

**INTERPERSONAL MEANING OF MODALITY IN
STUDENTS' ARGUMENTATIVE ESSAYS**

THESIS

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DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

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STUDENTS' ARGUMENTATIVE ESSAYS**

THESIS

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MALANG**

2020

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Interpersonal Meaning of Modality in Students’ Argumentative Essays**” is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the references. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, June 19, 2020

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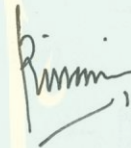
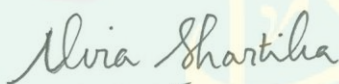
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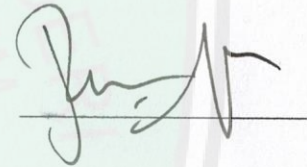
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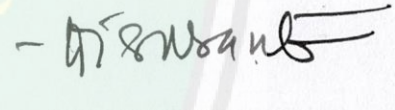
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MOTTO

“Life is like riding a bicycle. To keep your balance, you must keep moving.”

(Albert Einstein)



DEDICATION

I dedicated this thesis to my beloved father, Mr. Seman and my beloved mother Mrs. Heriwati, as my best motivators who always love, support and empower me. Also, I dedicated this thesis to my little brother M. Bayu Sigit Wicaksono who always supports and loves me endlessly.



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Finally, as an ordinary human being, I do realize that there are some weaknesses and imperfections of this thesis. Therefore, constructive criticism and suggestion are warmly welcomed and most appreciated to make this thesis better. I hope this thesis would be useful for all readers in order to get deeper understanding about interpersonal meaning of modality.

Malang, June 19, 2020

Author

Okvita Firli Mayangsari

ABSTRACT

Mayangsari, Okvita Firlil. 2020. *Interpersonal Meaning of Modality in Students' Argumentative Essays*. Minor Thesis (Skripsi) Department of English Literature, Faculty of Humanity, Universitas Islam Negeri Maulana Malik Ibrahim Malang

Advisor : Mira Shartika, M.A.

Keywords : Interpersonal meaning, modality, Students' argumentative essays.

Interpersonal meaning plays an important role in maintaining and setting up an interaction between writers and readers. It also indicates the roles of participant in a communication. There are many ways in realizing interpersonal meaning, one of which is by analyzing modality. Therefore, the present study aimed to analyze interpersonal meaning of modality in students' argumentative essays. There are two research questions proposed by the researcher, which covered: 1) What are the modality types, values and orientations used by the students in their argumentative essays? 2) How do the modality types, values, and orientations of modality convey the students' interpersonal meaning in their argumentative essays?

Further, to answer those questions, the researcher applied qualitative methodology. There were six argumentative essays selected to be the objects of this research due to several provided criteria. Moreover, the data were taken from 4th semester students of Department of English Literature at *Universitas Islam Negeri Maulana Malik Ibrahim Malang*. In this study, the researcher also employed the theory proposed by Halliday (2004) about types, values, orientations and interpersonal meaning of modality.

The findings showed that there were 165 sentences which contained modality found in students' argumentative essays. All of clauses containing modality indicated that the writers' interpersonal meanings had different types, values, and orientations. Through a detailed analysis, the researcher found two types of modality, including modalization and modulation. In addition, there were 95 clauses categorized as modalization type and 70 clauses categorized as modulation type. Furthermore, from the perspective of values of modality, the researcher found three values of modality consisting of high, median and low. Yet, median value was the most popular value in students' argumentative essays. Modal finite operator, such as modal "will", was the most popular modal used by students. Furthermore, from the perspective of orientation of modality, the researcher found four orientations of modality, but the students tended to use explicit objective orientation to show the objectiveness of their arguments.

Thus, it can be concluded that the implication of certain types, values, and orientations of modality helped to establish the interaction between the writers and the readers. When the interaction occurred, the readers would easily accept the writers' attitudes since it provided a negotiable space. This research showed that the students used modality in argumentative essays to persuade the readers by giving some possibilities and also expressed their ideas in objective ways without any prejudices. Furthermore, for the next researchers who are interested in conducting research on modality, it is suggested to gain more knowledge about interpersonal meaning of modality from different experts' perspectives and different objects of the study.

ABSTRAK

Mayangsari, Okvita Firlu. 2020. *Makna Interpersonal dari Modalitas dalam Argumentatif Esai Siswa*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang

Advisor : Mira Shartika, M.A.

Keywords : Makna interpersonal, modalitas, Esai argumentative mahasiswa.

Makna interpersonal berperan penting dalam menjaga dan mengatur interaksi antara penulis dan pembaca. Hal ini juga menunjukkan peran partisipan dalam sebuah komunikasi. Ada beberapa cara dalam menganalisis makna interpersonal, salah satunya adalah menganalisis modalitas. Oleh karena, penelitian ini ditujukan untuk menganalisis makna interpersonal dari modalitas dalam esai argumentatif mahasiswa. Ada dua rumusan masalah yang ditentukan oleh peneliti yaitu sebagai berikut: 1) Apa saja tipe-tipe, tingkatan, dan orientasi modalitas yang digunakan mahasiswa dalam esai argumentatif mereka? 2) Bagaimana tipe-tipe, tingkatan dan orientasi modalitas mengungkapkan makna interpersonal mahasiswa dalam esai argumentatif mereka?

Sehingga, untuk menjawab rumusan masalah tersebut, peneliti menggunakan metode kualitatif. Dalam penelitian ini, ada enam esai argumentatif yang dipilih untuk menjadi subjek penelitian sesuai dengan beberapa kriteria yang telah ditentukan. Selanjutnya, data diambil dari mahasiswa semester empat jurusan Sastra Inggris dari Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dalam penelitian ini, peneliti menerapkan teori yang diajukan oleh Halliday (2004) tentang tipe tipe modalitas, tingkatan modalitas, orientasi modalitas dan makna interpersonal dalam modalitas.

Hasil penelitian menunjukkan bahwa ada 165 klausa yang mengandung modalitas yang ditemukan dalam esai argumentatif mahasiswa. Semua klausa yang mengandung modalitas menunjukkan makna interpersonal dari penulis dengan perbedaan tipe, tingkatan, dan orientasi dalam modalitas. Melalui analisis terperinci, peneliti menemukan dua jenis modalitas, yaitu modalisasi dan modulasi. Ada 95 klausa yang dikategorikan sebagai tipe modalisasi dan 70 klausa yang dikategorikan sebagai modulasi. Sementara itu, dari perspektif nilai-nilai modalitas, peneliti menemukan tiga nilai modalitas yang terdiri dari tinggi, menengah dan rendah. Tetapi, tingkatan menengah adalah tingkatan paling populer dalam esai argumentatif mahasiswa. Modal "will" adalah modal paling populer yang digunakan oleh mahasiswa. Selanjutnya, dari perspektif orientasi modalitas, peneliti menemukan empat orientasi modalitas, tetapi siswa cenderung menggunakan orientasi objektif eksplisit untuk menunjukkan objektifitas dalam argumen mereka.

Oleh karena itu, penerapan tipe, tingkatan dan orientasi modalitas membantu untuk membangun interaksi antara penulis dan pembaca. Ketika interaksi terjadi, opini penulis lebih mudah diterima oleh pembaca karena penggunaan modalitas membuka peluang bernegosiasi. Dalam penelitian ini menunjukkan bahwa penggunaan modalitas dalam esai argumentasi mahasiswa menandakan bahwa mahasiswa mencoba untuk meyakinkan pembaca dengan memberikan beberapa kemungkinan kemungkinan dan juga mengekspresikan ide mereka dengan cara yang objektif tanpa prasangka. Selain itu, ada beberapa saran untuk peneliti berikutnya yang tertarik untuk melakukan penelitian dalam modalitas. Disarankan untuk mendalami lebih banyak pengetahuan tentang makna interpersonal dalam modalitas dari berbagai perspektif para ahli dan berbagai objek penelitian.

مستخلص البحث

مايانغساري، أوكفيتا فيرلي، 2020. معنى الشخصية لأساليب في الطلاب 'المقالات الجدلية'. البحث الجامعي. قسم الأدب الإنجليزي. كلية الإنسانية. جامعة مولانا مالك إبراهيم مالانج.
 المرشد : ميرا سارتيكا الماجستير
 الكلمات الدالة : معاني الشخصية، والطرائق، وطلاب المقالات الجدلية

تلعب المعاني الشخصية دورًا مهمًا في الحفاظ على التفاعلات بين الكتاب والقراء وتنظيمها. كما يوضح دور المشاركين في البلاغ. هناك عدة طرق لتحليل المعاني الشخصية، واحدة منها هي تحليل الطرائق. لذلك، يهدف البحث إلى تحليل المعاني الشخصية للطرائق في طلاب المقالات الجدلية بالإضافة إلى ذلك، في تحليل البيانات، يستخدم الباحثون طرقًا نوعية. في هذه الدراسة، تم اختيار ستة مقالات جدلية لتكون موضوع بحث وفقًا لبعض المعايير المحددة مسبقًا. وفي وقت لاحق، أخذت البيانات من الفصل الرابع من الأدب الإنجليزي من جامعة مولانا مالك مالانغ التابعة للدولة الإسلامية. في هذه الدراسة، طبق الباحثون النظرية التي اقترحها هاليداي (2004) حول نوع الطرائق، ومستوى الطرائق، وتوجه الطرائق والمعاني الشخصية في الطرائق. تلعب المعاني الشخصية دورًا مهمًا في الحفاظ على التفاعلات بين الكتاب والقراء وتنظيمها. كما يوضح دور المشاركين في البلاغ. هناك عدة طرق لتحليل المعاني الشخصية، واحدة منها هي تحليل الطرائق. لذلك، يهدف البحث إلى تحليل المعاني الشخصية للطرائق في طلاب المقالات الجدلية وأظهرت النتائج أن هناك 165 بندا تتضمن طرائق وجدت في المقال الجدلي للطلاب. وتبين جميع البنود التي تتضمن طرائق المعاني الشخصية للمؤلفين ذوي الأنواع والمستويات والاتجاهات المختلفة في الطرائق. ومن خلال التحليل المفصل، وجد الباحثون نوعين من الطرائق، وهما التشكيل والتشكيل. هناك 95 عبارة يتم تصنيفها على أنها أنواع مشروط و 70 البنود التي يتم تصنيفها على أنها تعديل. وفي الوقت نفسه، وجد الباحثون، من منظور قيم الطرائق، ثلاث قيم للطرائق تتألف من مستويات عالية ومتوسطة ومنخفضة. ومع ذلك، فإن المستوى المتوسط هو المستوى الأكثر شعبية في المقال الجدلي للطلاب. رأس المال "ويل" هو رأس المال الأكثر شعبية المستخدمة من قبل الطلاب. وعلاوة على ذلك، من منظور توجيهي للطرائق، يجد الباحثون أربع طرائق توجيهية، ولكن الطلاب يميلون إلى استخدام توجه موضوعي صريح لإظهار الموضوعية في حججهم. ولذلك، فإن تطبيق نوع ومستوى وطرق التوجيه تساعد على بناء التفاعلات بين المؤلفين والقراء. وعندما تحدث التفاعلات، يكون رأي المؤلفين أكثر قبولاً من القراء لأن استخدام الطرائق يفتح فرصاً للتفاوض. في هذه الدراسة تبين أن استخدام الطرائق في مقالات حجة الطالب يشير إلى أن الطلاب يحاولون إقناع القارئ من خلال إعطاء بعض الإمكانيات الممكنة والتعبير عن أفكارهم بطريقة موضوعية دون تحيز. وبالإضافة إلى ذلك، هناك بعض الاقتراحات للباحثين اللاحقين المهتمين بإجراء البحوث في الطرائق. من المستحسن تعميق المزيد من المعرفة حول المعاني الشخصية في طرائق وجهات النظر المختلفة للباحثين ومختلف الأشياء البحثية.

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CHAPTER I

INTRODUCTION

This chapter covers the overview of research background and rationale for choosing the topic of interpersonal meaning of modality in students' argumentative essays as well as research questions and objectives. Besides, the present study is followed by the explanation of research significances and scope and limitation. Further, definitions of key terms and previous studies are also defined to ease the readers understanding the research. Furthermore, it is also followed by the description of research method discussing research design, research instrument, data and data source, data collection, data analysis, and data triangulation.

A. Background of the study

The research analyzed the interpersonal meanings of modality in students' argumentative essays. Interpersonal meaning is one of the important components in systemic functional linguistics. There are three fundamental components in systemic functional linguistics. They are ideational meaning, interpersonal meaning, and textual meaning. Yet, this study just focused on interpersonal meaning. Interpersonal meaning focuses on the interactions between writer and reader. According to Halliday, interpersonal meaning plays an important role in maintaining and setting up the social relations (Halliday & Matthiessen, 2004).

Besides, interpersonal meaning also has a function in indicating the role of participants in the communication. By analyzing the interpersonal meaning, people can understand the interactivity between writers like how the language used by the writers, the social distance like how close the writers are and also social status like power and knowledge of the writers. Interpersonal meaning uses the language to create our personal and social relation. It discusses about the relationship between the speaker and the hearer (Gerot & Wignell, 1994). Besides, the interpersonal meaning is also used to express the attitude or the judgment of the writers toward the content of the message (Halliday & Matthiessen, 2004).

There are many ways in realizing interpersonal meaning, but the researcher was interested in conducting an analysis of the modality's interpersonal meaning. Modality is a way of the writers to express their attitude toward certain issues. According to Sadian & Ghani (2019), modality is defined as a particular way to express the attitudes of the speaker or the writer about what must be done, what should be done, what may be done, and what would be done. The use of modal is not only linguistics element but also it has important role as ideological tool (Ehineni, 2014). Therefore, it is crucial to know the use of modality. By analyzing the use of modality, the researcher tried to examine the semantic aspect and tried to know what was behind the use of modality in speech or written form.

The present study analyzed interpersonal meaning of modality because of some reasons. The first reason is the use of modality can change the degree of the truth in the sentences (Pionery & Isti'anah, 2017). Thus, the truth meaning in the text can change depend on the modality used by the writers. The second reason is

we can understand the emotion and the attitudes of the writers like demanding or suggesting through the use of modality (Logogye, 2016). In sum, the reason why this study discussed the modality than the other areas of linguistics were modality has a huge secret that we never know before. Through modality, we can understand the ideology and the meaning hidden by the writers which influence the readers' point of view.

In the present study, the researcher analyzed interpersonal meaning of modality in student's academic writing text. This study concerned on analyzing students' writing text because writing is one of language skills that should be mastered by students. Writing has significant role to express the writer's opinion and idea in the form of scientific writing or essay. Meanwhile, there are many kinds of students' writing text that can be analyzed. One of them is argumentative essay. Argumentative essay is a text that explains the writer's opinion toward some issues. The main function of argumentative essay is to persuade or to convince the readers about certain issues (Hyland, 2008). By using writings, it also reveals the attitude of the subject through the choice of words, the grammatical structure and the length of the sentence. For that reason, the present study focused on analyzing modality in students' writing text, especially in argumentative essay.

The study about interpersonal meaning and modality in writing had been conducted by several researchers. They analyzed modality and interpersonal meaning in a variety context of student's writing text (Ardiansyah, 2015; Olaniyan, Adeolu, & Adenji, 2015; Heydarnia, 2015; Hardjanto, 2016; To &

Thomas, 2017; Hadiani, 2019). They focused on analyzing either interpersonal meaning or modality in writing text. Ardiansyah (2015) conducted a study on modality expression in students writing text, especially in hortatory exposition text. While Olaniyan, Adeolu, & Adenji (2015) investigated modality in objective statements in research abstract. Similarly, Heydarnia (2015) conducted a research on the mood and the modality in academic writing articles. Furthermore, To & Thomas (2017) examined interpersonal metaphor of modality in persuasive texts. Recently, there was study conducted by Hadiani (2019). She explored interpersonal meaning in students' explanation texts.

However, from the previous studies, this study is significant to be conducted. The present study aimed at analyzing the different sense of interpersonal meaning of modality in academic writing text. Since interpersonal meaning has significant role in setting up and maintaining the social relations and also indicating the roles of participants in communication. Thus, in the present study, the researcher analyzed interpersonal meaning of modality in students' argumentative essays.

In analyzing the interpersonal meaning of modality, the researcher employed systematic functional grammar (SFG) framework. Systematic functional grammar discusses how language is structured and used by people in different matters (Egins, 2004). Moreover, the researcher did not only analyze modality from perspective of types and values of modality but also interpersonal meaning from perspective of orientation of modality (explicit subjective orientation, explicit objective orientation, implicit subjective orientation and

implicit objective orientation) (Halliday, 2004). Then, the researcher analyzed the interpersonal meaning from the perspective of types, values and orientations of modality.

B. Research Questions

1. What are the modality types, values, and orientation used in students' argumentative essay?
2. How do the modality types, values and orientations convey student's interpersonal meaning in their argumentative essay?

C. Objectives of the study

1. To find out the modality types, values, and orientations used by students in their argumentative essay
2. To examine the interpersonal meaning from the perspective of modality types, values, and orientations in students' argumentative essay

D. The significances of the study

This study drew on specific grammatical aspects like modality expression, so the result of this present study made some contributions. The result of the present study is expected to contribute both theoretically and practically. The

study contributed to the development of the theory on interpersonal meaning of modality in academic writing context proposed by Halliday (2004).

Besides, this study is expected to give practical contribution too. The present study gave contribution to researchers and learners on how to use modality in appropriate way in the writing text. Moreover, since the present study focused in analyzing modality in the students' writing text, so this study is ready to use for EFL students and for the readers who are interested in linguistics study. From this study, the students can be able to be more critically evaluate their own work and also understand that language has a function to make meaning.

E. Scope and Limitations

In this study, the researcher focused on the types, values and orientation of modality. Besides, this study focused on the interpersonal meaning of modality in argumentative essay written by students at UIN Maulana Malik Ibrahim Malang. In addition, the researcher employed the theories proposed by Halliday (2004) about two types of modality, three values of modality and four orientations of modality in order to support the data analysis. The researcher used interpersonal meaning theory proposed by Halliday (2004).

For conducting this research, the researcher had some criteria to select the subject of the study. Firstly, the data were taken from argumentative essay from 4th semester students of Departments of English Literature at UIN Maulana Malik Ibrahim Malang. Secondly, it was based on the fact that they learned about

argumentative essays in the class. Thirdly, the researcher took argumentative essays from fourth semester students' assignments under one lecturer from three classes. The researcher chose those three classes because they had already written argumentative essays as their first assignment in academic writing class. Besides, the researcher chose the lecturer based on the lecturer's expertise in teaching academic writing. The lecturer has been teaching the subject for 4 years. Fourthly, the researcher only took 6 argumentative essays written by student based on the topic that had been given by the lecturer.

F. Definition of Key Terms

In order to avoid misunderstandings, the terms are defined as follows.

- 1. Interpersonal Meaning:** an interaction among the writers and the readers, which concerns on the interactivity of language.
- 2. Modality:** a way of the writers to express their attitude toward certain issues or topics.
- 3. Argumentative Essay:** a type of essay written to persuade the readers toward certain issues through the use of modality types, values, and orientations.

G. Previous Studies

There were previous studies conducted by the researchers that focused on modality in writing text. The researcher classified the previous studies based on the similarities and the differences between theory and object of the study.

