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English Education Program

Faculty of Teacher Training and Education

Galuh University

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## MODALITY REALIZED ON HORTATORY EXPOSITION TEXTS USED IN SENIOR HIGH SCHOOL GRADE XI TEXTBOOK

**Hani Suciati**

(hanisuciati1479@gmail.com)

*English Education Program FKIP Galuh University Indonesia*

**Andi Rustandi**

(andru.unigal@yahoo.co.id)

*English Education Program FKIP Galuh University Indonesia*

**Bambang Ruby Sugiarto**

(bambangrubys@gmail.com)

*English Education Program FKIP Galuh University Indonesia*

### ABSTRACT

This research is aimed at analyzing types of modality and the interpersonal meaning through modality system realized in hortatory exposition texts that is used by senior high school grade XI textbook. This study employed Systemic Functional Grammar (SFG) based on Halliday and Matthiessen's framework since it can seek and identify the level of language structure which makes kinds of meaning. There are five hortatory exposition texts that were analyzed based on modality system and interpersonal meaning. The first finding showed that there was modality system in all of clauses indicating author's interpersonal meaning with the use of language value that is different in the texts. The second finding showed that different types of language value and polarity also indicated the author's interpersonal meaning in the texts. The types of modality which were found in the five texts were dominated by modalization with positive polarity and median value. In addition, this analysis concluded that five texts comprised several modalization and modulation types which occurred in different ranks. This study suggested that further researchers investigate various texts and other aspects of mood and modality.

**Keywords:** *hortatory exposition text, interpersonal meaning, modality, textbook*

## INTRODUCTION

Textbook is one medium that is always used in the classroom to make the teaching and learning process easier. A teacher needs to determine the extent to which a textbook emphasizes on and it is linked to a coherent set of significant and age-appropriate student learning goals. On the other hand, textbook that is used for educational purpose should orient to the National Curriculum. The English textbook should provide student a good example of texts to get a good understanding of what the genre is. In addition, texts are crucial means in education because the texts are utilized as educational materials in schools and plays an important role in language education. Therefore, the School based Curriculum (KTSP) 2006 requires eleventh grade students to comprehend hortatory exposition text which purposes to persuade the readers or listeners that something should or should not be the case (Gerrot and Wignel, 1994, p.166).

In hortatory exposition test, it can be expected that there is the modality system depicting interpersonal meaning. Palmer (2001, p. 236) as cited in Ardiansyah (2014) writes that modality, that is considered as as “a valid cross language grammatical category, along with tense and aspect, is notionally concerned with the event or situation that is reported by an utterance”. Moreover, Halliday and Mathhiesen (2014, p. 179) argue that modality is an expression of indeterminacy.

Systemic Functional Grammar (SFG) has been depicted as an approach of functional-semantic to language which digs out both the way the people employ language in different contexts, and the way the language is constructed for semiotic system utilization (Halliday & Matthiessen 2014, pp. 20-21). SFG has been designed as complementary lenses to provide the language analyst the way language in use is interpreted. The complementary is used for representing ideational, interpersonal, and textual meaning in every act of communication. These statements are supported by Halliday and Matthiessen (2014, p. 31) who assert that grammar is seen as a resource for making meaning. In addition, Systemic Functional Grammar (SFG) attempts to explain and describe the organization of the meaning-making source for people to speak or write, namely, text production. The term text refers to any instance of language, in any medium, that makes sense to someone who know the language (Halliday and Martin, 1993, p. 24).

Butt et al., (2000, p. 5) state that the metafunctions include ideational (experiential and logical), interpersonal, and textual metafunctions. Furthermore, Butt et al., (2000, pp. 5-6) explains the points of the three metafunctions described as follows: 1) the ideational metafunction utilizes language for experience representation consisting of two parts: experiential meanings which encode the experiences and logical meanings that indicates the relationships between them; 2) the interpersonal metafunction employs language to encipher interaction indicating how defensible our propositions are, to encode thought of obligation and inclination, and to state our attitudes; and 3) the textual metafunction employs language to construct our experiential, logical, and interpersonal meanings coherently, as well as in the case of written and spoken language as a linear whole. In particular, this study only focuses on interpersonal metafunction.

