CHAPTER I

INTRODUCTION

This chapter presents background to the study, research question, objectives, significance to knowledge and framework of the theories.

1. 1 Background to the Study

Each sentence has different meaning in its delivery depending directly upon the attitude of the speaker in expressing the sentence in speech and writing. A speaker's expression can be said as sentence if it contains at least a predicate and a subject, either with the adverb, object, or complement. Relating to that, in English, a sentence can provide information that shows the speaker's attitude or intention to express a statement they make.

Regarding the issue above, speaker's expression is known as modality. Palmer says that modality is the speaker's attitude toward what he say (1979: 4). For example in:

(i) I am obliged to visit my grandmother tomorrow

From the example above, it can be concluded that modality in particular may cover the subject *I* as the speaker to have duty to visit his grandmother. The participant who has the authority to make *I* as the

subject be obliged is not directly shown since the orientation is not recognized due to missing participant. The word obliged is not categorized as modal verbs, however that expression gives statement to the subject *I* as the speaker to have necessity to visit his grandmother. This example is in accordance with Palmer (1979:97) saying that modality relates to the tense and semantics functions, such as necessity, possibilty, and obligation. Semantically, modality may cover modal utterances, including non-modal verbs, adjective, adverbs, or nouns. Therefore, modality may cover more cases than what has been described before, such as *I think, I believe* or *it is possible, certainty* and *possibility*.

Moreover, modality has classification on their orientation, depending on what propositions following the modality. On the other hand, the sentence that contains modality should describe the constituent that are expressed by the modality to recognize the functions of the words. As Griffiths (2006:113) stated, both epistemic and deontic have propositions and come in different strength. Below are the examples:

(ii) A man ***could not possibly*** *wish to live on his wife's money.*

In (ii), it is clear the subject of the sentence is a man. However, after the subject is recognized, it can not be directly concluded that the orientation is subject orientation. The constituent should show the category each of words. The word *possibly* is indicated as adverb that can be said as subject orientation, because the word possibly describe the

action (could not wish) that the subject does another case occurs in different orientation ;

(iii) *Her greatest desire was that there* ***should be*** *no scandal.*

(iv) I quite see that the family ***must*** *stand together.*

In (iii), the orientation is not directly shown because the orientation of this sentence is not addressed to the subject, inanimate subject. To recognize the orientation, it is made into proposition through different modal verbs, such as; *She is suggested to have the greatest desire of being no scandal.* From the example, it is clear that the subject of the sentence is excluded from the proposition. The participant *her greatest desire* which is inanimate subject is changed into animate subject *she*. This means that the word *suggested* is not oriented to the subject, but to the participant *she* that are exposed through the propositions.

In (iv) shows the modal verb *must,* but different in orientation. The word *must* is indicated as part of the object in the noun clause *that the family must stand together*, therefore the whole clause serves as an object of the sentence. The proposition can shown as; *The family is necessary to stand together.*

The necessity of the *family* from example above indicates the obligation for one to take care the family as stand together. It does not show particular person to make the family always together, yet some people need to supports and maintain their family. From the propositions above, it is clear that the subject of the sentence *the family must stand*

together is excluded from the proposition. So, the orientation can be said as neutral orientation.

The above phenomena can be included into epistemic and deontic modality depending on the modal verbs in the construction. this is in accordance with Lyons (1977:792) saying that

> *modality in English has traditionally interpreted in terms of the use of modals. It classified into epistemic and deontic while generative grammarians often deal with them as root and epistemic modals. He also characterizes epistemic modality as concerned with matters of knowledge, belief, or opinion rather than facts and deontic modality with the necessity or possibility of acts performed by morally responsible agents.*

It can be assumed that modality always follow two kinds modals which are epistemic and deontic. However, both of epistemic and deontic can be recognized not only from the modal verb itself but also from the expressions of the verb in the sentence, whether they state possibility, duty, or necessity. Therefore, it can be concluded that epistemic modality is dealing with probability, possibility, and certainty. It can be illustrated into example below:

(vii) Before crossing the street, you must look left and right.

(viii) You can get all sorts of things at the mall.

The sentence *(vii)* shows the modal verb *must* of necessity and giving a mark of strong modality and in example *(viii),* modal verb *can* is mark of giving permission or something that subject or the speaker able to get whatever he/she wants at the mall.