Firstly, the studies that had been conducted widely by Ardiansyah (2015) and Olaniyan, Adeolu, & Adenji (2015). These studies investigated modality by using the same object and theory. Both of them used student's writing text and used Halliday's theory. Ardiansyah (2015) researched modality in students writing text especially in hortatory exposition text.

Meanwhile Olaniyan, Adeolu, & Adenji (2015) analyzed modality in objective's statements in research abstract. Although, they were same in the theory but they had different results. Ardiansyah (2015) revealed in his findings that epistemic modality was the dominated modality in the texts and it showed that the use of modality indicated the author's interpersonal meaning in the texts. Olaniyan, Adeolu, & Adenji (2015) used Halliday's theory to examine modality in abstract. The findings explained that four categories of modal (possibility, necessity, prediction and permission) were found in the data.

Secondly, other studies concerning modality focusing in academic writing text had been conducted by Heydarnia (2015) and Hardjanto (2016). Both of the studies had similar object. They analyzed modality in academic articles but they had different theory in analyzing the data. Heydarnia (2015) conducted a research on the mood and modality used by male and female in academic writing articles.

She employed theory of mood and modality model proposed by Quirk. The result showed that there was no significant difference in the use of mood and modality used by male and female authors in academic writing articles.

While Hardjanto (2016) studied the use of modal in research articles. He investigated modal auxiliary verb as the principal of hedging in English academic discourse. He took some research articles from economics, linguistics, medicine, natural science and engineering. In analyzing the data, he used Hyland's theory (1996). From his analysis, it showed that modal auxiliaries were mostly used in economics and least frequently in engineering and natural science. Thus, it seemed that there was noticeable disciplinary variation in the degree of hedging through the use of modal auxiliaries.

Thirdly, To & Thomas (2017) conducted a study on interpersonal metaphor of modality in successful primary persuasive texts. The subject of their study was students' persuasive texts. In analyzing the data, To & Thomas (2017) used Halliday's theory. Although they used Halliday's theory but they showed different topic than previous studies which used Halliday's theory. In their study, they examined how students used various types of modality to persuade the readers in their writings. Based on their findings, they showed that most of modality in students' persuasive texts were used to express probability, in high values and in subjective orientation. Besides, their result showed that they rarely used modality to express obligation with medium value and with objective orientation in their writing text.

The next previous study was the study conducted by Hadiani (2019). Hadiani (2019) explored interpersonal meaning in students' explanation texts. Hadiani (2019) also used Halliday's theory. Different from previous studies which were used Halliday's theory, she did not only examine interpersonal meaning from the perspective of modality but also from mood. Thus, in her research, she analyzed interpersonal meaning from the perspective of mood and modality. The result showed that the dominant mood used by student in their explanation texts was declarative mood. They used declarative mood to realize the speech function of the statements. Besides, she found the little use of modality in texts which explained that students presented factual information.

Based on the elaboration of previous research, those studies focused on academic writing texts such as explanation text, research abstract, hortatory exposition text, academic articles, persuasive text, and research article. However, none has studied the interpersonal meaning of modality in argumentative essay. Basically, argumentative essay is one of English essay should be mastered by the students. Further, in analyzing the data, the present study applied Halliday's theory about interpersonal meaning of modality. Different from the previous studies, the present study did only analyze interpersonal meaning from perspective of types and values of modality but also interpersonal meaning from perspective of modality orientation (explicit subjective orientation, explicit objective orientation, implicit subjective orientation and implicit objective orientation).

H. Research Method

This sub-chapter covers the explanation of research method which consists of the description about research design, research instrument, data and data source, data collection, data analysis and data triangulation.

1. Research Design

The present study was classified as constructivism worldview which aimed at meaning construction of the using modality in student's argumentative essay and understanding how the interpersonal meaning of modality in student's argumentative essay. Besides, the present study used qualitative research methodology. This study categorized as qualitative research because of some points. First, the present study described and analyzed language issues based on the reality behind the phenomena (Creswell, 2012). Besides, this study applied qualitative methodology because the researcher described the data based on the types, values and orientations and then interpreted the data to find out the interpersonal meaning of modality.

Moreover, the present study was implemented to get in-depth understanding concerning modality in argumentative essay of students in the Department of English Literature at UIN Malang. Third, the data analyzed in this study were in the form of written form. They were argumentative essay of the Department of English Literature students in UIN Malang. Besides, the present study did not verify the theory but it used the theory to understand the phenomena of the using modality in argumentative essay.

Furthermore, in collecting and analyzing the data, the present study used discourse analysis approach. Discourse analysis is an approach to the analysis of written and spoken texts that looks at the patterns of the texts as well as the textual and cultural context in which the texts occur (Paltridge, 2006). Since the present study focused on analyzing the grammatical form like the use of modality in argumentative essay, so the present study was categorized as textually oriented discourse analysis which concerned on the language features such as the grammatical form of the texts. In analyzing the data, the researcher implemented the Halliday's theory about systemic functional grammar which discusses the way language make meaning in context (Kreidler, 2002).

2. Research Instrument

The present study used human instrument. The instrument of the present study was the researcher herself because there was no other instrument involved in doing the present study. As the main instrument, the researcher collected some sentences containing modality based on the types, values and orientation of modality in students' argumentative essays. Some processes were done either in collecting or analyzing the data, such as collecting the sources, grouping the modality expression, and so forth.

3. Data and Data Source

The data were students' argumentative essays. In this case, the data were taken from argumentative essays written by forth semester students of the Department of English Literature at UIN Maulana Malik Ibrahim Malang

which were taking Academic Writing subject. These data became the researcher's priority because those were the fresher and the closer data which made the researcher feasible in obtaining the rich data. Based on the four criteria which were mentioned in the scope and limitations, there were 6 students' argumentative essay which had different topic as the data source.

The data source was taken from fourth semester students' assignments under one lecturer in three classes. However, the researcher only took 6 argumentative essays based on the topic discussed by the students. Since they were in the form of soft file, thus the researcher decided to copy all the soft files to keep the original paper and the researcher also omitted the identity of the writer.

4. Data Collection

In order to get all the data, the researcher collected the data by doing some following steps. First, the researcher made short list of data by collecting some students' argumentative essay. The researcher collected the argumentative essays which were taken from the submitted papers of students' assignment in Academic Writing class. The researcher took 6 argumentative essays based on the topic that had been given by the lecturer. The 6 topics discussed by the students were about drug addicts, a rise in cigarettes price, the benefit of exercise and healthy diet, National Examination, and pro and cons of moving capital city of Indonesia.

They were in the form of soft file. Further, the researcher decided to copy all the soft files to keep the original paper and the researcher also omitted the identity of the writer. Then, the researcher read some students' argumentative essay. After reading the argumentative essays, the researcher tried to find sentences that contained modality. Then, the researcher made note taking to write a sentence that contained modality expressions.

5. Data Analysis

In analyzing the interpersonal meaning of modality, the researcher did several steps. Firstly, the researcher read argumentative essays and tried to find the sentences that contained modality expression. Then, the researcher made note taking to write sentences that contained modality. Next, the researcher classified the collected data based on the theory proposed by Halliday (2004) about types, values and orientations of modality. Finally, after finding the types, values and orientations of modality, the researcher interpreted the interpersonal meaning from the perspective of modality types, values, and orientations conveyed by the students in their argumentative essays.

6. Data Triangulation

Triangulation is defined as the use of various method or data sources in qualitative research in order to develop a comprehensive understanding of a phenomena (Patton, 1999). Triangulation that is usually known as mixing data is a strategy to test the validity of the findings of other sources (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). In this study, the

researcher set the examination with the opinion of other sources. In this case, the researcher chose one of the lecturers in UIN Maulana Malik Ibrahim Malang as the validator. The researcher chose the lecturer was because of her expertise in discourse analysis. The researcher asked the lecturer to check the data findings and discussion of this study since it was useful for writers to get data validity.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the review of relevant theories used to analyze the data of the present study. The discussion covers the explanation of Systemic Functional Grammar, three metafunctions of language which involves ideational meaning, interpersonal meaning and textual meaning. Modality (types, values, polarity, and orientation) and argumentative essays are also reviewed at the end of this chapter.

A. Systemic Functional Linguistics

Systemic functional linguistics or systemic functional grammar is firstly introduced in 1960 by British linguist, M.A.K. Halliday. SFL views language with a broader perspective. SFL divides language into two main concepts. They are systemic and functional. Systemic refers to the set of interrelated choices to make meaning. While, functional refers to the approach. Thus, SFL is a social theory of language which discusses the function of language (Halliday & Matthiessen, 2004). It discusses how people use language in a different context and how language is structured as a semiotic system. There are three level that make up the linguistic system in SFL. They are the study of meaning (semantics), the study of sound (phonology), and the study of wording or lexicogrammar (syntax, morphology, and lexis) (Nordquist, 2019).

Halliday (2004) states that there are some reasons why languages are categorized as functional. The first reason is people use language based on their needs because the text is not arbitrary. The second reason is functional approach refers to the concept of human in using the language to fulfill three functions known as metafunction. They are representing, exchanging, and organizing experience. Theoretically, these three functions are called an ideational function, interpersonal functional, and textual function (Halliday & Matthiessen, 2004).

B. Metafunction of Language

Systemic functional linguistics regards language as a meaning-making resource. Language has three principle works that are known as metafunctions (Halliday & Matthiessen, 2004). Halliday (2004) depicts three metafunctions in systemic functional linguistics. They are ideational metafunction, interpersonal metafunction, and textual metafunction.

1. Ideational metafunction

Ideational metafunction explains that language allows people to talk about objects, actions, places, times, circumstances in which events occur. Ideational metafunction utilizes language as illustrative of experience. It discusses how language builds and maintains experience. It includes two parts of representations: experiential meanings which encode the experiences and logical meanings show the relationships between them. Moreover, ideational meaning allows using language as an instrument of thought, a symbolic code (Halliday & Matthiessen, 2004)

2. The interpersonal metafunction

Interpersonal meaning discusses how language sets up and maintains interaction between the language users. It discusses the relationship between the speaker and the hearer. According to Halliday (2004), when people use language to interact, it means that they do a relationship between them. In interpersonal meaning, it allows people to create personal and social relations by using language. Interpersonal meaning is a meaning which expresses the attitudes or the judgments of the speaker toward certain issue. Interpersonal meaning can be realized in wording through mood and modality (Halliday & Matthiessen, 2004)

3. Textual metafunction

Textual meaning relates to the interpretation of language in a message. In textual meaning, it discusses how language creates cohesive and coherent discourse. Textual metafunction sees whether a clause fits into the rheme and theme category. Textual meaning is used to construct a message in a clause (Halliday & Matthiessen, 2004).

C. Modality

Halliday defines modality as the area of meaning that lies between yes and no. It is the middle ground between positive and negative polarity. Modality is an expression of the speaker's opinion. Furthermore, he also states that modality represents the speaker's angle, either on the validity of assertion, or on the rights and wrongs of the proposal (Halliday & Matthiessen, 2004).

According to Sadian & Ghani (2019), modality is defined as a particular way to express the attitudes of the speakers or writers about what must be, what should be, what may be, what would be toward the world. Furthermore, modality is usually used when the speakers are not definite about their message. They will give a signal by looking for a position between definite “yes” and “no”. (Halliday & Matthiessen, 2004). According to Halliday (2004), there are some ways in realizing modality. They are listed as follows.

a. Finite modal operator

The writer can use overt modal operators such as *must, can, could, may, might, will, would, shall, should, ought to* and the semi modals like *need* and *dare*. The meaning of using these kinds of modal depends on the context. It can be an obligation, probability, ability, or permission. For instance: students *must* wear school uniforms. Based on this sentence, *must* has a meaning as an obligation (Halliday & Matthiessen, 2004).

b. Modal adjunct

The writer can also use modal adjunct in realizing modality. They can use modal adjuncts such as *certainly, definitely, probably, perhaps, maybe, always, usually, obviously, possibly, etc.* (Halliday & Matthiessen, 2004).

c. Expansion of Predicator

Expansion of predicator can also be used by the writer. There are three ways in expressing modality by using expansion of predicator.

They can use lexical verb like believe, allow, command, forbid, guess, suggest, warn, think, suppose, beg, etc. For example, I think it is very dangerous. Further, the writer can also use adjective verb or a clause with adjective such as sure, certain, likely, willing, probable, possible, be able to, be about to, etc. For instance, probably, she comes to her party tonight. For instance: we think that they will pass the examination. The last way in expressing modality by using expansion of predicator is using passive verb such as allowed, determined, supposed, etc. for example, students are allowed to bring mobile phone (Halliday & Matthiessen, 2004)

d. Combination of Finite Modal Operator and Modal Adjunct

Modality can also be expressed by combining the modal operator and modal adjunct. The common combinations of modal and adjunct are might possibly, must always, and can sometimes (Halliday & Matthiessen, 2004). For instance, you must always help them.

In conclusion, Modality is the expression of the writer toward an issue. By using modality, the writer will give information about what is true and what is not true (Kreidler, 2002). The writers can express modality in various ways. They can use using of finite modal operator, modal adjunct, expansion of predicator and combination of finite modal operator and modal adjunct (Halliday & Matthiessen, 2004). Furthermore, Halliday (2004) schematizes the system of modality as in figure 1.

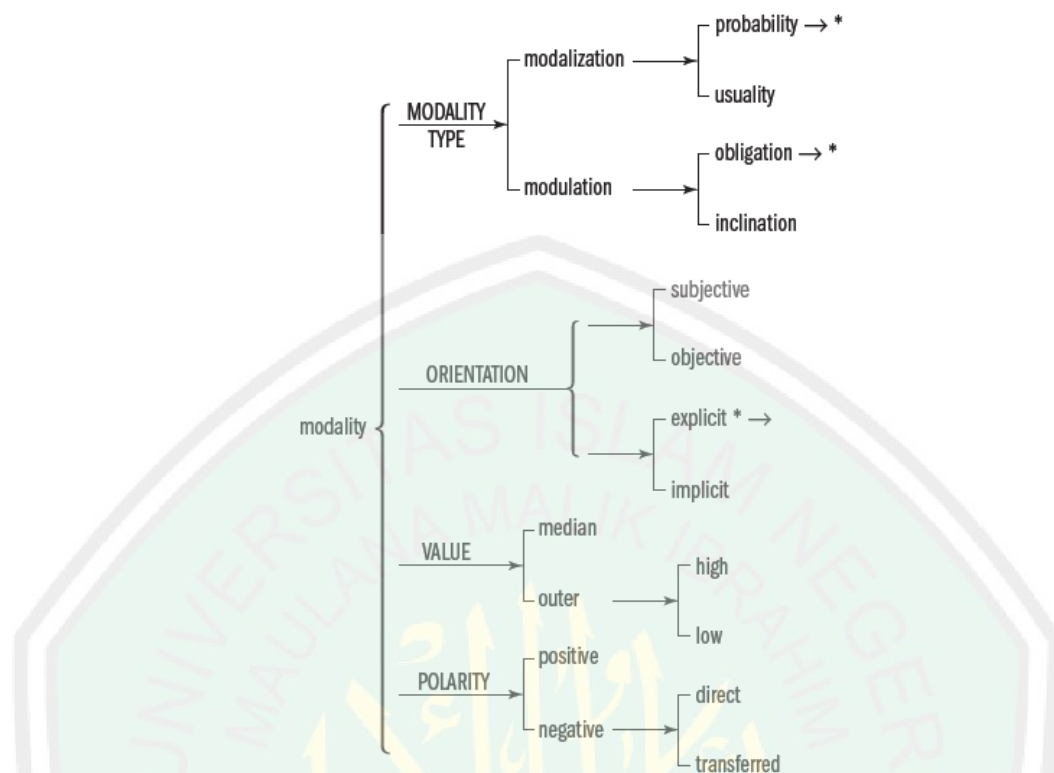


Figure 1. System network of modality (Halliday & Matthiessen, 2004, p. 150)

1. Types of Modality

Halliday divides modality into two types. They are modalization and modulation.

a. Modalization

Modalization is defined as the intermediate range of a proposition. Modalization is a type of modality used to determine the probability and usuality of a proposition. Thus, when we communicate with others, we are arguing about something IS or IS NOT. In modalization, Halliday divides into type types (Halliday & Matthiessen, 2004). It involves probability and usuality. Probability in a proposition expresses a probability of a

statement whether the statement or a proposition is true or not (Halliday & Matthiessen, 2004). Probability can be expressed in three ways: finite modal operator, modal adjunct, and the combination of modal operator and modal adjunct. For example, John will sit there all day.

The second type of modalization is usuality. Usuality expresses the frequency of occurrences of what is stated in a sentence (Halliday & Matthiessen, 2004). It indicates that the things are done in a certain frequency, whether it is routinely or not routinely. There are two ways for expressing usuality in a clause. The writer can use finite modal operator or modal adjunct. For instance: John usually sit there all day (Halliday & Matthiessen, 2004).

b. Modulation

Modulation is the intermediate range of proposal (DO vs DO NOT) which consists of obligation and inclination (Halliday & Matthiessen, 2004). Obligation is something that must be done. It expresses a necessity of doing something. Obligation indicates that someone needs or has to do something, or he is required to do something, e.g. you must go home. Otherwise, inclination means the intention or willingness of someone to do something. The major difference between obligation and inclination lies on the orientation of the subject. In obligation, someone is demanded to do, while in inclination someone is to do something due to his own willingness, e.g. You should go home (Halliday & Matthiessen, 2004).

2. Degree of Modality

The choice of modality implies assertiveness which is known as a value of modal. These typical realizations imply degree of assertiveness which are high, medium, and low.

| Form | Value of Modality | | |
|----------|--|--|--|
| | High | Median | Low |
| Positive | Must, ought to, need, has to, had to, Certainly, always, definitely | Will, would, should, is/was to, Probably, usually, often, frequently | Can, may, could, might, dare, Possibly, sometimes, occasionally, ever, never, rarely |
| Negative | Mustn't, can't, oughtn't to, hasn't, hadn't, can't, couldn't, mayn't, mightn't | will not, isn't/wasn't, wouldn't, shouldn't, | needn't, doesn't |

Table 1. Value of Modality (Halliday & Matthiessen, 2004, p. 622)

Based on the figure above, modality can be classified into three degrees (Halliday & Matthiessen, 2004):

- a. High: modality with high value shows that it is closest to yes and most possible to happen

- b. Median: modality with median means that the action is between high and low.
- c. Low: modality with low value is closest to no and most possible not to happen.

3. Orientation

According to Halliday (2004), orientation is the basic distinction of how each type of modality will be realized. Orientation is the distinction between subjective and objective modality, and between the explicit and implicit variants. From the orientation of meaning, modality may be subdivided into subjective modality and objective modality. Subjective modality is the use of modality in a clause in which the personal judgement is expressed by the first person. For instance, I must continue my study. While, objective modality is the use of modality in a clause in which the personal opinion is expressed by the third person or by using the impersonal it. For instance: he has to continue his study (Halliday & Matthiessen, 2004).

Furthermore, from the perspective of modality orientation, modality can also be divided into explicit and implicit modality. Explicit modality is a clause in which the modality is represented by the speaker by using modal operators (must, will, may, shall, etc.), for instance: you must come on time. On the other hand, implicit modality is a clause in which the modality is not overtly coded. It is usually represented by using modal adjuncts (probably, certainly, etc.), or expansion of verb such as allowed, required, need, etc. (Halliday & Matthiessen, 2004).

