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# Proceedings

## **The 4th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership**

Theme : Education Innovation in Indonesia Context Focused  
on Disruptive Technology of Industrial Revolution 4.0.

23 - 24 September 2019  
Garuda Plaza Hotel - Jln. Sisingamangaraja No. 18  
Medan, North Sumatra - Indonesia



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**Rundown of The 4<sup>th</sup> Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019**  
**Garuda Plaza Hotel, Medan, 23 – 24 September 2019**

**1st day (Monday, September 23, 2019)**

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

**2nd day (Tuesday, September 24, 2019)**

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	<b>Opening Ceremony</b> 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. <b>MoU signing between Unimed and PSU - Thailand</b> 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: <b>Prof. Dr. Syawal Gultom, M.Pd</b> (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 <b>Prof. W. L. Quint Oga-Baldwin</b> (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 <b>Prof. Dr. Wu-Yuin Hwang</b> (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 <b>Prof. Dr. Ekkarin Sungtong</b> (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 <b>Asst. Prof. Patcharin Panjaburee, Ph.D.</b> (Mahidol University – Thailand)	
<b>12.45 – 13.30</b>	<b>Lunch Break/</b> Poster Sessions 2	Section Poster 2
<b>13.30 – 15.30</b>	<b>Parallel Session 1</b>	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	<b>Parallel Session 2</b>	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

## **Proceedings of the 4<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)**

### **Preface**

The 4<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

**Bornok Sinaga**  
**Rahmad Husein**  
**Juniastel Rajagukguk**

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# The Types of Modality in Teaching Learning Process

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**Abstract-** Teaching learning process is an activity that aimed to transfer the lesson to the students that means the teachers as the senders of the message and the students mostly as the listeners. The teachers transformed the knowledge in class by using utterances. It will be interaction of the teachers and the students. When the teachers talked in front of the class, the modality as the sub topic of systemic functional linguistics must be used in the interaction. Modality is used by the teachers to express the willingness, necessity and etc. But sometimes, teachers can not decide the suitable modality used in teaching learning process. In line with this idea, the objective of this study is to find out the types of modality applied in teaching learning process. This study used the types of modality proposed by Halliday (2004) : Modalization and modulation. The source of the data of this study will be gathered by the teachers and students interactions and the data was the utterances that contains of modality. This study applied descriptive qualitative. It was found that the types of modality applied by the teachers and the students mostly was obligation (54.38%), the second was probability (25.38%), followed by inclination (16.98%) and the last type that applied by the teachers and the students was usuality (3.24%).

**Keywords:** interaction, modality, SFL, teaching learning process

## I. INTRODUCTION

A Classroom is a place for a teacher and the students to meet and learn about the lessons taught by the teachers. In the classroom there must be an interaction among all these involve in teaching learning process, then it is called as classroom interaction. Allwright and Bailly (1991:114) stated that classroom interaction has to be managed by everyone taking parts both of the teacher and the students, not just by the teacher because interaction is obviously not something you just to people but something people do together collectively.

In teaching learning process or while the students and the teachers have the communication, there must be utterances that would like to be used and shared. In sharing the words, phrase and sentences, the teachers and the students applied modality to express the feeling or thought. Xu (2009) explains that modality refers to people's opinions and attitudes towards propositions. It also related to Palmer's

opinion in Xu (2009) claimed that modality is the grammarization of the speakers' subjective attitudes and opinions. Based on the differences of their descriptions, all these definitions agreed on the relevance of modality to judgments on possibility.

In this study, the researcher would like to investigate the types of modality that applied by the teachers and the students in teaching learning process. In this study, the researcher applied the types of modality proposed by Halliday (1994) there are modalization and modulation. Modalization divided into two there are probability and usuality. Modulation also divided into two, namely obligation and inclination.

## II. REVIEW OF LITERATURE

Classroom discourse shows what happen in the class. It is a form of discourse which falls within language classrooms specifically verbal routines in classroom. Communication is a vital point since interaction occurs when people communicate to each other in anytime and anywhere including in the classroom setting. Meanwhile, Classroom interaction is the important in teaching learning process because interaction is a bridge for the pupils to understand the lesson that is delivered by the teachers. So in teaching learning process and in the classroom interaction, there will be preparatory initiation, initiation, evaluation, follow up and response. When applied the modality, it is related to systemic functional linguistics. Shayegh (2012) states that the systemic functional linguistics is a set out to investigate what choices that relevant both for the kinds of meaning that we want to express (function we want to perform) and in the kinds of wording that we use to express the meaning. In line with the systemic functional linguistics, metafunction is something that include in this study as the theory of review of literature. Halliday argues that the concept of metafunction is one of small set of principles that are necessary to explain how language works. Based on this, modality is a way to express the attitudes towards a person, a situation or an event. It is also used in giving ideas, opinions about something that can be true, likely or desirable. There are two types of modality that proposed by Halliday : Modalization and Modulation. Modalization is the expression of the speaker attitude towards what the speaker is saying. Modalization is divided into two types there are probability

and usuality. Probability means the speaker expresses the judgments as to the likelihood or probability something happening or being. Meanwhile, usuality is where the speaker expresses judgments as to the frequency with which something happens or is. Modulation is the speakers way in expressing their judgments or attitudes about action and events (Eggins, 2004:181). Also, Modulation is divided into two types, there are obligation and inclination. Obligation is applied by the speakers to give commands that addressed to the listener. It is not always a command, it is also used in giving a suggestion, demand and advice to the listeners or readers.

### III. RESEARCH METHOD

This study is conducted by descriptive qualitative research design. This research is intended to investigate the types of modality in teaching learning proces. The data of this study was the utterances of the teachers and the students in teaching learning process.

### IV. RESULTS

In teaching learning process, the students and the teachers applied the modulation, obligation. The example data can be seen below :

- **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).

The data above indicated the use of modulation, obligation. This 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. In this data, showed about the command of the teacher to the students. A command is the characteristic of the obligation.

### V. FINDING

Based on the data analysis, it was found that the most types of modality that applied in teaching learning process was obligation (54.38%), the second was probability (25.38%), followed by inclination (16.98%) and the last type of modality that applied by the teachers and the students was usuality (3.24%).

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