

CHAPTER V

CONCLUSION

5.1 Conclusion

After analyzing the use of modality of the data in teaching learning process, conclusions were drawn as the followings :

1. In this research the researcher found that the teachers in teaching learning process applied two types of modality namely : modalization and modulation. The teachers applied probability, usability, obligation and inclination in doing the teaching learning process. Obligation was the most dominant applied with 54.38% . The second that applied by the teachers and the students was probability 25.38%. The third type of modality that used in teaching learning process was inclination with 16.98%. The last type that applied in teaching learning process was usability with 3.24%.
2. In realizing the use of modality in teaching learning process the teachers and the students used modulation-obligation. Having the obligation with the high value in this study indicates that the teachers had the most power in teaching learning process. By applying the high value of obligation, described by *harus* which is in English correspond with must. In this study, the obligation was applied to give the instruction to the students in teaching learning process. Not only instruction, the obligation was used to deliver the command, advice and suggestion to give the effect to the students to do what the teachers wanted the students do. It could be seen

based on the responses of the students or the feedback by the students to the teachers.

3. The modalization-probability was the second that applied by the teachers and the students in teaching learning process. Probability was applied by the teachers and the students when the teachers gave the explanations of the lessons in front of the class. The use of modality is related to the context of situation and context of culture. In term of value. The finding shows that the use of modality is increased when the teachers conveyed the instruction, information or commands to the students to what extent they align the students with the commands, evidence and suggestions they are giving because their purpose is direct to the students.

5.2 Suggestion

In relation to the conclusions above, the suggestion are stated as the following,

- 1) It is advisable that the teachers or lectures should develop the whole categories or types of modality to their students and introduce the advantage of comprehending the modality in different phenomena to find out the functions and effect it applied.
- 2) It is advisable that the students and the readers should learn the English for specific purpose so the learners know some language varieties and find specific term. It is advisable that the students or the learners who are concerned and interested in English should learn to understand the use of modality.

- 3) It is suggested that to the students or others researcher should do further research on modality theory in other field so it will enable us to see the contrast or comparison of the using modality among the spoken language.



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