CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The classroom is a place for a teacher and the students to meet and learn about the lessons taught by the teacher. In the classroom, there must be interaction among all those involve in the teaching learning process that is called as classroom interaction. Allwright and Bailly (1991) states that classroom interaction as the gathering, for a given period of time, of two or more persons (one of whom generally assumes the role of instructor) for the purposes of language learning. It can be said that in the classroom, interaction is the activity that build the relation to communicate each other to reach the purpose of language learning. Allwright and Bailly (1991:114) also state that classroom interaction has to bemanaged by everyone taking parts both of the teacher or students, not just by the teacher because interaction is obviously not something you just to people but something people do together collectively.

The people who do the classroom interaction is a teacher and the students. There will be teacher talk and students talk that will be used by the teacher and the students. Teacher talk is a language that the teacher uses when addressing learners in classroom. It means that teacher talk is the language typically used by teachers in their communication in the classroom. Ofcourse, the teacher uses language where involve words, phrases, sentences said by the teacher during the interaction in teaching learning process. The teacher uses these when give the explaination

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about the lesson, ask questions, give the feedback and so forth. Talk has some meanings, they are : a conversation or discussions, a talking without action, a lecture or speech, formal discussions or negotiations and a way of speaking (Hornby 1995:1220). In the classroom, teacher make adjustments to both language form and language function in order to help communication in the classroom. These adjustments are called as teacher talk. Meanwhile, the students talk also occur in teaching learning process. Students talk is a language that used by the students when do the teaching learning process. students' talk comprises initiation and response. This students talk can be used by the students to express their own ideas, initiate the topics, and develop their own opinions. This talk can show the activity concentration of the students to their teaching learning activity.

Teaching learning process is an activity that aimed to transfer the lesson to the students that means a teacher as a sender of message and the students as the listeners. This process is the most powerful instrument of education to bring about desired changes in the students. Teaching learning process is a process and ways of the teachers to educate the learners then the learners learn. They transform the knowledge in class by using words, clause, phrase and sentences. Teaching learning process has propose to make an interaction between teacher and students. Teaching learning is a continuous process that promote teachers' teaching skills, master new knowledge, develop new proficiency which is turn, help improve students' learning. In teaching learning process, the students must be active than the teacher because in this process the students should improve their knowledge and be better than before. Laurillard (1994) argues that there are four aspects of

teaching learning process namely discussion, interaction, adaptation and reflection. Bloom (1965) explaines in teaching learning process get some skill consist of three aspects, they are cognitive, affective and Psychomotoric.

Humans are part of social environment. They need to interact, to communicate or to express their ideas to the others. They need language as a tool to do all that things. As a fundamental means of communication, language is used to convey or share ideas and an express thought, human's needs, wishes, intensions, and desires. Without language, it is impossible for human to do something. In teaching learning process there will be an intents communication used by teacher and students. Language is a tool to deliver the ideas, opinions, speech and etc. Language is a system for communicating, written languages use symbols called characters to build words. Language is a purely human and non-instictive method of communicating ideas, emotion and desires by means of voluntarily produced symbols. Wardaugh (2002) defines language to knowledge of rules and principles and of the ways of saying and doing things with sounds, words and sentences. Chomsky (2013) in the Dewey Lectures 2013 defines language as a set finite or infinite of sentences each finite in length and constructed out of a finite set of elements. On the other hand, Emmit and Pollock (1977) states that language is a system of arbitrary signs which is accepted by a group and society of users. By using the spoken language, the teaching learning process can be done and make the students easier to understand the teacher's explanation based on the materials and topics given.

When the teaching learning process is held, modality involved in the language used by the teacher. It is because modality can help the speaker to express the ideas, preposition, commitment or belief. Fowler (1997) states that modality is a simplest sense, indicates a speaker's or writer's speacial way of conceptualizing a world view or ideology. It means that related to teaching and learning process, the teacher can arrange their material concepts that will be presented to the students in classroom. It can be understood also that language does not allow us to produce a language without conveying an attitude to that something. Modality is reffered to speaker's judgment of probabilities or obligation involved in what is saying (Halliday, 1994). It means and can be known that modality can be done with commitment which covers the speaker's judgement and attitude in presenting the ideas and message in text. Li (1999) defines modality as the degrees between right and wrong. It is a significant of expression of argument and opinion by employing modality, people are free to express ideas that are not facts with various degree of certainty.

Xu (2009) states that in the coordination of interpersonal relationships with language, because of the diversity of social activities and the complexity of interpersonal relationships, people sometimes offer or ask for information straightforwardly while sometimes blur their attitudes and opinions in an indirect polite way. So all of them involved in modality. Saeed (2003) argues that modality is a cover term for devices which allow speakers to express varying degrees of commitment to, or belief in a preposition. Kreidler (2002) states that modality is the expression of necessity, possibility and probability and is

frequently expressed through modal verbs. According to him, the modal verb include : *can, could, may, might, will, would, must, should, ought, need have to, have got to.*

Modality is devided into two types. They are modalization and modulation. Modalization concerns with giving some options to express judgments of probability and frequency of preposition. Thus, modalization is divided into two types of meaning that are probability (how likely it is to be true) and usuality (how frequently it is true). On the other hand, modulation deals with option to express judgment of obligation and inclination.

