech can be said to presuppose another speech if the untruthfulness of the speech results in untruth or truth. Presupposition is a speech that contains the meaning of truth or untruth according to its words (Rahardi, 2005).

Presuppositions are studied to find out the meaning contained in a discourse or speech whose meaning cannot be explained by semantic theory with the support of context and context. Speech in sentences that are outwardly unrelated, but for those who understand the use of language or the message conveyed, it can be understood because they have the same knowledge between the speaker and the speaker (Baisu, 2015).

Research on learning pragmatic-based Indonesian speaking skills was also carried out with the title "Preassumptions on Dialogue Regarding Honesty: A Pragmatic Study in the Novel Asal Kau Bahagia by Bernard Batubara". This study aims to examine preconceptions in the dialogue about honesty through pragmatic studies. The results of this study found that there were 26 pre-assumption data (Purwaningrum, 2019). A similar research is also titled "Learning Indonesian Speaking Skills (Ethnographic Research at SMA Muhammadiyah 12 East Jakarta)". This study aims to find out how to learn to speak Indonesian in Muhammadiyah 12 East Jakarta Senior High School. This research covers strategies and methods of learning Indonesian speaking skills, learning materials on speaking skills, media used, implementation, learning evaluation, and the role of teachers and students in learning speaking skills (Pratiwi, 2018). Similar research is also titled "Analysis of Preconceptions on Conversations on "Sketch" Broadcasts on Trans TV". This study aims to describe speech acts that contain preconceptions and implications in sketch conversations on Trans TV. The results of this study are representative, directive, expressive, commissive, declaration, conventional and non-conventional implications (Andryanto, 2014). Some of the results of the above research include pragmatic-based Indonesian learning. In this study, Indonesian material is used pragmatic presuppositions in the form of dialogues. This is a model for learning Indonesian speaking skills.

▪ **METHOD**

Participants

This study centered on individuals engaged in learning the Indonesian language, with an emphasis on honing speaking skills within pragmatic contexts. Participants were

purposefully selected to ensure a diverse pool of learners actively engaged in pragmatic-based speaking exercises. The intent was to gather rich insights into their strategies, models, and overall performance in applying pragmatic principles during real-life communication. To reflect authentic language use, the sample encompassed students from various educational levels and institutions. This purposive sampling strategy aligns with prior research advocating for contextual richness in qualitative studies (Palinkas et al., 2015; Creswell & Poth, 2018).

Research Design and Procedures

The research employed a qualitative design grounded in a pragmatic framework, emphasizing the intricate link between language use and its real-world context. Pragmatic studies, as highlighted by Leech (2016) and Thomas (1995), delve into how meaning is constructed and interpreted through context-dependent interactions. This study aimed to explore strategies and models for learning Indonesian speaking skills via dialogues rooted in pragmatic principles. Observations took place in classroom settings to document natural interactions during speaking exercises, ensuring ecological validity. Such a design aligns with Yin's (2014) emphasis on contextual depth and real-world applicability in qualitative research.

The research process began with preliminary observations to pinpoint common teaching strategies and learning models used to foster pragmatic speaking skills. These initial observations informed subsequent documentation, which involved collecting transcripts of dialogues and related instructional materials. Ethical approval was obtained from the relevant educational institutions, and informed consent was secured from all participants, adhering to the ethical guidelines established by the American Educational Research Association (AERA, 2011).

Instruments

The primary tools for data collection consisted of observation sheets and documentation methods. Observation sheets were structured to capture detailed aspects of teaching strategies, instructional interactions, and student engagement during pragmatic-based speaking exercises. The observational framework drew on the protocol outlined by Merriam and Tisdell (2015), ensuring systematic and thorough data collection.

In addition, documentation tools included audio recordings of classroom interactions and the collection of instructional materials such as lesson plans and teaching aids that incorporated pragmatic-based activities. These instruments were complemented by researcher field notes, which provided additional context and detail about the learning environment. Reliability and validity were established through pilot testing in a similar setting, following best practices outlined by Cohen et al. (2018).

Data Analysis

Data analysis was conducted using an interactive model adapted from Miles, Huberman, and Saldaña (2014), consisting of four iterative stages: data collection, data reduction, data display, and conclusion drawing/verification. Initially, data were gathered through observations and documentation, focusing on recurring themes and patterns in pragmatic-based learning interactions.

