REALIZATIONS OF MODALITY IN TEACHER-TO-TEACHER TALK OF FORCED ONLINE LEARNING

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ABSTRACT

The objective of this study was to describe the ways the modality was realized in teacher-to-teacher talk of forced online learning. The data of this study were sentences expressing modality uttered by teachers while they were talking about forced online learning. Participant observation technique was performed to collect the data. Based on the data analysis conducted it was found that modality was realized through modal operators (47%), modal adjuncts (27%), interpersonal metaphors (16%), and predicator constituents (10%). The use of modal operators which was mostly found in realizing the modality indicates that the teachers tend to talk and think about states of affairs that are not present in the current situation and may never occur in the natural world. Moreover, there are some combinations of the realizations realized, namely: modal adjuncts and interpersonal metaphors; modal operators and predicator constituents; modal operators and modal adjuncts; interpersonal metaphors and predicator constituents; modal operators and interpersonal metaphors; modal operators, modal adjuncts, and interpersonal metaphors; and modal operators, interpersonal metaphors, and predicator constituents. It shows that teachers use some ways to assert or deny and to prescribe or proscribe when they express their judgments on forced online learning especially in informal situations.

Keywords: Modality, Teacher-to-Teacher Talk, Online Learning

INTRODUCTION

Online learning can be defined as learning experience by using varied devices (for instances: cellular phones, laptops, etc.) to access the internet in a synchronous or asynchronous settings. In these settings, students study and talk independently with teachers and other students (Singh and Thurman, 2019). Time zone, location, and distance are not issues in online learning. In asynchronous online learning, students can access online materials any time, while synchronous online learning allows real-time interaction between students and teachers.

However, many teachers are not familiar with online learning and they have difficulty to develop technical skills and ensure teaching resources to transfer offline teaching into an online setting. Furthermore, with insufficient resources, teachers and students are forced to settle problems related to limited internet infrastructure and resources (Shin, 2020). This is also consistent with some previous studies conducted during forced online learning period, namely: Azhari and Fajri (2021); Kruszewska et al. (2020); and Dhawan (2020). In addition, depression and stress are also major predictors of online teaching satisfaction (Truzoli, Pirola, and Conte, 2021).

Modality is the speaker's judgment or request of the judgment of the listener on the status of what is being said (Halliday and Matthiessen, 2014). Modality deals with likely or unlikely for a proposition and desirable or undesirable for a proposal. The position of the modality system is to explain the uncertainty region between "yes" and "no". Between the certainties of "they are" and "they are not" there are respective probabilities of "they need", "they will" and "they might". Likewise, between the definitive "do!" and "don't!" there are optional choices "they have to", "they ought to" and "they can". Moreover, modality can be realized in the form of modal operators, modal adjuncts, interpersonal metaphors, and predicator constituent.

The teacher-to-teacher talk analysis will give researchers useful facts about teachers' perceptions and values, their comprehension of the pedagogical and social aspects of teaching profession, and specific aspects of teachers discourse (Kosko and Herbst, 2012), especially on the topic of forced online learning. Furthermore, the analysis of teacher talks is a major resource for examining their work while reflecting and constructing teachers' identities and social relationships (Little and Little, 2008).

For that reason, the researcher considers that it is important to conduct a study related to modality in teacher-to-teacher talk. In this study, the researcher described the

ways the modality is realized in teacher-to-teacher talk of forced online learning.

METHODOLOGY

This study was conducted based on qualitative research method. The data of this study were sentences expressing modality uttered by teachers while they were talking about forced online learning. The sources of data in this study were 5 primary teachers selected based on convenience sampling. Furthermore, participant observation technique was performed to collect the data.

FINDINGS AND DISCUSSIONS

In this study, the realization of modality was analyzed based on the theory of modality proposed by Halliday and Matthiessen (2014). Modality can be realized through finite modal operators (can/could, may/might, dare, will/would, should, ought to, must, need, has/had/have to, etc), modal adjuncts of probability or usuality (probably, possibly, certainly, usually, sometimes, always, etc.), interpersonal metaphors (I reckon, I think, I'm sure, etc.), and predicator constituents, usually by passive verbs and adjectives (are supposed to, am anxious, etc.). The realization of modality can be seen in Table 1.

Table 1. The Realization of Modality

The Realization of Modality		Frequency	Percentage
Modal Operators	have to/must	63	47
	can/could/able	49	
	can't/ couldn't	39	
	won't	6	
	should	5	
	may	3	
	will	2	
Modal Adjuncts	sometimes	24	27
	perhaps/maybe	20	
	probably	18	
	surely	13	
	often	7	
	never	5	
	ever	3	
	always	2	
	usually	2	
	seldom	1	
Interpersonal Metaphors	S+ think	37	16
	S+ want to	9	

	S+ not want to	3	
	S+ know	2	
	S+ insist	2	
	S+ hope	1	
	S+ need	1	
Predicator Constituents	(be) impossible	13	
	(be) required to	8	
	(be) sure	8	10
	(be) obliged to	5	
	(be) willing to	1	
Total		**352**	**100**

Based on the table presented above, modality in teacher-to-teacher talk of forced online learning was realized through modal operators, modal adjuncts, interpersonal metaphors, and predicator constituents. There are 352 realizations of modality from the 301 sentences analyzed. It is because one sentence may have more than one type of realization. The use of modal operators was mostly found in realizing the modality in teacher-to-teacher talk of forced online learning. They occurred 167 times (47%) in the 301 data. It indicates that the teachers tend to talk and think about states of affairs that are not present in the current situation and may never occur in the natural world. It is probably because online learning is a new phenomenon for the teachers.

