



Exploring modality in analytical exposition texts: a study of senior high school students' writing

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ABSTRACT

This study examines the application of modality in analytical exposition texts written by senior high school students, focusing on how different modalities convey ideas, judgments, and attitudes. Employing a comprehensive theoretical framework, the research categorizes modality into three types: epistemic (expressing degrees of certainty), deontic (indicating necessity or obligation), and dynamic (reflecting ability or willingness). Data were gathered through documentation, analyzing 36 essays written by 11th-grade students in an academic writing class. The analysis identified 77 clauses containing modality, distributed as follows: 42 clauses (54.5%) were epistemic, 11 clauses (14.3%) were deontic, and 24 clauses (31.2%) were dynamic. The dominance of epistemic modality indicates students' inclination to express degrees of certainty in their arguments, reflecting an awareness of the persuasive demands of analytical exposition. The moderate presence of dynamic modality highlights their ability to convey potential or capability. In contrast, the limited use of deontic modality suggests less emphasis on obligation or necessity in their arguments. These findings underscore the critical role of modality in academic writing, particularly in structuring clear and persuasive arguments. The preference for epistemic modality suggests that students are aware of the need to present reasoned arguments. Yet, the limited use of deontic modality indicates a potential area for development in their ability to express obligation or necessity. To enhance students' command of modality, instructional strategies should include explicit teaching of modality types and their rhetorical effects. Teachers can incorporate targeted exercises that encourage the balanced use of epistemic, deontic, and dynamic modality to strengthen students' argumentative writing skills. Future

research could further explore the impact of modality instruction on students' writing development.



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INTRODUCTION

Writing is fundamentally a productive skill, defined as the process through which individuals create texts that convey their thoughts, feelings, or ideas. For students, developing writing skills is essential for fostering critical and coherent thinking (Siregar et al., 2023). However, many learners encounter challenges when writing in English due to a variety of factors, including a lack of confidence, fear of errors, and insufficient knowledge of grammar and vocabulary (Rohmah & Muslim, 2021). Consequently, writing effectively can be daunting, requiring proficiency in language mechanics and an extensive vocabulary to express ideas accurately. Students need to become proficient in many areas of English grammar, such as verb tenses, adverbs, adjectives, nouns, and conjunctions, to write better. With this comprehension, students may create texts that are ordered and comprehensible. For students, writing is essential for students as it empowers them to produce engaging and coherent compositions (Cahyani, Nurhadi, & Mentari, 2023).

In senior high school English instruction, students are tasked with writing different text genres, such as procedures, descriptions, recounts, narratives, reports, news items, analytical expositions, hortatory expositions, spoofs, explanations, discussions, and reviews (Yanwar, 2020). Each genre has unique contextual elements, textual structures, and grammatical features that students must learn to identify and apply in their writing. For instance, analytical exposition texts aim to persuade readers, which necessitates understanding their social functions and language characteristics.

One critical aspect of analytical exposition texts is modality, which reflects the writer's attitude towards the subject matter. Modality encompasses expressions of possibility, obligation, necessity, prediction, and intention, often conveyed through modal verbs like "can," "may," "must," "should," "will," and "would." (Depraetere & Reed, 2021). These modal expressions play a significant role in academic writing, where convincing the reader is often the objective.

The term modality is a multifaceted concept within linguistics encompassing various meanings and functions in communication. Broadly defined, modality serves as a cover term for expressing speakers' attitudes. Lyons (1997, as cited in Ostovar-Namaghi, Khorram, & Moezzi-pour, 2022)

articulates modality serves as a reflection of the speaker's evaluation of the likelihood of a situation, essentially offering a perspective for interpreting events and actions. This viewpoint highlights the personal aspect of modality, which corresponds with Palmer's (2001, as cited in Ostovar-Namaghi et al., 2022) claim that modality is closely connected to the speaker's viewpoint, conveyed through diverse lexicogrammatical tools.