During the data reduction phase, raw data were systematically coded using a thematic framework to identify key constructs such as teaching strategies, learner

engagement, and contextual influences on language use. NVivo software facilitated efficient coding and organization of qualitative data. The next stage, data display, involved creating visual representations such as matrices and charts to summarize findings and highlight relationships between themes. These visual tools were instrumental in simplifying the interpretation of complex data, consistent with recommendations by Miles et al. (2014).

In the final stage, conclusions were drawn and verified through triangulation across multiple data sources, ensuring the credibility and trustworthiness of the findings. Member checking was conducted by sharing preliminary results with participants to validate interpretations, in line with qualitative research best practices (Lincoln & Guba, 1985). Additionally, peer debriefing sessions helped refine the analysis, further enhancing the study's rigor.

This structured, iterative approach yielded nuanced insights into how pragmatic-based strategies and models influence the acquisition of Indonesian speaking skills. These findings contribute meaningfully to the growing body of literature on pragmatic language learning and underscore the importance of context in language education

▪ **RESULT AND DISCUSSION**

Speaking is the ability to pronounce articulated sounds or words to express, express and convey thoughts, ideas, and feelings. It can also be said that speaking is a system of signs that can be heard by expressing the purpose of ideas or ideas that are combined. Talking is also a form of human behavior that utilizes physical, psychological, neurological, semant, and linguistic factors (Tarigan, 1986). One of the language skills that a person really needs to master is the ability to speak. The ability to speak can study and ensure what he conveys that can be properly accepted by his listeners. Therefore, communication can be according to the desired goals (Pramono, 2013).

Speaking learning is one way to train and familiarize students with speaking skills. There are several speaking activities that can occur in the classroom, including: 1) exchanging questions, 2) giving instructions or commands to students, 3) connecting words and actions, 4) preparing ideas and speaking with communicative expressions, and 5) answering questions based on students' experiences inside or outside the classroom. There are several factors that need to be considered when speaking, namely language proficiency, linguistic factors, and non-linguistic factors (Arief, 2003).

Humans in communicating with interlocutors, indirectly have used pragmatic science as its application in communication. According to Djajasudarma (2012:83), pragmatics can be studied from various aspects, including the study of language in communication, especially the use of language (the relationship between language elements and context and situations). Based on this, a human being in conveying his ideas and feelings uses language that is conveyed by speaking (Puspamyati, 2015). According to Purwo, pragmatics is an analysis of the meaning of speech through a context. Through pragmatics, the reader not only knows the explicit meaning but also the implied meaning of the speech which is closely related to the context at the time the speech is spoken. Wijana stated that the communication process will involve a conversation between the speaker and the speaker in conveying information or speech events through a context. Thus, context becomes the most important thing when someone will understand a speech (Purwaningrum, 2019).

Wijana and Rohmadi (2009:4) stated that pragmatics is a branch of linguistics that studies the structure of language externally, namely how the linguistic unit is used in

communication. Pragmatics can also be interpreted as a science that examines the meaning behind the meaning of speech. Pragmatic science is known as the term context which is a means of explaining an intention. The means include two types, the first is the part of expression that can support the clarity of the intention and the second is in the form of expression that can support the clarity of the intention (Andryanto, 2014).

The branch of pragmatic science has several branches in it, namely speech acts, implications, politeness, and preconceptions. In learning Indonesian speaking skills, use pre-assumed pragmatics. Preconception is what the speaker uses as a common basis for conversation participants. Presuppositions are something that contains the meaning of truth or untruth according to what is said (Yule, 1996). States that a speech can be said to presuppose another speech, if the untruthfulness of the prepositioned speech results in the truth or the untruth of the prepositioned speech cannot be said (Rahardi, 2005). P resupposition is something that the speaker assumes as a case before making a speech. A presupposition arises in a conversation whose presence can be indirectly understood by the speaker. However, sometimes preconceptions can give the impression of small talk in a communication. So, what is conveyed by the speaker seems convoluted (Yule, 2006). Presuppositions are initial assumptions that are implicitly possessed by a linguistic expression as a form of the listener's initial response in dealing with linguistic expressions. The speaker has had an initial conclusion before making a speech that what will be conveyed is also understood by the speaking partner.

