Modality in Teaching English:
Modality Use by the Teacher in Teching Online Class

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ABSTRACT

During the Pandemi Covid 19 the teacher have to teach in online class, it makes some students are not interest in studying because they face some difficulties in online class. as a teacher they have to used persuasive style to catch the students attention. using modality in teaching as away to make the students motivated in studying. this paper aims to know 1) the influence of using modality in teaching to take the attention of the audience., 2) the characteristics of modality mostly used in teaching online class, 3) the frequency of using modality in teaching online class. this research used both qualitative and quantitative method of analysis. the quantitative method is used to measure the frequency of using modality in teaching, while the qualitative method is used to elaborate the types, the meaning and the functions of the modality chosen by the teacher in teaching. the Population of the research is English teacher in Senior High School in Bulukumba. there are 10 teacher as a sample and the researcher use purposive sampling as away the take the sample.

Keywords: *Modality, utterances, teaching online class.*

1. INTRODUCTION

Teaching English nowadays is different from several years ago. since our earth declare about global pandemic called Covid-19, almost all the education system is changed and we as teacher, students and all the party in educational system was have to be changed and adapt with the new normal. In each line of education, then changing educational activities which were previously carried out face-to-face, with intense interaction in class, then drastically changed. this raises pros and cons in society, especially parents who take over the roles and duties of teachers in schools. Of course, it is a very big responsibility to maintain the quality and success of the teaching and learning process even though it is carried out without face to face. Furthermore, one thing that then becomes very crucial when learning is carried out online is how to motivate and keep building enthusiasm for learning for students. It is undeniable that online learning for students at various levels of education has been carried out for the past year or so and according to several basic surveys of students and teaching staff, it is found that online learning activities are gradually causing boredom, especially in terms of applying learning methods that are of course It can be said that it is very monotonous due to the space for the teaching

and learning process which can only be carried out online. Another problem is the lack of physical interaction between students and teachers, this may make it difficult for teachers to control student participation, assess students objectively, shape the character of students, provide motivation and of course it is very difficult to attract attention to stay focused on the eyes. ongoing lectures online. This becomes interesting because the essential value in the teaching and learning process itself is how to shape the character of students so that in the future they are able to act and behave positively.

Epistemic modality is not only used in politics, official speeches and other formal events that are intended for persuasive activities. epistemic modality can also be used by the teacher to build motivation, give advice and foster a spirit of continuous learning for the students. based on the problems that generally arise in the online learning process that has been going on for about a year, the author is finally interested in researching several thins, in this case how the role of the teachers in schools is able to continue to build the character of students through providing motivation to learn, especially during a pandemic. covid19 as it is today. as it is known that, the online learning process is very weak in supervision and tends to be saturated in

terms of its application as described above. this study aims to identify the extent to which teachers are able to provide motivation and what types of motivation are often expressed to students to stay focused and enthusiastic about participating in the online learning process.

2. MODALITY

Modality across languages are expressed as modal auxiliaries, adverbs, or adjectives in European language, Modality is found as modal markers and they are reflected for tense, aspect and mood, while modals in Indonesian are found in forms of lexicons of modal auxiliaries and adverb. Lyons (1977, p. 452) defines modality as "the speaker's opinion or attitude towards the proposition that the sentence expresses or the situation that the proposition describes." Grammatically, modality, according to Halliday and Matthiessen (2014), refers to the intermediate degrees between the extreme positive and the extreme negative. As an intermediate degree, modality can objectively express the speaker's judgment on a topic. Furthermore, it can show the social role relationship, the scale of formality and power relationship (Halliday and Matthiessen, 2014).

Palmer (2001) divides the use of modals of modality into two types. The first type is Propositional modality, which consist of deontic and dynamic modality. This type of is used to express the 'potential future events'; this is realized with modals that show obligation or permission, including *must, should, ought to, need to, etc*. The second type is event modality, which consist of epistemic and evidential modality. This type of modality is based on the speaker's judgement of proposition' which is expressed by using modals of inference including *might, can, could*. Besides, this modality also expresses events that have not been conducted or shown by the modals of ability and willingness *will* and *would*.

3. METHODOLOGY

The Data used both quantitative and qualitative method of analysis. the quantitative method was used to measure the frequency of using the epistemic modality markers in teaching online class, while the qualitative method was used to elaborate the influence of modality and the characteristics of modality mostly used in teaching online class. Data of this research were taken from 10 English teachers who teach at senior High School in Bulukumba.

4. ANALYSIS

A total of 43 modality markers were found in samples during the research. The markers were then classified according to the kinds of modality used. The table below shows the frequency of modality types used in the teachers' utterance.