In terms of function, modality serves as a critical linguistic tool for expressing speakers' attitudes, beliefs, and evaluations about situations, events, or propositions (Rui & Jingxia, 2018, as cited in Ngongo, 2021). Modality is not merely a grammatical feature but also a vehicle for conveying interpersonal meaning, influencing how the audience interprets messages.

The study of modality has gained traction across multiple linguistic disciplines, including formal linguistics, functional linguistics, and cognitive linguistics, each offering unique insights into its nature and application (Matthiessen, Wang, Ma, & Mwinlaaru, 2022; Van Rijt, 2024; Von, 2024). These definitions align on the notion that modality is primarily defined by the speaker's engagement with the propositional content of their statements. It enables speakers to communicate varying levels of certainty, necessity, or obligation, influencing how their messages are understood.

The theoretical framework of modality is a critical area of study within linguistics, with scholars like Halliday (1985) and Palmer (1990) offering foundational insights. Halliday's Systemic Functional Grammar (SFG) proposes a distinction between two primary components of modality: modalization and modulation (Dalimunte, 2024; Ostovar-Namaghi et al., 2022). Modalization pertains to the expression of probability and usuality, enabling speakers to communicate their assessments regarding the likelihood or frequency of events. In contrast, modulation encompasses the expression of obligation and inclination, reflecting the speaker's authority or willingness to perform specific actions. This dual categorization allows a comprehensive understanding of how modality functions within language.

Building upon Halliday's work, Palmer (1990:36, as cited in Dalimunte, 2024) further delineates modality into three categories: epistemic, deontic, and dynamic. Epistemic modality concerns the speaker's evaluation of the truth of a statement, revealing the degree of certainty or belief associated with it. For instance, modal verbs such as "might," "may," and "must" indicate varying levels of certainty about a proposition's truthfulness. Conversely, deontic modality relates to necessity and permission, focusing on what is required or allowed in a particular context. It is often expressed through modals like "must" for obligations and "may" for permissions, illustrating how language can articulate social norms and responsibilities.

Additionally, dynamic modality emphasizes the capabilities or potential actions of the subject, highlighting personal ability or inclination.

Modal verbs like “can” and “could” serve to express what individuals are capable of doing. By exploring these distinct types of modality, researchers can uncover the nuanced ways language conveys attitudes, obligations, and capabilities. This study will utilize the theoretical framework of modality to analyze analytical exposition texts written by students, aiming to illuminate their expressive strategies and the implications of their linguistic choices.

Halliday et al. (2014) further develop this framework by categorizing modality into three levels of intensity: high, medium, and low. This allows for a more sophisticated understanding of how speakers utilize modality to express varying degrees of commitment, certainty, and necessity. For example, saying “You must see a doctor” (high obligation) differs significantly in meaning from “You might want to consider seeing a doctor” (low obligation), highlighting how subtle shifts in modality can alter the perceived urgency or necessity of an action.

To highlight the significance of modality in academic writing, this study will examine how students employ it in their analytical exposition writings. The analytical exposition genre allows writers to articulate their opinions on various issues, and it is expected that the modality system within these texts conveys interpersonal meaning (Hermayanti & Gunawan, 2024). The relationship between text types and modality lies in how language conveys certainty, obligation, possibility, and necessity based on the text’s purpose. In expository and argumentative texts, epistemic modality expresses certainty (e.g., “It is evident that climate change affects temperatures”), while deontic modality emphasizes obligation (e.g., “Governments must act”). Narrative texts often use dynamic modality to show ability (e.g., “She can solve any puzzle”) or speculation through epistemic modality (e.g., “He might have escaped”). Procedural and instructional texts rely on deontic modality for rules (e.g., “You must follow these steps”), as do hortatory texts, such as advertisements and speeches, to persuade (e.g., “We should work together”). Ultimately, modality shapes meaning and strengthens communication across different text types. Analyzing students’ writing provides insights into their word choices, grammatical structures, and the use of modality. The study will specifically investigate the degree of modality present in students’ analytical exposition texts, which can enhance understanding of how they handle complex academic writing tasks.

