

Sociopragmatic Analysis Of Presuppositions In Jerome Polin's Youtube Content

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Abstract

This study aims to analyze the forms and types of presuppositions in Jerome Polin's YouTube video content using sociopragmatic studies. Language not only functions as a means of communication, but also reflects social reality and relationships between individuals. In this context, presupposition is seen as a pragmatic aspect that contains implicit meanings based on shared assumptions between speakers and interlocutors. The method used is descriptive qualitative with data collection techniques in the form of listening, note-taking, and bibliography. The data were taken from a video entitled "Shock.. This Girl Graduated from High School at 14, Already a Doctorate at 20! Memorized 1000 Numbers of Pi!? Jerome Speechless". The results show that in the video there are four types of presuppositions, namely existential with 2 data, lexical with 1 data, structural with 13 data, and factive with 3 data. Meanwhile, nonfactive and counterfactual presuppositions were not found. This finding indicates that presuppositions in YouTube content not only clarify messages, but also build social closeness, and demonstrate the function of language in the context of digital communication. This research shows that sociopragmatic studies have important relevance in analyzing utterances in social media such as YouTube as a form of modern discourse.

Keywords: Sociopragmatics, Presupposition, Youtube.

INTRODUCTION

Language is an essential element in human life (Tologana, 2016). Language is not only used to convey messages but also to build social relationships between individuals. Humans are born with traits that require them to adapt and establish social relationships with the surrounding community (Megawati, 2012). Language phenomena are included in the study of linguistics.

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Linguistics has many branches, one of which is sociopragmatics. Thomas (1995) defines pragmatics as a branch of linguistics that studies meaning in the context of interaction. Another opinion is put forward by Leech (1993), who states that pragmatics is a science that explores the internal aspects of language by studying grammar through pragmalinguistics and also explores the external aspects of language by examining sociological factors through socio-pragmatics. Sociopragmatics is the intersection of sociology and pragmatics. Sociopragmatics focuses more on the study of pragmatics related to specific social contexts (Fatmahwati, 2021). The difference between pragmatics and sociopragmatics is that pragmatics focuses on the context of the situation, while sociopragmatics focuses on the social and situational context. Thus, sociopragmatics is the study of the meaning behind utterances, related to the various social aspects in which they occur (Rahardi, 2009).

In sociopragmatics, presuppositions can be used to observe human conversation during interaction. Yule (2006) defines presuppositions as assumptions made by the speaker before conveying them to the interlocutor that can serve as the basis for producing an utterance. Yule (2006) also classifies presuppositions into six types: existential presuppositions, lexical presuppositions, structural presuppositions, factive presuppositions, nonfactive presuppositions, and counterfactual presuppositions. In online media like YouTube, various types of presuppositions can be found in the conversations of the actors. These videos display the assumptions underlying the speech, which can provide insight into social interactions and a deeper understanding of the phenomena discussed in the videos.

One content creator from Jakarta, known as Jerome Polin, features various conversations in which he discusses specific topics with guest stars. His content is very popular among the public because it is presented in an engaging, relaxed manner, while also providing education on various important topics. The conversations structured in his videos are interesting to study because, despite their relaxed style, they contain many presuppositions that reflect phenomena in society. Therefore, this study aims to identify the forms and types of presuppositions found in Jerome Polin's YouTube videos. Thus, this research is expected to contribute to understanding the relationship between language and social reality.

METHOD

The method used in this study is descriptive qualitative. This descriptive qualitative research can provide a clear and detailed explanation of a linguistic phenomenon that is the object of study (Sutopo, 2002). Qualitative research aims to show meaning, provide descriptions, clarify,



and place data in their respective contexts, and present it in verbal form (Mahsun, 2014). Another opinion put forward by Durkshire and Thurlow (Sugiyono, 2021) explains that qualitative research includes data that is not in numerical form, but rather involves the collection and analysis of narrative data. The research data consists of words, phrases, and sentences containing presuppositions on Jerome Polin's YouTube account. There are many videos on Jerome Polin's YouTube account, but the researcher limited the focus of this study to videos with the topic "Shock... This Girl Graduated High School at 14, Already a Doctorate at 20! Memorized 1000 Numbers of Pi!? Jerome Speechless." The data source for this study was a conversation between content creator Jerome Polin and Marcia Aan Surya.