When a speaker and a speaking partner engage in a conversational interaction, they not only share information with each other, but also assumptions and expectations appear in it as an interpretation of the speech they produce. Richard states that conversation is not just an exchange of information in face-to-face interaction. However, they enter into the process of the conversation, assumptions and expectations about the conversation, how the conversation develops, and the type of contribution they are expected to make (Jumadi, 2010:49).

In this study, several presuppositions were found in the dialogue of learning Indonesian speaking skills based on pragmatic preassumptions. In analyzing the preconceptions contained in the Indonesian dialogue. The author uses the opinion of Junadi (2010) based on type, presuppositions are divided into 6, namely, existential (Existative), factual (Factive), lexical (Lexical), structural (Structural), non-factual (Non-factual), counter-factual.

Existensial

This presupposition indicates the ownership of something, the existence of something or the existence of a statement in speech. Existential presuppositions can be interpreted as presumptions that indicate the existence or existence or identity of the refren expressed in definitive words. Existential presuppositions are not only assumed to exist in possessive constructs, but more generally exist in certain noun phrases (Yule, 2006). The following is a snippet of a pre-assumed dialogue in learning pragmatic-based Indonesian speaking skills at Muslim Santitham Foundation School Thailand:

Dialogue II

Alia : "Good morning, sir. My name is Alia."

Asyah : "Good morning. "

Alia : "Did you attend an event in Jakarta?"

Asyah : "Yes. Who are you going with?. "

Alia : "With you can?"
Asyah : "Yes, you just go with me. I drive my own car."
Alia : "Okay. I'm leaving with you and I'll come to your house early."
Asyah : "Go ahead."
Alia : "Thank you."

Dialogue III

Mother : "I'm sorry, I want to ask, where is the lemon?"
Seller : "Oh, there, ma'am. Let me deliver! This is the lemon. How many kilos do you want?"
Mother : "I want 2 kg. Because I already have 2 kg at home too, ma'am."
Seller : "Is there more, ma'am?"
Mother : "Yes, for a while. It's the apples, pears and the wine. Please weigh in."

Dialogue IV

Kiki : "Yes, that's right. In your country, how many seasons are there, Vel?"
Marvel : "In my country there are 4 seasons, Ki"
Kiki : "What season do you like the most?"
Marvel : "I like spring the most, because at that time, the flowers and trees are in spring and it's so beautiful."
Kiki : "What's your least favorite season?"
Marvel : "I don't like it the least, because the temperature can reach minus degrees, and it's very cold."
Kiki : "Oh I see."

Dialogue VI

Buyer : "I want the horn banana Mrs. 6 combs. So how much?"
Seller : "Six combs for Rp120,000.00."
Buyer : "If I have a lot of money, I want to buy everything, ma'am. But I only have this much money, so it's only Rp100,000.00, ma'am?."
Seller : "Not yet, son. These bananas are large and taste sweet. Mom gave me Rp110,000.00."
Buyer : "Okay then ma'am. I took six banana combs of horns as well. How much is the total, ma'am?"
Seller : "Ten fine-kneaded banana combs Rp130,000.00 plus six horn banana combs Rp110,000.00. The total is IDR 240,000.00."

Dialogue VIII

Radha : "Sya...."
Tasya : "What's wrong?"
Radha : "I'm afraid that one day you'll get bored with me and won't want to be friends with me anymore."
Tasya : "How can you have such thoughts?"
Radha : "I know you have a lot of friends and are liked by many people."
Tasya : "Why do you think of them?"
Radha : "I can't stop thinking, out of so many people, you even want to be friends with me like this."

Tasya : "Already, don't think about anything strange, the important thing is that now I'm friends with you."

Dialogue IX

Dian : "Laugh don't laugh loudly, that's Mrs. Teacher coming".

Fira : "It's okay, Mrs. Teacher is still on her way to class."

Dian : "What if we are punished?"

Fira : "Yes, do it, be punished, why are you afraid."

Dian : "I don't want to be punished, you're the only one who is punished, you're the one who laughs out loud."

Fira : "Hahahahaha."