Moreover, modality is critical in the interaction between writers and readers, reflecting the authors’ judgments about their message’s content. As noted by Halliday et al., (2014), modality expressions illustrate the writers’ stances and engagement with the reader. Examples of modality in analytical exposition texts can include expressions like “should” (indicating obligation), “often” (indicating frequency), and “will” (indicating future actions). These

modal verbs can reveal the level of certainty and the type of argument being presented by the writer.

This research focused on the analytical exposition texts produced by 11th-grade students at SMA Negeri 1 Bintang Bayu. These students have been taught this genre since their first semester, allowing them to apply it in academic writing contexts. It is crucial for students to logically organize their ideas in these texts to communicate effectively and persuade their audience. The researcher is particularly interested in how students develop their ideas, utilize grammar and vocabulary, and incorporate modality in their writing.

Previous studies have explored modality across various text genres. For instance, Cahyati (2020) examined modality in tertiary students' hortatory exposition texts, revealing that probability expressions were the most frequently used modal forms. Similarly, Wihadi and Sujatna (2019) investigated modality in students' argumentative essays, identifying challenges in using epistemic and deontic modality. These studies underscore the importance of teaching students how to effectively employ modality in their writing.

Despite existing research, this study presents an opportunity to explore modality within the analytical exposition genre, guided by the theories of Palmer (2014) and Halliday et al. (2014). The analytical exposition genre is particularly relevant as it aims to persuade readers through well-structured arguments. This research will concentrate on the topic of drugs, acknowledging that students face significant pressure regarding both legal and illegal substances. By expressing their views in writing, students can better understand the impact of drugs and develop critical thinking skills.

This study seeks to analyze modality in analytical exposition texts authored by senior high school students. The researcher focused on three primary questions; What types and values of modality are present in the texts? How are these modalities realized in the texts? And what is the reasoning behind the expression of these modalities? By exploring these questions, the study aims to uncover how modality functions as a linguistic tool in student writing, contributing to a deeper understanding of their ability to articulate and structure arguments effectively.

METHOD

Research Design

This research adopts a qualitative approach, which is well-suited for generating descriptive data rather than numerical outcomes. According to Nassaji (2020), qualitative research is inherently descriptive, focusing on collecting data in the form of words, visuals, or text instead of numbers. Kusmaryani and Ramli (2023) emphasize that the descriptive approach is appropriate as it allows researchers to interact directly with participants,

gathering valuable insights into their perspectives, thoughts, and experiences related to the topic and research issue.

This study examines modality in analytical exposition texts written by senior high school students in depth. Through qualitative textual analysis, the research explores how students use modality in their essays, offering detailed insights into the linguistic choices made in their writing. This approach is particularly effective for understanding the nuances of language use in student compositions.

Instrument and Procedures

The research focuses on sentences containing modality extracted from analytical exposition texts produced by 36 11th-grade students at SMA Negeri 1 Bintang Bayu. This school was selected due to its implementation of the 2013 Curriculum, which integrates various teaching approaches and emphasizes comprehensive language skill development. English language instruction is a key component of the curriculum, and the topic of modality is included explicitly at the 11th-grade level.

Data were collected during an academic writing class where students were assigned to write essays on "Drugs." The choice of this subject was intentional, as it addresses pressing social issues that directly impact adolescents, making it both timely and relevant. By focusing on the topic of drug use, the assignment provided students with an opportunity to engage critically with a real-world issue, reflecting on its social implications and its personal relevance. This allowed for an exploration of how students perceive the effects of drug use on individuals and communities, thereby offering insights into their social awareness and personal expression. A structured sampling approach ensured the data accurately represented the entire student population, aligning with the research objectives.

To facilitate data collection, the documentation method described by Miles, Huberman, and Saldana (2014) was employed. Analytical exposition texts were gathered and anonymized to maintain student confidentiality. Digital copies of the texts were created, and sentences containing modal expressions were explicitly identified for further analysis.

Data Analysis Procedures

The data analysis process followed the framework of Miles, Huberman, and Saldana (2014), consisting of three stages: data condensation, data display, and conclusion drawing/verification.