Data collection techniques used listening, note-taking, and bibliography. The listening technique is implemented through listening (Sudaryanto, 2015). Then, the note-taking technique involves recording relevant data that aligns with the research goals and objectives (Mahsun, 2014). Library techniques are used to collect information and data by utilizing various types of materials available in the library, such as documents, books, magazines, historical stories, the internet, and others (Mardalis, 1999). Data analysis in this study utilized the theory put forward by Miles and Huberman. Miles and Huberman (Husain and Purnomo, 2009) state that there are three stages: data reduction, data presentation, and conclusion drawing or verification.

DISCUSSION OF FINDINGS

Analysis of Presuppositions in Jerome Polin's YouTube Account with the Topic "Shock... This Girl Graduated High School at 14, Already a Doctorate at 20! Memorized 1000 Digits of Pi!? Jerome Speechless"

Presuppositions can also be called presuppositions. Nababan (1987) explains that the term presupposition comes from the English word "presupposition," which means prejudice or estimation. This concept emerged from a long debate regarding the nature of reference, namely everything indicated by a word, phrase, sentence, or other expression. Presuppositions are the speaker's assumption that the interlocutor can accurately identify the person or object being discussed (Rustono, 1999). In the analysis of presuppositions, there are indicators that support the emergence of these presuppositions. Three important elements that serve as markers in this regard are shared knowledge, participants, and the context of the situation (Karim, 2019).



1. Existential Presupposition

Data 1
M: <i>"aku wktu itu ikut exchange program ke Jepang di Ashikaga University (Interntional Student Services)"</i>
M: "At that time, I participated in an exchange program to Japan at Ashikaga University (International Student Services)."
Data 2
M: <i>"metode gasing"</i>
J: <i>"ya ini adalah salah satu metode dari Prof Yohanes Surya."</i>
M: "The spinning top method."
J: "Yes, this is one of Professor Yohanes Surya's methods."

Data 1 indicates that the speaker participated in a program in Japan. This indicates the fact or truth of the program. Data 2 indicates that the spinning top method was created by Professor Yohanes. Data 1 and 2 are marked with the words "this" and "that," which indicate the truth of the statement. Existential presuppositions contain assumptions that state existence, presence, and ownership. This means that someone or something identified truly exists. It is usually indicated by the use of demonstrative words such as "that," "this," or "there" (Yule, 2006).

2. Lexical Presupposition

Data 3
M: <i>"awalnya tunda setahun dulu setelah selesai SMA, jadi umur 15 tahun baru mulai kuliah"</i>
M: "Initially, I postponed it for a year after graduating from high school, so I started college at 15."

Data excerpt 3 shows that the speaker started college at the age of 15. This data is a lexical presupposition, indicated by the word "start" in the sentence. Lexical presupposition is an assumption conveyed conventionally, interpreted as an implied meaning, and not stated directly. Therefore, the utterance can be easily understood by the interlocutor. Lexical presupposition is characterized by problems such as stopping, starting, and repeating (Yule, 2006).



3. Structural Presupposition

Data 4
J: " <i>Marcia ini berapa umurnya?</i> "
J: " How old is Marcia?"
Data 5
J: " <i>jadi 14 tahun itu apa?</i> "
J: "So, what's 14 years old?"
Data 6
J: " <i>lulus SMA 14 tahun itu bagaimana ceritanya?</i> "
J: " How did you graduate from high school at 14?"
Data 7
J: " <i>Ashikaga itu dimana ya?</i> "
J: " Where is Ashikaga?"
Data 8
J: " <i>S1 dimana?</i> "
J: " Where did you get your undergraduate degree?"
Data 9
J: " <i>jurusan apa?</i> "
J: " What major?"
Data 10
J: " <i>kalau judul skripsinya apa?</i> "
J: " What's the title of your thesis?"
Data 11
J: " <i>...besok kamu akan berangkat ke Amerika, kemana?</i> "
J: "...are you leaving for America tomorrow, where are you going?"
Data 12
J: " <i>Bagaimana trik untuk menghafalnya?</i> "
J: " What's the trick for memorizing it?"
Data 13
J: " <i>kamu hafal ini di umur berapa tahun?</i> "
J: "At what age did you memorize this?"
Data 14



J: "...Kalau yang ini pakai metode apa? "
J: "... What method did you use for this?"
Data 15
J: " <i>dalam bidang math atau apa?</i> "
J: "In math or something?"
Data 16
J: " <i>Kalau kak Jerome tips belajarnya apa?</i> "
J: " What are your study tips, Mr. Jerome?"

