

**VALUES OF EPISTEMIC MODALITY AND DISCOURSE-
BASED ANALYSIS IN RESEARCH PROPOSAL**

THESIS

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FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK

IBRAHIM MALANG

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**VALUES OF EPISTEMIC MODALITY AND DISCOURSE-
BASED ANALYSIS IN RESEARCH PROPOSAL**

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
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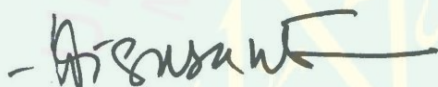

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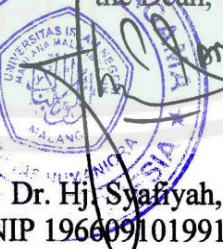
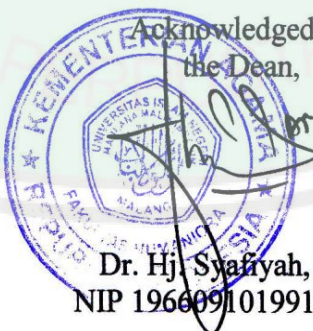
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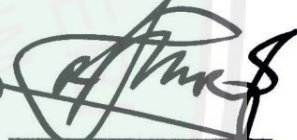
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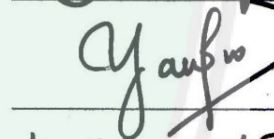
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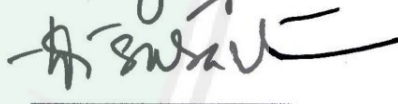
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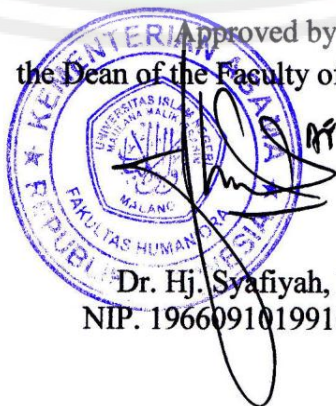


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MOTTO

*“Life is full of energy, be positive it goes
back to you”*



DEDICATION

To Ummi, Abi and Aditya

Also, my two beloved grandparents, Mulyadi and Waginah



ACKNOWLEDGEMENT

Alhamdulillah, in the name of Allah SWT, the most gracious and merciful God who has always given me guidance and blessing every single day and one I worship and ask for help to finish this thesis. May *salawat* always be upon the prophet Muhammad SAW who has brought lights for the Islam and has guided us on the truth way.

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Subsequently, I would like to thank my mother and father for being the supportive parents I have. For Ummi, who has always showed me how and what to do, she has been a tireless worker for any circumstances. She contributes a lot in giving mental supports to accomplish this undergraduate thesis. Thereafter, my warm compassion is addressed to my brother, Adit who has been advising me through any situations.

Thirdly, I thank my friends in The Six's MB 10 boarding house Anwar, Wasison, Indra, Dahril and Irfan for always being supportive and hospitable mate in all times. Then, I also thank my home town partner Zana Aisyah for being

supportive in every conditions. Last, I send my warmest gratitude to all my colleague who have helped me day and night until this thesis done.

For the last, the writer aware that this undergraduate thesis is still far from being perfect. Thus this research is open to be criticised for those who are in academically proficient with the topic and theory related to the modality especially epistemic modality. Last but not least, I hope that this example of my thesis could be beneficial as reference for further researcher who will conduct a research with the same topic, and I have mentioned some suggestion in the last chapter.

ABSTRACT

Ardian, Akbar. (2020). *Values of Epistemic Modality and Discourse Based Analysis in Research Proposal*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : H. Djoko Susanto, M.Ed., Ph.D.

Keywords : Epistemic modality, research proposal, interpersonal power.

This study investigated the use of epistemic modality in research proposal which reflect power and values of the writer. This was significant to study epistemic modality in academic settings especially with the object of research proposal, since the use of modality words contain the the modal concepts of possibility, certainty, probability and necessity. Research proposal pertains a discussion on a judgement, assumption, commitment and opinion related to the topic of the research. Therefore, the analysis of epistemic modality can help readers to see the writer's attitude. The writer's attitude reflects to the level of confidence, the interpersonal meaning and how the way writers convey their ideas through the written text in terms of theme and coherency.

The data used were the Research Proposals of students at department of English Literature in 2020. There were 5 Research Proposals from both Linguistic and Literature students which contain 23 data. The researcher used descriptive qualitative research design in linguistic approach of Epistemic modality by Palmer (2013) and Discourse grammar perspective by Paltridge (2012). Further, the emergences of interpersonal meaning were analysed based on the relevant theory by Halliday's Three Values of Modality (2004). When it is on the same field of study, there is no excuse to adopt those three relevant theories.

This study revealed the discourse used by the writer by looking at discourse-based perspective; grammar, attitude and interpersonal theme. Also, this study showed that the epistemic possibility was mostly used by students. Epistemic possibility denotes the lowest degree of confidence which this might be caused by disciplinary factor that shape the way students state or argue. Then, the degree of epistemic certainty which used to express judgement was the less amount which it denotes that the students are less in pertaining about judgement or highly confident.

ABSTRAK

Ardian, Akbar. (2020). *Nilai-nilai Modalitas Epistemik dan Tata Bahasa Wacana dalam Proposal Penelitian*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : H. Djoko Susanto, M.Ed., Ph.D.

Keywords : Modalitas Epistemik, proposal penelitian, power interpersonal.

Studi ini menyelidiki penggunaan modalitas epistemik dalam proposal penelitian yang mencerminkan kekuatan dan nilai-nilai penulis. Ini penting untuk mempelajari modalitas epistemik dalam pengaturan akademik terutama dengan objek proposal penelitian, karena penggunaan kata-kata modalitas mengandung konsep modal kemungkinan, kepastian, probabilitas dan kebutuhan. Selanjutnya, proposal penelitian berkaitan dengan diskusi tentang penilaian, asumsi, komitmen dan pendapat yang berkaitan dengan topik penelitian. Oleh karena itu, analisis modalitas epistemik dapat membantu pembaca untuk melihat sikap penulis. Sikap penulis mencerminkan tingkat kepercayaan, makna antarpribadi dan bagaimana cara penulis menyampaikan ide-ide mereka melalui teks tertulis dalam hal tema dan koherensi.

Data yang digunakan adalah proposal penelitian siswa di departemen Sastra Inggris pada tahun 2020. Ada 5 proposal penelitian dari mahasiswa Linguistik dan Sastra yang berisi 23 data. Peneliti menggunakan desain deskriptif kualitatif dalam pendekatan linguistik *Epistemic modality* oleh Palmer (2013) dan perspektif tata bahasa Wacana oleh Paltridge (2012). Selanjutnya, munculnya makna interpersonal dianalisis berdasarkan teori yang relevan oleh Halliday, *Three Values of Modality* (2004). Ketika berada di ranah pembahasan yang sama, tidak ada alasan untuk tidak mencampurkan ketiga teori tersebut.

Penelitian ini menjelaskan wacana yang digunakan oleh penulis dengan melihat perspektif berbasis wacana; tata bahasa, sikap dan tema interpersonal. Juga, penelitian ini menunjukkan bahwa *epistemic possibility* paling sering digunakan oleh siswa. *Epistemic possibility* menunjukkan tingkat kepercayaan terendah yang mungkin disebabkan oleh faktor disiplin yang membentuk cara mahasiswa menyatakan atau berargumentasi. Kemudian, tingkat *epistemic certainty* yang digunakan untuk mengekspresikan penilaian adalah jumlah yang lebih sedikit yang menunjukkan bahwa mahasiswa kurang dalam menyinggung tentang penilaian atau sangat percaya diri.

ملخص البحث

أرديان، أكبر. (٢٠٢٠). قيمة الإدراك المعرفي في خطة البحث. بحث جامعي. قسم الأدب الإنجليزي، كلية الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج.

المشرف : الحاج الدكتور جوكو سوسانطا، الماجستير.

الكلمات المفتاحية : الإدراك المعرفي، خطة البحث، السلطة الشخصية

يهدف هذا البحث إلى تحليل استخدام الإدراك المعرفي في خطة البحث الذي يقدم القوة وقيم الباحث. فإنه من المهم في البحث الأكاديمي خاصة للبحث الذي موضوعه خطة البحث، لأن استخدام كلمة الإدراك يحتمل مفهوم الإدراك المكاني والتبتي والإحتمالي والإحتياجي. ثم إن خطة البحث تتعلق بالمناقشة عن التقويم والإعتقاد والتعهد والموقف عما يتعلق بموضوع البحث. لذا، كان تحليل الإدراك المعرفي يساعد المطالع لفهم هيئة الباحث. لأن هيئة الباحث تصور مقدار الثقة والسلطة الشخصية وتعده فيما هو قائل.

استخدم الباحث البحث الوصفي النوعي. أما الحقائق المستخدمة هي خطة البحث للطلاب في قسم الأدب الإنجليزي في سنة ٢٠٢٠. توجد خمس خطط البحث فيها ٢٣ حقائق. بناء على تلك الحقائق ميز الباحث الكلمات التي تحمل الإدراك المعرفي وبينها بالنظر إلى نظرية ف.ر. فالمر (٢٠١٣) وقسمها وفقا لمرتبة الإدراك المعرفي بالنظر إلى نظرية سوهادي (٢٠١١). وكذلك السلطة الشخصية بالنظر إلى النظرية الملائمة وهي ثلاثة القيم عن الإدراك لهاليداي (٢٠٠٤)

يوجد كل مراتب الإدراك المعرفي في هذا البحث؛ (١) الإمكان المعرفي (١٢ قضية)، (٢)

الإحتمال المعرفي (ثمان قضايا) و (٣) والتثبت المعرفي (ثلاث قضايا). دل هذا البحث أن أكثر

استخدام الإدراك المعرفي للطلاب هو الإمكان المعرفي وأما أقله هو التثبت المعرفي. والحاصل أن

الإمكان المعرفي هو النموذج الأليق استخدامه لعرض الإمكانية في خطة البحث بشكل تعبير له

المرتبة السفلى

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CHAPTER I

INTRODUCTION

A. Background of The Study

Academic writing has been challenging when the text and its pattern have to be written in a foreign language. As English has been a lingua franca of academic discourse, both beginner and advanced researchers must be able to state and express themselves in that language if they want to be totally accepted members of the international academic community (Thue, 2006, p. 62). Having said that, in the context of English as a Foreign Language (henceforth EFL) learners in Indonesia, this has become progressively significant over recent years as the pressure to conduct work on a thesis in English; especially those who come from English department or the institution itself make it compulsory. By this force, it needs to base the teaching practice on empirical research. For this purposes, analyses of contemporary application of academic English are essential.

This study explores the discourse function of epistemic modality in research proposal and reveals the degree of confidence of the writers. In accordance with the force in conducting research work by mastering English, the present study contributes to such pedagogical purposes serving on its features; the feature focused on here will be specific on the use of epistemic modality (modal verb and modal auxiliary verb) such as *must*, *may*, *will*, *would*, *can* and *could*. The linguistic expressions of modality are inevitable, they are distributed in everyday human thought and talk (Hoye, 2005, p. 1298). Those expression included are the modal concepts of possibility, certainty, probability and necessity. In a similar

ways Downing and Locke (2006, p. 380) give a definition about modality as “a semantic category which covers such notions as possibility, probability, necessity, obligation and permission”. In very general term, modality may be taken to express a relation with reality.

This is significant to study epistemic modality in academic settings especially with the object of Research proposal, since the use of modality words can represent how power can work by applying it in our writing. Modality enables to the language users to express *what is, what may be, what would be, and what should be* (Sadia & Ghani, 2019, p.144). According to Depraetere & Reed (2006, p. 274), Epistemic modality reflects the writer’s judgement of the possibility that the proposition underlying the utterance is true or not true. Furthermore, Olaniyan & Adeolu (2015) also characterised modality to convey writer’s involvement in the propositional content of a given sentence or utterance. Besides, he added that modality is in most cases defined as the grammaticalisation of writer’s attitude and opinion.