The first stage, data condensation, involved selecting, simplifying, and transforming the collected texts. This process focused on analytical exposition texts, given that writing is a crucial skill for students to articulate their thoughts effectively. The analysis specifically examined modal expressions

categorized into epistemic, deontic, and dynamic modalities. This systematic classification enabled a clearer understanding of how students employed modality in their writing, highlighting variations in their use of linguistic structures.

The second stage, data display, presented the categorized modal expressions in tables. This visual representation allowed for identifying patterns and frequency of use, making it easier to analyze dominant types and their respective functions within the texts. By structuring the data in an organized manner, this stage facilitated deeper insights into students' application of modality and its role in shaping their arguments.

The final stage, conclusion drawing and verification, involved interpreting the categorized data to determine how modality use reflected students' comprehension of social issues. The conclusions were further validated by cross-referencing patterns across multiple texts, ensuring consistency and reliability. This process helped establish a well-supported understanding of the significance of modality in student writing, reinforcing the broader implications of linguistic choices in academic discourse.

Palmer's framework (1990, as cited in Dalimunte, 2024) and Halliday et al.'s (2014) intensity levels of modality were applied to classify the modalities used in the students' essays.

Table 1. Categorization of Modality in Students' Essays

Modality Type	Definition	Modality Intensity
Epistemic Modality	Expresses the degree of certainty, probability, or possibility about a statement.	<ul style="list-style-type: none"> - High: certainly, definitely → Closest to yes, most likely to happen. - Medium: may, probably → Between high and low. - Low: might, could → Closest to no, least likely to happen.
Deontic Modality	Expresses necessity, obligation, or permission in terms of rules, norms, or social expectations.	<ul style="list-style-type: none"> - High: must, have to → Strong obligation, most necessary. - Medium: should, ought to → Between necessity and suggestion. - Low: can, may → Weak obligation, least necessary.
Dynamic Modality	Express's ability, willingness, or volition of the subject.	<ul style="list-style-type: none"> - High: will, determined to → Strong ability/willingness, most possible to happen. - Medium: is able to, tends to → Between strong and weak ability. - Low: can, might be able to → Weak ability, least possible to happen.

This categorization shed light on how these modalities reflected the students' understanding of significant social issues. By organizing the modality types systematically, the study adequately addressed each research

question and provided meaningful insights into the linguistic strategies employed by students.

FINDINGS

The analysis revealed that the senior high school students' writing contained 77 clauses featuring various forms of modality. The analysis was conducted using the modality types outlined by Palmer (2014). The modalities identified in the students' writings on the topic of "drugs" included epistemic, deontic, and dynamic modalities, each categorized into three levels of intensity based on Halliday et al. (2014): high, medium, and low. To facilitate a clearer presentation of the findings, a table summarizing the results is provided below.

Table 2. Type of modality in senior high school students' writing

No	Type of Modality	Level of Intensity							
		High degree		Medium degree		Low degree		Total	
		f	%	F	%	f	%	f	%
1	Epistemic modality	4	5,2	29	37,7	9	11,6	42	54,5
2	Deontic modality	6	7,8	2	2,6	3	3,9	11	14,3
3	Dynamic modality	1	1,3	12	15,6	11	14,3	24	31,2
Total		11	14,3	43	55,8	23	29,9	77	100

Table 2 shows that 42 clauses (54,5%) were identified as epistemic modality, 11 clauses were deontic modality (14,3%), and there were 24 clauses of dynamic modality (31,2%). The results are further elaborated in the explanation below:

Epistemic Modality

Theoretically, this concept deals with the possibility, probability or impossibility of a certain proposition. Epistemic modality in this research proved through modal auxiliaries will, would, and various degrees of adverbs. It was found that the data consisted of modality, which included the epistemic type. Some of the data could be describe as follows.