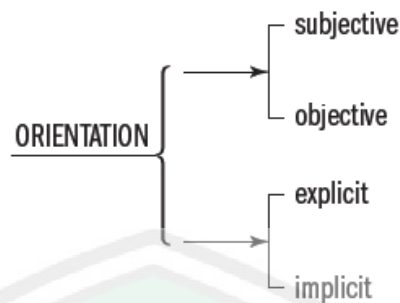
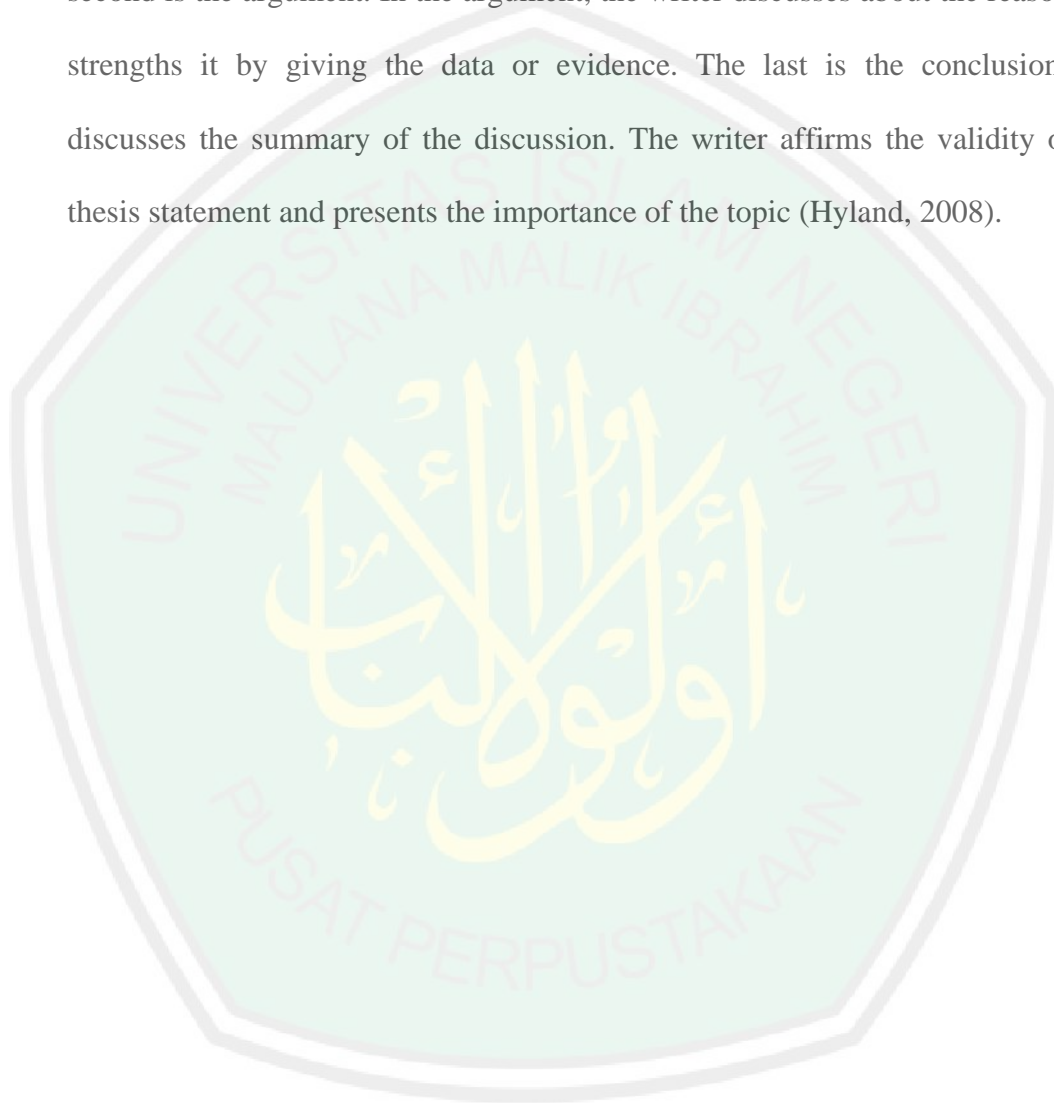


Figure 2. System of Modality Orientation (Halliday & Matthiessen, 2004, p. 619)

D. Argumentative Essay

Argumentative essay is an essay which aims at persuading the reader's point of view toward certain issue. Argumentative essay has a main function which is to convince the readers. Argumentative essay uses different kinds of facts and expert opinion in persuading the readers in order to accept a position. In the writing argumentative essay, the writer should introduce and explain the issue or case which are supported by a strong argument (Hyland, 2008). The writer should give their strong argument by providing strong reason with strong evidence in order to influence the reader's point of view toward certain issue. Moreover, in writing argumentative essay, the writers need to take a position on an issue in writing argumentative essay. The writers could present their argument on both sides of an issue which are equally balanced. Besides, the writers could also emphasize their argument to one side of an issue. It depends on the writer, what side they support the most (Argumentative Essay, 2020).

Furthermore, argumentative essay is divided into three elements. The first is the introduction and thesis statement. In the introduction, the writer presents the background of the topic and introduces the proposition that will be argued. The second is the argument. In the argument, the writer discusses about the reason and strengths it by giving the data or evidence. The last is the conclusion that discusses the summary of the discussion. The writer affirms the validity of the thesis statement and presents the importance of the topic (Hyland, 2008).



CHAPTER III

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion based on the explanation from the literature reviews in the previous chapter. In this chapter, the data were taken from argumentative essay of fourth-semester students of UIN Maulana Malik Ibrahim Malang. The findings were based on the result of the data analysis about types, values, and orientations of modality found in students' argumentative essays and interpersonal meaning conveyed by students in their argumentative essays. Furthermore, the discussion explored the analysis of findings in depth.

A. Findings

In this section, the researcher explained the data analysis and the research findings. The subject of this study was taken from argumentative essays from fourth-semester students at UIN Maulana Malik Ibrahim Malang. The data consisted of six students' argumentative essays. Moreover, the data were described based on the theory proposed by Halliday (2004) about two types of modality consisting of modalization and modulation, three degrees of modality (high, medium, low), and four orientations of modality (explicit subjective orientation, subjective implicit orientation, explicit objective orientation, objective

implicit orientation). Besides, the data were also described based on the theory of interpersonal meaning proposed by Halliday (2004).

In this study, the researcher analyzed six students' argumentative essays which had different topics. The six argumentative essays included essay 1 entitled "Rehabilitation vs Jail", essay 2 entitled "Increasing the Price of Cigarette", essay 3 entitled "Exercise and Healthy Diet", essay 4 entitled "Replacement of National Examination System", essay 5 entitled "Problem of Moving the Capital City" and essay 6 entitled "The Moving of Indonesian Capital City to Kalimantan."

1. Types, Values and Orientations of Modality in Students' Argumentative Essays

This section covered the description from the data that related to the research question number one, dealing with the types, values, and orientation of modality in students' argumentative essays. Modality was used by the writers to express their opinion. Halliday divided modality into two types, namely modalization and modulation (Halliday & Matthiessen, 2004). There were three values of modality consisting of high, median, and low. Besides, modality was divided into four types based on the orientation of meaning. They were explicit subjective orientation, subjective implicit orientation, explicit objective orientation, and objective implicit.

a. Modalization

Modalization is the implicit judgement of the writers toward certain issue. Halliday (2004) divides modalization into two types, namely probability and usability. In the present study, there were six students' argumentative essays that

were analyzed by the researcher. Based on the analysis of the types, the researcher found 95 clauses categorized as modalization type. In expressing modalization, the writers used probability and usuality. From this study, the researcher found 87 clauses that used modality to express probability and 6 clauses that used modality to express usuality. Meanwhile, for the value of modality, the researcher found three values of modality used by the writers in their argumentative essay. There were high, median and low value. Besides, in modalization type, there were two orientations of modality used by the writers. They were explicit objective orientation and implicit objective orientation.

1) Probability

Probability type occurred when someone stated a situation or condition and something as a prediction that would happen in the future (Halliday & Matthiessen, 2004). In this study, the researcher found 89 clauses that showed probability in students' argumentative essays. In explaining probability, the researcher found three degrees of probability used by the writers in argumentative essays. The first analysis discussed in high degree of probability, then median degree and low degree of modality.

a) High Degree of Probability in Students' Argumentative Essays

The use of high degree means that writers have high belief in their statement (Halliday & Matthiessen, 2004). Based on the analysis, the researcher found 4 clauses with high degree of probability. High degree of probability was only found in three essays. They were in essay 1, essay 4

and essay 6. The researcher found 2 clauses in essay 1, 1 clause in essay 1, and 1 clause in essay 6. Besides, in expressing high degree of probability, the researcher found one orientation of probability, which was explicit objective orientation. The examples of high degree of probability found in students' argumentative essays were displayed as follows.

Essay 1: Title: Rehabilitation vs Jail

- [1] Sometimes, in rehabilitation program **cannot** be ensured to change their bad habit.
- [2] If they **cannot** stop using drugs or alcohol so they need special handling treatment

Based on excerpt 1 and excerpt 2, there were two clauses that used high degree of probability. The writers used finite modal operator such as modal "*cannot*" in their statements. According to Halliday (2004), modal "*cannot*" in a clause showed high degree of probability. The use of modal finite operator in the clause was also categorized as explicit orientation (Halliday & Matthiessen, 2004). For that reason, excerpt 1 and excerpt 2 were categorized as explicit objective orientation.

Essay 4: Title: Replacement of National Examination System

- [3] Indonesia **cannot** manage and lead the youth itself.

In excerpt 3, the writers used modal "*cannot*" to express probability. Modal "*cannot*" in a clause was categorized as high degree of probability

(Halliday & Matthiessen, 2004). Based on the analysis, the writers were not involved in the statement. For that reason, this clause was categorized as objective orientation. The use of modal “cannot” in a clause indicated explicit orientation. In sum, excerpt 3 was categorized as explicit objective orientation.

Essay 6: Title: The Moving of Indonesian Capital City to Kalimantan

[4] The government on this plan **certainly** has some rational reasons

Based on the excerpt 4, it was known that the writers used modal adjunct “*certainly*” to express probability. Modal “*certainly*” was categorized as high degree of probability based on Halliday (2004). Besides, excerpt 4 was also categorized as implicit objective orientation. Based on Halliday (2004), it was categorized as implicit because of the use of modal adjunct in a clause and classified as objective because the writers used **third** person experience as the subject. It was proved that the writers used noun phrase “the government” as the subject of the sentence.

b) Median Degree of Probability in Students’ Argumentative Essays

Median degree implies the positive or negative meaning of the statement (Halliday & Matthiessen, 2004). In this study, the researcher found 50 clauses categorized as median degree of probability. The researcher found median degree of probability in six students’ argumentative essays. They were two clauses in essay 1, eleven clauses in

essay 2, three clauses in essay 3, seven clauses in essay 4, eighteen clauses in essay 5, and nine clauses in essay 6. The explanation of the examples of median degree of probability found in students' argumentative essays was explained below. Moreover, the researcher also found one orientation of modality which was explicit objective orientation.

Essay 1: Title: Rehabilitation vs Jail

[5] They **will** do every effort to get the drugs even from inside the jail

[6] But we do not even know what they **will** do for the next

Based on excerpt 5 and excerpt 6, there were two clauses with median degree of probability found by the researcher in Essay 1. Based on excerpt 5 and excerpt 6, the writers used finite modal operator to express probability. The writers used modal "will". Since the writers used finite modal operator, so the two clauses were categorized as explicit orientation (Halliday & Matthiessen, 2004). Besides, from the modality orientation, those two clauses were also categorized as explicit objective orientation.

Essay 2: Title: Increasing the Price of Cigarette

[7] Who knows, who **will** be the last time they can smoke

[8] The number of victims caused by cigarettes **will** increase

[9] The number of smokers in Indonesia **would** decrease

[10] It **will** make them think twice about buying cigarettes because the price is expensive

[11] People who are often exposed to cigarette smoke, the risk of their health problems **will** be higher

[12] In 2018 only 456 factories **will** be left out of 1000 cigarette factories in 2012

[13] Cigarette production **will** also be reduced

[14] There **will** be many workers who work in the cigarette industry laid off

[15] Farmers **will** lose money because the tobacco and cloves that they produce are not absorbed

[16] There **will** be more unemployment in Indonesia caused by raising the price of a cigarette

[17] There **will** be some people who feel disadvantaged such as workers in

Based on the examples above, the researcher found eleven clauses with median degree of probability in essay 2. The writers applied finite modal operator such as modal “*will*” to express probability. Modal “*will*” in a clause was classified as median degree, and it was also categorized as explicit orientation (Halliday & Matthiessen, 2004). Since the writers did not use first-person experience, so the clauses were categorized as explicit objective orientation.

Essay 3: Title: Exercise and Healthy Diet

[18] A healthy diet and eating foods that are not balanced with high energy such as sugar and fat **will** have an impact on excess energy, and being overweight

[19] The effect **will** be felt when after several months of regular exercise

[20] You **will** get more time to sleep and sleep

As shown in the examples above, the researcher discovered 3 clauses with median degree. In expressing median degree, the writers applied finite modal operator such as “*will*”. Since the use of finite modal operator, so those clauses were identified as explicit objective orientation (Halliday & Matthiessen, 2004).

Essay 4: Title: Replacement of National Examination System

[21] Academic competence **will** focus on making the equivalent among the student

[22] It **will** impact some cases such as their skill untrained and their knowledge unimproved

[23] It **will** impact to their future

[24] They **will** do cheating that is one of the moral crisis cases which have spread among the students

[25] it **will** consider that Indonesia cannot manage and lead the youth itself.

[26] The moral crisis **will not** exist if the academician knows how to make the students in this country are improved by their ability and knowledge

[27] The new system **will** create the difference between an advanced school and an education that does not have complete infrastructure

Based on some examples above, the median degree of probability noted in essay 4 was expressed by finite modal operator that was modal “*will*”. Further, according to Halliday (2004), the clauses were grouped as explicit objective orientation because of the use of finite modal operator. It could be known that it was objective because the writers used third-person experience in the statement of the essay.

Essay 5: Title: Problem of Moving the Capital City

[28] Start from land clearing, modernization and overpopulation problems **would** appear to Kalimantan.

[29] The social and economic aspects that **would** form some new problems in life

[30] The various problems which are occurred in Jakarta **will** move to Kalimantan and yet still no solution from the government.

[31] the most complicated consequence that **will** occur in Indonesia particularly in Kalimantan.

[32] WWF estimates that Kalimantan **will** lose 75% of the forest by 2020

[33] This **will** also have an impact on the population of flora and fauna, especially in the kind of fauna is an orangutan

[34] There **will** be big deforestation if the capital city moved to Kalimantan

[35] Then Indonesia **will** lose more forests and species of orangutan.

[36] Moving the capital city to Kalimantan also means that it **will** stimulate people or residents Medan to move there

[37] It **will** definitely require more space to build settlements

[38] Then there **will** be more deforestation in Indonesia

[39] The planning of relocation capital city to Kalimantan **would** contribute to a rise in inflation in Indonesia

[40] Bambang Brodjonegoro said that the relocation of the new capital **will** have a negative impact that is an increase in national inflation

[41] So, the government **will** have a budget deficit of 330 trillion of the gross domestic products

[42] The relocation of the capital city **will** have a bad impact on the Indonesian economy

[43] Even though this relocation **will** be a good chance for Java Island

[44] The destruction of Kalimantan Island **will** exist as well as Java's conditions now

[45] Kalimantan **will** lose its enormous forest which is the lung of the world

Based on the analysis, there were eighteen clauses with median degree of probability. The writers used finite modal operator such as modal “*will*” and “*would*” to express probability. According to Halliday (2004), the use of finite modal operator in the clause was classified as explicit orientation. For that reason, the clauses were categorized as explicit objective orientation.

Essay 6: Title: The Moving of Indonesian Capital City to Kalimantan

[46] Some rational reasons that **will** have a positive impact on the condition of the country in the future.

[47] at this level **will** endanger the health and increase the risk of premature death.

[48] The movement of capital to the outside of Java is expected to make both sectors **will** be carried out effectively

[49] Some people said that the relocation to Kalimantan **will** cost a lot of development cost

[50] According to president Jokowi declaration that moving the capital city **would** cost 466 trillion rupiahs

[51] Not all of that **will** be charged to the state budget.

[52] He underlines that domestic investment **will** be prioritized

[53] The domestic investor **will** get more benefits from this project of the relocation

[54] and also **will** increase the prosperity of its workforce

Based on some examples above, the researcher found that the writers employed explicit modal to express probability. It was proved by the use of finite modal operator “*will*” in all clauses. The use of modal “*will*” in a clause showed the median degree of probability (Halliday & Matthiessen, 2004). Besides, the writers also used objective orientation. It was known by the use of third person in all clauses.

c) **Low Degree of Probability in Students’ Argumentative Essays**

Low degree of probability means that the writers have low belief in their statement (Halliday & Matthiessen, 2004). Based on the analysis, the researcher found 35 clauses with low degree of probability. The writers applied low degree of probability in 5 essays. From 33 clauses, the researcher found seventeen clauses in essay 1, four clauses in essay 2, four clauses in essay 3, two clauses in essay 4, six clauses in essay 5 and two clauses in essay 6. There were several examples of low degree of probability in six students’ argumentative essays listed bellows.

Essay 1: Title: Rehabilitation vs Jail

[55] Drug abuse mostly begins with trial and error in a social environment that **can** destroy someone’s life.

[56] By putting them into rehabilitation, they **may** cure from the addiction

[57] Rehabilitation is the intensive choice treatment for substance abuse addicts that **be able** to cure mental disorder

[58] The substances of these dangerous drug **can** damage brain nerves

[59] **If** they cannot stop using drugs or alcohol so they need special handling treatment

[60] Treatment for mental health problems and substance use disorders **may** include rehabilitation, medications, support group, and talk therapy

[61] Giving junkies a rehabilitation therapy **can** reduce the amount of capacity in prison

[62] Public society **might** still have anxiety to the one who has crime history

[63] The consumer of drug abuse **might** think it would be okay

[64] **If** there is choice for drug abuse between sending jail and rehabilitation, absolutely they might choose rehabilitation to their safe option

[65] Absolutely, they **might** choose rehabilitation to their safe opinion

[66] **If** they still want to be sent to rehabilitation, it is better the law that punished drug abuse is to be deleted

[67] If they still **want to** be sent to rehabilitation, it is better the law that punished drug abuse is to be deleted

[68] **If** it is eliminated, the is no threat anymore

[69] It is **possible** occur misuse again

[70] To overcome this case, for abusers **can** rehabilitated

[71] Using drug **can** damage nerves brain

Based on the examples above, there were seventeen clauses that applied low degree of probability. The researcher noted that most of the clauses employed finite modal operator. There were thirteen clauses containing finite modal operator. Modal finite operators used by the writes were modal “*can*”, “*may*” and “*might*”. Moreover, the writers also used one clause with modal adjunct that was modal “*possible*”, one clause with lexio-modal auxiliary like modal “*be able*” and four clauses with conditional clause or if clause.

