CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestions of the research. The conclusions is written based on analysis of data in Chapter IV. In addition, the suggestion is written for the next researchers who are interested in conducting further research in analyzing modality constructions.

5.1 Conclusions

The conclusion is based on the discussions and analysis conducted in Chapter IV towards 20 data. The finding results in three categories of modality from the data; a. subject orientation (14 data), non-subject orientation (4 data), and neutral orientation (2 data). In relation to this, several conclusions can be made as the answer to the research questions stated in Chapter I:

1. The constituents expressed in modality are divided into three points:
    a. In subject orientation, the constructions discovered are as follow: adverb as constituent and functions as adverb with 2 data, verb phrase as constituent and functions as predicate with 4 data, verb phrase as constituent and functions as object with 4 data, adverb as constituent and functions as complement with 4 data.

b. In non-subject orientation, the constructions discovered are as follow: adverb as constituent and functions as adverb with 1 data, verb phrase as constituent and functions as predicate with 2 data, noun phrase as constituent and functions as complement with 1 data.

c. In neutral orientation, the constructions discovered are as follow: noun clause as constituent and functions as object with 1 data, and noun as single word and functions as complement with 1 data.

2. The propositions units expressed by the modality are :

a. In subject orientation, the proposition is made into single proposition from positive sentences with 13 data and single proposition from question sentence with 1 data. Most of the data show that modality are expressed without modal verbs. Five data show that positive sentences with the verb are changed into propositions through modal verbs. In addition, six data are indicated to include into proposition that contains epistemic modality and eight data are indicated to include into proposition that contains deontic modality.

b. In non-subject orientation, all of data is made into single proposition from positive sentences with 4 data. Three data show that the modality is indicated as complement and is changed into propositions through different verbs. In addition, three data are

indicated to contains epistemic modality and one data contains deontic modality.

c. In neutral orientation, one data is changed into proposition from question sentence and other data is changed into proposition from positive sentence. Both of the data is indicated as deontic modality, whereas one data contains three propositions and other data contains two propositions.

3. The category orientations of modality from the expressed proposition are:

a. In subject orientation, all of the data are oriented into subject. Three data that contains adverb as modality give direct statement into subject. Two data that contains noun as modality is oriented to the subject that is exposed through the propositions, and nine data that contain verb gives direct statement into subject.

b. In non-subject orientation, all of the data are not oriented into subject. Three data that contains verb is not addressed to the subject, but to the other participant such as *the children*, *she*, *Miss Lawson*, and *the chance*. One data that contains adverb is not oriented to the subject, but to the participant that is exposed through propositions.

c. In neutral orientation, all of the data is excluded from the participant and the subject of the sentence, but to the people in general. One data that contains adjective modality is not oriented to the subject, but to individual

through proposition. In the other, one data that contains verb is not oriented to the subject, but the participant as general.

5.2 Suggestions

In this section, the suggestions is provided for the next researcher who is interested in extending the study of modality. The next researcher can examine the case in the negation of modality that relates into tense and aspect. Such as, negative *must not* lacks corresponding past modal form. *Had not to* is not the morphological past form of *must not*. In the other hand, the negation of deontic *must* can be made through proposition while the negation of *had to* affects the modality directly. Therefore, the expression of negation modality can be made into two steps, First, decribe the constituent and second change it into proposition to recognize the negation modality. In this case, there is no simple modal for expressing the notion of "necessary-not" in the past. The following example illustrates the case:

They gave the children their Christmas presents two days before,

but obviously , they ***had not got*** *to open them until Christmas day.*

In addition to that, the negation of epistemic modality shows modal verb such as *daren't* is originated from *dared not* and *needn't* from the modality itself. The past form *needn't have* implies *wasn't necessary* and *wouldn't have happened*.Yet, there is an orientation contrast between *daren't have* and *needn't have*. *Dare not* is not indicated into subject in the sentence as directly, but *need not have* is directly oriented into subject. In addition, the next researcher is

suggested to examine the modals functions because speaker's expression does not always give the same functions in every modal verbs.