Data 4 to 16 show interrogative sentences that assume that the requested information is relevant and factual. The interrogative sentences in data excerpts 4 to 16 are marked with the words "what" "how" and "where" and end with a question mark. As explained by Winaryadi & Parnaningroem (2020), structural presupposition is a process in which a particular sentence structure has been analyzed as a fixed and conventional assumption. The part of the sentence structure containing the structural presupposition is assumed to be certain. Indicators of structural presupposition include what, who, where, why, when and how.

4. Factive Presupposition

Data 17
J: "...jadi dulu aku ikut olimpiade matematika dan disitu aku menyadari kalau ada orang-orang yang genius dari lahir untuk matematika tipe olimpiade tapi aku pribadi gak jenius di situ..."
J: "...so I used to participate in a math olympiad, and that's when I realized that some people are born geniuses in olympiad-type math, but I personally wasn't a genius at it..."
Data 18
M: "...aku yang sekarang adalah hasil dari kesalahan di masa lalu dan aku berusaha untuk menyesali apapun itu sih, tinggal ambil pelajarannya aja..."
M: "...who I am now is the result of past mistakes, and I try not to regret anything, just learn from them..."
Data 19
M: " <i>Setiap jalan itu pasti ada tantangannya sendiri. Kalau kita menyesali satu jalan dan kita anggap jalan lain lebih baik itu tau dari mana, karena setiap jalan ada kasulitan masing-masing.</i> "



M: "Every path has its own challenges. If we **regret** one path and consider another path better, that's where we learn from, because every path has its own difficulties."

Data 17 signifies that Jerome knows that not everyone born into the world has the same abilities, as indicated by the word "realize". Data 18 signifies that Marcia believes that who she is now is the result of past mistakes, and she learned from them. The data citation is indicated by the word "regret." Data 19 signifies that a path taken isn't necessarily a bad one, as indicated by the word "regret." According to Kridalaksana (1993), factive refers to verbs that have sentence complements and that state the truth of those complements. Factive presuppositions contain information conveyed after certain words that are assumed to be true. Factive presuppositions are usually characterized by words like regret, realize, rejoice, surprise, know, or find (Yule, 2006).

5. Nonfactive Presuppositions

Nonfactive presuppositions are presuppositions that function to ask for clarity, truth, or clarification (Agustina et al., 2021). Nonfactive presuppositions are considered presuppositions that can lead to misunderstandings due to the use of unclear and ambiguous words. They are characterized by verbs like imagine, pretend, or dream (Yule, 2006). The data analysis in this study did not indicate any nonfactive presuppositions.

6. Counterfactual Presuppositions

Counter means to oppose or challenge. This presupposition produces an understanding that is contrary to the statement or is contradictory. Conditions that produce this kind of presupposition are usually found in utterances containing if-clauses, where the resulting result contradicts the previous statement (Levinson, 1983). In this study, the author did not find any counterfactual presupposition in Jerome Polin's YouTube video.

CONCLUSION

Language is not only a means of communication but also a means of building social relationships. Based on the results of a sociopragmatic analysis of presuppositions in Jerome Polin's YouTube account, utterances contain various types of presuppositions. This reflects the use of language with meaningful speech and social nuances. The types of presuppositions found include existential, lexical, structural, and factive presuppositions. Existential presuppositions appear in two instances through sign words such as "this" and "that" which indicate the existence



of an object or event. Lexical presuppositions appear in one instance and are characterized by verbs such as "start" which imply an implicit meaning. Structural presuppositions appear in 13 instances, appearing through questions, indirectly assuming the existence of relevant information. Factive presuppositions appear in three instances, characterized by words such as "regret" and "realize" which indicate the truth of the utterance. Meanwhile, no non-factive or counterfactual presuppositions were found in the videos analyzed. These findings suggest that the use of presuppositions in Jerome Polin's video accounts serves not only as a means of communication but also as a reflection of social interactions, thoughts, and personal experiences framed in a relaxed yet meaningful context. Therefore, this study demonstrates that sociopragmatic studies of digital media such as YouTube play a crucial role in understanding the relationship between language and social reality.

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