From the examples of low degree of probability, it showed that there were two types of modality orientation. They were objective implicit orientation and explicit objective orientation. Fifteen clauses were categorized as explicit objective orientation because the implementation of finite modal operator such as “*can*”, “*cannot*”, “*may*”, “*might*”.

Meanwhile, five clauses were identified as objective implicit orientation since the use of modal adjunct like “*possible*” and also “*if*”. Excerpt 59, excerpt 64, excerpt 66, excerpt 68, and excerpt 69 were examples of objective implicit orientation. However, seventeen clauses were categorized as objective orientation because of the use of third-person experience.

Essay 2: Title: Increasing the Price of Cigarette

[72] **If** the price of cigarettes was raised at least 25 thousand rupiahs per pack

[73] Smoking at home **can** be a source of chronic disease for families

[74] Increasing the price of cigarettes **can** increase the number of unemployed in Indonesia

[75] Raising the price of cigarettes **can** affect millions of people in Indonesia

Based on the data, modality used by writers in expressing probability was finite modal operator such as modal “*can*”. For that reason, excerpt 73, excerpt 74 and excerpt 75 were categorized as explicit objective orientation. In expressing modality, the writers also used conditional clause. The use of modal “*if*” in excerpt 72 showed implicit orientation of modality. Thus, it could be concluded that there were two orientations in essay 2, there were explicit objective orientation and implicit objective orientation.

Essay 5: Title: The Problem of Moving the Capital City

[76] Chronic illness **can** be experienced by all people who carry out physical activity and a healthy diet

[77] **If** exercise makes it difficult for us to sleep

[78] **If** you exercise before going to sleep

[79] People need to exercise and healthy diet **if** they want to have an ideal body

Based on the data, in expressing probability, the writers used two kinds of modal. They used finite modal operators such as modal “*can*” and modal adjunct “*if*”. For that reason, in essay 3, there were two orientations of modality, including explicit objective orientation and implicit objective orientation. According to Halliday (2004), the use of modal operator in a clause was categorized as explicit objective orientation. Excerpt 76 was the example of explicit orientation of modality. While, the use of modal “*if*” in a clause indicated that the clause was grouped as implicit objective orientation (Halliday & Matthiessen, 2004). Excerpt 77, excerpt 78 and excerpt 79 were the examples of implicit objective orientation.

Essay 4: Title: Replacement of National Examination System

[80] It **can** make Indonesian people proud

[81] The moral crisis will not exist **if** the academician knows how to make the students in this country are improved by their ability and knowledge

Excerpt 80 and 81 showed that the writers applied two kinds of modal in expressing probability. They used finite modal operators such as “*can*” and modal adjunct “*if*”. Thus, it revealed that the clauses had 2 orientations of modality. They were explicit and implicit orientation. It was grouped as explicit because of the use of finite modal operator such as in excerpt 80 and it was classified as implicit because of the use of modal adjunct such as in excerpt 81.

Essay 5: Title: The Problem of Moving the Capital City

[82] **If** this project still ongoing to be finished

[83] Jakarta **can** be the description of Kalimantan in the next years after officially become the capital city of Indonesia.

[84] **If** the capital city moved to Kalimantan

[85] 100.000 hectares which **is expected** to be completed in 2024

[86] It **can** be caused by an increase in demand and production cost

[87] **If** the budget is already in deficit

Based on the data, the researcher found 6 clauses with low degree of probability in essay 5. The writers implemented modal adjunct in expressing probability. The modal adjunct used by the writers was not only categorized as low degree of inclination but also as implicit objective orientation. (Halliday & Matthiessen, 2004). Excerpt 82, excerpt 84, and excerpt 85 were examples of the clauses with implicit objective orientation. While,

excerpt 83 and 86 were categorized as explicit objective orientation because the use of modal finite operator such as modal “*can*”. Besides, based on Halliday (2004), the use of modal “*can*” in a clause implied low degree of probability.

Essay 6: Title: The Moving of Indonesian Capital City to Kalimantan

[88] The project of moving the capital city will be held in the middle of 2020, and **is expected** to be completed in 2024.

[89] The movement of capital to the outside of Java **is expected** to make both sectors will be carried out effectively

Based on the examples above, it could be concluded that the writers used implicit modality to express low degree of probability. The implicit modality used by the writers was expansion of verb. In this essay, they used passive voice sentences such as “*is expected*”.

2) Usuality

Usuality is a type of modalization that expresses the frequency of occurrences stated in the statement (Halliday & Matthiessen, 2004). The use of usuality aimed to express something that they did most of the time. In this study, there were 6 clauses which express usuality. The researcher found three degrees of usuality in the students’ argumentative essay. There were two clauses with high degree of usuality, two clauses with median degree of usuality and two clauses with low degree of usuality. Besides, the researcher also found two orientations of modality in students’ argumentative essays.

Below was the explanation of the degree and orientation including its example found in students' argumentative essays.

a) High Degree of Usuality in Students' Argumentative Essays

In this study, the researcher found two clauses that expressed high degree of usuality. The high degree of usuality was only found in essay 1. In essay 1, the writers used modal adjunct such as “*mostly*” and “*always*” to express high degree of usuality. According to Halliday (2004), the use of modal adjunct in the clause was categorized as implicit orientation. Besides, the writers were also not involved in the real situation. Thus, the clauses were grouped as implicit objective orientation. The example of the clauses in students' argumentative essay was listed below.

Essay 1: Title: Rehabilitation vs Jail

[90] Drug abuse **mostly** begins with trial and error in a social environment that can destroy someone's life.

[91] The consumers that addict to drug **always** want to supply themselves in everyday life

b) Median Degree of Usuality in Students' Argumentative Essays

Based on the analysis, the researcher found that the writers used median degree of usuality in one essay. The use of median degree of usuality was found in essay 2. There were 2 clauses in essay 2. The following were the explanation of the analysis and the example of clauses found in students' argumentative essays.

Essay 2: Title: Increasing the Price of Cigarette

[92] that is inhaled by people around him who don't smoke or **often** known as passive smokers

[93] People who are **often** exposed to cigarette smoke

Based on excerpt 92 and excerpt 93, the researcher found 2 clauses which expressed usuality. Modal adjunct such as modal "*often*" was applied by the writers to express usuality. According to Halliday (2004), modal "*often*" showed median degree of probability. For that reason, the researcher merely found one degree of usuality in essay 2. Moreover, the use of modal adjunct also indicated that the clause was objective implicit orientation (Halliday & Matthiessen, 2004).

c) **Low Degree of Usuality in Students' Argumentative Essays**

In this study, the researcher found two clauses with low degree of usuality written by students in their argumentative essays. However, two clauses with low degree was only noted in essay 1. The writers used modal adjunct such as "*commonly*" and "*sometimes*" in expressing usuality. The analysis of the clauses was explained in the following examples.

Essay 1: Title: Rehabilitation vs Jail

[94] Problem in dangerous substance use **commonly** comes along with mental illness

[95] **Sometimes**, in rehabilitation program cannot be ensured to change their bad habit

Excerpt 94 and excerpt 95 were the examples of clauses that had low degree of usuality. According to Halliday (2004), the use of modal adjuncts “*commonly*” and “*sometimes*” indicated low degree of usuality. Those clauses were categorized as implicit orientation because of the use of modal adjunct and third-person experience.

b. Modulation

Modulation is the intermediate range of proposal. There are two ways of realizing modulation, consisting of obligation and inclination (Halliday & Matthiessen, 2004). In this study, the researcher found 70 clauses classified as modulation. The writers used obligation and inclination to realize modulation. There were 29 clauses that explained obligation and 41 clauses which elucidated inclination. Further, the researcher also found three degrees of modality; they were high, median, and low degree of modality. Meanwhile, for the orientation of modality, the researcher found three orientations of modality.

1) Obligation

Obligation is something that must be done (Halliday & Matthiessen, 2004). In the present study, the researcher found 27 clauses which indicated obligation. In expressing obligation, the writers only employed two degrees of obligation. They merely used high and median degree of obligation. There were 9 clauses with high degree of obligation and 18 clauses with

median degree of obligation found by the researcher in students' argumentative essays. Further, in expressing obligation, the researcher found three orientations used by the students in their argumentative essays. They were objective explicit, objective implicit and subjective implicit orientations.

a) High Degree of Obligation in Students' Argumentative Essays

Based on the analysis, the researcher found 11 clauses with high degree of obligation. The researcher found the use of high degree of obligation from three essays. They were in essay 1, essay 3, and essay 6. The researcher noted two clauses with high degree of obligation in essay 2, 7 clauses in essay 3, and two clauses in essay 6. Then, the analysis of the clauses was explained below.

Essay 1: Title: Rehabilitation vs Jail

[96] If they cannot stop using drugs or alcohol, so they **need** special handling treatment

[97] They **must** be punished by imprisonment

The writers employed two kinds of modal in essay 1. Excerpt 94 and 95 were the examples of clauses which used finite modal operator to express obligation. The writers used modal “*must*” and “*need*” to express high degree of obligation. Based on the text, it revealed that there was one modality orientation, it was explicit objective orientation. It was categorized as explicit because the writers used finite modal operator (Halliday &

Matthiessen, 2004). It was shown by the use of modal “*must*” and “*need*” in excerpt 96 and excerpt 97. Both clauses were also grouped as objective since the writers used third-person experience (Halliday & Matthiessen, 2004).

Essay 3: Exercise and Healthy Diet

[98] Exercise **is the best way** to obtain to obtain

[99] Exercise and a healthy diet **are encouraged** to start healthy life

[100] Exercise and a healthy diet are key nutrients **needed** for daily life

[101] Balancing energy consumption with exercise is something that **is needed** to maintain a good weight which requires health is very important in our life

[102] balancing energy consumption with exercise is something that is needed to maintain a good weight which **requires** health is very important in our life

[103] these healthy fat for the body **is very important** to reduce inflammation in the body

[104] People **need to** exercise and healthy diet if they want to have an ideal body

Based on the data, there were seven clauses with high degree of obligation found by the researchers in essay 3. The writers used expansion of predicator to express obligation. They used the passive verbs of “*need*”,

“*require*”, etc. to express modality. The use of expansion of predicator indicated high degree of obligation (Halliday & Matthiessen, 2004). Excerpt 98 – 103 were examples of the clauses. Besides, those clauses also showed implicit orientation. Meanwhile, excerpt 104 was the example of a clause with explicit objective orientation. It was identified as explicit orientation because the writers used finite modal operator such as modal “*need*”.

b) Median Degree of Obligation in Students’ Argumentative Essays

In the present study, the researcher also found median degree of obligation. There were 20 clauses with median degree of obligation. The researcher noticed that the writers used median degree of obligation in all essays. It was proved that there were two clauses in essay 1, four clauses in essay 2, one clause in essay 3, six clauses in essay 4, two clauses in essay 5, and five clauses in essay 6. The data of median degree were explained below.

Essay 1: Title: Rehabilitation vs Jail

[105] all criminal offenders **should** be warned and punished

[106] Government **should** give firmer penalty for drug addict

Based on two examples above, those two clauses were grouped as median degree of obligation. The writers employed finite modal operator such as modal “*should*” to express obligation with median degree. The use of finite modal operator indicated that the clauses were explicit objective orientation (Halliday & Matthiessen, 2004).

Essay 2: Title: Increasing the Price of Cigarette

[107] this **should** be considered by all parties, especially the government

[108] some reasons why the Indonesian governments **should** increase the price of cigarette

[109] Another thing that **should** be taken into consideration by the government in raising the price of cigarettes is the lives of the tobacco farmers, clove farmers, and workers in this industry which number in the millions

[110] the government **should** raise the price of cigarette

In essay 2, there were four clauses that expressed obligation. The writers used finite modal operator such as modal “*should*” to express obligation. Based on the analysis, the researcher only found one degree of obligation. The writers merely used median degree of obligation. Median degree of obligation indicated that something could be done or not. It was a suggestion (Halliday & Matthiessen, 2004). Moreover, the use of modal “*should*” in a clause showed that the clause was also grouped as explicit objective orientation.

Essay 3: Title: Exercise and Healthy Diet

[111] you **should** consume food that contains natural antioxidants

Based on excerpt 111, the writers used finite modal operator such as modal “*should*” to express median degree of obligation. Besides, the use of

modal “*should*” in a clause was also classified as explicit objective orientation (Halliday & Matthiessen, 2004).

Essay 4: Title: Replacement of National Examination System

[112] The government **should** replace the national examination system by the three following reasons

[113] we **should not** depend on academic competence

[114] the student's potential **should not** manage by the government because the only reason that makes someone squeezed in some situations is the restrictions

[115] it **should** be marked by another unique potential that they have

[116] they **should** be honest and study hard when facing the exam

[117] the government should replace the national examination.

In this study, the researcher found six clauses that were categorized as obligation. In expressing obligation, the writers used finite modal operator such as modal “*should*”. The use of modal “*should*” in a clause indicated that the clause was median degree of obligation (Halliday & Matthiessen, 2004). Since the writers used modal “*should*” in expressing obligation, so the clause was included as median degree of obligation and also explicit objective orientation.

Essay 5: Title: Problem of Moving the Capital City

[118] the relocation of the capital city **should not** manifest because of the disadvantages that will be occurred in the future.

[119] the government **should** consider more this plan or search for another way to resolve the Jakarta's problems

In this study, the researcher noted two clauses of obligation. In expressing obligation, the writers used finite modal operator such as modal "should" and "should not". According to Halliday (2004), modal "should" and "should not" were identified as median degree of obligation. Besides, the use of finite modal operator also indicated that the clause categorized as explicit objective orientation.

Essay 6: Title: The Moving of Indonesian Capital City to Kalimantan

[120] the first reason why capital **should** be moved is due to solve the overpopulation problem in Java

[121] the reason why the capital city **should** be moved to Jakarta

[122] which is considered to consume too much state budget which **should** be allocated to other sectors

[123] we **hope** that moving this capital will solve various problems in Indonesia

[124] we **hope** that the government immediately realizes the plan to move the capital city

Based on the examples above, there were five clauses with median degree of obligation. In expressing obligation, the writers used finite modal operator such as modal “*should*” and also modal adjunct such as modal “*hope*”. Moreover, the researcher found two orientations. They were objective explicit and subjective implicit orientation. Excerpt 120, excerpt 121, and excerpt 122 were categorized as explicit objective orientation because the writers used finite modal operator and used third-person experience. Meanwhile, excerpt 123 and excerpt 124 were grouped as subjective explicit orientation because of the use of modal adjunct. The use of modality in a clause indicated the opinion and personal judgement of the writers’ experiences.

2) Inclination

Inclination is used when someone has a desire to do something for others (Halliday & Matthiessen, 2004). In this study, the researcher found 41 clauses categorized as inclination. In revealing inclination, the writers applied three degrees and three orientations of modality. They were high, median, and low degree of modality. While for the modality orientations, there was explicit objective orientation noted by the researcher in students’ argumentative essays.

a) High Degree of Inclination in Students’ Argumentative Essays

In this study, the researcher found one clause with high degree of inclination which was found in essay 5. Based on the data, the writers used

modal “*cannot*” in the clause to express inclination. Moreover, it was not only classified as high degree but also as explicit objective orientation since the writers used modal finite operator to express inclination. The example of the clause was shown below.

Essay 5: Title: Problem of Moving the Capital City

[125] the government still **cannot** resolve that problem in Java

b) Median Degree of Inclination in Students’ Argumentative Essays

Based on the analysis of modality types and values, the researcher found that the writers applied finite modal operator to express median degree of inclination in all essays. Median degree of usuality was found in all essays. There were 16 clauses found by the researcher in students’ argumentative essays. From 16 clauses, there were one clause in essay 1, one clause in essay 2, three clauses in essay 3, one clause in essay 4, two clauses in essay 5, and eight clauses in essay 6. Below was the analysis and the examples of the clauses.

Essay 1: Title: Rehabilitation vs Jail

[126] the consumers that addict to drug always **want to** supply themselves in everyday life

In this study, the researcher found one clause with median degree of inclination. Based on the analysis, the researcher found that the writers used modal verb “*want*” in expressing inclination. Moreover, this clause was identified as explicit objective orientation, since the use of modal verb that

was modal “want” and the writers were not involved in the real situation (Halliday & Matthiessen, 2004).

Essay 2: Title: Increasing the Price of Cigarette

[127] tobacco and clove farmers can change the types of plants that **will** produce large profits like rice, corn, chili, and others

Based on excerpt 127, in expressing inclination, the writers used **finite** modal operator like “*will*”. The use of modal operator in a clause was categorized as explicit objective orientation. Thus, in this study, the researcher only noted one modality orientation in essay 2.

Essay 3: Title: Exercise and Healthy Diet

[128] Exercise and a healthy diet make our body routine **will** increase positive things like having an ideal body and having a healthier heart.

[129] our body **will** be prevented from chronic diseases such as heart disease, hypertension, diabetes, and stroke

[130] People need to exercise and healthy diet if they **want to** have an ideal body

Based on the examples above, the writers used modal “*will*” and “*want*” in conveying median degree of inclination. Moreover, the researcher also found two orientations in essay 3. They were objective explicit and subjective explicit orientation. Clauses were grouped as explicit

because of the use of finite modal operator. Meanwhile, two clauses were classified as subjective orientation because the writers were involved in the statement. It can be known by the use of the phrase “our body” in excerpt 128 and 130. Meanwhile, excerpt 129 was the example of objective orientation because of the use of first-person pronoun as the subject of the statements.

Essay 4: Replacement of National Examination System

[131] the students **will** create improvement in non-academic such as sport, leadership, and art competence

In this study, the researcher found that the writers only used finite modal operator to express inclination such as modal “*will*”. The use of modal “*will*” in a clause showed median degree of inclination. Further, the use of finite modal operator was included as explicit objective orientation.

Essay 5: Title: Problem of Moving the Capital City

[132] Kalimantan **will** keep safe from destruction

[133] Jakarta **will** get solutions to be better placed as the capital city

Based on excerpt 132 and 133, it can be analyzed that two clauses were identified as median degree of inclination and explicit objective orientation because of the use of finite modal operator that was modal “*will*”. According to Halliday (2004), modal “*will*” in a clause showed median degree and explicit orientation.

Essay 6: Title: The Moving of Indonesian Capital City to Kalimantan

[134] In April 2019 Jokowi conveyed his decision that the capital **would** be moved to the administrative region of North Penajam Paser Regency

[135] the project of moving the capital city **will** be held in the middle of 2020

[136] the total budget needs **would** be guaranteed by the state budget.

[137] 54% (Rp 265 trillion rupiahs) of development funds **will** be taken from Kerja sama antara Pemerintah dan Badan Usaha (KPBU) funds

[138] the government **will** open the opportunity for foreign investors

[139] we hope that moving this capital **will** solve various problems in Indonesia

[140] and **will** improve the efficiency of the capital city

[141] this country **will** be improved to a prosperous country.

Based on the analysis, the researcher found eight clauses with median degree of inclination. According to Halliday (2004), it was categorized as median because of the use of finite modal operator that was modal “*will*” and “*would*”. The use of finite modal operator also showed the explicit objective orientation of modality.

c) Low Degree of Inclination in Students’ Argumentative Essays

Moreover, the researcher also found low degree of inclination in students' argumentative essays. There were 24 clauses categorized as low degree of inclination. In essay 1 and essay 5, the writers did not use low degree of modality to express inclination. Thus, low degree of inclination was noted in essay 2, essay 3, essay 4, and essay 6. There were eight clauses in essay 2, twelve clauses in essay 3, three clauses in essay 4 and one clause in essay 6. The following explanations were the examples and the analysis of low degree of inclination found in students' argumentative essays.