Then, it is followed by the use of modal adjuncts in which they occurred 95 times (27%) and interpersonal metaphors with 55 time occurrences (16%). The use of predicator constituents was rarely found in realizing the modality in teacher-to-teacher talk of forced online learning. They occurred 35 times (10%) in the 301 data. It indicates that the teachers tend to talk strictly when it comes to online learning.

A. Modal Operators

The use of modal operators was mostly found in realizing the modality in teacher-to-teacher talk of forced online learning. They occurred 167 times or 47% in the 301 data. There are some examples of modal operators found, namely: have to/must (*harus, wajib, mesti, terpaksa, mau, pasti*) (f=63), can/could/able (*bisa*) (f=49), can't/couldn't (*belum bisa, nggak bisa, nggak bisalah, tidak bisa*) (f=39), won't (*nggak akan, nggak bakal*) (f=6), should (*harusnya)* (f=5), may (*boleh*) (f=3), and will (*akan*) (f=2).The most frequent modal operator realized in teacher-to-teacher talk of forced online learning is have to/must. Have to/ must are used to convey a recommendation or to stress the urgency or the importance of an action. The occurrence of have to/must in

teacher-to-teacher talk shows that teachers tend to talk about obligation and compulsion when it comes to online learning.

B. Modal Adjuncts

The use of modal adjuncts was found in realizing the modality in teacher-to-teacher talk of forced online learning. They occurred 95 times or 27% in the 301 data. There are some examples of modal adjuncts found, namely: sometimes (*terkadang, kadang, sesekali*) (f=24), perhaps/maybe (*mungkin*) (f=20), probably (*mungkin*) (f=18), surely (*pasti*) (f=13), often (*sering, banyak)* (f=7), never (*nggak pernah*) (f=5), ever (*pernah*) (f=3), always (*terus*) (f=2), usually (*biasanya*) (f=2), and seldom (*jarang*) (f=1).

C. Interpersonal Metaphors

The use of interpersonal metaphors was found in realizing the modality in teacher-to-teacher talk of forced online learning. They occurred 55 times or 16% in the 301 data. There are some examples of interpersonal metaphors found, namely: S+think (*aku rasa, rasaku, menurutku, kurasa, menurut aku, kayaknya, menurut saya, dikiranya*) (f=37), S+want to (*mau kita, orang tuanya mau, mereka mau, anaknya mau, pengen, mau*) (f=9), S+not want to (*dia nggak mau, mereka tidak mau, tak mau*) (f=3), S+know (*kita tau*) (f=2), S+insist (*kita paksakan)* (f=2), S+hope (*maunya*) (f=1), and S+need (*kita perlu*) (f=1).

D. Predicator Constituents

The use of predicator constituent was found in realizing the modality in teacher-to-teacher talk of forced online learning. They occurred 35 times or 10% in the 301 data. There are some examples of predicator constituent found, namely: be impossible (*nggak mungkin, tidak mungkin, apa memungkinkan*) (f=13), be required to (*dituntut, dipaksa, terpaksa*) (f=8), be sure (*pasti, belum tentu, pastikan*) (f=8), be obliged to (*wajib, diwajibkan*) (f=5), and be willing to (*gak bersedia)* (f=1).

The result of this study shows that modal operators, modal adjuncts, interpersonal metaphors, and predicator constituents were realized in teacher-to-teacher talk of forced online learning. It is in line with Halliday and Matthiessen (2014) stating that modality can be realized through modal operators, modal adjuncts, interpersonal metaphors, and predicator constituents. Modal operators, modal adjuncts, both modal operators and

modal adjuncts, and interpersonal metaphors can all be used to indicate modalization, both probability and usuality. Modulation can be represented by using modal operators and predicator constituents to indicate both obligation and inclination.

But, based on the results of the study, there are some new combinations found in realizing the modality, namely: modal adjuncts and interpersonal metaphors; modal operators and predicator constituents; modal operators and modal adjuncts; interpersonal metaphors and predicator constituents; modal operators and interpersonal metaphors; modal operators, modal adjuncts, and interpersonal metaphors; and modal operators, interpersonal metaphors, and predicator constituents. The results of this study show that people use some ways to assert or deny and to prescribe or proscribe when they express their judgments on something especially in informal situations.

Furthermore, based on the study conducted by Rui and Jingxia (2018), it was found that "will" and "would" were the most popular expressions expressing the speakers' attitudes on the possibility of a certain event. It is different from the results of this study in which can/can't are mostly used. Furthermore, compared to previous studies, this study reveals the combinations of types of modality and also the combinations of the realizations of modality. It happens because forced online learning is a new phenomenon especially for the teachers, so they use some ways to express their judgments. Moreover, it is because of the informal situations where the conversations take place.

CONCLUSIONS

The realization of modal operators, modal adjuncts, interpersonal metaphors, predicator constituents and the combinations of them shows that teachers had many ways to assert/deny and to prescribe/proscribe when they express their judgements on forced online learning, especially in informal situations. The use of modal operators which was mostly found in realizing the modality indicates that the teachers tend to talk and think about states of affairs that are not present in the current situation and may never occur in the natural world.

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