In addition to the previous study about modality conducted by Fitria Mayosa in *Modalitas Dalam Tindak Tutur dalam Novel Harry Potter and The Philosophers Stone: Kajian Pragmatis* (2013) Universitas Padjadjaran. This research only focuses on the speaker in the novel represented their speech, the category of modality and modality functions in Bahasa Indonesia. Different from Mayosa's, this study focuses on the classification of orientation and the proposition following the modalities in Agatha Christie's novel. Therefore, this research entitled "Modality Orientation in Agatha Christie's Novel 'Dumb Witness' ".

1.2 Research question

1. What constituents are expressed by the modality form in Agatha Christie's novel 'Dumb Witness'?
2. What are the propositions units expressed by the modality form in the novel?
3. What are the category orientations of modality from the expressed propositions in the novel?

1.3. Objectives

1. To describe the constituents expressed by modality form in Agatha Christie's novel 'Dumb Witness'.
2. To describe the propositions units expressed by modality form in the novel.

3. To describe the categories orientations of modality indicate in the novel.

1.4 Significance to knowledge

This study has contributed theoretically and practically. Theoretically, this study improves the research about English semantics especially in understanding the English modality based on the view of the proposition and classification of orientation. Practically, this study gives comprehension on the function of English modality and shows variety of English Modality especially in their orientation for improving their ability in analyzing meaning and the difference functions in each kinds of modality. For example, the non-modal verbs such as noun, adjective, and adverb can lead and express what the speaker say; *Bima has necessity to study hard for the exam*. The word necessity is categorized as noun, however it contains obligation statement semantically.

1.5 Framework of the Theories

This study is focused to identify the classification orientation of modality based on proposition of modal verbs following the modality in Agatha Christie's Novel 'Dumb Witness'. In analyzing the modality orientation, the writer focuses to explore the structures of propositions in modality based on the two main classes; Epistemic modality and Deontic Modality. To aid the analysis, the writer uses theory from Tallerman

(2011) and Radford (2004) to analyze the syntactic functions and syntatic units. Other than syntax theory, the semantics theory is taken from Griffiths in his book *"An Introduction to English Semantics and Pragmatics"* (2006) in chapter Modality, Scope, and Quantification. In addition, the writer also uses Palmer's "*Modality and the English Modals"* (1979) and Kreidler "*Introducing English Semantics"* (1998) saying that

> "*Modality is what the people talk about factual matters, what is true and what is not true, what has happened and what has not happened. But we also talk about what may be true or not, what ought to be and what ought not to be, what certain individuals are capable of and what is impossible for them, what obligations we have to do or to refrain from doing."*

According to the theory, modality is speaker's indication of whether or not it is permissible or signals as to how confident the speaker is regarding knowledge of the situation: whether, in the light of available evidence, the proposition seems certain to be true or probably true or merely possibly so (Griffths:2006). It is said that modality is the category of meaning used to talk about possibilities and necessities, essentially, states of affairs beyond the actual.

In addition, Palmer (1974) describes the English modals along two ways: First, through their inherent property to express a certain degree of knowledge, a guess, or a conjecture about a certain event in the present or past time, and second, through the source of their modality, being the subject of the sentence or one of the interlocutors in the context.

Furthermore, Kreidler (1998) states that the modality is divided into two main classes, namely, epistemic modality and deontic modality. Epistemic modality is the possibility, probability or impossibility of a particular proposition. Yet, deontic modality is the necessity of an individual to act or not act in a particular way. The followings are the examples:

a. Epistemic

Eric *might* be the murderer.

The italicized expressions in *a* is view of the available evidence

b. Deontic

Rene *may* watch TV, but she *must* go to bed at 8pm.

The italicized expressions in b is view of his parents' orders

Kreidler also explains the propositions needed to recognize the orientation in the sentence. The proposition will denote the subject of the sentence and makes equivalent about the statement. In addition, the writer also uses the theory from Griffiths to describe the propositions that following the modality and semantic analysis in every propositions.

Therefore, the modality can be observed a distinction along two-step to find out the orientation as stated by Palmer (1979:104). The first step is need to recognize epistemic or non-epistemic through judgment on the proposition of the utterance and the second the orientation will be recognized, such as subject, discourse-oriented/non-subject, and neutral oriented.