In saying the use of epistemic modality as my research focus, I make use of several research proposals as the subject of the analysis, because research proposal pertains a discussion on a judgement, assumption, opinion, and they are on the study of epistemic modality. Judgement is divided into three types that are common in languages, Palmer (2001, p. 24) shared as *one* that expresses uncertainty, *second* that indicates an inference from observable evidence, and *third* that indicates inference from what is generally known. These three types of judgments clearly cover the substantive point of argumentation, and can help to

reveal how the writer's attitude indicating degrees of confidence and commitment toward his or her research proposal work.

Statement of Objective (henceforth SO) is known as purpose statements in thesis abstract (Olaniyan & Adeolu, 2015). Identically, SO in thesis abstract has a similar point with research proposal. SO are the expression of the purpose, thesis, or hypothesis and/or intentions behind a particular research paper. SO has a substantial role and has been delineated as the most common function included in research proposal. SO is one of the required structural elements or features of research article in research discourse in general. SO also sets the specific goals the work or research is intended to achieve. There is no wonder that Hunston (1993) as cited in (Cava, 2010) pointed out that an author presents him/herself as a researcher working toward the achievement of specific goals in academic writing.

Halliday (2004, p. 618) mentioned System of types of Modality which are Modalization (indicative' type) like probability and usuality and Modulation ('imperative type') like obligation and inclination. Palmer divided Modality as Epistemic 'modes of knowing' and deontic 'modes of obligation'. While, (Downing & Locke, 2006, p. 379) shed light on the Modality as an expression of attitudes toward the event. Why the researcher is going to analyse SO in research proposal using the theoretical framework of modality by Palmer and Halliday is because it fits to see the lexical realisation of writer's statement performed by modality verb.

In line with the theory of modality which have been proposed by F.R Palmer (2001) and Halliday (2004) 'Modality and the English Modals' and

‘Introduction to Functional Grammar respectively’, the researcher will collaborate it with the related literature written by Suhadi. Suhadi (2011, p. 170) proposed that the epistemic modality is still not ending by its types of modal operator, yet there is also a classification of the degree which he divided into epistemic certainty, epistemic probability and epistemic possibility. This additional theory will be projected to show the degree of modality that student used which is actually is similar with the value of modality proposed by Halliday theory in his book Introduction to Functional Grammar. The researcher believes that mixed theory will be adequate to fully answer the problem of the research as long as it is possible and relevant.

A number of research and article focusing on epistemic modality have been conducted in various settings. Suhadi (2011) wrote an article regarding epistemic modality. Theoretically, Suhadi has elaborated the distinct point in terms of function between epistemic modality and deontic modality, and he used the term; two sides of coin. Epistemic modality, he referred to the use of modality which is based on the writer’s evaluation in regard to the degree of confidence of the knowledge on the proposition, while deontic modality indicates whether the proposition expressed by a command; they are obligatory, advisable or permissible. This two sides of coin was illustrated when he found the evidence of some extrinsic modalities such as ‘must’, ‘should’, ‘may’, and ‘can’ indicate that they may fall under both types (epistemic and deontic modality). This article will mean a lot in assisting the current study to analyse the data in the same context.

In academic research setting, Ngula (2017) conducted a research on epistemic modal verbs in research article to investigate an extent to which Ghanaian scholars' use of epistemic modal verbs differs from international scholars. Epistemic modal verbs function as rhetorical markers in argumentation. In his study, he used corpus linguistics methods to investigate the extent to which the use of epistemic modal verbs by Ghanaian scholar's differs from international scholar's in terms of diversity of use, depth of use and degrees of epistemic strength in making research claim. It is suggesting that the writing practices of Ghanaian scholars do not fully adhere international disciplinary conventions. As the findings mentioned, the modal verb *may* was the most common epistemic resource. For instance, the international law articles records the highest cases of modal verb *may*. In this case, in relation to the current study, I would like to discuss on this common use of epistemic possibility which he called it as weakened prediction sense that realised by epistemic *may*.

In the same academic setting, Alvarez & Dominguez (2018) research the use of modal verbs in a corpus of abstract existed from scientific papers in the field of tourism. Their study shows the way to which modality is used to reveal the writer's intention as to the content of their texts. To be noted, this previous study is relevant to objectify the purpose of the current study on seeing writer's attitude. They believe that modal verbs indicate some degrees of commitment and authority towards the expressed contents. The verb *may* was the common form, as the authors seek to provide information that is thought to happen in the future.

This matter according to them, belongs to the pragmatic implication of modal uses. Corpus linguistics is chosen as the methodology of the research, and the work Palmer (1986) is chosen as its analysis framework. The result is that the type of dynamic modal was being the primary since there is a clear authorial tendency to show factuality rather than speculation.

Olanian & Adeolu (2015) conduct a study on the discourse function of modality focusing on statement of objective in art-based research article abstracts. The data were the segment of statement of objectives in three hundred abstract of research articles. Four categories of modal auxiliaries characterised as; possibility modals which are used in stating research goal and analytical scope; necessity modals are used in stating, presenting argument, seeking permission and making polite request; and prediction modals are used in stating research missions in predictive form. Based on the data, possibility modals are found to be predominant. The example of possibility modals that are found in the data are *might*, *may* and *could*. Their analysis provide fruitful insights towards the roles of modal auxiliary verbs in Statement of Objectives (SO) segment of the arts-based research article abstracts.

In a distinctive types of text, Dlutek (2019) research the modality expression in a legal language (legal text), a case of commercial agreements and contracts. The paper deals with expression of modality that function in economic and trade environments. Crossing to the point, the paper analyses parallel sets of agreements between Polish and English. The parallel comparison method is applied to identify the potential of transitive dynamic equivalents in the field of

modality in Polish and English law. The verb "shall" is usually used in legal language with the general meaning of obligation. It also concludes that Much greater variations of phrases expressing the modality used in the contract texts analyzed than in the Code and the Law indicate that they are undoubtedly interpretations and not quotations from the rule of law.

In the news media settings, (Sadia & Ghani, 2019) highlight the natures and function of modals which are used in manipulating readers opinion toward specific issues. Talking about modality in media such newspaper has been a lot conducted by many researchers by focusing the study under the certain and frequent modals in representing the topic or issues. As what the modality has been conducted in those settings, not many studies have examined in thesis abstract as a genre of academic discourse; some literature reveals that the existing studies failed to notice to statement objective's section of the genre (Olaniyan & Adeolu, 2015).

After reviewing several previous studies above, the current study investigates the research proposals of the students at Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang. They currently are the Department of English Literature students in which they are in eight semester to make sure that the data is up to date. The current study will focus on the discussion of the use of epistemic modality in their paragraph's argument, statement, intention, assumption and opinion. While most of the previous studies focus on the role of modal auxiliary verbs, the current study is also to reveal the writer's attitude (level of confidence) through the Values of Modality. Epistemic Modality explicitly

qualify the truth value of propositional content. With the discourse function of epistemic modality, therefore, it is interesting to know how writers employ ‘modality’ to achieve persuasion, acceptance and ratification by readers.

B. Research Questions

1. What are the types of epistemic modality and values used by students in their research proposal?
2. How do the types of epistemic modality and values represent the interpersonal meaning in their research proposal?

C. Objectives of The Study

1. To know the types of epistemic modality and values used by students in their research proposals.
2. To seek out how the degree of epistemic modality and values represent the interpersonal meaning in their research proposal.

D. Scope and Limitation

In doing this research, I as the researcher have a scope and limitation to obviate being out of the topic and to make the research in the center of researcher’s interest. In addition to, the scope and limitation are intended to give distinct direction where the analyses goes to. Chiefly, there are considerable aspects that could be analysed from the research proposal of selected students. They are the types and functions of the epistemic modality that are used in

research proposal and the level of confidence performed by the modals expression. Nonetheless, the researcher only focuses on the how the power (or confidence of the student's research) constructed through the use of epistemic modality and its values.

On the core of discussion, the limitation of this research is that this investigation falls within boundaries of functional grammar analysis on the use of modality and epistemic modality in the research proposal in specific. The current study will apply the approach from F.R. Palmer on Epistemic Modality (2013) and Paltridge on Discourse Grammar (2012), then also added to see the interpersonal meaning by Halliday and Matthiessen (2004).

E. Significances of the Study

In the evolving areas of discourse function especially on epistemic modality, viewing the process of negotiation of meaning; certainty, probability or possibility are in some way interesting. It plays a vital role in the process of negotiation of meaning. Modality is used to be expressed through mood and it complements mood in the construction of interpersonal meanings. Theoretically, this study aims to enrich the 'modality' investigation on research proposal specifically, and can also be adopted to argumentative essay generally using linguistic approach, see (Palmer F. , 2013) and (Paltridge, 2012).

Practically, this study is beneficial to the world of epistemic modality using insight from the linguistic tool of modality for other researchers and linguists. Reciprocally, this is also a good example that can bring benefit to

undergraduate students as well as EFL learners (Indonesian) to do a research on Modality, the way EFL learners utilise it which is based on interpersonal meaning context. Normatively, this research discovers the writer's attitude and confidence in the proposition (statement) being presented.

F. Definition of Key Terms

1. **Epistemic Modality** is defined as a modal auxiliary verb that used by writers or speakers which to express their judgements about the factual status of the proposition. Eg; *may, might, can, could, should, must*, etc. In this study, it refers to the use of modality which is depended on the speaker's judgement and evaluation in relation to the degree of confidence on the knowledge of the proposition.
2. **Research Proposal** is the outline of the reaserch, or in other words, it is like the synopsis of the research which covers the research background, research problem, research significance, and research design & method. In this study, research proposals that will be used are in undergraduate level.
3. **Interpersonal Meaning** is defined as the power used behind the modality expressions, since modality is part of interpersonal function (Ideational, interpersonal, textual). It is concerned with the writer's attitude to the message and is typically realised through modal verbs (e.g. *may, should*) and various types of modal adjuncts (e.g. *probably, obviously*)".

G. Research Method

1. Research Design

In this study, the researcher uses descriptive qualitative research design which is based on post-positivistic paradigm. The current study will employ a micro linguistic approach to Introduction to English Grammar informed by Halliday and Matthiessen (2004) and Mood & Modality informed by Palmer (2013), and also pertain to the discourse grammar perspective proposed by Paltridge (Paltridge, 2012). The researcher used and mix these three theories because the researcher believe that there is no any excuse to use more than one theory when it is on the same field of study. Corbin & Strauss (2007) stated that the qualitative research aids the researchers to discover inner experience of the participant, and to figure out how meanings are shaped through and in culture. It suits with the purpose of this research because it uncovers the writer's power on attitude and or confidence toward his/her proposition statement in thesis and academic context (research proposal).

What make this research fits with the descriptive qualitative design is because this research is going to know the utilisation of modality and revealing the power (level of confidence) through the three values of Modality which fall within the boundaries of functional grammar analysis.

In conducting this research, the researcher begins with existing academic research proposal which serves the statement and argumentative point within it. The use of modality that will be analysed possess useful

insights into the roles of modal auxiliary verbs in paragraph's statement of research proposal. This initiating point is actually to find out the function of the chosen phenomena in academic context rather than to find out the preferred theories. Then the matched theories will support the research to be accomplished to have an open-ended question.

2. Research Instrument

In this qualitative research, the researcher himself is the main instrument of this study, and as can be noted that the researcher is human instrument who did reading on the selected research proposal of the students. Heigham & Croker (2009, p. 106) emphasised that the researcher is the most significant instrument in giving direction throughout the whole research process. As the main instrument, researcher obtained, collected and analysed the data and the results of this research since there is no other instrument that involves in.

3. Data Source

The source of data in this research are the research proposal written by students of Maulana Malik Ibrahim Malang who are enrolling in Department of English Literature which are in eight semester, counted in 2020. The collected data were the first submitted version of the research proposal in which those proposals have not been examined and revised. Also, the data were only the selected of undergraduate research proposals

which fulfill the criteria of the researcher's interest; they are capable in writing critical narratives indicated by the scores they achieved in previous proposal writing class. The data were specifically the expression of epistemic modality in the form of phrases which contain statement of justification, argumentation and general knowledge opinion.

4. Data Collection

In conducting this research, there are some steps to find out the best data. First, the researcher retrieves the research proposal of English Literature department students of UIN Maulana Malik Ibrahim in 2020. The data chosen are those which are underlining the evidences which are considered as the significance of the study. Second, through reading comprehensively, several research proposal will be selected since they contain modality expressions on statement and judgement which indicates possibility, certainty and probability. Third, the context of interpersonal meaning which reflect their power will be investigated.

