

Silitonga, Harpen H.P. The Use of Modality in Expository and Narrative Writing by Male and Female Students. A Thesis. English Applied Linguistic. Graduate Program. State University of Medan. 2007. ABSTRACT

This thesis deals with the use of modality in students' writing. The objectives are to investigate occurrences of modality in students' writing both in expository and narrative, to derive patterns of modality used in the two genres, and the reason for the use of modality. This study is aimed to find out the types of modality in students' writing, the dominant type of modality and why the modality is used the way it is in the students' writing. To analyze the data Halliday's theory of modality is applied. The findings indicate that the students use the four types of modality in their writing. The most dominant type of modality used is probability. Specifically, in the students' writing, modality is used more often in expository both by male and female students. It happens because the students tend to talk about what they can or can not do with the five days schooling. It is found that quantitatively male students use more modality more than female ones do. This is motivated by the social context which specifically regulates that the user or tenor of the text enhanced the variety of text.