Many learners who concern with this study get problem in understanding the modality that used by the speaker or that had been written in magazine, article and etc. As we know that modality is used in language because language is the means of speakers' expressions. The problem occurs because the learners can not decide that the function of modality that used by the speaker in language. Finally the listeners do not get the idea of the text that had been delivered by the speakers. The researcher chooses this study in teaching learning process because the problem can be seen when the teacher can not decide what modals that actually must be used while speaking. The teachers get confuse to choose which modal can be appropriate to be used. On the other hand, the researcher chooses this study because in teaching learning process contains the use of modality. These are some preliminary data that were gotten by the researcher, the utterances that consisting modalities in teaching learning process were :

Teacher : *Oke! Sekarang Ibu **boleh** bertanya pada kamu semua. Apa judul lagu ini?* (Okay, Now i may ask you. What is the title of this song?)

This preliminary data was taken when the teacher taught thematic. In this utterance, it can be categorized as modulation, obligation based on the bold modal of "*boleh*". Actually in this utterance, *boleh* can be changed with *will* because This is the appropriate modal that can be used by the teacher. *Will* actually refers to modulation, obligation which has the medium value of modal. In this case, use of modal *will* in that utterance shows the future thing that will be done by the teacher to the students.

The second example is :

*Kenapa? Ayo, kamu **boleh** jawab!*

(Why? Come on! You **may** answer!)

In this utterance, it can be categorized as modulation, obligation. Based on the modal of "boleh" . Based on this utterance, *boleh* actually can be changed into modal of *must* which is appropriate that *may*. It refers to modulation which is refers to obligation. In this case, at that time in teaching learning process the students must answer the question of the teacher.

Modality had been conducted before. Baimada and Kolaouna (2019) from the university of Maroua Cameroon conducted the research about modality in Cameroon Print and Audio-Visual Media : A Case Study or Guardian Post/Cameroon Tribune and The CRTV. This study examines the expression of modality in the written and spoken production of sport commentators in programmers and slots on the television, the radio, and in the printed press in Cameroon. The analysis of the data shows that modality is expressed in a variety of ways by sports commentators with the core modal "will" being the most dominant with meaning generally to epistemic predictions. The results also show that there are more instances of epistemic interpretations of modality to the detriment of deontic modality which suggest that sports commentators are not in a position to lay trict, permissions and obligations. The metaphorical

representations of modality in the form of adverbs, adjectives, lexical verbs and ellipses, show a high degree of certainty necessity and possibility which suggest that sports commentators display attitudes towards the contents of the information they tranmit.

Bonyadi (2015) also conducted the research of modality. In the paper, the researcher research about modality as a property of language use is generally exploited by language users. This research wrote the aim of this research. The present study firstly aimed identifying the linguistic manifestation of modality employed in the two papers in terms of employing auxiliary modal verbs suggested that both of the papers preferred mainly predictive auxiliary modals such as *will* or *would* to the other kinds of modals. The researcher also wrote that the high number of the predictive modals in NYT suggested the idea that identifying what would happen in the future was the main concern of the editorial writers in NYT. The researcher said that comparing the modals of necessity in the two papers suggested that editorial writers in Tehran Times were occupied with what should be done.

Parsina and Leon (2014) conducted the research related to Modality. In this research, they studied about a stylistic analysis of the use of modality to identify the point of view in a short story. This paper used the modal framework of Simpson in doing a stylistic analysis of the story *"Things you Don't Know"* by Ian Rosales, a highly-acclaimed Fillipino writer. The results of this study shows that the epistemic type of modal was preponderant. This type apparently allows the readers to feel the narrator's uncertainty in situations or events. In addition,

this modal hightlight either a positive, negative, or neutral shade of story since the epistemic modal was the most pronounced, the story is definitely negative in shade and this can be inferred the short story.

In this study, the researcher conducted the research about the modality in teaching learning process. In this study, the researcher applied the theory of modality proposed by Halliday. The researcher chooses this study in teaching learning process because the problem can be seen when the teacher can not decide what modals that actually must be used while speaking. The teacher got confuse to choose which modal can be appropriate to be used. On the other hand, the researcher chooses this study because in teaching learning process contains the use of modality.

Therefore, in this research, the researcher focused and deals with modulation and modalization in teaching learning process proposed by Halliday.

1.2. The Problems of the Study

Based on the background of the study above, the problems of the study were formulated as the following:

1. What types of modality were applied in teaching learning process?
2. How were the types of modality applied in teaching learning process?
3. Why were the modality applied the ways they are?

1.3. The Objectives of the Study

In line with the problems, the objectives of this study were:

1. to investigate the types of modality applied in teaching learning process.

2. to describe the modality applied in teaching learning process.

3. to reason why modality applied in teaching learning process.

1.4. The Scope of the Study

This scope of the research limited to modality in teaching learning process. This study focused on modulation and modalization applied by three teachers who teach Thematic in SDN.060870 Center Jl. Gunung Karakatau Medan Timur.

1.5. The Significance of the Study

The findings of this study are expected to be useful for theoretically and practically.

Theoretical Significance

1) Theoretically, this study can enrich the knowledge about modality used in teaching learning process.

2) This research can be served as a reference for the learners or other researchers in discussing modality.

Practical Significance

Practically, the usefulness of this finding can be described as the following :

1) By knowing the types of Modality, it is expected to the learners will find the ways to classify modality.

2) It would like to constribute the information to the learners and other researchers about the use of modality.