5. Data Analysis

In achieving to the end, the researcher uses relevant theories, Mood & Modality proposed by Palmer (2001), Modalization proposed by Halliday (2004), and also added with the discourse grammar proposed by Paltridge (2012). There are some identifications to answer the first question. First, the paragraph statements from the thesis abstracts which indicates the

expression of modality were mentioned by giving the bold and italic style. After that, the data were classified according to the types of epistemic modality degree, see (Suhadi, 2011) by classifying to each category. Next, the data were analysed based on the functions of epistemic modality (Palmer F. , 2013). Further, the emergences of interpersonal power were analysed based on Halliday's Three Values of Modality (2004).

H. Outline of the Research

Chapter I: Introduction

In this chapter, the researcher draws an introduction of the research and explains the background of the study pertaining the topic which describe the research interest. To illustrate the problem of the study, research questions are attached following the background. Furthermore, this chapter involves the objectives of the study, scope and limitation, and significances of the study.

Chapter II: Review of Related Literature

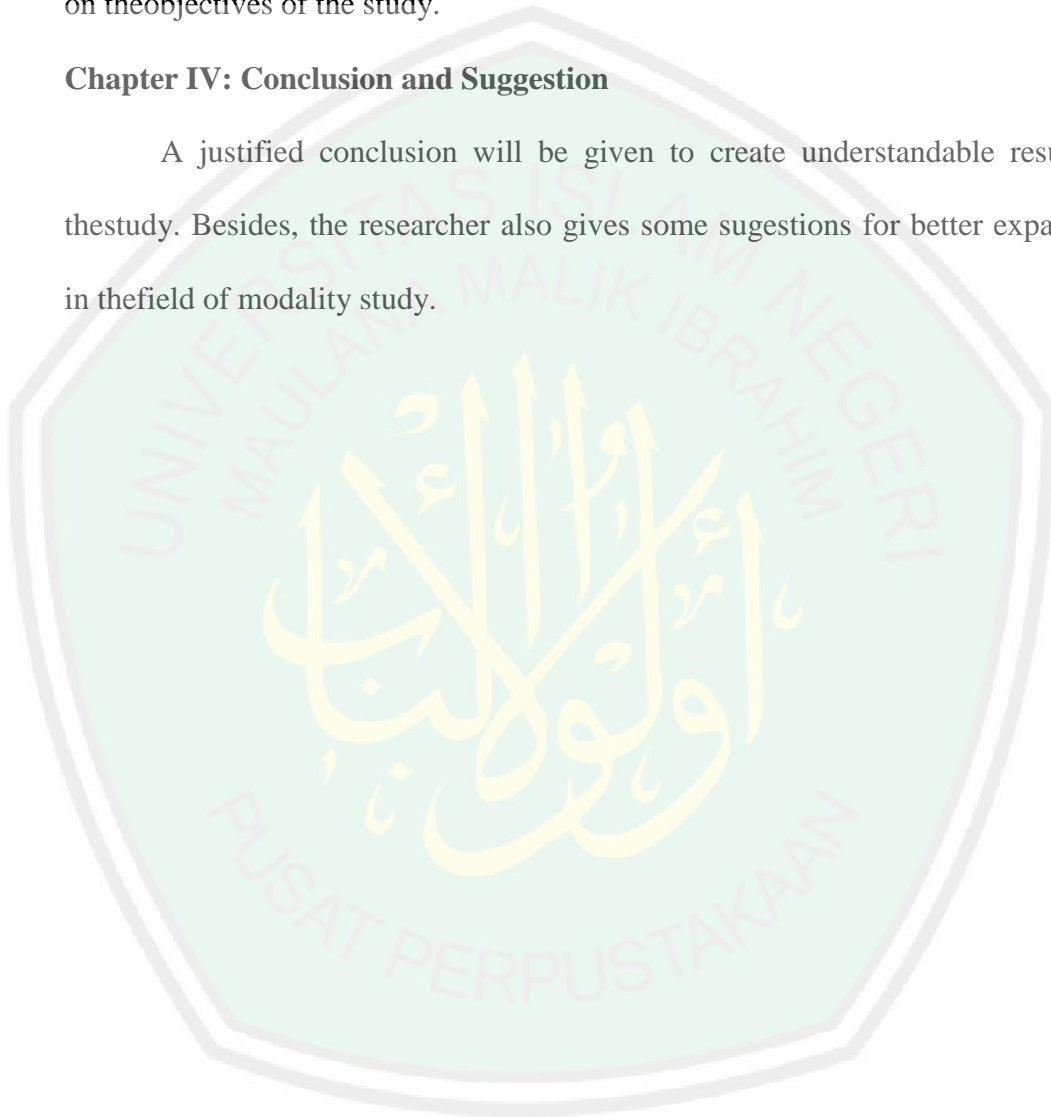
This chapter provides a discussion on the related literature which suit with the theory that will be used to answer the problem of the research. To begin with, the researcher presented the previous studies which were conducted using the theories of modality or specifically, epistemic modality, and other related theories of grammatical function and discourse analysis.

Chapter III: Findings and Discussions

The researcher will provide the result of the analysis in this chapter. Afterward, a deep descriptive discussion will be presented to elaborate on the objectives of the study.

Chapter IV: Conclusion and Suggestion

A justified conclusion will be given to create understandable result of the study. Besides, the researcher also gives some suggestions for better expansion in the field of modality study.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theories of Epistemic Modality, Values of Modality and Modalization to encourage the analysis of this study.

A. Modality

According to Palmer, the English modals are divided into four: Epistemic Modality, Deontic Modality, Dynamic possibility and Dynamic necessity (Palmer F. , 2013, p. 5). In most cases, the epistemic and deontic modality are often discussed related to the judgement. There are potentially two different use of modals. Consider:

1. Irfan *may* be at office now
2. Irfan *must* be at office now
3. Irfan *may* come at office now
4. Irfan *must* come at office now

On the most interpretation, the first and the second can be interpreted that it makes judgements about the probability of the truth to the proposition ('what is being said') that Miko is at the office now, while the third and forth in someway influence the action of Miko's coming in, by giving him permission by enforcing him an obligation to do so (Palmer F. , 2013).

These two uses of the modals are differentiated as 'epistemic' and 'deontic' respectively. One of them naturally making a judgement about the truth of the proposition and the second one being concerned with influencing actions,

states or events. In this case, Epistemic modality are the types that will be projected to analyse the problem of the research.

B. Epistemic Modality

Epistemic modality is one of the simplest type of modality to deal with. Epistemic modals function to make judgement about the possibility, necessity, probability, that something is or is not the case. Proposed by Palmer, epistemic modality is the modality of propositions, rather than of actions, states, and or events (Palmer F. , 2013, p. 50).

Judgement is divided into three types that are common in languages, Palmer (2001, p. 24) shared as one that expresses uncertainty, second that indicates an inference from observable evidence, and third that indicates inference from what is generally known. From the three types above, English have a system with all three markers using the three modals verb may, must and will:

Table 1: Three Types of Judgement.

Three modals	Elucidation	Conclusion
Irfan may be in his office	The speaker is uncertain whether Irfan in his office	A possible conclusion
Irfan must be in his office	The speaker makes a firm judgement on the basis of evidence or fact.	The only possible conclusion
Irfan will be in his office.	The judgement is based on what is generally known about Irfan.	A reasonable conclusion

According to Palmer (2013, p. 50) epistemic modality is described in various forms as explained below:

1. Possibility

Epistemic of possibility is indicated by *may*, or the accurate paraphrase is in terms of 'possible that'. May is also used to indicate propositions of various kinds (Palmer F. , 2013). For instance, to refer to states in either the present or the future:

1. They are all travellers and they *may* be in Lombok actually.
2. You *may* not like the advice of it, but let me explain.

Epistemic of possibility 'may' is also commonly used where there is reference to a single future action. For example:

1. She *may* go up at at the end of July

The 'concessive' use of *may* could also be treated under the epistemic probability heading and it concerns with the evaluation of possible propositions.

1. Whatever Irfan *may* say..
2. It *may* be difficult..

2. Necessity

This category is performed with different modal verb, they are: *must*, *be bound to* and *have (got) to*. Each word contain different interpretation as explained below.

a). Must

Must is most likely used to refer current states or behavior (Palmer F. , 2013, p. 52). Here are the example from him:

1. Muzaimah is a bridesmaid and she *must* be all fun right now.
2. You *must* find it quite a change to be back back in London.
3. He *must* travel to Bali regularly.

Must indicates the only possible conclusion on the basis of the available evidence. Nevertheless, it is crucial that no cases have been noted where there is reference to states or events in the future, MUST rarely occur with future time reference, since it would usually be open to complex interpretation and therefore could be confused as in:

1. Irfan *must* come tomorrow.

This would be interpreted in terms of obligation. Nevertheless, an epistemic interpretation is possible where the context makes it more likely, for example:

1. Something *must* happen tomorrow.
2. It *must* rain today.

Of course, these sentences may refer to what is required in a dynamic or even a deontic context, but they are more likely to suggest what the speaker feels is going to happen and thus be interpreted epistemically.

b) Be bound to

Be bound to is a semi-modal but is mostly considered here. It has an epistemic sense in most of its occurrences. Though *be bound to* is often used to avoid the ambiguity of *must* with the future, the meaning of the two verbs is not exactly identical (Palmer F. , 2013). There is a gap:

1. Irfan *is bound to* be in his office.
2. Irfan *must* be in his office.

Be bound to is even more certain and can be almost paraphrased by 'It is certain that'.

c) Have (got) to

The *have to* and *have got to* types are also modals of 'necessity', but there were only few cases in the *have got to* survey used in an epistemic context (Palmer F. , 2013). Here are the example from him:

1. You *have got to* be joking.

2. If you have seen all the old Warkop DKI *you have got to* know all the jokes.

3. Will

Here are the example of modality of will from Palmer (2013, p. 57):

1. Tell him coach Adi is involved – he *will* know coach Adi.
2. Jokowi introduced national santri day which many people *will* remember.

These example above have present time reference.

- a. Epistemic *will*, it refers to what is reasonable to expect or in other words, it indicates to what is the reasonable conclusion. Roughly, it can be paraphrased by ‘a reasonable inference is that’.
- b. *Will* expresses the speaker’s confidence which it infereces the truth of the proposition.

4. Tentative Forms

The tentative forms of epistemic modality have been explained by Palmer (2013, p. 58) in form of 3 modal verbs; *might*, *would* and *should* as explained below.

a) Might

- a. *Might* is used similarly as *may*. It simply indicates low certainty about possibility.
- b. Obviously, *might* is the tentative form of MAY, but in epistemic modality it does not seem to have a strong conditional implication.

b) Would

Would is obviously the tentative form of will. This not only demonstrates how it relates to will, but also accounts as a kind of conditional on the tentativeness.

c) Should

Should expresses no necessity; it expresses more extreme probability/likelihood, or a logical inference or conclusion. Nonetheless, it indirectly allows for the speaker to be mistaken.

5. Non-assertion, voice, tense

a) Negation

The negative form of epistemic modals can be in the forms of *can't*, *musn't*, *shouldn't*, *couldn't* and *wouldn't*.

b) Interrogation

It is seldom when the epistemic modality is in a form of question. In interrogation, *can* and *might* are more likely used with epistemic possibility.

c) Future

There is sometimes confusion between an epistemic and a deontic interpretation when a modal verb is used to refer to the future with a specific form of the verb that follows it, or a deontic interpretation is far more likely (Palmer F. , 2013). See:

Irfan *may/might/must/should/will/would* come tomorrow.

d) Voice

Epistemic modals are neutral to the expression. More specifically, epistemic-modal sentences are voice-neutral, because the proposition itself is voice-neutral (Palmer F. , 2013):

Irfan *may* have seen miko (Miko may have been seen by Irfan).

Not Irfan *may* want to see Miko (Miko may want to be seen by Irfan).

e) Adverbs

For degrees of confidence can be expressed by modal adverbs. In epistemic modals, the adverbs that may occur are very few. They are mostly restricted to those that express speaker's confidence. *Possibly, perhaps, etc.* for possibility, *certainly, surely, etc.* for necessity.