Table 3. Instances of epistemic modality in analytical exposition texts

Level of Intensity	No	Source	Clause
High Degree	1	Student No. 1	Drug use will affect the physical health of users
	2	Student No. 14	Drug addicts will always be over whelmed with stress, lack of confidence, depression and cannot think clearly
Medium Degree	3	Student No. 23	People who use drugs will do crime actions

Low Degree	4	Student No. 11	They will destroy the future
	5	Student No. 12	If the previously as diligent in praying, he will be away from this activity
	6	Student No. 5	People can die from consuming drugs
	7	Student No. 3	These drugs can indeed have a bad impact on health if abused drug use cause dehydration
	8	Student No. 20	Sometimes drug addicts will feel more confident when using these drugs

Modal auxiliaries such as modal “will” in clause (1) highlights the effects of drugs on them, both physically and mentally, impacting their work, school, and relationships. In clause (2) the modal “will” expresses the possibility that drug addicts are always over-whelmed with stress, lack of confidence, depression, and cannot think even during and after rehab; people in recovery have challenges. Cravings, stress, anxiety, and old acquaintances can all be potential risks to your sobriety. Fortunately, drug and alcohol rehabilitation programs are designed to assist drug addicts with this. The examples above showed modal auxiliaries such as must and will to express probability and were categorized as having a high degree of epistemic based on Halliday et al. (2014).

In clause (3), the modal auxiliary “will” expresses an epistemic medium value, indicating the likelihood that drug addiction leads to crime, societal harm, and drug trafficking. In clause (4), “will” suggests the possibility that drug addiction can ruin one’s future, harm family, or result in job loss. In clause (5), “will” conveys that drug use may distance a person from God, as unlawful acts are prohibited, and serving God faithfully brings blessings.

The essay uses the modal auxiliary “can” in clause (6) to express the lowest degree of epistemic certainty, indicating that drug use can cause direct or indirect death, and addiction impairs self-control. In clause (7), “can” suggests that some drugs cause addiction and all can have harmful health effects, with addiction requiring long-term treatment. In clause (8), “will” shows that while ecstasy may initially boost energy and mood, it can also cause anxiety or confusion.

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text.

Deontic Modality

This type of modality relates to ability and volition, indicating the subject's capacity to perform the action described by the main verb. It describes a factual situation, not the speaker's opinion. The evidence supports the subject's capability. In this study, dynamic modality is demonstrated through modal auxiliaries like "will," "can," "could," "can't," and adverbs. A total of 24 sentences with modality were found, and some examples are as follows:

Table 4. Instances of deontic modality in analytical exposition texts

Level of Intensity	No	Source	Clause
High Degree	9	Student No. 23	People who use or are addicted to drugs must always look tired, red eyes.
	10	Student No. 29	We must protect ourselves from things that can damage our own future, especially drugs
	11	Student No. 15	We as the younger generation must also eradicate drugs stay away from them.
Medium Degree	12	Student No. 5	We should already know how dangerous drugs are for ourselves
	13	Student No.6	Younger generation should stay away from drugs and not use them
Low Degree	14	Student No. 14	The younger generation can endanger the survival of this nation in the future.
	15	Student No. 7	The next generation of this nation can become an advanced and accomplished generation.

The modal auxiliary "must" in clause (9) emphasizes the certainty that drug users show physical signs like tiredness and red eyes, as drugs and alcohol affect brain neurotransmitters. In clause (10), "must" expresses the strong recommendation for the younger generation to avoid drugs by saying "No to Drugs" and staying in positive environments. In clause (11), "must" conveys the obligation for youth to avoid drugs, as drug use can impair concentration, focus, and creativity.

The modal auxiliary "should" in clause (12) offers advice, emphasizing the importance of understanding the dangers of drugs. Drug use contributes to crime and immoral behavior, which we should avoid to achieve happiness and maintain a peaceful community. In clause (13), "should" suggests that the younger generation should avoid narcotics and focus on achieving their goals to ensure a successful future. The writer uses a median degree of deontic modality, indicating that the action is a recommendation, as described by Halliday et al. (2014).

Table 3 above shows that in clause (14), the modal auxiliary "can" express the factual impact of drug use on the younger generation, indicating that consuming drugs can lead to a ruined life, creating dependence and

destruction. In clause (15), “can” suggests that the next generation has the potential to become successful without using drugs.