Based on the data above, it shows that there is a form of existential presupposition of ownership. The dialogue excerpt tells about the ownership contained in the dialogue (II, III, IV, VI). The form of existential preconception in dialogue (VIII) states a fact in the speech. Meanwhile, dialogue (IX) is a form of existential presuppositions of existence. This indicates that there is an existential presumption of existence

Factive

This type of presupposition arises from the information that is to be conveyed stated in the form of facts that are believed to be true. Factual presumptions are presumptions where the information that is assumed follows verbs and can be considered as a reality. Information that is prepositioned after a verb can be considered as fact and described as a factual presupposition. In terms of factual presupposition, the use of certain expressions is considered to presuppose the truth of the information stated afterwards (Yule, 2006). The following is a snippet of a pre-assumed dialogue in learning pragmatic-based Indonesian speaking skills at Muslim Santitham Foundation School Thailand:

Dialogue I

Siti : "Good morning! My name is Siti Rahmi, you can call me Siti. I was in the second grade of high school. Whose name is you?"

Yuni : "Good morning! I'm Yunita, you can call me Yuni. I am in third grade. Nice to meet you."

Siti : "Where is your house? If I live on Jalan Pemuda."

Yuni : "My house is on Jalan Jakarta."

Siti : "Nice to get to know you. Later, I'll go to my house."

Yuni : "I'm also happy to meet you. Yes, at any time I will play at your house."

Dialogue IV

Marvel : "Kiki, it's been raining heavily these past few days."

Kiki : "Yes, Marvel, now in Indonesia rainy season."

Marvel : "Does it rain every day if it's in season rain?"

Kiki : "Yes, it can be like that."

Marvel : "Why do you like the rainy season?"

Kiki : "Because the air has become cool. If You, do you like the rainy season, Vel?"

Marvel : "I like it too. However, the streets became muddy and slippery so it is difficult to go outside the house."

Dialogue V

- Citra : "How's your vacation, Aldi?"
Aldi : "It's fun! I went to Bali with my family."
Citra : "What are you doing there?"
Aldi : "There, I saw the Kecak Dance performance. Very good. What about you, Citra?"
Citra : "My vacation is also fun. I went to Taman Mini Indonesia Indah."
Aldi : "What do you see?"
Citra : "I saw Indonesian cultural objects. These objects are in the platforms of every province in Indonesia."
Aldi : "Wow, you're recreation while studying, yes."
Citra : "Yes, that's right, Aldi."

Dialogue VI

- Buyer : "Excuse me, ma'am. What bananas do you sell?"
Seller : "Mother sells many types of bananas. There are Ambon bananas, uli bananas, and horn bananas. What bananas do you want to buy?"
Buyer : "If it's better to make boiled bananas, fried bananas, or banana cakes, what bananas are better?"
Seller : "Better kneaded bananas or horn bananas."
Buyer : "Oh so, ma'am. If the bananas are kneaded, how much does one comb cost?"
Seller : "The price is Rp15,000.00."
Buyer : "Can it be less, ma'am?"
Seller : "How much do you want to buy?"
Buyer : "I want to buy ten combs, ma'am."
Seller: "Yes, the price of ten combs is Rp135,000.00."
Buyer : "Is it okay to just Rp130,000.00, ma'am?"
Seller : "Okay, okay. What else do you want to buy?"
Buyer : "I want the horn banana Mrs. 6 combs. So how much?"
Seller : "Six combs for Rp120,000.00."
Buyer : "If I have a lot of money, I want to buy everything, ma'am. But I only have this much money, so it's only Rp100,000.00, ma'am?"
Seller : "Not yet, son. These bananas are large and taste sweet. Mom gave me Rp110,000.00."
Buyer : "Okay then ma'am. I took six banana combs of horns as well. How much is the total, ma'am?"
Seller : "Ten fine-kneaded banana combs Rp130,000.00 plus six horn banana combs Rp110,000.00. The total is Rp240,000.00."
Buyer : "This is the money, ma'am. Thank you."
Seller : "Thank you too, Sir."

Dialogue VII

- Putri : "Hi, Rian. What are you doing?"
Rian : "Hi Putri. I was reading Bobo magazine. This is very interesting news."
Putri : "Oh? What is it about?"
Rian : "About the International Physics Olympiad in 2014."
Putri : "Where is the event held?"

- Rian : "The 2014 Physics Olympiad was held in Kazakhstan. You know, the winner is from Indonesia, you know!"
- Putri : "Wow! What's his name?"
- Rian : "Her name is Josephine Moniqa."
- Putri : "That's great."
- Rian : "Yes, in addition to the gold medal won by Moniqa, Indonesia also got a bronze medal. The bronze medal was won by Drestanto from Jakarta and Dyo from Central Java."
- Putri : "Hearing the news, I became enthusiastic about learning."
- Rian : "Yes, of course. We must be enthusiastic about learning so that our future is bright and can make the nation proud."