Essay 2: Title: Increasing the Price of Cigarette

[142] they **can** smoke

[143] Increasing the price of cigarettes **can** reduce the number of smokers

[144] the number of cigarette consumers in Indonesia **can** be reduced

[145] it **can** minimize the number of people who are sick caused by smoking

[146] Smoking **can** harm young children or pregnant woman who incidentally is not smokers

[147] they **can** still work in other factories

[148] Tobacco and clove farmers **can** change the types of plants that will produce large profits like rice, corn, chili, and others

[149] the positive effects **can** minimize the number of active smokers and people who are sick

Based on the data, eight clauses were categorized as low degree of inclination. It could be known from the use of modal “*can*” in expressing inclination. Further, eight clauses were also categorized as explicit objective orientation because of the use of modal finite operator and the use of third person pronoun as the subject in the clause.

Essay 3: Title: Exercise and Healthy Diet

[150] Exercise and a healthy diet **can** routinely prevent chronic diseases

[151] Exercise and a healthy diet **can** fight the effects of premature aging

[152] Sports like yoga and jogging **can** maintain a quality diet

[153] preventing premature aging **can** be done by doing a healthy diet

[154] a healthy diet **can** be performed by eating healthy foods accompanied by exercising

[155] limiting calories **can** delay signs of aging

[156] Exercise and a healthy diet **can** improve sleep quality

[157] exercise **can** indeed improve good sleep quality

[158] regular exercise and healthy diet **can** prevent chronic diseases

[159] the diet that **can** make improves your body health

[160] Exercise and a healthy diet **can** contract the effect of premature aging

[161] these activities **can** maintain the quality of healthy diet

Meanwhile, there were twelve clauses that used finite modal operator such as modal “*can*” to express inclination. Modal “*can*” in the clause indicated low degree of inclination. They used modal “*can*” in all clauses. Besides, according to Halliday (2004), the use of finite modal operator showed explicit objective orientation.

Essay 4: Title: Replacement of National Examination System

[162] this country **can** improve the unique potential

[163] it **can** make Indonesian people proud to have the potential youth

[164] this **can** be held through essays, projects, and work

In essay 4, there were three clauses categorized as inclination. In this study, the researcher found that the writers only used finite modal operator to express inclination such as modal “*can*”. The use of modal “*can*” in a clause denoted low degree of inclination. Further, the use of finite modal operator was also included as explicit objective orientation.

Essay 6: The Moving of Indonesian Capital City to Kalimantan

[165] this damage **can** be seen in the decreasing of water and air quality in Java, especially Jakarta

Based on excerpt 165, it could be concluded that there was one clause that expressed low degree of inclination. In expressing inclination, the writers used modal finite operator. Since they used modal “*can*”, so excerpt 165 was categorized as explicit objective orientation.

In conclusion, from the data analysis, the researcher found that there were 165 clauses containing modality found in students’ argumentative essays. The results showed that the data represented two types, three degrees, and four orientations of modality. To give an easier display of the findings, the pie chart is presented below.

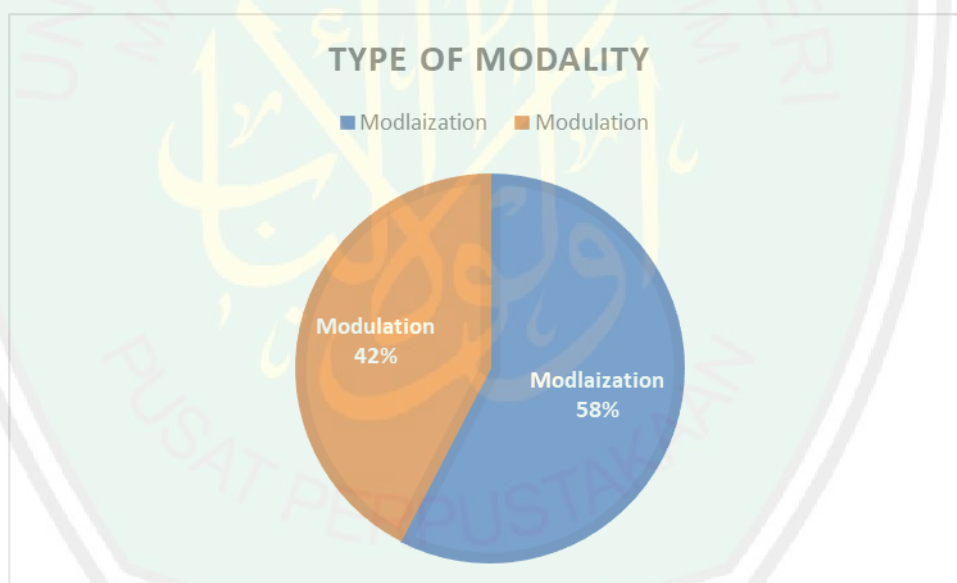


Figure 3. Types of Modality in Students’ Argumentative Essays

Based on the analysis, the researcher found that modalization was the most dominant type in students’ argumentative essays. There were 89 clauses categorized as modalization type. Meanwhile, there were 70 clauses categorized as modulation type.

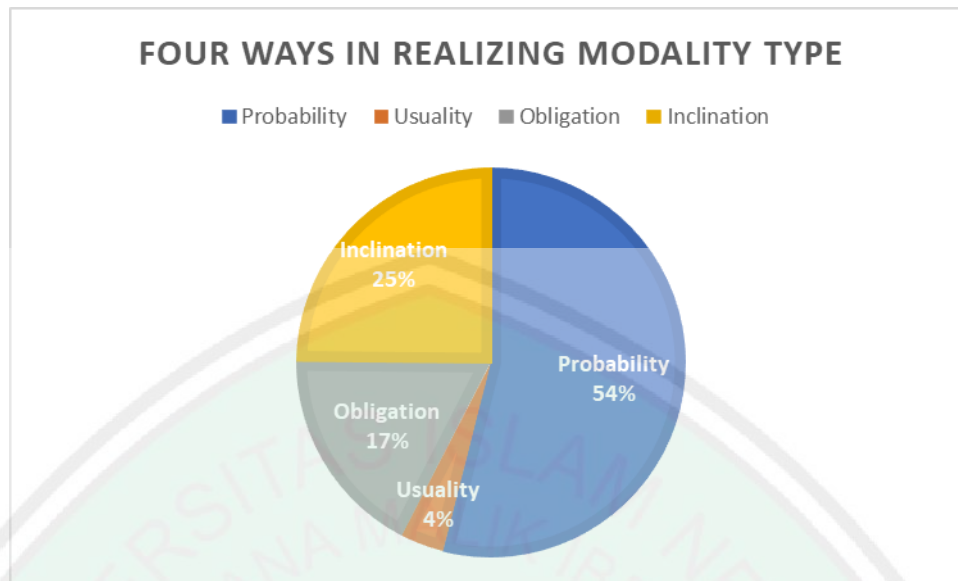


Figure 4. Four Ways of Realizing Modality Types in Students' Argumentative Essays

Based on figure 4, in realizing the modalization type, the students used modality to express probability and usuality. In this study, the researcher found 89 clauses that expressed probability. Besides, the researcher also found 6 clauses that expressed usuality. Furthermore, the researcher found modulation type in students' argumentative essays. The students used obligation and inclination to express modulation type. The findings showed that there were 29 clauses that expressed obligation and 41 clauses that expressed inclination. Thus, it could be concluded the modal that expressed probability was the most dominant modal used by the students in their argumentative essays.

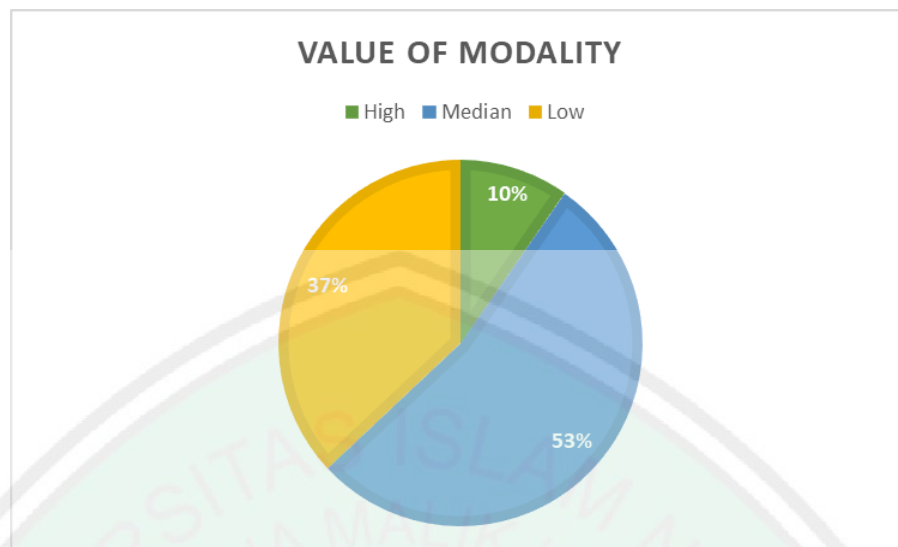


Figure 5. Values of Modality in Students' Argumentative Essays

Based on the figure 5, there were three values of modality found in students' argumentative essays consisting of high, median and low. However, median value was the most popular value in students' argumentative essays. There were 88 clauses with median value of modality. Then, it was followed by low value and high value. Based on the analysis, the researcher found 61 clauses with low value and 16 clauses with high value of modality.

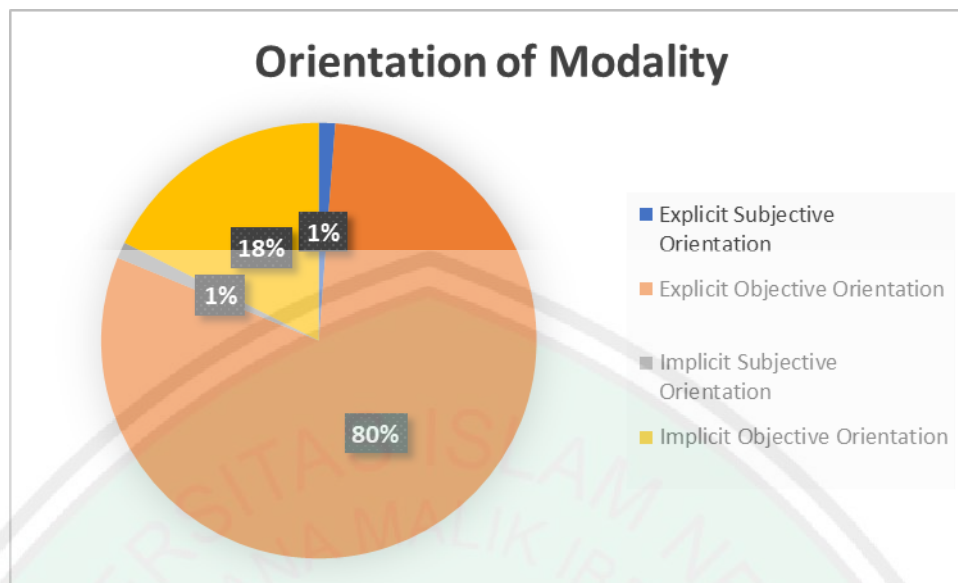


Figure 6. Orientation of Modality in Students' Argumentative Essays

Moreover, based on the pie chart above, this inquiry also found the orientation of modality. The researcher found four orientations of modality in students' argumentative essays. However, the dominant orientation was explicit objective orientation. It was supported by the occurrences of explicit objective orientation with 132 cases. Then, it was followed by implicit objective orientation with 29 cases, explicit subjective orientation with 2 cases and implicit subjective orientation with 2 cases.

2. Interpersonal Meaning of Modality in Students' Argumentative Essay

This section covers the explanation from the data related to the second research question. In the present study, the researcher also analyzed the interpersonal meaning of modality in students' argumentative essay. Interpersonal meaning plays an important role in maintaining and setting up social relation (Halliday & Matthiessen, 2004). Interpersonal meaning discusses the relationship

between the readers and the writers (Gerot & Wignell, 1994). There are two ways in realizing interpersonal meaning. Yet, the researcher merely focused on analyzing interpersonal meaning of modality.

In analyzing the interpersonal meaning of modality, a clause was analyzed from the perspective of modality types, values, and orientations. Halliday (2004) divides modality into two types. There are modalization and modulation. According to Halliday (2004), there are three degrees of modality, they are high, median, and low degree. Besides, the researcher also analyzed interpersonal meaning from the perspective of modality orientations. There are four types of modality orientation, they are explicit objective orientation, implicit objective orientation, implicit objective orientation, and implicit subjective orientation (Halliday & Matthiessen, 2004). The interpersonal meaning analysis in students' argumentative essay was described in the following parts.

a. Interpersonal Meaning from the Perspective of Modality Types

As discussed in chapter 2, modality is divided into two types based on the proposition and proposal. The two types are modalization and modulation (Halliday & Matthiessen, 2004). In this study, the researcher found two types of modality used by the students in their argumentative essays. In argumentative essays, the writers mostly used modalization. There were 95 clauses grouped as modalization type. Then, there were 70 clauses grouped as modulation.

The use of modalization in the text indicated that the writers were arguing about something (Halliday & Matthiessen, 2004). In modalization, it expressed presumption of the writers that would happen. For example, it could be seen from

essay 1 that explained the importance of sending drug addict to rehabilitation. The use of modalization indicated that the writers convinced the readers by giving their assumption of sending drug addict to jail. They explained their assumption by giving the readers the impact of sending drug addicts to Jail. In essay 1, they explained the conditions that would appear if drug addicts sent to jail. Besides, they also explained the advantages of sending drug addicts to rehabilitation.

Moreover, the use of modalization showed the judgments of the writers toward certain issues. For instance, it could be seen in essay 2, the use of modalization could be concluded that the writers more judged to the government to increase the price of cigarette. By increasing the price of cigarette, it had many advantages rather than disadvantages. Increasing the price of cigarette would be very useful. It could reduce the number of smokers and also minimize the number of people who were sick because of smoking

The use of modalization also indicated that the writers persuaded the readers by giving possibilities that would happen in the future. For example, in essay 5, the use of modalization indicated that the writers made many predictions that would happen if the capital city of Indonesia moved to Kalimantan. According to this essay, there would be many problems that would be happened. In this case, the writers used probability to convince the readers. It was one way to realize modalization (Halliday & Matthiessen, 2004).

Furthermore, the researcher also found modulation type. In this study, the researcher found 70 clauses categorized as modulation. Modulation was used by the writers to express inclination and obligation. There were some interpersonal

meanings in using modulation in students' argumentative essays. Firstly, the use of modulation could be meant that the writers asked the readers to do something. It could be in the form of suggestion, command, or offer. It depended on the degree of modality used in the text.

Essay 2 was an example of the use of modulation. It discussed the increasing of the price of cigarette. The writers asked the readers to do something. In essay 2, the writers gave a suggestion to the readers especially for Indonesian government to increase the price of cigarette because it would give good effect on society. It would decrease smokers in Indonesia too. Besides, they also gave command to the farmers who had lost their jobs because of the increasing of the price of cigarette.

Moreover, another example of modulation was shown in essay 3. Essay 3 discussed the importance of exercise and healthy diet. In essay 3, the use of modulation indicated that the writers gave commands to do exercise and healthy diet for the readers. They persuaded the readers by showing them the advantages and they emphasized the importance of doing exercise and healthy diet. In this essay, they suggested doing exercise and healthy diet for the readers.

Secondly, the use of modulation could express the willingness of the writers. In essay 6, modulation was used to explain the willingness of the writers if the capital city of Indonesia would be moved to Kalimantan. It was proved by the use of inclination in most of the modulation clauses. According to the writers in essay 6, the expectation of the writers if capital city of Indonesia moved to Kalimantan, it would be better in the future. If it was happened, it would help the

government to solve some problems in Java Island such as reducing the overpopulation in Jakarta.

b. Interpersonal Meaning from the Perspectives of Modality Values

According to Halliday (2004), there are three values of modality, consisting of high, median, and low. Thus, all the modality expressions could be categorized into different degrees of modality depended on how strongly the writers expressed the modality. From the analysis of values of modality, the researcher found three values of modality. In this study, the researcher found that median degree of modality took the largest proportion. Then, it was followed by high and low degree of modality.

Based on the analysis, there were 82 clauses used median degree of modality. The use of median degree showed that the statement was between yes or no. the statement could be positive or negative (Halliday & Matthiessen, 2004). In this study, the researcher found that the writers mostly used median degree of modality to express probability. There were 50 clauses that expressed median degree of probability. They used finite modal operator such as modal “*will*”, “*would*”, “*may*”, and “*might*”. In argumentative essay, the use of median degree of probability in essays indicated that the predictions could happened or not. The use of median degree of probability offered more possibilities to the reader so it would help the writers in convincing the writers because the readers would be easier to grasp the idea.

The second position was low degree of modality. The writers used low degree to express probability. There were 35 clauses with low degree of

probability. The writers used modals “*may*” and “*can*” in expressing the idea in argumentative essay. The use of low degree of probability implied that the writers were uncertain or they had low belief when they expressed their idea in the argumentative essay. It could enable the readers to have wider thinking space. They could express their own opinion or even they could oppose the writers’ opinion toward certain issues. The use of low degree also indicated that the writers tried to encourage the readers to believe their abilities in doing something simultaneously.

The last is high degree of modality. The researcher found 18 clauses used high degree of modality. In expressing high degree of modality, the writers used it to express obligation. The modal used by the writers are modal “*must*” and also expansion of predicate such as “*is needed*”, and etc. the use of high degree of probability implied that the writers demanded someone to do something. It was a necessity for the readers to do it. The use of high value of modality implied the strong determination of the writers.

c. Interpersonal Meaning from the Perspective of Modality Orientations

Based on the analysis, the researcher found that there were four orientations of modality used by the writers in argumentative essays. The researcher found explicit objective orientation, implicit objective orientation, implicit subjective orientation and explicit subjective orientations. The researcher found that the dominant orientation in students’ argumentative essays was explicit objective orientation.

1) Explicit Objective Orientation

In students' argumentative essays, explicit objective orientation was the dominant orientation used by students. There were 132 clauses categorized as explicit objective orientation. A clause was classified as explicit objective orientation because of the use of modal finite operator and third person experience in the essay (Halliday & Matthiessen, 2004). The use of objective modality implied the opinion and personal judgement of third-person experience. In this case, the writers were not involved in the interaction.

The use of explicit objective orientation allowed the readers to have a feeling that the text was objective without any subjective factor. It was proved that the writers were rarely used subject "we" when stating argument. Besides, the use of explicit objective orientation showed that the writers did not want to take any responsibilities, they just stated based on the fact. Such as this example:

"Smoking can harm young children or pregnant woman who incidentally is not smokers" (From Essay 2: Increasing Price of Cigarette)

In this example, the writers employed modal finite operator that was modal "can" to transmit the message explicitly to the readers. The use of explicit objective orientation in this clause showed the writers' attitude indirectly because the writers' opinion was not involved in this statement. It could be known from the use of the subject. They did not use subject "we" in the statement. From this example, the writers just stated the fact of smoking which was very dangerous for others who did not smoke.