C. Degree of Epistemic Modality

The meanings of epistemic modality are categorized according to the degree of certainty, thus they can be distinguished in: (1) certainty, (2) probability and (3) possibility (Suhadi, 2011, p. 167).

1. Epistemic certainty

Epistemic certainty delivers the highest degree of confidence, based on the proposition's knowledge of the speaker (Suhadi, 2011, p. 168). Different linguistic properties can express epistemic certainty, as mentioned in the following:

a) Modals

Epistemic certainty is generally articulated with the modal operators *must* and *will* (Suhadi, 2011). Here are the example from him:

- a. The steak *must* be well-done cooked. There is no blush in it.
- b. Her mother *will* be sad if she knows that her son was in accident.

b) Modal Adjunct

A variety of modal adjuncts may carry the sense of epistemic certainty like surely, certainly, definitely, etc. Here are the example from him:

- a. The noodle is *certainly* well-cooked. It has been boiling around ten minutes.(ref??)
- b. Her mother is *definitely* sad as she knows that her son was in accident.

c) Combination of Modal and Adjunct

Epistemic certainty can be expressed by the combination of modal operator and an adjunct. Here are the example from him:

- a. Under zero degree celsius, water *must certainly* freeze. (ref???)

2. Epistemic Probability

Epistemic probability conveys the median degree of confidence dependent on the proposition's knowledge of the speaker. Below are the linguistic properties which could convey epistemic probability (Suhadi, 2011). Here are the example from him:

a) Modals

The modal operators *should* and *ought to* are capable of conveying epistemic probability.

- a. After studying harder, he *should* get a good score for his exam.
- b. Mr. R is a punctual lecturer and it is ten o'clock so the class *ought to* have strated.

b) Modal Adjunct

The modal adjuncts that convey the epistemic probability are *maybe*, *probably*, and *perhaps*. Here are the example from him:

- a. *Maybe*, the class will be replaced in laboratorium room.
- b. *probably*, Irfan come to my house today.

c) Combination of Modal and Adjunct

Epistemic probaility can be expressed by the combination of modal and adjunct, as the example below.

- a. He *should probably* get a high score in consequence that he is hard-working.

b. *Perhaps*, the class *ought to have* started since the Mr. R is a punctual lecturer.

3. Epistemic Possibility

Epistemic possibility represents the lowest degree of confidence dependent on the knowledge of the speaker on the proposition. It can be represented by the different linguistic properties: modals, modal adjunct and combination of modal and adjunct (Suhadi, 2011). Here are the example from him:

a) Modals

Epistemic possibility can be expressed in such modal operators as *may*, *might*, *can* and *could*.

- a. Tomorrow *may* rain based on weather forecast.
- b. It *can* be a thief that cause your door open.

b) Modal Adjunct

Modal adjunct which express the epistemic of possibility can be *possibly*.

- a. The earthquake *possibly* happens again today.

c) Combination of Modal and Adjunct

Epistemic possibility can also be expressed through the combination of modal operator and adjunct.

- a. An unknown person *might possibly* exist in your room at night.

D.MODALIZATION

In Hallidgian's perspective, Halliday (1994, p. 89) states that modalization involves the meaning varying from positive to negative poles, from declaration to denial: positive is so, negative is not so. Modalization is the judgment of the speaker about the proposition or the commodity of knowledge that is used in communication or interaction. Modalization breaks down into probability and usuality.

1. Probability

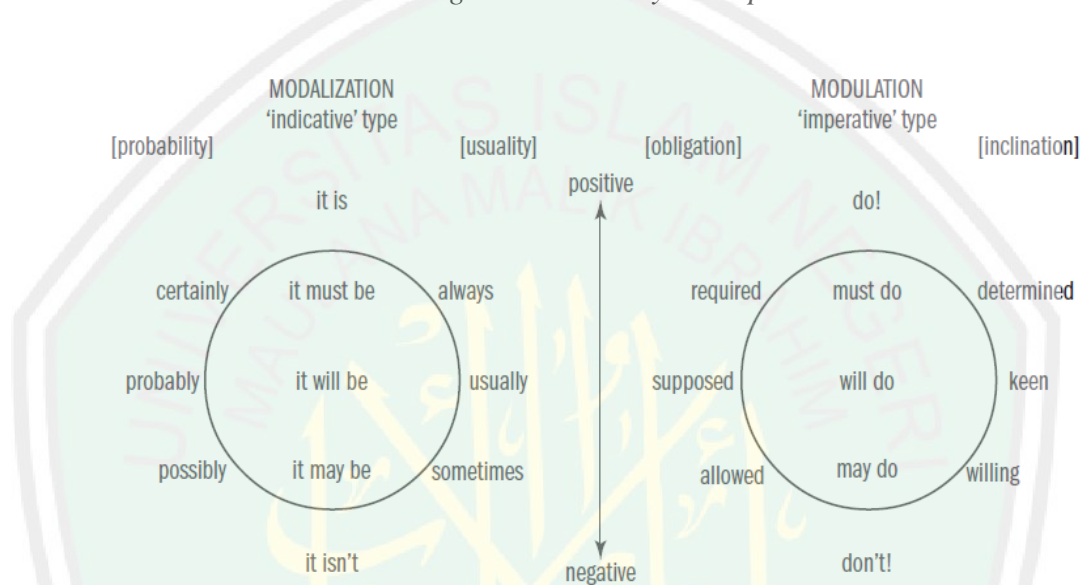
Thompson (1996, p. 57) states that how likely it is to be true is probability. It means, for example, how the sentence is equivalent to either yes or no, maybe yes or maybe no, with different degree of probability attached to it. Some of the basic points of the scale of probability are: *possible*, *probable* and *certain*. Those scale confirm that *possible* is less lower than *probable*, and *probable* is again less lower than *certain*. This means that *certain* is more convincing than *possible* and *probable*.

2. Usuality

Usuality is one of the modalization subtype that lies between two poles yes and no that is correlated with a process's frequency. Usuality can thus be explored through a question *How often does that process occur?* Hence, the sentence in usuality can realised by either *sometimes yes* or *sometimes no*.

According to Halliday (1994, p. 89), the degree of usuality could be expressed ranging from *sometimes*, *usually* and *always*. *Sometimes* has a lowest degree, *usually* has the median degree which means higher than *sometimes*, then *always* has the highest degree.

Figure 1: Modality concept



E. Values of Modality

Modality has its value which they carry in the expression. Halliday (1994, p. 89) and Eggins (2004, p. 173) informed that modality is classified based on the value or degree that is set on the modal judgement into three levels: high, median and low, as illustrated below in the table.

Table 2: Degrees of modalization

Value	Probability	Usuality
High	Certain	Always
Median	Probable	Usually
Low	Possible	Sometimes

Furthermore, Eggins (2004) categorised the values of modality into three types, as cited by (Droga & Humphrey, 2005) in more detail by mentioning their modality categories. Those three types are high modality, medium modality and low modality.

Table 3: Values of Modality

Grammatical Structures of Modality	Values of Modality		
	High Modality	Median Modality	Low Modality
Modal verbs	Must, ought to, need, has to, had to	Will, would, should, is to, was to, supposed to	Can, may, could, might
Modal adverbials	Certainly, definitely, always, never, absolutely	Probably, usually, generally, likely	Possibly, perhaps, maybe, sometimes
Modal adjectival	Certain, definite,	Probable, usual	Possible

	absolute		
Modal nouns	Certainty, necessity, requirement, obligation	Probability	Possibility

F. Discourse Grammar

Discourse grammar is a part of Discourse Analysis (Paltridge, 2012) since, in recent years, grammar discussions have changed from the sentence-based viewpoint to more of a discourse-based viewpoint. This notion has showed the distinct perspective between discourse and sentence-based grammar. By discourse grammar, Hughes & McCarthy (1998), as cited in Paltridge (2012) meant that the criteria is to analyse grammar as an aspect of discourse rather than something that only fits within the limits of clause or sentence. Still, they argue that a discourse-based grammar links form, function and context and aims to place appropriateness and use at the center of its descriptions. A discourse-based grammar, Hughes and McCarthy continue, recognises the choice of language, promotes understanding of interpersonal influences in grammar choices and offers insights into areas of grammar that previously lacked a satisfactory explanation.

In this case, the current study specifically employed the three parts of discourse grammar which fit with the discussion of writer's attitude; they are theme & rheme (interpersonal theme), attitude & grammar, and grammar &

engagement (Paltridge, 2012), which they were attributed to the texture of a text. These three parts of discourse grammar chosen were compatible to the focus of current study out of the cohesion, collocation, conjunction and substitution which look at the relationship between vocabulary items in text, also the cohesive and coherent of text (pattern of cohesion). In short, the three selected parts of discourse grammar will be provided below to be employed as the theory of this current study.

1. Theme and Rheme

To the focus and flow of information in a text, Paltridge (2012, p. 128) stated that the relationship between theme and rheme in a clause contribute to the texture of text, both coherently and cohesively. In relation with theme and rheme, Marfuaty & Wahyudi (2015) conducted a study focusing on the pattern of thematic progression investigation and it was rooted in Systemic Functional Linguistics. It has been worth noticing that the cultural-bound have influence to the pattern of the type of a text. Seeing the perspectives based on discourse grammar analysis, the study attempted to analyse the text of the opinion section on The Jakarta Post. The findings indicated that the topical theme and simple linier theme were the most frequent type of thematic progression patterns.

a) Theme

Theme, according to Halliday (1985) as cited in Paltridge (2012) is the element which serves as the point of departure of the message. It also introduces ‘information proinance’ into the clause. Furthermore, Paltridge

defined theme as the starting point of a clause, that is to say, what the clause is 'about', and rheme as the remainder of the clause. The rheme is what the clause has to say about the theme. Therefore, in the sentence "Hiragana symbolise 46 basic sounds of the Japanese language", the theme is 'Hiragana'. Then, the rest of the sentence is the rheme; what the sentence has to say about Hiragana. Hiragana in this sentence is *topical theme*.

b) Interpersonal Theme

An interpersonal theme is referred to an object that comes before the rheme and it shows the relationship between the participants in the text, or the place or point of view taken in the clause. In another way, Paltridge (2012, p. 129) also defined interpersonal theme as an item that express a point of view on the content of the clause such as *of course*. At the earlier, Halliday & Matthiessen (2004) described the interpersonal theme which it can express probability (e.g. perhaps), usuality (e.g. sometimes), or obviousness (e.g. surely). It may also convey opinion (e.g. to my mind), acceptance (e.g. frankly), persuasion (e.g. believe me), supplication (e.g. kindly), presumption (e.g. no doubt), desirability (e.g. hopefully) or prediction (e.g. as expected). Here is the example of interpersonal theme which express uncertainty about the proposition that follows:

Table 4: Example of textual theme

Textual theme	Interpersonal theme	Topical theme	Rheme
However..	it seems unlikely that	Descartes	challenge the church

Source: Paltridge, (2012)

2. Attitude and Grammar

Participant relations affect a number of key pragmatic, and in turn, language choices in a text. In this part, Paltridge (2012) used the resource from the Appraisal (Martin & White, 2005) to formulate “attitude” that is, negotiating relationships, telling others how we feel about things and how we feel about others, that is to say telling others what our attitudes are about others, their feelings and things. As Martin & White (2005) mentioned, appraisal theory involved “ttitude”, “graduation” and “engagement”. The theory of appraisal divides attitude into three main categories: affect, judgment and appreciation (White, 1998).

Discussing about attitude and grammar specifically on the subject of appraisal devices, it is better to look at the Indonesian context, see (Chusna & Wahyudi, 2015) about appraisal devices manifested in judge’s commentaries of the “X Factor Indonesia”. The study showed there were three construction of appraisal features; attitude, graduation and engagement. It revealed that the judges frequently used attitude of appraisal, which tend to pertain and touch the behavioral aspect than

pertaining affect and appreciation. The features of appraisal used are mostly due to the context of Indonesia show's conversation.

Moving into the detailed example, the writer's attitude can be expressed through the use of the three appraisal points. For instance, the word *smart* in "it is *smart* to keep out the Afghans because they are in some mysterious way linked to Islamic politics" is one of the positive appreciation resources. The affect, judgment and appreciation can be expressed either explicitly by the use of individual lexical items or implicitly through the implicature process. Attitude in terms of force may also be graded. It can be achieved in two ways; words can be graded (intensification) and quantified (quantification). The word *terrible* in "*terrible* tragedy" is intensification and the word *big* in "a *big* increase" is quantification.