Based on this data, it is a form of factual presumption. It is narrated in dialogues (I, IV, V, VI, and VII) that tell about the real facts. From the data shows a fact or reality in the dialogue

Lexical

In general, in lexical presuppositions, the use of one form with its conventionally affirmed meaning is interpreted by the preposition that another (unaffirmed) meaning is understood. Forms with conventionally stated meanings are interpreted with the presumption that another meaning is understood. The speech in this pre-presumption is stated implicitly, so that the pre-presumption is obtained after the speech. In terms of lexical presuppositions, the use of certain expressions by speakers is considered to presuppose other (unstated) concepts (Yule, 2006). The following is a snippet of a pre-assumed dialogue in learning pragmatic-based Indonesian speaking skills at Muslim Santitham Foundation School Thailand:

Dialogue X

- Juhri : "Sir, here you can fix the engine, right?"
- Rizal : "Yes, just bring it here."
- Juhri : "This is the engine."
- Rizal : "Oh, your TV is broken. If you want it to be good, just replace it with a pedicab kela."
- Juhri : "It's also difficult, sir, if it's like this, where will I watch TV later?"
- Rizal : "Just in your jidat. This is a car repair shop that even brought a broken TV."

The data shows a form of lexical presuppositions that the initial statement implies. Lexical presuppositions are found after speech. So, the dialogue shows that Juhri does not understand Rizal's speech, if Rizal's workshop is a motorcycle repair shop, not for TV service

Structural

Structural assumptions in it are certain sentence structures that have been analyzed conventionally and regularly preposition that the structure is assumed to be correct (Yule, 2006). The following is a snippet of a pre-assumed dialogue in learning pragmatic-based Indonesian speaking skills at Muslim Santitham Foundation School Thailand:

Dialogue I

- Siti : "Good morning! My name is Siti Rahmi, you can call me Siti. I was in the second grade of high school. Whose name is you?"

- Yuni : "Good morning! I'm Yunita, you can call me Yuni. I am in third grade. Nice to meet you."
 Siti : "Where is your house? If I live on Jalan Pemuda."
 Yuni : "My house is on Jalan Jakarta."
 Siti : "Nice to get to know you. Later, I'll go to my house."
 Yuni : "I'm also happy to meet you. Yes, when will I play at your house?"

Dialogue II

- Alia : "Good morning, sir. My name is Alia."
 Officer : "Good morning."
 Alia : "Did you attend an event in Jakarta?"
 Officer : "Yes. Who are you going with?"
 Alia : "With you can?"
 Officer : "Yes, you can just go with me. I drive my own car."
 Alia : "Okay. I'm leaving with you and I'll come to your house early."
 Officer : "Please."
 Alia : "Thank you."

Dialogue III

- Mother : "I'm sorry, I want to ask, where is the lemon?"
 Seller : "Oh, there, ma'am. Let me deliver! This is the lemon. How many kilos do you want?"
 Mother : "I want 2 kg."
 Seller : "Is there more, ma'am?"
 Mother : "Yes, for a while. It's the apples, pears and the wine. Please weigh."
 Seller : "Okay, ma'am. The apple is 2.5 kg. Pears 3 kg and grapes 1 kg. Is there more, ma'am?"
 Mother : "Enough."

Dialogue IV

- Marvel : "Kiki, it's been raining heavily these past few days."
 Kiki : "Yes, Marvel, now in Indonesia rainy season."
 Marvel : "Does it rain every day if it's in season rain?"
 Kiki : "Yes, it can be like that."
 Marvel : "Why do you like the rainy season?"
 Kiki : "Because the air has become cool. If You, do you like the rainy season, Vel?"
 Marvel : "I like it too. However, the streets became muddy and slippery so it is difficult to go outside the house."

Dialogue VII

- Putri : "Hi, Rian. What are you doing?"
 Rian : "Hi Putri. I was reading Bobo magazine. This is very interesting news."
 Putri : "Oh? What is it about?"
 Rian : "About the International Physics Olympiad in 2014."
 Putri : "When is the event held?"
 Rian : "In 2014 it was held, the place was in Kazakhstan. You know, the winner is from Indonesia, you know!"
 Putri : "Wow! What's his name?"

Rian : "Her name is Josephine Moniqa."

Dialogue VIII

Radha : "Sya...."

