Modality in Teaching Learning Process

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ABSTRACT

The objective of this study is to explain the reason of utilizing modality in Teaching Learning Process. The research methodology used in the research is qualitative research design. The data were analyzed by applying the theory of Miles, Huberman and Saldana (2014). The findings of this study revealed that the reasons of the teacher applied the modality to give the instruction during teaching learning process and to show the power of the teacher in managing the class and to encourage the students to give feedbacks or responses to the teacher. The conclusion of this research also could be known that the use of modality related to the context and context of cultural.

Keywords: Modality, Teaching Learning Process, Teacher, Feedbacks

INTRODUCTION

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.

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.

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 and the researcher wanted to know why the teachers applied the modality as the way by using the modals.

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* actuallyrefers 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.

This is not the first study in the academic world. There have been some previous studies conducted by several researchers related to this research. They are inspiring the researcher to do a further study about it.Here are the more explanation about the previous studies that discussed about Modality. The first previous study by Gigla and Kalaouna (2019) from the University of Maroua Cameroon conducted the research Modality in Cameroon Print and Audio-Visual Media. 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 were not in a position to lay stirctpermissions and obligations. The next previous study by Ananda (2017) explored modality in Sinhala from a syntactic perspective. This study aimed to find outthe modalities that can be observed in Sinhala and the way represented, to know the root. Epistemic distinction in modality hold syntactically, the process of modality interact with the verbal system, to find out the agreement in Sinhala. The major conclusions of the paper are that the root epistemic distinction holds in Sinhala not only semantically but also syntactically. Epistemic modals occur higher in the structure while the root modals occur closer to the VP. So, that Sinhala modals show the hierarchy not only with respect to epistemic root distinction, but also among each other . the suffix is as an over reflex of an agree relation i.e a spec-head relation.

FINDINGS AND DISCUSSION

Based on the phenomena of the journals also examples described above is the background that encourage the researcher to explain the reason of utilizing Modality in Teaching Learning Process also by doing interview with the teachers to make sure the real reason in applying modality.

- **Teacher SWN**

Teacher SWN: *Nah, tadi pertanyaannya kan mengenai mencintai tanah air, sekarang bagaimana caranya?*
(Well, The question just now is about loving a country. now, how is the way?)
Student   : *Bu..*
(Mam..)
Teacher SWN: *Nah, Yok Ayura!*
(Okay, Come on Ayura!)
Student: *Kita **harus** menghargai bahasa daerah, agama dan ras.*
(We **must** appreciate the local language, religion and race).
Teacher: *Ya, kita **harus** menghargai bahasa daerah, agama dan ras.*
(Yes, We **must** appreciate the local language, religion and race).

The data above indicated the use of modulation, obligation. The teacher used the word of *harus* because the teacher wanted that the students can appreciate the local language, religion and race as the responsibility of the citizen. This also could be seen that *harus* correspond with modal must. Must can be used to express something that must be done by

the teacher and the student in this case. There are several functions of modal must, one of them is habitual/characteristic. This data showed that the teacher used the scale of obligation that is obligatory.

- **Teacher NMR**

  Teacher NMR: *Baik, Ibu akan mengumumkan nama teman kamu yang terbaik hari ini ya.yang terbaik adalah... kelompok komodo, Irfan. **Boleh** tepuk tangan!*

  (Teacher NMR: Well, I shall announce the best one for today. The best is Comodo Group, Irfan. **Give** applause!)

The data above showed the verb that can be as the realization of modality, modulation that categorized as obligation. The teacher applied the word of *boleh* to ask the students to give applause for their friend as the appreciation. In this data, showed about the command of the teacher to the students. A command is the characteristic of the obligation and this shows us the declarative sentence that uttered by the teachers.

- **Teacher ESW**
  Teacher ESW: *Lima belas kilo meter itu berapa meter ?*
  (Teacher ESW: Fifteen kilo meters is how many meters?)

  Students: *Lima belas ribu Bu.*
  (Students: Fifteen thousands, Mam.)

  Teacher ESW: *Iya, benar. Jadi untuk pelajaran yang sudah lalu **tidak boleh** dilupakan ya.*
  (Teacher ESW: Yes, true. So for the previous lesson, can't be forgotten. Okay.)

The data above categorized as the modulation, obligation. In this data, the teacher gave an advice to the students for not forgetting the previous lessons. Not only as the advice, the teacher also used this word as the command to the students. This is related to the Halliday's theory in 1994 which is suggestion, demand, advice that addressed to the listeners is a part of , modulation, obligation. *Tidak boleh* correspond with "may not". Modal "may"can express three meanings. The first is possibility that commonly used.

The finding wasthe teachers could affect the students when did the teaching learning process. the teachers could show the power of them infront of the students. The teachers always applied modals while applying modulation, obligation. Then, the students did the command, advice and suggestion that had been said by the teacher. The feedback of the students in doing what the teachers command is the evidence that the teachers have power. For mode in this study the teachers and the students used spoken language. This spoken language applied because teachers and the students did the interaction in the classroom. The

spoken language used in these teaching learning processes also in rhetorical mode in instructive in order to give command, advice or suggestion to do what the teachers had been spokenand it could make the students believe that they must do what the teachers spoken.

CONCLUSIONS

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. The conclusion of this research also could be known that the use of modality related to the context and context of cultural.

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