2) Implicit Objective orientation

The researcher found 29 clauses categorized as implicit objective orientation. They were grouped as implicit objective orientation based on the modality used and also the subject used by the writers in argumentative essays. It was identified as objective because the writers were not involved in the interaction (Halliday & Matthiessen, 2004). Meanwhile, it was classified as implicit because the writers did not use modal finite operator in the text. By using implicit objective orientation, the writers showed the objectiveness of their statement. The writers wanted to present their idea in objective way and without prejudices. The writers tended to use implicit objective orientation if they were unwilling to take more responsibilities. There was an example listed below.

*“The movement of capital to the outside of Java is **expected** to make both sectors will be carried out effectively”*

The writers employed expansion of predicate in this example, they used passive voice in expressing modality. This statement showed the prediction of the writers that would happen if the capital city moved to Kalimantan. In this statement, the writers hid the writers' subjectivity and made the statement to be objective. Objective orientation used in this statement indicated that the expectation was not only from the writers but also behalf of people in Indonesia. The statement explained that the moving of capital city was expectation of most of Indonesian.

3) Explicit Subjective Orientation

The writers used explicit subjective orientation to highlight their own opinion or their own attitude toward certain issue. In this orientation, the writers were involved in the interaction. Explicit subjective orientation could be realized by using modal finite operator such as modal “*will*”, “*would*”, “*can*”, and so on. In this study, the researcher found two clauses identified as explicit subjective orientation. This type was uncommon in argumentative essays. The student never used this orientation when they stated arguments in their writings. There was an example listed below to show the orientation of explicit subjective.

“our body will be prevented from chronic diseases such as heart disease, hypertension, diabetes, and stroke”

This sentence employed modal finite operator that was modal “*will*” to transmit the message for the readers explicitly. From this example, the writers did not only state the fact but also gave the personal experience. It could be known from the use “our body”. The writers’ attitude was involved in this statement. The writers gave their personal opinion in persuading the readers. The use of the word “our” did not only mean it was his own opinion but also people in the world. The word “*our*” was as the representation of opinion form many people. Thus, in this example, it concluded that doing exercise and healthy diet would give benefit to all people not only the writers.

4) Implicit Subjective Orientation

Based on the analysis from six argumentative essays, the researcher found two clauses classified as implicit subjective orientation. It was categorized as implicit subjective orientation because the writers did not use modal finite operator in the argumentative and they used first person experience in stating the argument (Halliday & Matthiessen, 2004). The using of implicit subjective orientation in the text implied that the writers gave their viewpoint or their attitude on the certain issue. By giving their attitude or viewpoint, they tried to affect readers' attitude and behavior towards the underlying issue. Below was an example of implicit subjective orientation.

“we hope that moving this capital will solve various problems in Indonesia”

This example employed modal adjunct “hope” to ask the readers to do something toward the moving of Indonesian capital city. In expressing the obligation, the writers used word “we” which indicated that it was not only his own opinion but also behalf of people especially Indonesian. The word “we” weakened the tone of language and balanced the responsibilities between two parties (Rui & Jingxia, 2018). Thus, it was easier for the readers to accept the writers' opinion. The use of the word “we” also built an equal relationship.

B. Discussion

This section explained the discussion on the findings which had been found by the researcher. The present study presented a discussion of the result of data analysis about types, values and orientation of modality based on the

theoretical framework proposed by Halliday (2004) and interpersonal meaning based on the theoretical framework proposed by Halliday (2004). The present study highlighted the modality types, values, and orientations of modality and the interpersonal meaning of modality in students' argumentative essays.

Halliday (2004) divided modality into two types of modality, they were modalization and modulation. Besides, he also divided modality values into three values, they were high, medium, and low (Halliday & Matthiessen, 2004). Further, from the perspective of modality orientation, Halliday (2004) divided into four orientations, there were subjective explicit orientation, subjective implicit orientation, objective explicit orientation, and objective implicit orientation. In the present study, the researcher found 165 clauses which contained modality in students' argumentative essays. After analyzing and finding the data, the researcher found some results explained as follows.

Firstly, from the perspective of modality types, the results of the present study showed that there were 165 data that contained modality written by students in their students' argumentative essays. In this study, the researcher found two types of modality in students' argumentative essay. They were modalization and modulation. Modalization took the largest proportion in students' argumentative essays. There were 95 clauses categorized as modalization. According to Halliday (2004), clauses were categorized as modalization because the writers used modality to express probability and usability.

The present study revealed that the use of modalization in the students' argumentative essay was to show either probability or usability. The researcher

found 87 clauses which expressed probability. The writers used modality to persuade the readers by giving the possibilities that would happen in the future. Besides, there were some clauses categorized as modalization because the writers used modality to express usuality (Halliday, 2004). In the present study, the researcher found that the writers used modality in their argumentative essays to express something that they did most.

Furthermore, the researcher also found modulation type used by the students in their argumentative essays. In students' argumentative essays, there were 70 clauses categorized as modulation. According to Halliday (2004), there were two ways in expressing modulation type, they were obligation and inclination. In the present study, the researcher found that the writers used modulation to ask the readers to do something. They gave suggestion, command, advice and willingness to the readers in their essay. Besides, they also used modality to express their desire to do something for the others. For that reason, according to Halliday's theory, 70 clauses were categorized as modulation type.

From the analysis of the modality type in students' argumentative essay, in realizing the modality type either modalization or modulation, the students used four ways proposed by Halliday (2004). They were probability, usuality, obligation and inclination. From this result, it showed some differences with previous studies. According to previous study conducted by Ardiansyah (2019), he found that the writers used modality to express probability in most of clauses in hortatory exposition text. Usuality and obligation were rarely used by the writers. Further, according to Ardiansyah (2019), modality that expressed inclination was

not found in the hortatory exposition. The writers did not use modality to express inclination in hortatory exposition texts.

Furthermore, Hadiani (2015) found three ways in expressing the modality type, they were probability, usuality and obligation in students' explanation text. In her study, she did not find modality which expressed inclination. In addition, To & Thomas (2017) only found two ways in realizing the modality type in persuasive texts, they were probability and obligation. There was no modality which used to express usuality and inclination. Although some previous studies had same theory with the present study in categorizing the modality type, but the previous studies denoted different ways in expressing modality type.

Secondly, from the perspective of modality values, the researcher also analyzed modality values used by the students in the argumentative essay. Based on the findings, it could be concluded that median degree was the dominant degree of modality. Median degree indicated that the statement was in the range of yes or no (Halliday & Matthiessen, 2004). The use of median degree was mostly found in probability. Median degree of probability indicated that the prediction could be happened and not. Clauses were categorized as median degree since the use of modal "*will*", "*will not*", "*would*", *probably* and others (Halliday & Matthiessen, 2004).

On the other hand, the result of the present study showed a contradiction with previous studies. To & Thomas (2017) revealed that they only found two values of modality in persuasive texts, they were high and median value. According To & Thomas (2017), high value was dominated in the persuasive text.

Meanwhile, it was different with the present study. In this study, median value was the dominant value in students' argumentative essays. There were 86 clauses which used median degree.

Furthermore, the researcher also analyzed the orientations of modality. In students' argumentative essays, the researcher found four orientations of modality. Based on the findings, the researcher found that the dominant orientation was dominated by objective explicit orientation. There were 132 clauses categorized as explicit objective orientation. The writers mostly used modal finite operator and they also often used third-person experience in expressing their idea. For that reason, according to Halliday (2004), those clauses were categorized as objective explicit orientation.

However, the result of modality orientations in students' argumentative essays was different with previous studies. According to the previous study conducted by To & Thomas (2017), their result showed that subjective orientation was mostly used by the students in the persuasive text. Most of the clauses used first person as the subject. Meanwhile, it was different with the present study. In the present study, the students mostly used third person as the subject in their argumentative essays. The writers used objective orientation in their argumentative essays because the use of explicit objective orientation allowed the readers to have a feeling that the text was objective without any subjective factor. It also indicated that the writers merely stated the fact in their argumentative essays.

In addition, there was another different result with previous studies. From the previous studies such as a study conducted by To & Thomas (2017); Ardiansyah (2015); Hadiani (2019), they only found one modality in one sentence. Thus, the sentence consisted of one type of modality. Meanwhile, in the present study, there were some clauses that were combination of modalization and modulation. Besides, the researcher also found two degrees in one clause in students' argumentative essays. Excerpt 94 was one of the examples of combination of modalization and modulation in a clause.

*“If they cannot stop using drugs or alcohol so they **need** special handling treatment”*

From this example, there were two kinds of modal used by the writers, they were finite modal operator and modal adjunct. It could be seen that the writers used the word “if” which indicated probability in low degree and the word “need” which indicated obligation in high degree (Halliday, 2004). In this case, it could be known that there were two types of modality in a clause because there was modal finite operator that was modal “need” and modal adjunct “if”. Thus, it could be concluded that students did not always use one type or one degree when stating their arguments, but sometimes they used two types or even two degrees of modality.

In addition, the present study also analyzed the interpersonal meaning of modality in students' argumentative essays. The use of modality has important role as ideological tool which influenced the readers' point of views (Ehineni, 2014). According to Halliday (2004), the use of modality revealed the attitude or

the judgment of the writers. The implication of certain types, values and orientations of modality above revealed the ideology of the writers (Ehineni, 2014). Commitment of the writers toward an issue was one of the ideologies reflected in the use of modality in argumentative essays. In argumentative essays, the students did not only present the information but also steered and persuaded the readers by explaining their point of views. They persuaded the readers by giving their predictions, determinations and also suggestions toward the problems.

From the perspective of modality types and values, it could be known that median degree of probability took the largest proportion in argumentative essays. According to Halliday (2004), the use of median degree of probability implied that the meaning of the statements could be yes or no. In argumentative essays, students used modality to persuade the readers by giving possibilities that would come in the future. Based on the analysis, they portrayed the situation, action or any condition that would happen in the future. Meanwhile, they used median degree in their argumentative essays because they wanted to emphasize on what they said and wished to lead the readers for agreeing with their argument.

Moreover, from the perspective of modality orientation, this study revealed that explicit objective orientation was the dominant modality orientation in students' argumentative essays. In students' argumentative essays, most of the clauses used modal finite operator in expressing the idea. Besides, since argumentative essays were collaborative writing, so most of the statements used third person experience. The use of explicit objective orientation in argumentative essays showed that the writers allowed the readers to have the same feeling. Thus,

from the orientation of modality, it indicated the presence of the roles of readers (Halliday & Matthiessen, 2004). The use of objective orientation also indicated that the writers tried to set up the social relation with the readers in the discourse.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter covers the conclusion of the research. It sums up the result of the findings and discussion presented in the previous chapter. The conclusion is explained based on the formulated research questions. Further, it is followed by suggestions for next researchers who are interested in this topic to fulfill the gaps.

A. Conclusion

This study examined the interpersonal meaning of modality used by the students in their argumentative essays. The data were chosen from some argumentative essays written by fourth semester students of the Department of English Literature at UIN Maulana Malik Ibrahim Malang. This study employed the theory of interpersonal meaning proposed by Halliday (2004). After classifying and understanding the data, the result confirmed that all of clauses containing modality indicated the writers' interpersonal meanings with different types, values and orientations of modality.

Based on the results of the present study, the researcher found two types of modality, they were modalization and modulation. In realizing modalization, the researcher found two ways, consisting of probability and usuality. Meanwhile, in realizing modulation type, there were obligation and inclination. Modalization type was the dominant type used by the students in their argumentative essays.

Moreover, the researcher found three values of modality consisting of high, median and low. Yet, students mostly used median degree in their argumentative essays. Besides, orientation of modality was also discussed in the present study. Based on the findings and discussion, there were four orientations of modality in students' argumentative essay. Nevertheless, objective explicit orientation was dominated in students' argumentative essays.

Furthermore, this study revealed that the writers mostly used modalization type to convince the readers by giving the fact. They gave some possibilities of any condition or situation of an issue that would happen in the future. Since they mostly used median degree of modality, it showed that they offered some possibilities in their statements and it would help the readers to grasp the ideas. On the other hand, from the orientations of modality, it was dominated by explicit objective orientation. It indicated that the writers presented their ideas in objective, fair and convincing ways. Thus, it could be concluded that the implications of certain types, values, and orientations of modality helped to establish the interactivity between the writers and the readers. When the interaction occurred, the writers' attitudes would easily be accepted by the readers.

B. Suggestion

The study of interpersonal meaning of modality had been flourishing in linguistics fields since it advanced the understanding of the role of modality in writing academic context. Based on the findings and the results of the study, the

researcher proposed three possible researches to enrich the scope of interpersonal meaning of modality in linguistics studies.

Firstly, the present study revealed that the explicit orientation was dominant orientations used in students' argumentative essays since the present study analyzed collaborative argumentative essays. Therefore, it is suggested for the next researchers to analyze interpersonal meaning of modality in students' argumentative essays written by one author. It is because every person has different ways and style in expressing ideas. Thus, it is possible that the interpersonal meaning of modality will be different from what had been found in the present study.

Secondly, since the present study focused on the interpersonal meaning of modality in argumentative essays from fourth semester students of the Department of English Literature, the researcher hoped that the next researchers will conduct the research in other aspects. Future researchers might conduct the research with the same object that is argumentative essay but with different authors. They can analyze argumentative essays from other departments such as the Department of English Education, or other departments. Furthermore, they can also analyze the interpersonal meaning of modality not only in written form but also spoken form.

Thirdly, Halliday (2004) proposed two ways in realizing interpersonal meaning, including mood and modality. However, the present study merely analyzed the interpersonal meaning from the perspective of modality. Thus, it is suggested for the next researchers who are interested in conducting the research on the interpersonal meaning to analyze the interpersonal meaning in

argumentative essay, but from different perspective. They can analyze the interpersonal meaning from the perspective of both mood and modality.



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CURRICULUM VITAE



Okvita Firli Mayangsari was born in Malang on October 18, 1998. She is the oldest children of Mr. Seman and Mrs. Heriwati. She has one little brother named M. Bayu Sigit Wicaksono. She graduated from MAN 1 Kabupaten Malang in 2016. During her senior high school, she joined English Club and got several achievements in English competition. She started her higher education in 2016 at UIN Maulana Malik Ibrahim Malang to take Department of English Literature. During her study at the university, she joined a community known as “Galeri Kreatif”. Besides, along her undergraduate degree, she also has been working as an English tutor in Lembaga Bimbingan Belajar (LBB) Indigo or Indigo’s course located in Gondanglegi, Malang.

APPENDICES

Appendix 1: Students' argumentative essays

Essay 1: Title: Rehabilitation vs Jail for Drug Addicts

Drug abuse mostly begins with trial and error in a social environment that can destroy someone's life. The consumers that addict to drug always want to supply themselves in everyday life, willing to spend money just to buy drugs, and even willing to commit criminal acts to get it. Drug addiction is a disease that caused mindset disorders, decreased memory, and feel a strong desire that is difficult to stop to use drugs. To overcome this case, government provide rehabilitation program to help out and also to cure them from drug addiction. By putting them into rehabilitation they may cure from the addiction and from this way the drug sufferer's life well back to normal. Rehabilitation is the intensive choice treatment for substance abuse addicts that be able to cure mental disorder and to prevent overcapacity of the jail.

Drug abuse is mental illness problem that affect to brain and put health in a danger. The substances of these dangerous drug can damage brain nerves and trigger brain to feel the intense pleasure, so they keep taking the drug to chase more and more. The narcotic addict has various effects, one of them is mental disorder. Problem in dangerous substance use commonly comes along with mental illness, if they cannot stop using drugs or alcohol so they need special handling treatment to deal with these cases. Treatment for mental health problems and substance use disorders may include rehabilitation, medications, support groups, and talk therapy. According to data statistic of BNN (*Badan Narkotika Nasional*) or National Narcotics Agency in Mojokerto City, handles a total of 53 drug addicts with mental illness in 2017-2018. Dozens of people experience mental disorders ranging from mild, moderate, to severe (crazy) qualifications, vulnerable age of patients from 25 to 45 years. Even worse, in rehabilitation treatment of mental disorder that caused by drug abuse, the dozens of addicts with mental disorders handled by BNN Mojokerto City, two of them are died due to complications of the disease.

In addition, giving junkies a rehabilitation therapy can reduce the amount of capacity in prison and prevent drug trafficking inside prison. Nowadays, a lot of prisons have been overcapacity. As spoken by the minister of law and human rights Yasonna Hamonangan Laoly, almost 50 percent of prisoners in Indonesia are drug convicts. Moreover, based on data of ministry of law, the prisoners from the drug convicts reached 203 percent from the prison capacity. The domination of drug convicts in the prison also evoke new problem for the police officer. They overwhelmed to supervise the prisoners. This loosening of supervision is used to be an advantage for the drug kingpins to operate their dark business inside the prison. They can easily control the drugs trafficking from behind the bars. According to the chief of National Narcotics Agency, General Commissioner Heru Winarko said that 90 percent of drug trafficking in Indonesia are managed from within the prison. The real problem is when the drug addict sent into jail, they are physically and psychologically still in drug dependency condition.

Because of this, they will do every effort to get the drugs even from inside the jail. Therefore, giving the junkies a medical rehabilitation therapy is a wise way because it means solve the main problem of drug addiction.

On other hands, although drug addicts are not considered as criminal offense, public society might still have anxiety to the one who has crime history, because we do not even know what will they do for the next if come other chances to do. Sometimes system in rehabilitation program cannot be ensured to change their bad habit, the consumer of drug abuse might think it would be okay as long as everything is safe from police. As applicable regulation of government, all of criminal offenders should be warned and punished. As we know, day by day drug user more increasing. So, government should give firmer penalty for drug addict and send them into jail to be punished and warned, also to be given direction how not to consume drugs anymore. If there is choice for drug abuse between sending to jail and rehabilitation, absolutely they might choose rehabilitation to be their safe option. Therefore, if they still want to be sent to rehabilitation without imprisonment, it is better the law that punished the drug abuse is to be deleted. But if it's eliminated, there's no threat anymore and it is possible occur misuse again. To overcome this case, for abusers can be rehabilitated, but for abusers as well as dealers get additional punishment, which is imprisonment.

Rehabilitation is the intensive choice treatment for drug addicts. Using drug can damage nerves brain and change behavior that affect to mental disorder. Based on the data obtained, mostly drug trafficking in Indonesia are managed from within the prison, sometimes in jail cannot be sure clean from drug. Even not seldom the prisoners still be able to consume drugs. However, on the view of others rehabilitation is not a punishment for drug addict, then in accordance with applicable law they must be punished by imprisonment.

Essay 2: Title: Increasing the Price of Cigarette

“Be good when you meet people who smoke. Who knows, who will be the last time they can smoke” . This quotation explains that smoking is a very bad habit for health that makes consumers get infected with dangerous diseases and even death. Smoking also causes consumers to feel addicted; it keeps them from consuming in a long period or even throughout their lives. Based on DW, every minute almost 11 million smokers smoke in the world and 10 people die from it, which cigarette smoke from them tends to get dangerous diseases. This problem if left unchecked then the number of victims caused by cigarettes will increase, then this should be considered by all parties, especially the government. One way to solve this problem is with governments increasing cigarette prices. Here are some reasons why the Indonesian governments should increase the price of cigarette.

