

## **CHAPTER 1**

### **INTRODUCTION**

This chapter describes the research. It explores the background of the study and formulation of the problem to provide insight into the context and urgency of the issue under study. Following this, operational definitions, the aim of the research, and its significance are discussed, thus clarifying the research objectives and the benefits derived from this study.

#### **A. Background of the Study**

Social media has become a platform for people to communicate, and even people who do not know each other can communicate easily on social media (Siroj, 2019). Furthermore, the existence of social media certainly gives freedom to use language and share one's opinion with a celebrity, the government, or even the smallest individual. However, this freedom also has an impact on behavior, in line with Skinner's behaviorism theory, language shapes behavior through external influences, which can have an impact on a person (Andriani et al., 2022). So everyone needs to know how language does not negatively affect others. Awareness of the power of language is essential to foster responsible communication in digital spaces.

This phenomenon is particularly relevant in the field of education, especially in the subject of critical language awareness. Critical Language Awareness (CLA) is a theoretical and pedagogical approach that seeks to dismantle power relations embedded in language use. By fostering an understanding of linguistic practices and their connection to social power, CLA promotes the intrinsic legitimacy of all language varieties, contesting discrimination against minoritized groups while advocating for social justice and educational equity (Beaudrie, 2023). In the context of digital communication, CLA helps learners and educators recognize that language is not neutral, it often carries implicit meanings, biases, and ideologies that shape how messages are interpreted.

The use of social media today has many implications. On one of the social media platforms, X (formerly Twitter), the hashtags #hatespeech and #freedomofspeech have emerged as a space where users express their opinions, criticisms, and comments on various issues. One of the key concerns is the rise of hate speech as a consequence of freedom of speech. While people have the right to express their opinions, differing assumptions and perspectives often lead to debates. Unfortunately, this freedom of expression turns into hate speech (Goldman & Hasbun, 2023). Hate speech, often embedded with the concept of presuppositions, reflects the speaker's or the writer's implicit intentions and assumptions.

Since language shapes social interactions, ensuring clarity in communication becomes essential, particularly in digital spaces where messages can be easily misinterpreted or taken out of context. In this regard, presupposition plays a crucial role in highlighting implicit assumptions that underlie an utterance. In the context of hate speech, presupposition often carry the speaker's hidden intentions or negative judgements that may not be stated directly but still influence how a message is received. Therefore, analyzing presupposition in hate speech allows the researcher to uncover how meaning is constructed subtly and strategically. This insight not only vital in the field of linguistic but also serves as an important resource in language education, helping learners understand how language can be use to manipulate, exclude or undermine.

Therefore, to strengthen this study, several previous studies have utilized presuppositions in analyzing language forms. The first study explores how presupposition can influence perception during marketplace negotiations (Sumiyati et al., 2021). Similarly, the second study discusses the types and functions of presuppositions in shaping someone's assumptions about advertising slogans (Ananda et al., 2016). Furthermore, presuppositions have been applied to analyze events requiring High-Quality contextual understanding, so as not to change one's perceptions about something (Rasna

et al., 2024). Those previous studies have the same focus in analyzing the types of presuppositions based on the theory put forward by Yule (2006). However, these studies do not explore how language conveys negative expressions through hashtag posts. This research fills the gap by examining the presuppositions in hate speech to reveal the underlying intentions and assumptions.

## **B. Formulation of the Problem**

To obtain the objective of this study, the following question was formulated: “What kind of presuppositions appear in netizen hate speech on social media?”

## **C. Operational Definitions**

The researcher planned to explore what kind of presuppositions appear in a post on social media, especially on X. This research uses the Pragmatics theory developed by Yule. To avoid misinterpretation of terminology in this study, the researcher has provided three keyword definitions.

1. The presupposition discusses assumptions, meaning, and beliefs that are known between the listener and the speaker. On this context, it refers to implicit assumptions or background beliefs conveyed through linguistic expressions in social media post, particularly to those expressing hate speech. Drawing from Yule (2006), this study identifies the types of presuppositions found in hate speech post on social media, focusing on how these types function as part of the implicit structure of hateful expressions.
2. Hate speech refers to language expressions that can be in the form of criticism, satire, or insults directed at individuals or groups with the aim of offending, demeaning, or even provoking. On social media platforms, such expressions often appear in the form of posts, comments, or hashtags, where users can express hatred or prejudice under the pretext of personal opinion

or freedom of speech. Such expressions can have emotional impacts, such as loss of confidence, frustration, or psychological distress.

3. Social media is a digital platform that allows users to share news, information, and even the latest news in the form of pictures and videos. This research specifically focuses on platform X, which is known as a digital public space where users express their opinions, feelings, and responses to social issues through short text posts. X also has a hashtag feature that can facilitate the spread of posts that potentially contain hate speech because hashtags make it easier for the speech to reach wider audience even beyond the direct followers.

#### **D. Aim of the Study**

This study aims to identify what kind of presuppositions appear in netizens' hate speech on social media.

#### **E. Significance of the Study**

In this study, the researcher expects it could contribute to three major significance, i.e., the Theoretical, practical, and empirical significance:

##### **1. Theoretical Significance**

Theoretically, this study contributes to the field of pragmatics by applying Yule's (2006) classification of presupposition types to hate speech on social media. By identifying how these types appear in digital discourse, the study extends the application of presupposition theory to contemporary communication context.

##### **2. Practical Significance**

Practically, this research contributes to raising awareness of ethical language use in digital spaces by illustrating how implicit messages, especially presuppositions, can be used to express hatred. The findings can serve as a reference for teachers and students in raising critical language awareness,

helping them to recognize hidden meanings in discourse. In addition, this research can inform social media users about the importance of being responsible and more thoughtful about the selection of expressions that will be uttered both in person and digitally.

### **3. Empirical Significance**

Empirically, this research shows that hate speech on social media often uses implicit language through several types of presuppositions, so these findings can help raise awareness about language use and support the importance of teaching moral values through concrete examples in online communication.