3. Grammar and Engagement

In this part, grammatical resources are also significant to be drawn to express engagement. Martin (2002) mentioned engagement as source of attitude and acknowledgement of alternative voices in a text. Paltridge (2012, p. 135) claimed that the main ways in which engagement is expressed is through attribution, modality and disclaimers and proclaimers.

a.) Attribution

Attribution is when someone is referring to certain source, or person's expressions, views or thoughts. By doing so, they evaluate

(although they do not automatically endorse) the material as appropriate. They may indicate material support (endorsement). They may not support the material (disendorsement). Or they may be neutral to the material (non-endorsement). Speaker and writers use different resources for evaluating sources. For example, they may use modal items such as 'always,' 'normally' and 'probably' to express certainty, usuality or probability, and to communicate their position on the material referred (Paltridge, 2012).



CHAPTER III

FINDINGS AND DISCUSSIONS

A. FINDINGS

This part discusses the findings and discussions based on the description from the literature reviews on previous chapter. It deals with the degree of epistemic modality types and values within the boundaries of grammatical function approach on the epistemic modality analysis to reveal the writer's attitude and interpersonal power. The data were collected from English department and literature students at UIN Maulana Malik Ibrahim who are in 8 semester and writing research proposals for their thesis. The researcher only took five research proposals with the total of 23 data which will be analysed.

1. Types of Epistemic Modality Degree and Values in Students' Research Proposals

In this part, the researcher presented the data about the types of epistemic modality degree and values in students' research proposal works. There are three types of the degree of epistemic modality and values found in the data. They are Epistemic Certainty (3), Epistemic Probability (8) and Epistemic Possibility (12). For the values of modality, they are High, Median and Low. For more simple explanation will be shortly discussed in table 4.

Table 5: Types of Epistemic Modality Degree and Values

No	Student's topic of research proposal	Types of epistemic modality degree and Values		
		Epistemic Certainty	Epistemic Probability	Epistemic possibility
		High	Median	Low
1.	Discourse analysis online news	1	-	2
2.	Syntactic ambiguity	1	3	2
3.	Discourse analysis RKUHP	-	3	3
4.	Pragmatics on conversational humour	-	2	3
5.	Literary criticism on climate change	1	-	2

2. Elaborating the Power of Epistemic Modality and Discourse-based Analysis in Research Proposals

At this sub-chapter point, the emergence of interpersonal meaning that were represented by epistemic modality will be elaborated to answer the second research question. Also, the theory of discourse grammar was employed to explain the discourse-based analysis on each research proposals.

a) Discourse about Representation in Online News

The writer was AR (male), and he wrote the research proposal about the representation of Reynhard Sinaga on Guardian Online News using critical discourse analysis. He was born in Jambi, then starting at his high school level, he went to Java for his educational movement.

Excerpt 1

*In the sentence above, **the social actor** (Reynhard Sinaga) is hidden from the text. **The author of the news** used the passivation, a strategy of exclusion where he hid the actor. **This exclusion strategy can influence** the reader's perspective and cognition of the news.*

The first excerpt explains that the author of Guardian online news has exercised an exclusion strategy in creating the news about Reynhard Sinaga and through this, the reader's perspective will be possibly controlled. From the first excerpt, there can be identified three themes; the social actor, the author of the news and the exclusion strategy, that the writer mentioned on his proposals. These three themes speak that the center of concern in was giving the knowledge that the cognition of the news can be influenced by exclusion strategy.

To know the representation of values of epistemic modality on the excerpt 1, the first step was to look at the types of modality being used. There has been also exercised the modal operator "can". The modal "can" in the sentence was not merely for indicating an action, but it was used to emphasise the predicate of the sentence 'influence'. Modal "can" also expressed a kind of possibility. As mentioned on the theory, the modal

“can” was classified as epistemic possibility and it represented the lowest degree of confidence dependent on the knowledge of the speaker on the proposition (Palmer F. , 2013). This possibility reflected that exclusion strategy (passivation) was able to influence reader’s perspective and cognition of the news, meaning that the power shared by the writer was Low level (Halliday & Matthiessen, 2004).

Excerpt 2

*One **important** thing that is **commonly** existed in media is the representation. **Shortly speaking**, social representations are about process of collective meaning-making resulting in common cognition. Through representation, **media can** create a common understanding of people on a phenomenon, individual, group, etc.*

The second excerpt explains that social representation is common thing in media which was possible to create a common-sense understanding upon individual, group of people, phenomenon, etc. There was an intensification (graded meaning) represented by the word ‘important’ to intensify the ‘thing’ which was referred to ‘social representation’. This graded meaning makes social representation becomes the focus of the discourse. Furthermore, the word ‘commonly’ was an attribution that expresses the modal item of ‘usuality’ to evaluate the source of the proposition used by the writer.

Again on second excerpt, the writer used modal operator “can” to indicate an action. The writer conveyed that media (by its representation)

could create a common understanding to people publicly. It was about the possibility of media creating common understanding toward people in seeing a phenomenon. The possibility of “can” in that sentence referred to the topic of “common understanding”. With the subject of online news, the writer was talking about how online news which had a representation in reporting a phenomena could create what he said as “common understanding” of people toward a phenomenon, individual, group, and etc.

The modal operator “can” belonged to the epistemic possibility and it represented the lowest degree of confidence dependent on the knowledge of the speaker on the proposition based on the theoretical framework of (Palmer F. , 2013). Hence, the power shared by the writer represented by modal operator “can” is at **Low** level (Halliday & Matthiessen, 2004)

Excerpt 3

*Therefore, **online news** media takes a **big** part in maintaining the discourse to influence the reader’s understanding or the cognition of news’ content. This affects that **mass media** **must** have power in representing everyone reported within the news. By representing someone in the media, it **will** influence reader’s understanding.*

The third excerpt shows that online news is the powerful platform to give people’s understanding. Looking at the theme and rheme, it can be highlighted that online news (mass media) was the topical theme of the third discourse. There was a quantification represented by the word ‘big’

in “*online news media takes a **big** part in maintaining the discourse..*” to quantify the online news media’s involvement in influencing reader’s understanding or cognition of the news.

There were two modality expressions used by the writer, they are modality “must” and “will”. For the modal verb “must”, it represented the necessity of the fact that mass media have a power in representing every subject in news. By using the modal verb “must”, the speaker made a firm judgement on the basis of evidence or fact upon mass media. The epistemic of “must” belongs to the types of necessity according to Palmer (2013, p. 53). So, excerpt 1 was a discourse about mass media (online news) which had power in representing anything within a news.

The second modality, “will” on his statement was used to emphasise the statement “influence reader’s understanding” as the consequence of news in representing an actor, group, or someone. It implied that whether sooner or later, as the impact of news strategy of representation, the readers would be influenced by the media in getting understanding upon any information. By using the modal “must” and “will”, the power shared by the writer was at the level **High**, because it had to be in his judgement and it would happen. According to Suhadi (2011), “must” and “will” are categorised as the modal operator of epistemic certainty.

b) Discourse about Syntactic Ambiguation of Translanguaging Students

The writer was KN (female), and she wrote the research proposal about Syntactic Disambiguation on Students' Translanguaging Writings within syntactic structure. She was interested with the topic of syntactic ambiguation and then recontextualise it with translanguaging issues and considered choosing students' essay writing in senior high school as the data of her research.

Excerpt 1

As a result, the basic concepts in applied translanguaging linguistics such as language, learning, native, bilingual, and code-switching speakers have mushroomed since the last few years and become the focus of research. All concepts must be understood in the global era identified by this multilingual use, because to practice translanguaging, we have to know two or more languages.

The first excerpt was about the need for students in this globalised era in understanding the basic concept of applied linguistic especially translanguaging issues. The topical theme was the basic concept in translanguaging studies. Up to this, there is also textual theme 'as a result...' at the beginning of the sentence. The textual theme basically direct the where the theme and rheme will be discussed.

The use of modal expression "must be" in her statement reflected that the concept of translanguaging was highly urgent to be understood for the purpose of multilingual use. According to Palmer in his epistemic modality discussion (2013), he categorised "must" in the type of necessity. To interpret this argument, the researcher had to know to which the subject

of the sentence in her argument refers to. The subject “all concepts” in her argument referred to the basic concept in applied translanguaging linguistics. The discourse in her argument is about being multilingual student.

There is also the modal verbs “have to” that the writer used to give an attention on how the pronoun “we” which refer to “every multilingual students” should know two or more languages. In other words, it also meant as a demand to multilingual students in this era to master more than two languages. By the use of modal verb “have to”, the power shared by the writer was at the level of **High** (Halliday & Matthiessen, 2004). Shortly, the discourse was focused on how we as the translanguaging students should be able to practice translanguaging.

Excerpt 2

*Surface structure occurs when words can be combined in different **possible** constructions, while deep structure occurs when a single word sequence may have one or more than **possible** interpretations.*

In the second excerpt, there can be identified the two theme which are surface structure and deep structure. Then, there was also textual theme which is the conjunction ‘while’. From that point, the conjunction ‘while’ indicates that the writer wants to compare the occurrence between the surface structure and deep structure analysis. They are two things different, that the writer did not explain it explicitly. The surface structure is a mater

of structural construction, while the deep structure is a matter of interpretations.

The modal verb “can be” reflected the possibility of the occurrence of surface structure. “Can be” belonged to low modality. While the modal adjectival “possible” reflected that the construction which could be combined to result surface structure was limited, the construction which was only possible. The datum 14 is a discourse concerning the theoretical content, it dealt with the term on syntax materials which were surface structure and deep structure. The first was about surface structure meaning that it could occur when the words were combined with different possible construction.

On the second discourse, the discourse was about deep structure. The writer used modal “may” classifying as epistemic possibility. The modal “may” reflected that it was possible for a single word sequence to have one or more interpretations. For the modal adjectival “possible”, there is no classification type by Palmer, yet it belonged to adjectival modal (Droga & Humphrey, 2005). The modal “possible” in “*one or more than possible interpretations..*” was actually used to strengthen the modal “may” on the previous phrase. By those two modals “may” and adjectival modal “possible” reflected that the power shared by the writer is **Low** level.

Excerpt 3

*Syntactic disambiguation in multilingual or translanguaging writing is an **important** topic that has to be considered and explored. Some reasons that **can** trigger that statement are: **First**, in the world of education when learning a foreign language, **students will** have their written ideas, **but** some of them are not able to fully explore what will be discussed **because** of the limitations of foreign language knowledge.*

The third excerpt explains about the reason why the writer considered choosing syntactic ambiguity with some points. The topical theme was syntactic disambiguation. The word 'first' was the textual theme related to what the writer will convey about the consideration in choosing syntactic ambiguity analysis. There were also the conjunction 'but' to mark the other points and idea that the writer believe about the educational implementation in the context of English as foreign language.

The modality expression of "will" expresses the speaker's confidence which inferred the truth of proposition in terms of usuality. Epistemic of 'will' referred to what was reasonable to expect on students' ability on their knowledge or creativity and ideas toward foreign language, or in other words, it indicated students' reasonable conclusion. By using modal verb "will", it reflected that the power shared by the writer was at **Median** level (Halliday & Matthiessen, 2004).

On the Datum 4, the writer discussed a discourse about foreign language speaker and their language comprehension. This discourse belonged to a judgement. The judgement here was based on what was generally known about "foreign language students". The modal of "will"

was used to predict a reasonable conclusion of “students’ written ideas”, see (Palmer F. R., 2001, p. 24). The students’s ideas in studying foreign language were different, and some of them were not able to fully understand what will be discussed because of their knowledge or foreign language skills.

Excerpt 4

In this case, students can immediately change the vocabulary that they don't understand with their national, local, or other foreign-languages when in an urgent situation.

The fourth excerpt is continuing the excerpt 3 about the real situation that happened in classroom teaching learning context. There was a textual theme at the beginning of the sentence ‘in this case’. It was referred to the previous text in excerpt 3 and functioned to give the more concret example as the evidence of the writer’s argument. There was also the interpersonal theme of probability as explained below.