Increasing the price of cigarettes can reduce the number of smokers. As revealed by health Research and Development Agency Researcher of the ministry of Health Nunik Kusumawati, cigarette consumption among the lower middle

economic community ranks third after rice and food. Based on WHO's statement when viewed from the percentage of the population, Indonesia occupies the percentage of the population as the largest number of smokers in the world. This is also supported because cigarette prices in Indonesia are among the lowest prices compared to other countries. As we know that the price of cigarettes in stalls or stores is only around 15 thousand rupiahs. Maybe if the price of cigarettes was raised at least 25 thousand rupiahs per pack, the number of smokers in Indonesia would decrease. Around 80 percent have low and middle income, and some of them are considered poor. It will make them think twice about buying cigarettes because the price is expensive, especially for those who have difficulties in meeting their daily needs. Then the number of cigarette consumers in Indonesia can be reduced.

Another reason, it can minimize the number of people who are sick caused by smoking. The Tobacco Atlas 2015 data states that more than 217.400 Indonesians died from smoking. From those number not only consists of active smokers but also passive smokers. It means that smoking can harm young children or pregnant woman who incidentally is not smokers. For example, smoking at home can be a source of chronic disease for families. When in a family there is someone who smokes, some of the smoke not only entered the lungs, but it is also released into the air. So that is inhaled by people around him who don't smoke or often known as passive smokers. In fact, people who are often exposed to cigarette smoke, the risk of their health problems will be higher. This is corroborated by Doctor Kevin Adrian's research, "passive smokers who inhale cigarette smoke continuously, 25% can increase of lung cancer". Indeed, raising the price of cigarettes is one effective way to reduce the risk of disease caused by smoking.

On the other hand, increasing the price of cigarettes can increase the number of unemployed in Indonesia. According to the chief of Gaprindo, Muhaimin Moeftie said, "In 2018 only 456 factories will be left out of 1000 cigarette factories in 2012. Another thing that should be taken into consideration by the government in raising the price of cigarettes is the lives of the tobacco farmers, clove farmers, and workers in this industry which number in the millions". It means if cigarette consumers are reduced, cigarette production will also be reduced. So, there will be many workers who work in the cigarette industry laid off. Meanwhile, for farmers, declining sales cause the need for raw materials to decrease. Thus, farmers will lose money because the tobacco and cloves that they produce are not absorbed. Finally, there will be more unemployment in Indonesia caused by raising the price of a cigarette. Even so, workers who were laid off from cigarette industry factories, they can still work in other factories, such as food or beverage factories. Furthermore, tobacco and clove farmers can change the types of plants that will produce large profits like rice, corn, chili, and others.

In conclusion, the government should raise the price of cigarette. Raising the price of cigarettes can affect millions of people in Indonesia. The positive effects are

can minimize the number of active smokers and people who are sick because of cigarettes, especially young children or pregnant women who are exposed to cigarette smoke. On the other hand, there will be some people who feel disadvantaged such as workers in cigarette factories who are fired because of a lack of consumers and tobacco farmers who lose money because the tobacco that they produce is not distributed.

Essay 3: Title: Exercise and Healthy Diet

Nowadays, exercise and a healthy diet are becoming trendsetters in living a healthy lifestyle. Various studies and nutritionists are busy debating to find the best way to control weight and obesity. Although both have the same challenge of regulating food metabolism and fighting the desire to eat large amounts. But both have different mechanisms and effects on their different body. Thus, the body is easier to reduce the number of calories by burning calories through exercise. Therefore, for some people enough to reduce their diet and accompanied by exercise is the best way to obtain maximum results. However, exercise and a healthy diet are encouraged to start a healthy life.

Exercise and a healthy diet can routinely prevent chronic diseases. Chronic illness can be experienced by all people who carry out physical activity and a healthy diet, even those that look healthy. A healthy diet with the amount of energy consumption related to exercise and food quality is the main factor of chronic diseases in our body. The WHO asks that exercise and a healthy diet are key nutrients needed for daily life. A healthy diet and eating foods that are not balanced with high energy such as sugar and fat will have an impact on excess energy, and being overweight. Therefore, there is an opinion that a healthy diet by eating nutritious foods and balancing energy consumption with exercise is something that is needed to maintain a good weight which requires health is very important in our life. Exercise and a healthy diet make our body routine will increase positive things like having an ideal body and having a healthier heart. This improves many people are proven to be beneficial for improving physical fitness, increasing body fat, and improving bone health. Thus, our body will be prevented from chronic diseases such as heart disease, hypertension, diabetes, and stroke.

Exercise and a healthy diet can fight the effects of premature aging. Sports like yoga and jogging can maintain a quality diet. Besides that, you should consume food that contains natural antioxidants such as vitamin E and C, beta-carotene, polyphenols, selenium which are successful to improve skin elasticity and help reduce the signs of aging by repairing skin cell damage caused by exposure to light sun and pollutants. The researchers from McMaster University concluded that exercise prevents premature aging in almost all organs of the body. Besides, preventing premature aging can be done by doing a healthy diet. A healthy diet can be performed by eating healthy foods accompanied by exercising. These healthy fat for the body are very important to reduce inflammation in the body and maintain cell balance, especially skin cells. According to Rozalyn

Anderson of the University of Wisconsin-Madison which states that a healthy diet by limiting calories can delay signs of aging. And several studies have also shown that a healthy diet by reducing salt in food is beneficial against the effects of premature aging with the effect of reducing black lines and swelling in the eyes, reducing the incidence of acne and making the face look brighter.

Exercise and a healthy diet can improve sleep quality. The time and intensity of exercise can play a role in the effects of sleep. Some opinions indicate that regular exercise can improve sleep quality, like a statement in a 2014 electroencephalographic study and a survey of 52 healthy adults who found that regular exercise can lead to better sleep patterns. According to Dr. Graham is a psychologist, exercise can indeed improve good sleep quality, although the impact is long, the effect will be felt when after several months of regular exercise. The sport in question is mild exercise such as yoga, palates, and relaxation. Apart from exercising a healthy diet by consuming foods that are rich in nutrients like carbohydrate, vitamin, and protein also greatly affect one's sleep quality. But there is another opinion research that states if exercise makes it difficult for us to sleep, especially exercising right when it's close to bed. if you exercise before going to sleep, you will get more time to sleep and sleep. Regarding a healthy diet, some opinions are still being debated by doctors because 50% of their patients still experience insomnia even though they have a healthy diet by consuming healthy foods.

Therefore, regular exercise and healthy diet can prevent chronic diseases. A healthy diet is not the diet that makes you are sick, but the diet that can make improves your body health. Healthy diet by managing the food keeping up with enough exercise. Exercise and a healthy diet can contract the effect of premature aging, by exercising like yoga, jogging, pilates, and aerobics. These activities can maintain the quality of healthy diet. However, people need to exercise and healthy diet if they want to have an ideal body.

Essay 4: Title: Replacement of National Examination System

In December 2019, the news about the replacement of the national examination system has already spread out and created a contradiction among society. Previously, the national examination applied a system for evaluating all subjects at the end of a student's learning. Nadiem Makarim as Minister of Education and Culture announced four educational policy programs named 'Merdeka Belajar'. One of them is the termination of the National Examination starting in 2020 and 2021 that the term of the system in the form of Minimum Competency Assessment and Character Survey. The marking of a new system refers to two points: the literature, numbers, and the observation of the student's behaviour. The government should replace the national examination system by the three following reasons.

The first reason, the previous system of national examination is unfair. It examines the student's academic competencies only because the other competencies are unappreciated. According to state regulation number 2, 2003 in

the third article, the function of education has a purpose to create each of the students in this country can improve the unique potential. As Indonesian country we should not depend on academic competence because from each unique potential that the students have will create improvement in non-academic such as sport, leadership, and art competence and when their unique skills have improved, it can make Indonesian people proud to have the potential youth that can create a developed nation. Furthermore, academic competence will focus on making the equivalent among the student that it restricted the student's freedom to increase their potential. If the student's freedom restricted, consequently it will impact some cases such as their skill untrained and their knowledge unimproved. Ideally, the student's potential should not manage by the government because the only reason that makes someone squeezed in some situations is the restrictions. Therefore, the marking of student's potential is not only about academics, but it should be marked by another unique potential that they have.

The second reason is the previous system leads to create moral decadence. As a student, they should be honest and study hard when facing the exam, because it will impact to their future and those impacts are unconfident, depend on other people in every situation and lack of thinking. Furthermore, they will do cheating that is one of the moral crisis cases which have spread among the students and it caused by the desire to pursue the ideal proportion. Many parents, students even the government forgot morality and preferred to the achievement whatever it takes that it create a bad habit without concern into its impact. Moreover, it is the bad mindset to be the youth of this country, because the youth of this country is the hope for tomorrow. When the countries youth are rather weak, even they have the crisis moral, it will consider that Indonesia can not manage and lead the youth itself. Besides, the moral crisis will not exist if the academician knows how to make the students in this country are improved by their ability and knowledge. Therefore, our big responsible among the students is how to fix the moral decadence.

On the other hand, the school is not ready enough to create a new assessment system for replacing the previous system. Some schools do not have sufficient facilities to support a new assessment system. The new system will create the difference between an advanced school and an education that does not have complete infrastructure. However, nowadays the national examination relying on the qualification that is fully set by the government. Based on the Education Law number 2, 2003 article 58 in paragraph 2, it is mentioned that the evaluation of student assessment is done by teachers and assessments for graduation formed by the school. The school has many holistic measure systems including (Minimum Competency Assessment and Character Survey). MCA such as literacy and numeration which literacy is the ability to analyze a reading as well as the ability to understand the concepts behind the writing and numeration is the ability to apply number concepts and arithmetic skills in everyday life for instance at home and public. This can be held through essays, projects, and work. The character survey assessment to determine the condition of security, harmony to

the morals of students. Therefore, the student assessment relying on the teachers, not the government.

In conclusion, according to the explanation above, there are several considerations why the government should replace the national examination. Furthermore, the national examination only gives the academic aspect without paying attention to the improvements in the student's character. Then, it refers to the centralistic system which limits the student's assessment. In addition, the other consideration is the national exam leads to create moral decadence if it does not hold well. Therefore, our duty as the academicians is to fix it all.

Essay 5: Title: Problem of Moving the Capital City

Capital city moving of Indonesia is the beginning of destruction. This biggest plan of government brings plentiful disaster to rural living like Borneo Island and its wildlife. Start from land clearing, modernization and overpopulation problems would appear to Kalimantan if this project still ongoing to be finished. Even more, the social and economic aspects that would form some new problems in life. Jakarta can be the description of Kalimantan in the next years after officially become the capital city of Indonesia. The various problems which are occurred in Jakarta will move to Kalimantan and yet still no solution from the government. The following problem of the relocation of the capital city is the most complicated consequence that will occur in Indonesia particularly in Kalimantan.

Deforestation is one of the worst threats for our country when the capital city moved to Kalimantan. Kalimantan has a forest area of 40.8 million hectares, which is home to 6% of the world's flora and fauna in this world. According to the UN food and agriculture organization, from 2000 to 2010 an estimated 13 million hectares of forest were lost per year due to deforestation. By clearing forests to establish a new capital city, it's mean that we reduced the places of flora and fauna in Kalimantan. Besides, WWF estimates that Kalimantan will lose 75% of the forest by 2020. This will also have an impact on the population of flora and fauna, especially in the kind of fauna is an orangutan. There will be big deforestation if the capital city moved to Kalimantan because is need 100.000 hectares which is expected to be completed in 2024, then Indonesia will lose more forests and species of orangutan. Moving the capital city to Kalimantan also means that it will stimulate people or residents to move there, and it will definitely require more space to build settlements, and then there will be more deforestation in Indonesia. So, deforestation is damage to wildlife in Indonesia.

The planning of relocation capital city to Kalimantan would contribute to a rise in inflation in Indonesia. Based on data from Bappenas, Indonesia has experienced an increase and a decrease in inflation every year. Indonesia has an average annual inflation rate of around 8,5 percent in the same period. The largest inflation rate occurred in 2014 of 8,3 percent, while the lowest inflation rate happens in 2016 was 3,02 percent. Minister of National Development Planning

(PPN), Bambang Brodjonegoro said that the relocation of the new capital will have a negative impact that is an increase in national inflation. One of the negative impacts of inflation is increased the country debt, it can be caused by an increase in demand and production cost, etc. the estimation for the construction of a new capital city is very limited. Based on the data from Bappenas the country's income is 1750 trillion, while the total expenditure is 2.080 trillion. So the government will have a budget deficit of 330 trillion of the gross domestic product if the budget is already in deficit, the only finance state expenditure is looking for other funding. In sum, the relocation of the capital city will have a bad impact on the Indonesian economy.

In contrary, the relocation of capital city is the best decision to ease the encumbrances of Jakarta. Some experts indeed agree with the displacement capital city to upgrade Indonesia in every aspect. Joko Widodo as the President of Republic Indonesia says that the displacement of the capital city is to overcome inequality and relieve some of the burdens on Jakarta and the island of Java. The Burden of Java especially in Jakarta right now is too heavy because Jakarta is the center of governance, business, finance, trade, service and more than half of its economic activity. Even though this relocation will be a good chance for Java Island, this is not equal for Kalimantan Island. The destruction of Kalimantan Island will exist as well as Java's conditions now, such as floods, air pollution, traffic jam, and the worse point is Kalimantan will lose its enormous forest which is the lung of the world. The government still can not resolve that problem in Java. It means that the government only expands the problems of Java up to Kalimantan with the gentle persuasion of equality population distribution and welfare quality for Kalimantan. Replacement for equality development to Kalimantan needs to be considered.

In brief, the relocation of the capital city should not manifest because of the disadvantages that will be occurred in the future. The disadvantages start from the environment, economy and so on. This is for the sake of Kalimantan also for all Indonesian citizens. The government should consider more this plan or search for another way to resolve the Jakarta's problems. As a result, Kalimantan will keep safe from destruction and Jakarta will get solutions to be better placed as the capital city.

Essay 6: Title: The Moving of Indonesian Capital City to Kalimantan

When Jokowi became president of Indonesia, there are National Medium-Term Development Plan for 2020-2024. One of them is a plan to move the capital city from Java to Borneo Island. Based on several meetings and considerations, in April 2019 Jokowi conveyed his decision that the capital would be moved to the administrative region of North Penajam Paser Regency and Kutai Kartanegara Regency, East Kalimantan. Badan Perencanaan dan Pembangunan Nasional (Bappenas) said that the project of moving the capital city will be held in the middle of 2020, and is expected to be completed in 2024. The government on this plan certainly has some rational reasons that will have a positive impact on the condition of the country in the future.

The first reason why capital should be moved is due to solve the overpopulation problem in Java. According to Tantri W Galih in Kompasiana, Java island has 54% amount of its populations that only use 7% of the total area in Indonesia, while Kalimantan covers 38% of the total area in Indonesia, but it is occupied by only 6% of the total population in Indonesia. The main factor why Overpopulation occurs in Indonesia is the economic factor, there is inequality in infrastructure and facilities between capital and another city. This inequality makes residents of Indonesia want to migrate to Java island considering the better infrastructure in Java island, especially in Jakarta. This problem has not been resolved and getting worse until this year that is causing more problem which is the environmental damage. This damage can be seen in the decreasing of water and air quality in Java, especially Jakarta. The research from Green Peace proves that the air quality of Java island has already at $45 \mu\text{g}/\text{m}^3$, and at this level will endanger the health and increase the risk of premature death. Moreover, the State Environmental Management reveals that the water quality has been polluted by 80 percent mainly by garbage pile every day.

Furthermore, the reason why the capital city should be moved to Jakarta is considered by the inability of being the center of government and business activities at the same time. In fact, Jakarta which only has an area of 6000 hectares to accommodate these 2 activities simultaneously, the area is narrower than 160000 hectares of the capital city to be built in Borneo to become the center of government, that is why Jakarta become more crowded. Therefore, the impact is a traffic jam and decreasing the health of workers due to an inadequate environment for both activities. These impacts make the performance in both activities are not optimal. Exhausted workers and a less conducive environment make them do not work properly. That separation has been proven by Australia that separates its center of government and business, Melbourne and Sydney which is the largest city that expected to be the capital but in the end, who became the capital is Canberra, and Melbourne become the center of business. And those movements make a huge impact on both sectors. From the case above, the movement of capital to the outside of Java is expected to make both sectors will be carried out effectively

Some people said that the relocation to Kalimantan will cost a lot of development cost, According to president Jokowi declaration that moving the capital city would cost 466 trillion rupiahs, which is considered to consume too much state budget which should be allocated to other sectors. However, not all of that will be charged to the state budget. President Jokowi said that only 19% (93,5 trillion rupiahs) form the total budget needs would be guaranteed by the state budget. The minister of National Development Planning, Bambang Brodjonegoro said that 54% (Rp 265 trillion rupiahs) of development funds will be taken from Kerja sama antara Pemerintah dan Badan Usaha (KPBU) funds, 26% (127 trillion rupiahs) from Badan Usaha Milik Swasta (BUMS). The minister said that in the relocation of the capital, the government will open the opportunity for foreign investors. Nevertheless, he underlines that domestic investment will be prioritized. The state-owned contracting company PT Wijaya Karya (Persero) Tbk said that

they often collaborate with a foreign investor in infrastructure projects. some projects that PT Wijaya Karya has done with foreign investors are the construction of an integrated highway mode (MRT), and the Jakarta-Bandung fast train. The domestic investor will get more benefits from this project of the relocation, and also will increase the prosperity of its workforce which is mostly is Indonesian.

In the end, we hope that moving this capital will solve various problems in Indonesia such as environmental damages caused by overpopulation, and will improve the efficiency of the capital city. This plan also is precisely researched and designed by careful considerations from the government. Therefore, we hope that the government immediately realizes the plan to move the capital city and this country will be improved to a prosperous country.