Dynamic Modality

This type of modality focuses on ability and volition, referring to the subject's capacity to perform the action indicated by the main verb. It describes a factual situation without reflecting the speaker's opinion. Evidence supports the subject's capability. In this study, dynamic modality is shown through modal auxiliaries like “will,” “can,” “could,” “can't,” and adverbs. A total of 24 sentences with dynamic modality were identified, and some examples are as follows:

Table 5. Instances of dynamic modality in analytical exposition texts

Level of Intensity	No	Source	Clause
High Degree	16	Student No. 16	Many people cannot be separated from these drugs
	17	Student No. 24	Drugs are often used by teenagers
Medium Degree	18	Student No. 23	Drugs can also affect the intelligence of teenagers
	19	Student No. 5	Deep depression which often made him think to commit suicide
Low Degree	20	Student No. 13	The impact of drug abuse can be in the form of disorders of the heart
	21	Student No. 12	Drugs provide effects that can speed up signals between the brain and body
	22	Student No. 6	Drugs contain ingredients that can make people who use them become addicted

Based on the examples above in table 4, the clause (16) used the modal auxiliary “cannot” to express a factual situation: Many people cannot separate themselves from drugs due to addiction, which makes their lives vulnerable and prone to destruction. This highlights the importance of raising awareness among youth to prevent drug use. According to Halliday et al. (2014), the modal “cannot” demonstrates a high degree of dynamic modality.

The word “often” in clause (17) indicates the factual situation that many young people or students are currently using drugs. In clause (18), the word “can” conveys that the negative impact on intelligence is a possible consequence of drug use among teenagers. The term “often” in clause (19) refers to the frequency with which drug users may contemplate suicide, highlighting a significant impact on their physical health. This emphasizes the importance of staying away from drugs and seeking support from parents and family to resolve life's challenges. The modal auxiliaries and adverbs,

such as “often” and “will,” are used by the writers to express dynamic modality.

The modal auxiliary “can” in clause (20) provides factual information that the impact of drugs can lead to heart disease, as excessive and continuous use is detrimental to health and can ultimately result in death. In clause (21), “can” shows the information about the effect of drugs, which is to speed up signals between the brain and body or the process of communication between brain cells. In clause (22), “can” describes the short-term effects of drugs, making users feel awake and alert, which can hinder relaxation and sleep. In the long term, these substances might cause anxiety and depression and can be addictive. When users stop taking the drug, they may experience depression and difficulty sleeping. The use of “can” by the writers expresses dynamic modality.

DISCUSSION

The findings of this study illustrate the significant role of modality in analytical exposition texts produced by senior high school students, particularly in relation to the topic of “drugs.” A total of 77 clauses featuring various modalities were identified, revealing substantial insights into how students articulate their thoughts and attitudes toward this pressing societal issue.

Firstly, the predominance of epistemic modality (54.5% of the total clauses) highlights students’ tendency to articulate certainty, obligation, and possibility in their arguments. This suggests that students are not merely presenting information but are actively engaging with the subject matter, reflecting their understanding of the complexities surrounding drug use. The use of modal auxiliaries like “must” and “will” in high-degree epistemic expressions indicates a strong awareness of the consequences of drug addiction, such as stress and loss of self-control, which they express with a degree of certainty. This finding aligns with the educational objective of fostering critical thinking, as students can connect personal perspectives with societal implications (Palmer, 2014). Moreover, the distribution of modality types illustrates the varying intensities with which students convey their messages. While epistemic modality dominated, the relatively lower presence of deontic (14.3%) and dynamic modality (31.2%) indicates a need for further development in these areas. Deontic modality, which relates to obligation and permission, was notably underrepresented, suggesting that students may benefit from more explicit instruction on expressing necessity and obligation. This aligns with Halliday et al.’s (2014) findings, which suggest that effective communication in academic writing requires a balanced use of modality to convey both certainty and obligation.