On the fourth excerpt, it is the continuance to excerpt 3 and the writer used modal “can” in delivering her argument. The elaboration of modal verb “can” here was to show the possibility of the students in changing vocabulary whenever they did not understand an urgent situation. In fact, as translanguaging students, it was common to know that they could change the word that they did not know into their local language. Hence, the argument of the writer was based on what generally known. The modal “can” belonged to epistemic possibility and it represented the

Lowest degree of confidence (Halliday & Matthiessen, 2004), depending on the speaker's knowledge on the proposition. By having this, it denoted that the possibility was at the low level and it was rarely happening.

Excerpt 5

Second, when students have conveyed all their ideas, even with a combination of several languages in their English writing, is it enough to make their writing well understood or not?, sometimes the writer will unknowingly make a misunderstanding in terms of meaning to the reader.

The fifth excerpt explains about the second reason why the writer choose the topic syntactic ambiguity. It can be identified by the textual theme 'second', and this has mentioned another points related with the meaning understanding of the student's essay (English writing) to be read by the reader. This point indicated that there were still a lot of misunderstanding cases that students make in their essay due to their capacity in writing meaningful English skill.

On the Datum 5, the writer used the modality expression "will" in stating her judgement about the performance of EFL students in conveying their ideas. The modal verb "will" was used to predict a reasonable conclusion toward students in making misunderstanding in terms of meaning. Epistemic of will refered to what is reasonable to expect on students of EFL. The modal expression of "will" reflected the probability toward what usally happened, that the power shared by the researcher was at **Median** level, see table 2 on chapter 2.

Excerpt 6

*Another reasons why this topic is important to discuss, when we find an ambiguous structure in a phrase or sentence, **we will** break down to disambiguate. **It will** automatically regulate our understanding of semantics since syntax and semantics work together.*

The sixth excerpt used the theme 'we' which it refers to 'we' as translanguaging students in college education level. In other words, the writer addressed that the audience of the conducting thesis is relevant to the English department students in college level. Deliberately, the writer asked the audience to be involved to strengthen her reason in research proposal.

On the excerpt 6, also there were two modality expression of "will". The first, the writer as a senior (a student in the 4th year of college) used the modality expression of modal verb "will" to have two discourse. The first was about being aware to not only structure discussion in syntax, but also to semantics area and the second was about being able to disambiguate an ambiguous structure.

*"when we find an ambiguous structure in a phrase or sentence, **we will break down to disambiguate.**"*

The discourse function of "will" in this sentence reflected the ability of the researcher or others senior student in EFL to deal with Syntax analysis and reflected what would be done when they found ambiguous structure.

The second modality expression of "will" expressed the speaker's confidence which inferred the truth of the proposition.

*“It **will** automatically regulate our understanding of semantics since syntax and semantics work together.”*

The fact is that in analysing phrase or sentence, both syntax and semantics cannot be separated to each others, they both worked at sentence level. Syntax is looking at how the strcuture of the sentence built, while semantics is looking at the study of meaning. Again, the use of “will” on the second modal in the sentence reflected to what is reasonable to expect on our understanding of semantics. Overall, the power shared by using “will” was **Median** level.

c) Discourse about RKUHP in Online News.

The writer was KZ (female), and she wrote the research proposal about exclusion and inclusion strategies used in Jakarta Post which are related to RKUHP demonstration issues.

Excerpt 1

*In this digital era where everything **can be** accessed by online, **online news** becomes one of the **easiest** media to seek news about anything in this universe.*

The first excerpt explains that digital era facilitates people around the world in obtaining information, and one of the accessible platform is online news. To this excerpt, the theme was ‘online news’ which is also the topical theme of the sentence. There have also been excersised the intensification of the object ‘media’ represented by the word ‘easiest’. It

denotes that the writer wanted to emphasise how the media is kindly accesible and useable for people in this digital era.

The datum 16 contained the epistemic modality expression of “can”. The discourse in datum 16 reflected that online news were able in facilitating the people’s needs. The writer believed that online technology enabled people in the world to access everything in this digital era. However, though the modal “can” was located in a subject of the sentence reflecting that there was a power shared by the researcher and it was **Low** level. The modal “can” was classified as epistemic possibility, see (Palmer F. , 2013) representing the lowest degree of confidence depending on the knowledge of the speaker on the proposition which was digital era and online news.

Excerpt 2

*Because media is public consumption, **media can** influence social attitudes and beliefs to various social issues. **Then**, every message and information delivered through the news is depending on how the authors or the writers choose particular words for their particular reasons.*

The second excerpt explains that the media have power to influence readers especially on social attitudes and beliefs related to the social issues. The writer noted that any words that the author of the news use means a lot to maintain the flow off information regarding with the subject of beliefs and social issues. There have been also excersised the textual theme by the word ‘then’ at the beginning of second sentence. This

textual theme marked that the writer has the next argument to strengthen the first theme ‘media’.

To elaborate the second excerpt, the thing that could be underlined was media as a public consumption, which meant media as source of knowledge and information. The excerpt two again used modal “can” in showing the discourse about the effect of media especially online news within social issues. “Can” above explicated the possibility, not ability, of sharing knowledge and beliefs between media and people as the reader. The modal “can” belonged to epistemic possibility, and it shown that power shared by the writer is **Low** level.

Excerpt 3

*Every message and information delivered through the news is depending on how the authors or the writers choose particular words for their particular reasons. **Therefore, the language used by the writers will determine how the readers understand the message or the information from that news.***

The third excerpt was continuance of the previous excerpt and it explained the relation between language used and readers understanding. There have been excersised the textual theme represented by the word ‘therefore’ at the beginning of the second sentence. This textual theme indicates that there will be the additional argument to strengthen the previous point. Up to that point, there is also the relation between the first theme and second theme of the third excerpt; every message nad language

used. It connects each other regarding the cause of determining readers understanding.

To elaborate the text on the Datum 7, the first was to look at the discourse shared by the writer. The first was that the author's words in delivering or reporting every news determine the reader's perspective. The word choice here became an option for the authors to influence the reader's understanding. The modality expression "will" was projected to show what was reasonable to expect about how language of the author could determine reader's understanding. The judgement of using modal "will" was generally based on what generally happened when the language of the news became crucial in producing meaning, as Palmer (2013) mentioned. Hence "will" expressed the writer's confidence meaning that power shared by the writer was at **Median** level.

Excerpt 4

*Due to the phenomena that the news is written by the writers may have implied meaning or meaning behind the text, **people** should be aware and criticize every news provided by media.*

The fourth excerpt explains about the implied meaning produced by media. The writer conveys that there will be the otherside 'implied meaning' or 'behind the text' which media turned it into cues implicitly. The topical theme of the fourth excerpt was about 'people'. Here, the writer delivers her critical side toward the important of being critical so

that readers of media can understand the topic conveyed in many perspectives.

To elaborate the datum 18, the first was to look at the topic of the discourse shared by the writer. It could be noticed that news was written by more than one writer, and then there must be a meaning implied behind the particular text. The modality “may” according to Palmer in his books was categorized as possibility. However, “may” here did not indicate states in either present or future as what Palmer (2013) mentioned on the second function of “may”. In this case, “may” referred to possibility that the writer had a meaning implied behind his/her text. For the values of modality, “may” reflected that power shared by the writer is **Low** level.

In the excerpt 4, the writer also used modality expression “should” to put emphasise on people awareness and suggested to them for being critical when reading a text in news which was provided by media. The modality “should” had a **Median** level since it was categorised as probability, see (Palmer F. , 2013). As the theory mentioned, “should” expressed no necessity; it expressed more extreme probability/likelihood, or a logical inference or conclusion. The probability meaning of should also meant that it expressed a medium obligation, the obligation to be aware and critical when reading a news.

Excerpt 5

*Both strategies, either omitting or putting the actor in the text, the function is to marginalize other groups which are considered as an inferior one and no need to be paid attention. **So that, the superior group will be** seen as a good one when others feel discriminated.*

The fifth excerpt was about the marginalisation resulted due to the strategies of omitting or putting in reporting the news. The topical theme was ‘both strategies omitting and putting’, and the textual theme was represented by the conjunction ‘so that’. To be remembered, when one side is put on something right, another remains false. It is as what the topical theme of the fifth excerpt ‘superior group’ has mentioned. The textual theme ‘so that’ reflects to the result of omitting and putting strategies upon the actor in a text.

Then, the modality of “will be” did not function as an action in the future, but functioned as a judgement regarding superior group and inferior group. The judgement was based on what was generally known about the strategy either omitting or putting an actor and what was so-called marginalisation. In the datum 8, it was interesting to see how the writer criticized two strategies that the media usually used to report a case. It could be known that the “marginalisation” in reporting news caused what so-called inferior one and superior one. For the interpersonal, “will” expressed the writer’s confidence meaning that power shared by the writer was **Median** level. In other aspect, the modality “will be” also reflected

her commitment in finding the case of marginalisation throughout her research.

Excerpt 6

We as readers are not enough if we only read the information provided by the media without doing any criticism. By being more critical, we will know more about things that are hidden and cannot be realized before.

The sixth excerpt again explains about being critical readers. By being critical, it is potential to see the things that are hidden and cannot be realized before. The writer has the topical theme ‘we’ in the sentence. ‘we’ refers to the readers of text in general.

In the writer’s statement in sixth excerpt, the writer used epistemic of will. The first point was that modal operator “will” denoted what readers would be in the future when they were being critical reader. “Will” expressed the speaker’s confidence which inferred the truth of the proposition, saying that being more critical made reader sensitive about hidden things. Having a “critical thinking” would result to a deep analysis to any information. By using “will”, it meant that power shared by the writer was **Median** level, see (Halliday & Matthiessen, 2004).

d) Discourse about Pragmatic Analysis on Conversational Humor

The writer in was ZF (female), and she wrote the research proposal under the topic of pragmatic analysis specifically on spontaneous conversational humor employing Grice’s Cooperative Principle.

Excerpt 1

*Approaching Levinson's perspective, **this study** reveals that conversational humor forms may give rise to face-saving and rapport, thereby subscribing to (solidarity) politeness; and/ or face-threat and conflict indicative of impoliteness.*

The first excerpt explains about the significance of the writer's study related to the theoretical impact. The words 'this study' was the theme of the sentence, and also it is the topical theme. By stating 'this study' on the sentence, the writer seems to emphasise what will be achieved related to the theory that the writer used.

In the first excerpt, the writer used modality expression "may" in mentioning her research significance. By using "may", the writer wanted to express about her significance of the research indicating the possibility. It said that in approaching Levinson's perspective, conversational humor form was possible to give rise to another aspect which were face-saving and rapport. "May" according to Palmer belonged to the type of possibility. It reflected that the power shared by the writer was **Low** level. In other words, it denoted that the writer was not really confident with her statement regarding her study with impoliteness in terms of benefit. Hence, it could be understood that the writer was not making a firm statement toward her research's significance.

Excerpt 2

Meanwhile, in this present study, the researcher strongly believes that it will generate a very adaptable and applicable theory of flouting Grice's Cooperative Principles. In addition, it will be also culturally, socially, and politically functional in terms of the serious functions of humor in interactions.

The second excerpt is the part of the writer's significances study. Again it deals with the study's contribution with the existing theory which is flouting Grice's cooperative Principles. The topical theme of the discourse was 'the present study'. The word 'meanwhile' and 'in addition' were the textual theme of this discourse. These two textual theme has the same denotation which they indicates the additional and predictional result of the study.

In the datum 10, the writer used the modality expression "will" twice. Both the modality that the writer used in datum 10 reflected the intention and commitment of the writer in conducting the research. The first modal "will" functioned to show the writer's commitment that her research generated adaptable and aplicable theory of flouting Grice's Cooperative Principles. By using "will", it meant that the writer communicated to the reader in terms of future results. Epistemic will referred to what was reasonable to expect about her research in generating aplicable theory in that field. It reflected that the power shared by the writer is **Median** level.

The second was the modality expression in the form of "will be". It was used to convince readers that the theory of flouting Grice's

Cooperative Principles was functional in terms of the serious functions of humor in interactions. By the modality “will be”, the researcher wanted to commit that the research was going to be as what she mentions “*it will be also culturally, socially, and politically functional*”. “Will be” also reflected that the power shared by the writer was **Median** level.

Excerpt 3

Discussing meticulously the previous studies above with the present study, the researcher will find out that spontaneous conversational humor that is resulted from live talk show’s interactions performed by the host and his audience are flouting Grice’s maxims.