Halliday and Matthiessen (2014, p. 30) claim that interpersonal metafunction consists of interactive and personal. Furthermore, Gerot and Wignel (1994, p. 13) say that the interpersonal meaning, as an expression of speaker's attitudes and judgments, is aimed to act upon and with others. Meanwhile, Eggins (2004, p. 147) argues that 1) Mood structure embracing mood element and residue, and Modality is a complex area of an English grammar investigating the way the message of the text is conveyed; and 2) Residue is remain element of the function the clause. In consequence, the writer used modality system to analyze the hortatory exposition texts used on EFL textbook.

Accordingly, Halliday and Matthiessen (2014, p. 172) state that modality provides the speaker a request of the listener's judgement, with its status as what is being said. Halliday and Matthiessen (2004, p. 618) define modality as the meaning area lying between yes and no. It is in the middle position between positive and negative polarity. Furthermore, he also states that modality represents the speakers' view, either on the assertion validity, or on the proposal that is rights and wrongs. In other words, it is a proposition for adjunct rather than a pure proposition with its own right (Halliday and Matthiessen, 2004, p. 624).

This study might be a pathway to reveal whether the texts have fulfilled the characteristics of a good hortatory exposition texts or not. In particular, it is to focus on social function, schematic structure and linguistic features. Therefore, through this

study, the writer is going to analyze the use of modality types on EFL textbooks' hortatory exposition texts

## **METHOD**

Relevant to the research purpose and research questions, a qualitative method was applied in this research because it concerned with process and dominantly analyzed and interpreted the deep visual comprehension of data than number to reveal the participants' activity in this study (Fraenkel et al., 2012, p. 423). Moreover, this research employed qualitative because this research qualitatively resulted in descriptive data in the form of written ones.

This study focused on the analysis of text, including identifying modality in hortatory exposition text. The writer also used discourse analysis design because the study primarily studied about the language use. Fairclough (1992, p. 28) claims that discourse is beyond the language use employing for speech or writing and it is seen as the type of social practice. Moreover, Gee (2005, p. 20) states that, in discourse analysis, people use different style or variety of language for different purpose. That is why the writer chose discourse analysis as the research design due to its main purpose of the study that was to analyze different objective of language.

The documents collected from the Grade XI EFL Textbooks entitled "Developing English Competencies for Senior High School (SMA/MA) Grade XI of Natural and Social Sciences Programs" written by Achmad Dody, Ahmad Sugeng, and Effendi. Concerning this research, all hortatory exposition texts on the textbook were chosen to be analyzed, then the texts were examined and interpreted.

The steps of the analysis were based on what was purposed by Halliday and Matthiessen (2014, p.82) and Eggins (2004, p. 173) consisting of description, interpretation, and explanation. The first step is description, at which the writer divided the texts into clauses, so that the writer found the types of modality. The second step is interpretation at which the writer analyzed the types of modality, categorized the types of modality into two types, i.e. modalization and modulation. In the last step of explanation, all of the modality types revealing interpersonal meanings of the texts were described. Finally, the writer concluded, verified the data, and drew a conclusion of interpersonal meaning through modality types, value of modality and polarity of the texts.

## **FINDINGS AND DISCUSSION**

The research findings were presented in order concerning the types of modality realized in exposition texts taken from 11th grade senior high school textbook and interpersonal meaning through modality realization. There are five hortatory exposition texts that were analyzed by using the cohesion taxonomy as suggested by Halliday and Matthiessen (2014).

### ***Types of Modality Realized in Five Hortatory Exposition Texts***

The first analysis has been done towards the hortatory exposition text entitled “On School Discipline”. The writer found 7 words types of modality in the text. Furthermore, 2 words modalization type of probability and 5 words modulation type of obligation were also realized.

The second analysis has been done towards the hortatory exposition text entitled “Helping Children Discover Their Own Identity”. The writer found 13 words types of modality in the text. Furthermore, 9 words modalization type of probability were realized and a word of usuality was realized. Then, 4 words modulation type of obligation were realized.

The third analysis has been done towards the hortatory exposition text entitled “Parents Need to Analyze International Schools”. The writer found 15 words types of modality in the text. Furthermore, 10 words modalization type of probability were realized and 2 word of usuality were realized. Then, 3 words modulation type of obligation were realized.

The fourth text to be analyzed was under discussion about “Parents Should Be Wary of Expensive Schooling”. The writer found 17 words types of modality in the text. Furthermore, 11 words modalization type of probability were realized and 1 word of usuality was realized. Then, 5 words modulation type of obligation were realized.

Finally, the last text to be analyzed was under discussion about “International Schools in Jakarta an Attractive Option for Locals”. The writer found 16 words types of modality in the text. 15 words modalization type of probability were realized and 1 word of usuality was realized. However, the writer did not found modulation used by the authors in the last hortatory exposition text.