Appendix 2: Data analysis of modality in students' argumentative essays

| Essay | Clauses | Types | Values | Orientation |
|----------------|--|----------------------------|---------------|----------------------|
| Essay 1 | Sometimes, in rehabilitation program cannot be ensured to change their bad habit | Modalization (Probability) | High | Objective - Explicit |
| | If they cannot stop using drugs or alcohol so they need special handling treatment | Modalization (Probability) | High | Objective – Explicit |
| | They will do every effort to get the drugs even from inside the jail | Modalization (Probability) | Median | Objective – Explicit |
| | But we do not even know what will they do for the next | Modalization (Probability) | Median | Objective - Explicit |
| | Drug abuse mostly begins with trial and error in a social environment that can destroy someone's life. | Modalization (Probability) | Low | Objective - Explicit |
| | By putting them into rehabilitation, they may cure from the addiction | Modalization (Probability) | Low | Objective - Explicit |
| | Rehabilitation is the intensive choice treatment for substance abuse addicts that be able to cure mental disorder | Modalization (Probability) | Low | Objective - Explicit |
| | The substances of these dangerous drug can damage brain nerves | Modalization (Probability) | Low | Objective - Explicit |
| | If they cannot stop using drugs or | Modalization (Probability) | Low | Objective - Implicit |

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|--|--|----------------------------|-----|----------------------|
| | alcohol so they need special handling treatment | | | |
| | Treatment for mental health problems and substance use disorders may include rehabilitation, medications, support group, and talk therapy | Modalization (Probability) | Low | Objective - Explicit |
| | Giving junkies a rehabilitation therapy can reduce the amount of capacity in prison | Modalization (Probability) | Low | Objective - Explicit |
| | Public society might still have anxiety to the one who has crime history | Modalization (Probability) | Low | Objective - Explicit |
| | The consumer of drug abuse might think it would be okay | Modalization (Probability) | Low | Objective - Explicit |
| | If there is choice for drug abuse between sending jail and rehabilitation, absolutely they might choose rehabilitation to their safe option | Modalization (Probability) | Low | Objective - Implicit |
| | Absolutely, they might choose rehabilitation to their safe opinion | Modalization (Probability) | Low | Objective - Explicit |
| | If they still want to be sent to rehabilitation, it is better the law that punished drug abuse is to be deleted | Modalization (Probability) | Low | Objective - Implicit |
| | If they still want to | Modalization | Low | Objective - |

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|--|----------------------------|------|----------------------|
| be sent to rehabilitation, it is better the law that punished drug abuse is to be deleted | (Probability) | | Explicit |
| If it is eliminated, there is no threat anymore | Modalization (Probability) | Low | Objective - Implicit |
| It is possible occur misuse again | Modalization (Probability) | Low | Objective - Implicit |
| To overcome this case, for abusers can rehabilitated | Modalization (Probability) | Low | Objective - Explicit |
| Using drug can damage nerves brain | Modalization (Probability) | Low | Objective - Explicit |
| Drug abuse mostly begins with trial and error in a social environment that can destroy someone's life | Modalization (Usuality) | High | Objective – Implicit |
| The consumers that addict to drug always want to supply themselves in everyday life | Modalization (Usuality) | High | Objective – Implicit |
| Problem in dangerous substance use commonly comes along with mental illness | Modalization (Usuality) | Low | Objective – Implicit |
| Sometimes , in rehabilitation program cannot be ensured to change their bad habit | Modalization (Usuality) | Low | Objective – Implicit |
| If they cannot stop using drugs or alcohol, so they need special handling treatment | Modulation (Obligation) | High | Objective - Explicit |
| They must be punished by imprisonment | Modulation (Obligation) | High | Objective - Explicit |

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|---------|--|----------------------------|--------|----------------------|
| | All criminal offenders should be warned and punished | Modulation (Obligation) | Median | Objective - Explicit |
| | Government should give firmer penalty for drug addict | Modulation (Obligation) | Median | Objective - Explicit |
| | The consumers that addict to drug always want to supply themselves in everyday life | Modulation (Inclination) | Median | Objective - Explicit |
| Essay 2 | Who knows, who will be the last time they can smoke | Modalization (Probability) | Median | Objective - Explicit |
| | The number of victims caused by cigarettes will increase | Modalization (Probability) | Median | Objective - Explicit |
| | The number of smokers in Indonesia would decrease | Modalization (Probability) | Median | Objective - Explicit |
| | It will make them think twice about buying cigarettes because the price is expensive | Modalization (Probability) | Median | Objective - Explicit |
| | People who are often exposed to cigarette smoke, the risk of their health problems will be higher | Modalization (Probability) | Median | Objective - Explicit |
| | In 2018 only 456 factories will be left out of 1000 cigarette factories in 2012 | Modalization (Probability) | Median | Objective - Explicit |
| | Cigarette production will also be reduced | Modalization (Probability) | Median | Objective - Explicit |
| | There will be many workers who work in the cigarette industry laid off | Modalization (Probability) | Median | Objective - Explicit |

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| Farmers will lose money because the tobacco and cloves that they produce are not absorbed | Modalization (Probability) | Median | Objective - Explicit |
| There will be more unemployment in Indonesia caused by raising the price of a cigarette | Modalization (Probability) | Median | Objective - Explicit |
| There will be some people who feel disadvantaged such as workers in cigarette factories who are fired | Modalization (Probability) | Median | Objective - Explicit |
| If the price of cigarettes was raised at least 25 thousand rupiahs per pack | Modalization (Probability) | Low | Objective - Implicit |
| Smoking at home can be a source of chronic disease for families | Modalization (Probability) | Low | Objective - Explicit |
| increasing the price of cigarettes can increase the number of unemployed in Indonesia | Modalization (Probability) | Low | Objective - Explicit |
| Raising the price of cigarettes can affect millions of people in Indonesia | Modalization (Probability) | Low | Objective - Explicit |
| That is inhaled by people around him who don't smoke or often known as passive smokers | Modalization (Usuality) | Median | Objective - Implicit |
| People who are often exposed to cigarette smoke | Modalization (Usuality) | Median | Objective - Implicit |
| This should be considered by all parties, especially the government | Modulation (Obligation) | Median | Objective - Explicit |

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|---|--------------------------|--------|----------------------|
| Some reasons why the Indonesian governments should increase the price of cigarette | Modulation (Obligation) | Median | Objective - Explicit |
| Another thing that should be taken into consideration by the government in raising the price of cigarettes is the lives of the tobacco farmers, clove farmers, and workers in this industry which number in the millions | Modulation (Obligation) | Median | Objective - Explicit |
| The government should raise the price of cigarette | Modulation (Obligation) | Median | Objective - Explicit |
| tobacco and clove farmers can change the types of plants that will produce large profits like rice, corn, chili, and others | Modulation (Inclination) | Median | Objective - Explicit |
| They can smoke | Modulation (Inclination) | Low | Objective – Explicit |
| Increasing the price of cigarettes can reduce the number of smokers | Modulation (Inclination) | Low | Objective – Explicit |
| The number of cigarette consumers in Indonesia can be reduced | Modulation (Inclination) | Low | Objective – Explicit |
| It can minimize the number of people who are sick caused by smoking | Modulation (Inclination) | Low | Objective – Explicit |
| Smoking can harm young children or pregnant woman who incidentally is | Modulation (Inclination) | Low | Objective – Explicit |

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|---------|--|----------------------------|--------|----------------------|
| | not smokers | | | |
| | They can still work in other factories | Modulation (Inclination) | Low | Objective – Explicit |
| | Tobacco and clove farmers can change the types of plants that will produce large profits like rice, corn, chili, and others | Modulation (Inclination) | Low | Objective – Explicit |
| | The positive effects can minimize the number of active smokers and people who are sick | Modulation (Inclination) | Low | Objective – Explicit |
| Essay 3 | A healthy diet and eating foods that are not balanced with high energy such as sugar and fat will have an impact on excess energy, and being overweight | Modalization (Probability) | Median | Objective – Explicit |
| | the effect will be felt when after several months of regular exercise | Modalization (Probability) | Median | Objective – Explicit |
| | you will get more time to sleep and sleep | Modalization (Probability) | Median | Objective – Explicit |
| | Chronic illness can be experienced by all people who carry out physical activity and a healthy diet | Modalization (Probability) | Low | Objective – Explicit |
| | If exercise makes it difficult for us to sleep | Modalization (Probability) | Low | Objective – Implicit |
| | If you exercise before going to sleep | Modalization (Probability) | Low | Objective – Implicit |
| | People need to exercise and healthy diet if they want to have an ideal body | Modalization (Probability) | Low | Objective – Implicit |
| | Exercise is the best | Modulation | High | Objective - |

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|--|---|--------------------------|--------|----------------------|
| | way to obtain to obtain | (Obligation) | | Implicit |
| | Exercise and a healthy diet are encouraged to start healthy life | Modulation (Obligation) | High | Objective – Implicit |
| | Exercise and a healthy diet are key nutrients needed for daily life | Modulation (Obligation) | High | Objective – Implicit |
| | balancing energy consumption with exercise is something that is needed to maintain a good weight which requires health is very important in our life | Modulation (Obligation) | High | Objective – Implicit |
| | balancing energy consumption with exercise is something that is needed to maintain a good weight which requires health is very important in our life | Modulation (Obligation) | High | Objective – Implicit |
| | These healthy fat for the body is very important to reduce inflammation in the body | Modulation (Obligation) | High | Objective – Implicit |
| | People need to exercise and healthy diet if they want to have an ideal body | Modulation (Obligation) | High | Objective – Explicit |
| | you should consume food that contains natural antioxidants | Modulation (Obligation) | Median | Objective - Explicit |
| | Exercise and a healthy diet make our body routine will increase | Modulation (Inclination) | Median | Objective – Explicit |

| | | | |
|---|--------------------------|--------|-----------------------|
| positive things like having an ideal body and having a healthier heart | | | |
| our body will be prevented from chronic diseases such as heart disease, hypertension, diabetes, and stroke | Modulation (Inclination) | Median | Subjective – Explicit |
| People need to exercise and healthy diet if they want to have an ideal body | Modulation (Inclination) | Median | Objective – Explicit |
| Exercise and a healthy diet can routinely prevent chronic diseases | Modulation (Inclination) | Low | Objective – Explicit |
| Exercise and a healthy diet can fight the effects of premature aging | Modulation (Inclination) | Low | Objective – Explicit |
| Sports like yoga and jogging can maintain a quality diet | Modulation (Inclination) | Low | Objective – Explicit |
| preventing premature aging can be done by doing a healthy diet | Modulation (Inclination) | Low | Objective – Explicit |
| A healthy diet can be performed by eating healthy foods accompanied by exercising | Modulation (Inclination) | Low | Objective – Explicit |
| limiting calories can delay signs of aging | Modulation (Inclination) | Low | Objective – Explicit |
| Exercise and a healthy diet can improve sleep quality | Modulation (Inclination) | Low | Objective – Explicit |
| exercise can indeed improve good sleep quality | Modulation (Inclination) | Low | Objective – Explicit |

| | | | | |
|---------|--|----------------------------|--------|----------------------|
| | regular exercise and healthy diet can prevent chronic diseases | Modulation (Inclination) | Low | Objective – Explicit |
| | the diet that can make improves your body health | Modulation (Inclination) | Low | Objective – Explicit |
| | Exercise and a healthy diet can contract the effect of premature aging | Modulation (Inclination) | Low | Objective – Explicit |
| | These activities can maintain the quality of healthy diet | Modulation (Inclination) | Low | Objective – Explicit |
| Essay 4 | Indonesia cannot manage and lead the youth itself | Modalization (Probability) | High | Objective – Explicit |
| | Academic competence will focus on making the equivalent among the student | Modalization (Probability) | Median | Objective – Explicit |
| | It will impact some cases such as their skill untrained and their knowledge unimproved | Modalization (Probability) | Median | Objective – Explicit |
| | It will impact to their future | Modalization (Probability) | Median | Objective – Explicit |
| | They will do cheating that is one of the moral crisis cases which have spread among the students | Modalization (Probability) | Median | Objective – Explicit |
| | it will consider that Indonesia cannot manage and lead the youth itself. | Modalization (Probability) | Median | Objective – Explicit |
| | The moral crisis will not exist if the academician knows how to make the students in this country are improved by their | Modalization (Probability) | Median | Objective – Explicit |

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| ability and knowledge | | | |
| The new system will create the difference between an advanced school and an education that does not have complete infrastructure | Modalization (Probability) | Median | Objective – Explicit |
| it can make Indonesian people proud | Modalization (Probability) | Low | Objective - Explicit |
| the moral crisis will not exist if the academician knows how to make the students in this country are improved by their ability and knowledge | Modalization (Probability) | Low | Objective - Implicit |
| The government should replace the national examination system by the three following reasons | Modulation (Obligation) | Median | Objective - Explicit |
| we should not depend on academic competence | Modulation (Obligation) | Median | Subjective – Explicit |
| the student's potential should not manage by the government because the only reason that makes someone squeezed in some situations is the restrictions | Modulation (Obligation) | Median | Objective – Explicit |
| it should be marked by another unique potential that they have | Modulation (Obligation) | Median | Objective – Explicit |
| they should be honest and study | Modulation (Obligation) | Median | Objective – Explicit |

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| | hard when facing the exam | | | |
| | the government should replace the national examination. | Modulation (Obligation) | Median | Objective - Explicit |
| | the students will create improvement in non-academic such as sport, leadership, and art competence | Modulation (Inclination) | Median | Objective - Explicit |
| | this country can improve the unique potential | Modulation (Inclination) | Low | Objective – Explicit |
| | it can make Indonesian people proud to have the potential youth | Modulation (Inclination) | Low | Objective – Explicit |
| | This can be held through essays, projects, and work | Modulation (Inclination) | Low | Objective - Explicit |
| Essay 5 | Start from land clearing, modernization and overpopulation problems would appear to Kalimantan | Modalization (Probability) | Median | Objective – Explicit |
| | the social and economic aspects that would form some new problems in life | Modalization (Probability) | Median | Objective – Explicit |
| | The various problems which are occurred in Jakarta will move to Kalimantan and yet still no solution from the government | Modalization (Probability) | Median | Objective – Explicit |
| | the most complicated consequence that will occur in | Modalization (Probability) | Median | Objective – Explicit |

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| Indonesia particularly in Kalimantan. | | | |
| WWF estimates that Kalimantan will lose 75% of the forest by 2020 | Modalization (Probability) | Median | Objective – Explicit |
| This will also have an impact on the population of flora and fauna, especially in the kind of fauna is an orangutan | Modalization (Probability) | Median | Objective – Explicit |
| There will be big deforestation if the capital city moved to Kalimantan | Modalization (Probability) | Median | Objective – Explicit |
| then Indonesia will lose more forests and species of orangutan | Modalization (Probability) | Median | Objective – Explicit |
| Moving the capital city to Kalimantan also means that it will stimulate people or residents Median to move there | Modalization (Probability) | Median | Objective – Explicit |
| it will definitely require more space to build settlements | Modalization (Probability) | Median | Objective – Explicit |
| then there will be more deforestation in Indonesia | Modalization (Probability) | Median | Objective – Explicit |
| The planning of relocation capital city to Kalimantan would contribute to a rise in inflation in Indonesia | Modalization (Probability) | Median | Objective – Explicit |
| Bambang Brodjonegoro said that the relocation of the new capital will have a negative | Modalization (Probability) | Median | Objective – Explicit |

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| | impact that is an increase in national inflation | | | |
| | So the government will have a budget deficit of 330 trillion of the gross domestic product | Modalization (Probability) | Median | Objective – Explicit |
| | the relocation of the capital city will have a bad impact on the Indonesian economy | Modalization (Probability) | Median | Objective – Explicit |
| | Even though this relocation will be a good chance for Java Island | Modalization (Probability) | Median | Objective – Explicit |
| | The destruction of Kalimantan Island will exist as well as Java’s conditions now | Modalization (Probability) | Median | Objective – Explicit |
| | Kalimantan will lose its enormous forest which is the lung of the world | Modalization (Probability) | Median | Objective – Explicit |
| | If this project still ongoing to be finished | Modalization (Probability) | Low | Objective – Implicit |
| | Jakarta can be the description of Kalimantan in the next years after officially become the capital city of Indonesia. | Modalization (Probability) | Low | Objective - Explicit |
| | if the capital city moved to Kalimantan | Modalization (Probability) | Low | Objective – Implicit |
| | 100.000 hectares which is expected to be completed in 2024 | Modalization (Probability) | Low | Objective – Implicit |
| | it can be caused by an increase in demand and | Modalization (Probability) | Low | Objective - Explicit |

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| | production cost | | | |
| | if the budget is already in deficit | Modalization (Probability) | Low | Objective – Implicit |
| | the relocation of the capital city should not manifest because of the disadvantages that will be occurred in the future. | Modulation (Obligation) | Median | Objective - Explicit |
| | The government should consider more this plan or search for another way to resolve the Jakarta's problems | Modulation (Obligation) | Median | Objective - Explicit |
| | The government still cannot resolve that problem in Java | Modulation (Inclination) | High | Objective - Explicit |
| | Kalimantan will keep safe from destruction | Modulation (Inclination) | Median | Objective - Explicit |
| | Jakarta will get solutions to be better placed as the capital city | Modulation (Inclination) | Median | Objective - Explicit |
| Essay 6 | The government on this plan certainly has some rational reasons | Modalization (Probability) | High | Objective - Implicit |
| | Some rational reasons that will have a positive impact on the condition of the country in the future. | Modalization (Probability) | Median | Objective – Explicit |
| | at this level will endanger the health and increase the risk of premature death. | Modalization (Probability) | Median | Objective – Explicit |
| | The movement of capital to the outside of Java is expected to make both sectors will be | Modalization (Probability) | Median | Objective – Explicit |

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| | carried out effectively | | | |
| | Some people said that the relocation to Kalimantan will cost a lot of development cost | Modalization (Probability) | Median | Objective – Explicit |
| | According to president Jokowi declaration that moving the capital city would cost 466 trillion rupiahs | Modalization (Probability) | Median | Objective – Explicit |
| | Not all of that will be charged to the state budget | Modalization (Probability) | Median | Objective – Explicit |
| | he underlines that domestic investment will be prioritized | Modalization (Probability) | Median | Objective – Explicit |
| | The domestic investor will get more benefits from this project of the relocation | Modalization (Probability) | Median | Objective – Explicit |
| | and also will increase the prosperity of its workforce | Modalization (Probability) | Median | Objective – Explicit |
| | The project of moving the capital city will be held in the middle of 2020, and is expected to be completed in 2024. | Modalization (Probability) | Low | Objective - Implicit |
| | The movement of capital to the outside of Java is expected to make both sectors will be carried out effectively | Modalization (Probability) | Low | Objective - Implicit |
| | The first reason why capital should be moved is due to | Modulation (Obligation) | Median | Objective - Explicit |

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| | solve the overpopulation problem in Java | | | |
| | The reason why the capital city should be moved to Jakarta | Modulation (Obligation) | Median | Objective - Explicit |
| | which is considered to consume too much state budget which should be allocated to other sectors | Modulation (Obligation) | Median | Objective - Explicit |
| | we hope that moving this capital will solve various problems in Indonesia | Modulation (Obligation) | Median | Subjective - Implicit |
| | we hope that the government immediately realizes the plan to move the capital city | Modulation (Obligation) | Median | Subjective - Implicit |
| | In April 2019 Jokowi conveyed his decision that the capital would be moved to the administrative region of North Penajam Paser Regency | Modulation (Inclination) | Median | Objective - Explicit |
| | The project of moving the capital city will be held in the middle of 2020 | Modulation (Inclination) | Median | Objective - Explicit |
| | the total budget needs would be guaranteed by the state budget. | Modulation (Inclination) | Median | Objective - Explicit |
| | 54% (Rp 265 trillion rupiahs) of development funds will be taken from Kerja sama antara Pemerintah dan | Modulation (Inclination) | Median | Objective - Explicit |

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| | Badan Usaha (KPBU) funds | | | |
| | the government will open the opportunity for foreign investors | Modulation (Inclination) | Median | Objective - Explicit |
| | we hope that moving this capital will solve various problems in Indonesia | Modulation (Inclination) | Median | Objective - Explicit |
| | and will improve the efficiency of the capital city | Modulation (Inclination) | Median | Objective - Explicit |
| | this country will be improved to a prosperous country. | Modulation (Inclination) | Median | Objective - Explicit |
| | This damage can be seen in the decreasing of water and air quality in Java, especially Jakarta | Modulation (Inclination) | Low | Objective - Explicit |