The results are consistent with previous studies that have explored modality in academic writing, particularly in the context of expressing social issues. For instance, Siregar, Pasaribu and Sinambela (2021) emphasizes the importance of modality in reflecting attitudes and social positioning in academic texts. However, the unique focus on drug-related topics among high school students contributes new insights into how this demographic perceives and articulates critical societal challenges. The findings suggest that while students are equipped with the tools to express their arguments effectively, there remains a gap in fully utilizing the range of modalities available. This discrepancy indicates a potential area for pedagogical intervention, emphasizing the need for targeted instructional strategies that promote a deeper understanding of modality in writing (Gee, 2011, as cited in Anis & Khan, 2023).

Additionally, using specific examples within the students' texts showcases their ability to relate personal experiences to broader social realities. This connection is vital in educational contexts, as it encourages students to engage with real-world issues and fosters a sense of responsibility, and improves student well-being (Stapleton, Zhang, & Berman, 2021). By articulating their arguments with varying degrees of modality, students communicate their views and shape their understanding of the implications of drug use within their communities.

This study underscores the critical role of modality in enhancing the quality of exposition texts written by senior high school students. Exposition texts, which aim to explain, argue, or persuade, rely heavily on modality to express certainty, possibility, obligation, and ability. By understanding different modality types—epistemic, deontic, and dynamic—students can construct arguments with clarity and precision, particularly when discussing critical issues such as drug use. Drawing upon Halliday's Systemic Functional Linguistics (2014) and Palmer's Modality Framework (1990), this study systematically categorizes modality in students' writing. The findings reveal patterns in the use of modality, shedding light on how students structure their arguments and how their linguistic choices shape the persuasiveness of their texts. Instead of merely emphasizing the importance of modality in general, this research provides empirical evidence of how students employ different modal expressions in their exposition texts. The analysis, structured around the research questions, demonstrates the influence of modality on students' ability to express certainty (epistemic), necessity/obligation (deontic), and ability/willingness (dynamic). This study enhances our understanding of linguistic strategies in student writing and provides practical insights for improving writing instruction. Educators can use these findings to design targeted teaching strategies that help students use modality more effectively in academic writing. As the researcher, I played a central role in data

collection, analysis, and interpretation. By applying theoretical frameworks on modality, I categorized and examined how students use modal expressions in their exposition texts. This study contributes to linguistic and educational research by bridging theory and practice—demonstrating how theoretical modality frameworks can improve real-world writing instruction. Additionally, this research advances knowledge by providing empirical evidence on the role of modality in exposition texts, developing a systematic categorization of modality in students' writing, and offering pedagogical recommendations for enhancing writing instruction through modality-focused teaching strategies. By integrating linguistic theories with practical applications, this study offers a valuable contribution to academic research and language education.

CONCLUSION

This study explored modality in analytical exposition texts written by senior high school students to understand how different modalities are utilized in their writing. Through a comprehensive literature review, we established a theoretical framework that categorized modalities into epistemic, deontic, and dynamic types, drawing from the works of Halliday, Palmer, and other scholars. The clause collection involved a documentation method focused on analytical exposition texts produced by 11th-grade students in an academic writing class. The analysis identified 24 sentences containing various modalities, revealing that students employed modality to express certainty, obligation, ability, and possibility in their arguments. The findings highlighted the significance of modality in shaping the clarity and effectiveness of students' expressions of critical issues, demonstrating its role as a tool for articulating their thoughts and perspectives.

The categorization of modalities allowed for a clearer understanding of their presence in student writing, emphasizing the median and low degrees of dynamic modality. These findings suggest that while students can utilize modality to convey meaning, there is potential for further development in their understanding and application of higher degrees of modality. Overall, this research underscores the importance of modality in enhancing the quality of academic writing among senior high school students. By fostering awareness and understanding of modality, educators can help students improve their writing skills, enabling them to express their ideas more effectively in analytical exposition texts and beyond. Future research could further investigate the impact of targeted instructional strategies on students' mastery of modality and explore the relationship between students' personal experiences and their written expressions concerning social issues.

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