The third excerpt explains about the writer’s plan about her study. The words ‘the researcher’ was the theme of the sentence, and also was the topical theme of the discourse. It was about what will the writer ‘as a researcher here’ do regarding with the data of the research. This excerpt merely was a projection of the writer as her result of study, which she knows that from her data (conversational humour), it would be the floating Grice’s maxim.

In the third excerpt, the writer expressed the modality expression with the modal operator “will”. It was used to expect the result of her research and shown the writer’s confidence. The writer was sure that her research subject (live talk show’s interaction) focussing on conversational humor would result in the flouting Grice’s maxims. By using modal “will”, It reflected that the power shared by the writer was **Median** level.

In addition, to put a lot attention on her argument, what made the writer confident to make a prediction about her result was based on her comprehension about the previous studies. To sum up, the epistemic modality expression “will” referred to her confidence in her research findings.

Excerpt 4

*The daily talk show discusses actual global issues. **This particular subject could fruitfully give contributions** in form of the new findings of spontaneous conversational humor related to the current global issues on a daily talk show.*

The fourth excerpt explains again about the significance of the writer’s study. The phrase ‘this particular subject’ was the theme and it was also the topical theme of the discourse. It means that the subject of the research ‘conversational humour’ is a global issues and it contributes to give new findings related to current issues on daiiy talk show.

The datum 20 was a discourse about the significance of the research related to the theory. By using modality expression “could”, it denoted that the daily talk show discussing actual global issues could give contributions as new findings of spontaneous converstaional humour related to global issues. In other words, “could” could be paraphrased as “it is possible that..” or “sometimes..”. As the wirter chose the modal verb “could” reflected that the power shared by her is **Low** level. For further discussion, Palmer in his theory of modality did not include “could” to the

tentative form. It needed a critical notes to discuss this case in the part of Discussion.

Excerpt 5

For people who love watching humor movies and tv series, it can help them to understand humor from other countries that are problematic because sometimes the humor is not transferable.

In the excerpt 5 which it is also the continuance of the previous discourse, the writer stated again about significance of her study. To make it clear, the word ‘it’ is the theme of the sentence. It gives the information that the writer wanted to explain the ‘it’ related to the significance point. ‘it’ here refers to ‘the study’ which have been mentioned on the previous excerpt.

In the epistemic modality discussion the writer used modal verb “can” to have a discourse about the significance of the research in terms of practical. “can” here referred to the possibility on the result of the research, so by using modal verb “can”, it made the possibility that the result of her research could help people who love watching humor movies to understand humor from other countries. To know the values of modality, “can” reflected that the power shared by the writer was **Low** level. Modal “can” according to Suhadi belonged to epistemic possibility, which expressed the lowest degree of confidence depending on the knowledge of the writer.

e) Discourse about Ecocriticism Analysis in Novel

The writer was RA (male), and he wrote the research proposal in the area of ecocriticism analysis, using a novel *Underland: a Deep Time Journey*, part of literary works which focusing on the representation of climate change phenomena and the response of the main character in the novel.

Excerpt 1

*The climate change phenomena then has the impacts on human basic needs. Food, health, and shelter are the examples. **The stability of food supplies may be at risk** because of climate change.*

The first excerpt explains about the impact of the climate change that will be happened in terms of basic needs on the human. It can be identified by the phrase ‘the climate change phenomenon’ and it is also the theme of the sentence. Though there is also the second theme ‘the stability of food supplies’, the topical theme is still ‘the climate change phenomena’ because the second theme refers to the first theme.

In this discourse, the writer used the modality expression “may”. To explain the function of modality used in this excerpt, there were some points highlighted on the sentences. The variables were climate change, human basic needs and stability of food supplies. The writer used modal operator “may” to make his judgement on stability of food supplies (not health and shelter) as the effect of climate change. The modal “may” shown the low possibility of that situation (food supplies at risk). Also, by

using “may”, the writer was uncertain, see (Table 1, Three Types of Judgements) whether the food supplies was stable or unstable due to the climate change phenomena. By modal “may”, it reflected that the power shared by the writer is **Low** level.

Excerpt 2

Theoretically, this study gives the readers to increase environmental awareness to save the Earth from the potential damage caused by irresponsible people. Humans that are living in the present era must be good ancestors for the future generation.

The second excerpt explains about the significance of the writer’s study in theoritical aspect. The word ‘humans’ at the beginning of the second sentence was the ‘topical theme’ of the discourse. The main idea of the second sentence was the realisation of the first idea at his first sentence. It is part of the writer’s expectancy, which also realised by the certain expression of ‘must’. Not only that, there was also a negative appreciaiton resources represented by the word ‘irresponsible’. This was made to give the an emphasis for those (people) who are not mindful, not wise and conscious .

In delivering his statement, the writer used the modality expression “must”. To analyse the Datum 3, the first was looking into the modality expression “must” which represented the power that the writer used. By using modal operator “must”, it can be interpreted that the writer in Datum 3 really urged people in this present era to be good ancestors for their

future generation. The datum 3 dealt with the argument about people who lived in this present era were expected to be good ancestors for their future generation. Good ancestors mean people are doing as what Sustainable Development Goals has mentioned. By using “must” it reflected that the power shared by the writer was at **High** level. “Must” belonged to epistemic certainty and expressed the highest degree of confidence.

Excerpt 3

*Practically, **this research** gives understanding about the representation of climate change and the responses of the main character in facing this phenomena in a literary work. **Besides**, it also offers an additional reference for future studies that **might** be in some aspects that need the data from this research.*

The third excerpt explains about the significance of the study in the practical aspect. The theme of this discourse were the words ‘this research’ and ‘it’. From the topical theme in excerpt 3, it informed what will be said with ‘the research’ from the conducted study. The result was the understanding about representation of climate change on the object of the writer’s study which is literary work. Also, there was the textual theme ‘besides’ which it indicates that the writer still have additional point or benefit which strengthen the significances of his study.

The writer used the modal “might” in showing the possibility of his research’s significance to be an additional reference for future study. In explaining the datum 23, the first was to look at what the discourse was

about the significance of his research practically. In the classification degree of modality, “might” belonged to epistemic possibility. Palmer in his book “mood and modality” explained that the modal operator “might” had lower of power than its present form “may”. Also on his book “modality and the English modals”, Palmer classified it into the what he called tentative form. Having said that, “might” was used similarly as “may”. It simply indicated low certainty about possibility. By using “might”, it reflected that the power shared by the writer was **Low** level, and denoted that the writer was not really confident upon his research to be an additional reference for future studies.

B. Discussions

The findings have figured out five research proposals with the total of 23 data: the research proposal 1(male) has three data, the research proposal 2 (female) has six data, the research proposal 3 (female) has six data, the research proposal 4 (female) has five data, and the research proposal 5 (male) has three data, which reflects their values of modality. The researcher took five research proposals writing from different students, which contained the expression of epistemic modality. From these five research proposals, the researcher found 23 Epistemic modality expression in form of sentence.

Epistemic possibility was the highest number used by the students from the total 12 cases. Epistemic possibility was found in all writer in the data (5 research proposals). It denotes that this epistemic type was the most useful type to

present the possibility in form of statement has the lowest degree. As stated by Suhadi (2011), Epistemic possibility represented the lowest degree of confidence depending on the knowledge of the speaker on the proposition. It has the Low value or in other word, the data using epistemic possibility were not a strong statement. From the findings, it was found that most of the students used the epistemic possibility to state something which was not about judgement, but it was about their prediction in very general knowledge related to their topic. By this evidence, since there might be a disciplinary factor that shape the way students state or argue through their background and muscle of knowledge.

The degree of epistemic certainty was the fewest amount. From the analysis, there were only 3 cases where the students used the types of epistemic certainty. They were 'must' and 'have to'. As stated by Palmer (2013) 'must' indicates the only possible conclusion (high value) on the basis of the available evidence. 'Have to' type was also modal of necessity. To be sure, in line with what Palmer mentioned in his theory that "there were only few cases in 'have to' survey used in an epistemic context". This study found that the same, the modals 'have to' only happened once in the Datum 2. By this the researcher clarified that the epistemic certainty was mostly used in the context of judgement. Besides, the students mostly applied the epistemic certainty where the context was in a general knowledge like in the Datum 1 and Datum 2.

Next, the epistemic probability was found 8 times in Datum 4-11 and used by three writers among two others, see table 4. The number of epistemic probability used was in the middle between epistemic certainty and epistemic

possibility with the total of 8 cases. The most modals operator in epistemic probability were conveyed by ‘will’, ‘will be’ and then ‘should’. Epistemic probability conveyed the median degree of confidence depending on the proposition's knowledge of the speaker (Suhadi, 2011). By looking at the context on epistemic probability types in the findings, it can be clarified that the students used epistemic probability when it was in terms of usuality (Halliday M. A., 1994, p. 89) and what was generally known (Palmer F. R., 2001, p. 24).

This current study had different focuses and results from the 6 previous studies mentioned in the chapter 2. Mostly the previous studies had examined and concerned on explaining the role of modality in abstract; (Alvarez-Gil & Dominguez-Morales, 2018) and (Olaniyan & Adeolu, 2015), in news; (Sadia & Ghani, 2019), in research article; (Ngula, 2017) and also in legal text; (Dhutek, 2019), which all of them mainly using the sentence-based perspective. This current study, however, put more concern on revealing the writer's attitude and look into discourse-based perspective rather than sentence-based, see discourse grammar (Paltridge, 2012). In more detail, the interpersonal meaning as stated by Suhadi (2011, p. 157) which refer to the Systemic functional linguistic theory was meant that the modality is used to enable the writers to participate in their writing through communicative acts, taking roles in expressing attitude and judgement through the degree of its type of epistemic modality.

Looking into the high frequently type of epistemic modality was the possibility, this may be equal to what Alvarez & Dominguez (2018) mentioned that deontic *will*, dynamic *can* and epistemic *may* are the most frequent forms in

abstracts, and this figure also evinces that *can*, *could* and *may* are used to indicate epistemic modality. This also confirms Olanian & Adeolu's (2015) argument that prediction modals are used in stating the research mission or intention most especially in predictive form. This also may be similar to (Ngula, 2017) that Ghanaian authors are more direct and categorical in the ways that they present research claims, and the most commonest and predominant type was the modality of possibility. This similarity give the underlying point that the above studies are conducted in form of research and abstract or research goals (academic context), so where they dominantly use the future modals. Most of students in writing a research tend to use the characteristic of prediction verb to persuade readers and deliver their research goals.

Not only in academic context, the study conducted by Sadia & Ghani (2019) on Newspaper also have the similarity to the current study in the matter of predictive modal verbs. The editors chose mainly predictive auxiliary modals such as *will* and *would* to the other types of modal. The predictive modal for the News suggested that prediction about the future "*what will/would happen*" was the major apprehension of the editorial writers. This correlation may connect as the purpose of what the text is about to make. Both of them are created to serve the convincing argument which focus on what will they achieve on the result.

This findings however, also have the contrary which makes the result different to the remaining previous study; (Dłutek, 2019). Dłutek (2019) have carried out on economic and trade environemnt context, which the dominant of

modality was in form of obligation represented by the modal verb ‘shall’. This differences due to the different purposes of the conducting text.

In the discourse grammar perspectives, the appraisal devices that are found on the data was predominantly attitude. They are intensification (once) and quantification (two times). This may be equal to Chusna & Wahyudi’s findings (2015) that the judges frequently use the attitude system, which if reflected to the current study, the students used positive evaluation as the strategy to enhance their research claims.

The analysis of this study enriched the ‘modality’ investigation especially on “epistemic modality” within academic settings. From there, the findings gave new insight that through the analysis of epistemic modality, the readers could know and understand about how the writer’s attitude involved in research proposals. The writer’s attitude reflected to the level of confidence, the interpersonal meaning and how far the commitment of the writer toward what his/her said. Moreover, by classifying the degree of the epistemic modality, the readers could know the tendency in what kind of argument the modality was used. As the evidence; epistemic certainty was mostly used in the context of judgement, epistemic probability was mostly used to state of the usual phenomena, and epistemic possibility was used to state very general knowledge.

Up to that point, this part will also briefly review and criticise on the matter of the conformity between the theory mentioned and the findings which have been elaborated on the section above. This review is addressed to the theory

of Palmer on his book *Modality and the English Modals* especially on Epistemic modality (2013).