Table 1. Frequency of modality markers in the Teachers' Utterance

No.	Types of Modalities	No.	%
1	Propositional modality	18	39%
2	Event modality	25	61%

The table shows that the event modality is more frequently used to Propositional modality. The frequent use of these two classes might be related to their meanings and flexibility.

The modal auxiliary verbs including in event modality are more easily identified, understood, and accepted compared to other verbs. This is because at the time of listening to the speeches, the audience almost has no time to reflect (Wang, 2010). As for the lexical verbs, teachers used them frequently since they provide a much more variety of verbs to express modality compared to propositional modality. Besides, it is understandable then why modal auxiliary verbs and modal lexical verbs are favored by teacher in his speeches. In the following sub-sections, each of the markers of the modalities is discussed in detail.

4.1 Propositional modality

Table 2. Frequency of Propositional modality Markers

No.	Marks of Propositional modality	No.	%
1	Can	3	17
2	Would	2	11
3	Will	10	56
4	May	3	17

Only four auxiliary verbs were used, i.e., can, will, would, and may. The marker *can* appears the most frequent (10 or 56%), while the other markers are significantly less frequent, with will and may appearing less (17% of each), and would only appearing twice (11%).

The most frequent marks were *can* and *will*. These marks appeared, for instance, in teacher 1: 'Can you reexplain about the material?'. In another occasion, Teacher 1 also uses 'You will find an example in the video'. The modal auxiliary will generally expresses reasonable judgment and futurity (Palmer, 1986, p. 62; see also Huddleston and Pullum, 2002, p. 188; Coates (1983, p. 169) calls it prediction).

Reasonable judgment means judgment that is based on known facts on what is usually the case. As for futurity, according to Lyons (1977), it includes prediction or some related notion. Reasonable judgment of will can be paraphrased "as you will find that …" (Palmer, 1986, p. 62) or "a reasonable conclusion is that …" (Palmer, 1981, p. 153), or "a reasonable inference is that …" (Palmer, 1990, p. 57). Furthermore, as Huddleston and Pullum (2002, p. 190) argue, as an expression of futurity, will expresses "a significant amount of modal meaning". They further contend that

"our knowledge about the future is inevitably much more limited than our knowledge about the past and the present, and what we say about the future will typically be perceived as having the character of a prediction rather than an unqualified factual assertion" (p. 190).

4.2 Event Modality

Table 3. Frequency of Event Modality Markers

No.	Marks of Event Modality	No.	%
1	Can	3	12
2	Need to	3	12
3	Must	18	72
4	Should	1	4

Only four auxiliary verbs were used, i.e., can, will, would, and may. The marker *must* appears the most frequent (13 or 52%). The marker *need to* also quite frequent (8 or 32%), while the other markers are significantly less frequent, with *can* appearing less (12%), and would only appearing once (4%).

The two most frequent marks were *must* and *need to* appeared, for instance, in teacher 3: 'every student need to watch the video.' The use of most is often used by all teacher as in teacher 5 …: 'All students must finish the exercise before 12 o'clock.' The use of marks must and need to are directive forms of necessity and obligation The use of directives in the form of obligation and necessity expressions a desire to control the thoughts, inferences, and actions of their readers, and to demonstrate power, but with a view to soliciting their agreement and involvement, and, therefore, their solidarity. (Koutsantoni, 2004: 170)

4.3 The Influence of Modality

Table 4. Response on Modality Uses

No.	Types of Modalities	Scale
1	Propositional modality	32
2	Event modality	69

Over all have a good response on teachers' … in the teaching and learning platform. However, it is found that the is a different percentage of response of using the two modalities. Event modality is significantly higher than propositional modality. It can be inferred that the use of event modality affects students' participation in learning. Furthermore, this participation leads to the interaction in the forms of virtual communication among teachers - students, and students - students which resulted vast capacity of sharing information and experience (Pakpahan & Fitriani, 2020; Rochman & Pertiwi, 2020)

The influence of using event modality also can lead to several patterns of participation. Taylor (2002) named the three types of participation: workers, proactive participation group; lurkers, peripheral participation group; and shirkers, parsimonious participation group. Of the three groups, the pro active types are the most dominant on contributing to online discussions.

5. CONCLUSION

In this research, it is found that teachers in their teaching used event modality more frequently than propositional modality. It is also inferred that the use of event modality in teaching lead student frequency of response to teacher much higher. On the basis of its meaning and useful, the decision of using type of modalities plays important role in teaching. It affects on students' participation Teachers' utterance is not only a process of exchanging information but also negotiating stands. How these stands are negotiated depends on the one hand on the values and conventions developed and accepted by the students over a period of time, and on the other on the goals of the text producer.

This study has focused primarily on the form of online teaching by 10 teachers and limited the WhatsApp as the platform. Future research might examine a larger sample of teachers and different type of online teaching platform.

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