Tasya : "What's wrong?"

Radha : "I'm afraid that one day you'll get bored with me and won't want to be friends with me anymore."

Tasya : "How can you have such thoughts?"

Radha : "I know you have a lot of friends and are liked by many people."

Tasya : "Why do you think of them?"

Radha : "I can't stop thinking, out of so many people, you even want to be friends with me like this."

Tasya : "Already, don't think about anything strange, the important thing is that now I'm friends with you."

Dialogue IX

Dian : "Laugh don't laugh loudly, that's Mrs. Teacher coming".

Fira : "It's okay, Mrs. Teacher is still on her way to class."

Dian : "What if we are punished?"

Fira : "Yes, do it, be punished, why are you afraid."

Dian : "I don't want to be punished, you're the only one who is punished, you're the one who laughs out loud."

Fira : "Hahahahahaha."

Based on the data above, it is a form of structural presupposition with a question marker. From these dialogues there are markers of the question, "what, where, who, why, when, and how". This is proven in each of the dialogues above

Non Factual

A nonfactual presumptive is a presumptive that is assumed to be incorrect. There are examples of nonfactual presuppositions related to a number of verbs, such as "dreaming", "imagining", "acting as if", used with the preposition that what happened is not true (Yule, 2006). The following is a snippet of a pre-assumed dialogue in learning pragmatic-based Indonesian speaking skills at Muslim Santitham Foundation School Thailand:

Dialogue VI

Buyer : "I want the horn banana Mrs. 6 combs. So how much?"

Seller : "Six combs for Rp120,000.00."

Buyer : "If I have a lot of money, I want to buy everything, ma'am. But I only have this much money, so it's only Rp100,000.00, ma'am?."

Seller : "Not yet, son. These bananas are large and taste sweet. Mom gave me Rp110,000.00."

Buyer : "Okay then ma'am. I took six banana combs of horns as well. How much is the total, ma'am?"

Seller : "Ten fine-kneaded banana combs Rp130,000.00 plus six horn banana combs Rp110,000.00. The total is Rp240,000.00."

Buyer : "This is the money, ma'am. Thank you."

Seller : "Thank you too, Sir.."

Dialogue XI

Riska : "You don't act like you're the most beautiful yourself."

Rina : It's up to me, I'm really beautiful.

Riska : Yes, it's up to you.

Rina : "I'm imagining sitting on the beach drinking ice like that, isn't it."

Dialogue XII

Suda : "I am grateful because what was picked was only the end. If all of them were plucked, my beloved flower would die."

Sharif : "It's okay, if you die, buy new flowers."

Suda : "I love my more than you."

Sharif : "Don't do that, later if I don't have news for a day you miss me, let alone no news for a long time, you can go crazy."

Based on the data above, it is a form of non-factual presumption. The speech in the dialogue shows that there is a preconception that is still doubtful of its truth. The above context shows that the inevitability occurs. This is a non-factual assumption

Contra Factual

Counterfactual presuppositions mean that what is prepositioned is not only not true, but is the opposite of what is true, or the opposite of facts. It is generally called a counterfactual condition that presupposes that the information in the presumptive clause is not correct at the time the speech is spoken. The presumptive clause is a marker of counterfactual presuppositions (Yule, 2006). The following is a snippet of a pre-assumed dialogue in learning pragmatic-based Indonesian speaking skills at Muslim Santitham Foundation School Thailand:

Dialogue XII

Suda : "I am grateful because what was picked was only the end. If all of them were plucked, my beloved flower would die."

Sharif : "It's okay, if you die, buy new flowers."

Suda : "I love my more than you."

Sharif : "Don't do that, later if I don't have news for a day you miss me, let alone no news for a long time, you can go crazy."

Based on the data above, it shows that there is a form of counterfactual preconception. The dialogue shows a contradictory or contradictory statement. So that in the speech there is a form of counterfactual presumption.

▪ CONCLUSION

Based on the results of this study, it can be concluded that there are six types of presuppositions in pragmatics. This type is as follows, 1) the existential presumption has six data, 2) the factual presumption has five data, 3) the lexical presumption has one data, 4) the structural presumption has seven data, 5) the nonfactual presumption has three data, and 6) the counterfactual presumption has one data. This is in the dialogue on learning pragmatic-based Indonesian speaking skills at Muslim Santitham Foundation School Thailand. In the dialogue learning to train speaking skills in students.

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