1. ‘Can’ Belongs to Dynamic, Deontic and Epistemic

The first point that I as a researcher want to make a critical note regarding *Modality* by Palmer (2013) is about modality expression of “can”. In his book *Modality and the English Modals*, Palmer did not categorise the modality type of “can” into epistemic one, but only include it as Deontic and Dynamic modality. As an information, Deontic according to Palmer is essentially performative (2013, p. 69). He also mentioned that “can always expresses dynamic possibility” (Palmer F. , 2013, p. 72). However, throughout the findings, the researcher found that there are “can” which also functions as Epistemic modality in the findings. The cases of modality expression “can” are adequate to say that “can” not only bring meanings on Dynamic and Deontic (which indicates permission, ability and or action), but also Epistemic.

This critical note that says “can” is also epistemic modality is in line with what Suhadi (2011, p. 171) explained the degree of Modality; they can be distinguished in: (1) certainty, (2) probability and (3) possibility. “Can” according to him is also on the matter of Epistemic Modality. “Can” he categorised it as Epistemic Possibility which means it represents the lowest degree of confidence. In sum, this can be a way to criticise the theory of Palmer in his book *Modality and the English Modals* that “can” is also representing meanings to epistemic modality. This

critical note hope could be an addition knowledge to enrich the types of epistemic modality to the Palmer theory of Modality.

2. 'Will' can be Epistemic and Dynamic

In this review, the researcher attempts to restate on what has been explained separately by Palmer (2013, p. 67) on his book Modality and the English Modals. When mentioning the epistemic modality of "will", Palmer splitted up the function of "will" as an epistemic and "will" as a deontic on the part of tense aspect. Palmer (2013, p. 57) explained that Epistemic will refers to what is reasonable to expect or in other words, "will" indicates a reasonable conclusion which is so epistemic. Yet, Palmer (2013, p. 66) also explained "will" in terms of tense aspect. So, the underlining point to distinguish the interpretation whether "will" as epistemic or deontic is the sense of duration. Where there is no sense of duration, it will usually force an epistemic interpretation.

This is important to be restated clearly because when I found a case in the Datum 6, this have made the researcher puzzled to see a sentence with "will" which denotes to futurity. This is useful to see the "will" whether it still functions as epistemic or it turns out Dynamic. The Datum 6 says "*when we find an ambiguous structure in a phrase or sentence, we will break down to disambiguate...*". There is no sense of duration of the time, when the actor will do disambiguating after find the phrase or sentence. Hence, In sum, this still belongs to epistemic interpretation.

3. Uncomplete Tentative Form

In this review, the researcher attempts to make suggestion on the tentative form of the theory of modality by Palmer. He in his theory of epistemic modality does not include “could” to the tentative form. It needs a critical notes to discuss this case in this review. Throughout the findings, the researcher found the modality types of “could” which it should be also considered as epistemic of tentative form, among others with “might”, “would” and “should”. The finding of Datum 20 said *“This particular subject could fruitfully give contributions in form of the new findings of spontaneous conversational humor...”* which has “could” as the modality expression of the discourse. After analysing the use of “could” on her discourse, it leads to the interpretation that “could” is also the tentative form of epistemic modality. Thus, this findings may be an additional knowledge to enrich the type of tentative form of epistemic modality.

4. Another Grammatical Structure of Modality

In this review, the researcher found that in the Datum 14 there is a modal adjectival “possible”. This is the only one types of grammatical structures (modal adjectival) of modality which was used among the 23 data. This evidence shows that the writers in was still not familiar with the variation of modality in terms of grammatical structure. The writers tend to use the grammatical form of modal verbs rather than others type of

modality structure such as modal adverbials, modal adjectival and modal nouns (see Table 3 Values of Modality).



CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research has examined the use of epistemic modality in research proposal which reflects the power and values of modality expression. In conducting this research, the researcher used linguistic approach, the epistemic modality and discourse grammar. Based on the findings and discussions on the previous Chapter above, there are three category of epistemic degree types; (1) epistemic certainty, (2) epistemic probability and (3) epistemic possibility. Epistemic certainty (e.g. must, have to etc) are employed in stating about judgement and fact, Epistemic probability (e.g. will, should etc) are used in stating about what is generally known or usuality in a predictive form, and Epistemic possibility (e.g. can, could, may, etc) are found in stating general knowledge related to their topic.

The most frequently epistemic modality used by students was the degree of epistemic possibility. It denotes that this epistemic type is the most useful types to express the possibility in form of statement which has the lowest degree. This means that the students' tendency in writing research proposal often starts from the very basic or general knowledge related to their own topic. Thus, to convey their ideas, statements, judgements and etc, the students use epistemic modal of possibility frequently.

Furthermore, this research therefore concludes that this analysis provides fruitful insight into the roles of epistemic modality in research proposal. Epistemic

modality reflects the writer's judgement of the possibility that the proposition underlying the utterance is true or not true. Modality is also characterised to convey writer's involvement in the propositional content of a given sentence or utterance. Hence, analysis of epistemic modality in research proposal has no doubt could not only understand the writers' attitude (confidence and commitment) toward their topic but also serve useful material for academic settings especially in writing argumentative context.

B. Suggestion

After examining the use of epistemic modality in research proposals, this research has concerned more on the power and values conveyed by modals expression through linguistic approach and it relies on the epistemic modality theory. Asides from the result of analysis, this research is still far from being perfect. There are some suggestions for the further researcher who are interested in conducting the thesis in the same subject or in the field of modality. Firstly, the researcher suggests to examine not only in academic settings, but also more practical in a business settings, because the expression of modality are found frequently in that field (e.g. insurance, law, media communication and etc.). Secondly, in terms of the theoretical views, there are still many other theories that can be employed in analysing the subject of modality or discourse in larger discussion (e.g. Halliday systemic functional linguistic and Fairclough text analysis).

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APPENDIX

MODALITY box

– RESEARCH PROPOSALS 1

1.1:

Sentence	Degree of Certainty	Value of Modality	Usuality
This exclusion strategy <u>can</u> influence the reader's perspective and cognition of the news.	Epistemic possibility	Low	Sometimes

1.2:

Sentence	Degree of Certainty	Value of Modality	Usuality
Through representation, media <u>can</u> create a common understanding of people on a phenomenon, individual, group, etc.	Epistemic possibility	Low	Sometimes

1.3:

Sentence	Degree of Certainty	Value of Modality	Usuality
This affects that mass media (online news) <u>must</u> have power in representing everyone reported within the news. By representing someone in the media, it <u>will</u> influence reader's understanding.	Epistemic Certainty	High	Always

– **RESEARCH PROPOSALS 2**

2.1:

Sentence	Degree of Certainty	Value of Modality	Usuality
All concepts <u>must be</u> understood in the global era identified by this multilingual use, because to practice translanguaging, <u>we have to</u> know two or more languages	Epistemic certainty	High	Always

2.2:

Sentence	Degree of Certainty	Value of Modality	Usuality
Surface structure occurs when words <u>can be</u> combined in different <u>possible</u> constructions, while deep structure occurs when a single word sequence <u>may</u> have one or more than <u>possible</u> interpretations	Epistemic possibility	Low	Sometimes

2.3:

Sentence	Degree of Certainty	Value of Modality	Usuality
Students <u>will</u> have their written ideas, but some of them are not able to fully explore what <u>will be</u> discussed because of the limitations of foreign language knowledge.	Epistemic probability	Median	Usually

2.4:

Sentence	Degree of Certainty	Value of Modality	Usuality
In this case, students <u>can</u> immediately change the vocabulary that they don't understand with their national, local, or other foreign-languages when in an urgent situation.	Epistemic possibility	Low	Sometimes

2.5:

Sentence	Degree of Certainty	Value of Modality	Usuality
Second, when students have conveyed all their ideas, even with a combination of several languages in their English	Epistemic possibility	Median	Usually

writing, is it enough to make their writing well understood or not?, sometimes the writer <u>will</u> unknowingly make a misunderstanding in terms of meaning to the reader.			
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2.6:

Sentence	Degree of Certainty	Value of Modality	Usuality
Another reasons why this topic is important to discuss, when we find an ambiguous structure in a phrase or sentence, we <u>will</u> break down to disambiguate. It <u>will</u> automatically regulate our understanding of semantics since syntax and semantics work together.	Epistemic probability	Median	Usually

– **RESEARCH PROPOSALS 3**

3.1:

Sentence	Degree of Certainty	Value of Modality	Usuality
In this digital era where everything <u>can</u> be accessed by online , online news becomes one of the easiest media to seek news about anything in this universe.	Epistemic possibility	Low	Sometimes

3.2:

Sentence	Degree of Certainty	Value of Modality	Usuality
Because media is public consumption, media <u>can</u> influence social attitudes and beliefs to various social issues.	Epistemic possibility	Low	Sometimes

3.3:

Sentence	Degree of Certainty	Value of Modality	Usuality
Every message and information delivered through the news is depending on how the authors or the writers choose particular words for their particular reasons. Therefore, the language	Epistemic probability	Median	Usually

used by the writers <u>will</u> determine how the readers understand the message or the information from that news.			
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3.4:

Sentence	Degree of Certainty	Value of Modality	Usuality
Due to the phenomena that the news is written by the writers <u>may</u> have implied meaning or meaning behind the text, people <u>should</u> aware and criticize every news provided by media.	Epistemic Possibility	Low	Sometimes

3.5:

Sentence	Degree of Certainty	Value of Modality	Usuality
Both strategies, either omitting or putting the actor in the text, the function is to marginalize other groups which are considered as an inferior one and no need to be paid attention. So that, the superior group <u>will</u> be	Epistemic Probability	Median	Usually

seen as a good one when others feel discriminated.			
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3.6:

Sentence	Degree of Certainty	Value of Modality	Usuality
We as readers are not enough if we only read the information provided by the media without doing any criticism. By being more critical, we <u>will</u> know more about things that are hidden and cannot be realized before.	Epistemic Probability	Median	Usually

– RESEARCH PROPOSALS 4

4.1:

Sentence	Degree of Certainty	Value of Modality	Usuality
Approaching Levinson's perspective, this study reveals that conversational humor forms <u>may</u> give rise to face-saving and rapport, thereby subscribing to (solidarity) politeness; and/ or face-threat and conflict indicative of impoliteness.	Epistemic Possibility	Low	Sometimes

4.2:

Sentence	Degree of Certainty	Value of Modality	Usuality
Meanwhile, in this present study, the researcher strongly believes that it <u>will</u> generate a very adaptable and applicable theory of flouting Grice's Cooperative Principles. In addition, it <u>will be</u> also culturally, socially, and politically functional in terms of the serious functions of humor in interactions.	Epistemic Probability	Median	Usually

4.3:

Sentence	Degree of Certainty	Value of Modality	Usuality
Discussing meticulously the previous studies above with the present study, the researcher <u>will</u> find out that spontaneous conversational humor that is resulted from live talk show's interactions performed by the host and his audience are flouting Grice's maxims.	Epistemic Probability	Median	Usually

4.4:

Sentence	Degree of Certainty	Value of Modality	Usuality
The daily talk show discusses actual global issues. This particular subject <u>could</u> fruitfully give contributions in form of the new findings of spontaneous conversational humor related to the current global issues on a daily talk show.	Epistemic Possibility	Low	Sometimes

4.5:

Sentence	Degree of Certainty	Value of Modality	Usuality
For people who love watching humor movies and tv series, it <u>can</u> help them to understand humor from other countries that are problematic because sometimes the humor is not transferable.	Epistemic Possibility	Low	Sometimes

– **RESEARCH PROPOSALS 5****5.1:**

Sentence	Degree of Certainty	Value of Modality	Usuality
The climate change phenomena then has the impacts on human basic needs. Food, health, and shelter are the examples. The stability of food supplies <u>may</u> be at risk because of climate change.	Epistemic Possibility	Low	Sometimes

5.2:

Sentence	Degree of Certainty	Value of Modality	Usuality
Humans that are living in the present era <u>must</u> be good ancestors for the future generation.	Epistemic certainty	High	Always

5.3:

Sentence	Degree of Certainty	Value of Modality	Usuality
Besides, it also offers an additional reference for future studies that <u>might</u> be in some aspects that need the data from this research.	Epistemic possibility	Low	Sometimes

CURRICULUM VITAE



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