In summary, the total use of modality in five hortatory exposition texts was different. The first text showed 7 modals found in the first text. The second text

revealed the use of modality was counted 13. In the third text, it was counted 17 modals were found. The fourth text showed 11 modals were found. And finally, in the last hortatory text, it was counted 16 modals were used.

### ***Interpersonal Meaning through Modality Realized in Five Hortatory Exposition Texts***

The first text contained more suggested or commands through modulation type from the author to the readers in that the authors were sure about her judgment that good schools made competitive students who could structure themselves effectively in society and they could be warned in order to be discipline reaching the school on time. Besides, modalization type could be described about judgments by the author to the readers. The value of modality system depicted the strong language in the text. Meanwhile, the polarity explored what the author's meaning used in the text.

The second text consisted of more author's judgments to the reader through modalization type which was dominated by probability type, i.e. author's assurance about their judgment that parents could give the best way for their children by assisting them to discover successfully their true identity. Besides, modulation type could be described as suggestion or commands by the author to the readers. The type was dominated by obligation and analyzed by the value modality system. It depicted the way the strong language was employed in the text. The polarity elaborated author meaning used in the text.

In the third text, the writer found two probability types which were high in value, i.e. that the author's judgment was strongly sure in revealing the text. Types of obligation implied that the author also provided the target of the readers suggestion or command in this text, i.e the author suggested the parents to take care when they were aware of the international label in the school.

The fourth text contained more judgments using modalization type from the author to the readers. i.e the author was sure of her judgment that parents could assist schools to make a better quality of the teaching-learning process. Besides, modalization type could describe about suggestion or commands by the author to the readers. The use of the value modality system described how strong language used in the text. The polarity depicted the use of author's meaning in the text.

The last text only contained author's judgments to the reader through modalization type which was dominated by probability type of modalization. Through the value modality system; strong language used in the text was depicted. The polarity described what meaning obtained from the author that was used in the text, i.e. the author was strongly sure that these schools were always beyond the reach of "ordinary Indonesians".

After elaborating the research findings, it was fair to say that the the research questions were successfully answered. Regarding the first research question, the writer analyzed the types of modality in hortatory exposition texts that used by grade XI senior high school. In the first text, the writer found 2 words modalization type of probability. Meanwhile, 5 words modulation type of obligation were also realized. Thus, there were about 29% of probability and 71 % of obligation. In the second text, 9 words modalization type of probability were realized and a word of usuality was realized. Then, 4 words modulation type of obligation were realized. Thus, it covered 64% of probability, 7% of usuality, and 29% of obligation. In the third text, 10 words modalization type of probability were realized and 2 word of usuality were also realized. Then, 3 words modulation type of obligation weres realized. Thus, 66% of probability, 14% of usuality, and 20% of obligation were constructed in the text. In the fourth text, 11 words modalization type of probability were realized and 1 word of usuality was realized. Then, 5 words modulation type of obligation were also realized. Thus, 65% of probability, 6% of usuality, and 29% of obligation were constructed in the text. In the last text, 15 words modalization type of probability were realized and 1 word of usuality was also realized. Thus, 93.75 % of probability and 6.25% of usuality were constructed in the text.

The second research question refers to investigating the interpersonal meaning through modality system of the text. In the first text, there were more author commands through modulation type to the readers. Besides, the first text also contained judgments through modalization type from the author to the readers. In the second text, the third text, and also the fourth text contained more judgments through modalization type from the author to readers. The type of modalization was dominated by probability type. Besides, the text also contained suggestion or commands through modulation type to the readers. And the last text only contained judgments through modalization type from the author to the readers at which the type was dominated by probability type.

## CONCLUSIONS

The analysis results show that there are types of modality founded in the texts which are dominated by modalization. The writer found so many probability words type in texts. The use of modality system shows that the interpersonal meaning was still related to modality system. In addition, the modalization type in the texts has indicated the more judgment of the author. Besides, the modalization type revealed in the texts indicated the author command or guidelines. The value and polarity of modality implied how strong the language revealed the interpersonal meaning offered by author.

The hortatory exposition texts is to propose, suggest, and command the readers to do more action in the language used which contained interpersonal meaning suggested by the author in the texts. Even though the result of this study draws that modalization type dominates the author judgments to persuade the reader, the study has discovered the system of modality behind the hortatory exposition texts.

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