

# THE INVESTIGATION OF MODALITY AND ADJUNCT IN SPOKEN TEXT OF PROPOSING A GIRL USING WAJJEWA LANGUAGE BASED ON HALLIDAY'S SYSTEMIC FUNCTIONAL LINGUISTIC APPROACH

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**Abstract:** This paper is aimed to describe modality and adjunct in spoken text of proposing girl using Wajjewa language. Modality refers to degrees of indeterminacy. It is to construe the region of uncertainty that lies between 'yes' and 'no'. It refers not only to verb modal but also to modality idea. Thus, modality is manifested into two ways, namely modalization and modulation. The use modality grammar enables people to emphasize what can or cannot be done on what is ordered or offered. Data informing this study were from observation by recording oral texts of proposing a girl happened in Wewewa community. These data then were transcribed and analysed based on systemic functional grammar. The results showed that the use of modality was realized simultaneously by verb such as *baka amiko-ngga dede wa kadanu ...* 'I will come to take my handbag...'. The use of modality showed varieties of probabilities and obligation. Modalization tended to be uttered by bride's party whereas modulation by groom's party. This fact indicated interpersonal relationship in which groom's party took a position as humble as possible in speaking and usually agreed everything stated or asked by bride's parents. While bride's party was dominant in speaking. This condition was influenced by honour value as one of the six values in this text. The use of adjunct related to mood adjunct that covered modal adjunct such as probability, usuality, obligation, obviousness, intensity, and polarity; and comment adjunct such as admmissive, desiderative, entreaty, evaluative, opinion, predictive, persuasive, and presupposition.

**Keywords:** *adjunct; modality; girl proposing; text; Wajjewa*

## INTRODUCTION

Modality in the text generally means expressing interpersonal meaning that is realized in in mood system. It indicates several implications, such as judgments, request and command. This study concerns to the analysis of modality used in the texts. It is only focused on what types of modality used by the speakers in oral texts, and what interpersonal meaning is revealed through the use of modality in the texts. Modality represents the interpersonal meaning since it indicates the speakers' judgement of the probabilities or the obligations involved in what he or she is saying (Gerot & Wignell in Yang, 2021). Other views such as Matthews (2005) as cited in Rui and Jingxia (2018) defines modality as "category covering either a kind of speech act or the degree of certainty with which something is said".

Moreover, Eggins (2004) in Arabzoozani & Pahlavannejad (2019) writes that modality is a complex area of an English grammar which investigates how to convey the message of the text, and how human express their attitudes and judgements through different ways. Furthermore,

Halliday and Matthiessen (2004) in Amalia et al (2018) write that modality as the speaker's judgement, or request of the judgement of the listener, on the status of what is being said. From the definition above, modality is generally defined as a means of expressing the relationship between a speaker and an utterance, in a stricter sense a speaker and the truth-value of an utterance. As one of the SFL tools, modality also has a system. Halliday and Matthiessen (2004) in Yang (2021) divided it into two terms, they are propositions and proposals which are also known as modalizations and modulations. Halliday and Matthiessen (2004) in Yang (2021) state that modalizations involve the expression of intermediate possibilities; first, degrees of probability (possibly/probably/certainly), second, degrees of usuality (sometimes, usually, always). Eggins (2004) in Xuan and Huang (2017) defines the terms of probability and usuality as follows the speaker expresses judgements as to the frequency in which something happens.

Furthermore, Eggins (2004) in Xuan and Huang (2017) argues that modal adjuncts and modal

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operators can also be categorized into three values of certainty or usuality; first, in high: must, certainly, always, etc; second, in median: may, probably, usually, etc and third, low: might, possibly, sometimes, etc. The use of modality indicates as justifying idea as Almaid and Pastor's statement (2017: 304) that participant internal and external possibility modality appeared as a useful resource in justifying idea. Rahmasari and Lawren (2020:118) found that medium and low category dominate the usage of modality in those ten highlights. It is also stated by Farshbafiana and Esmaeil (2021:782) that what is responsible for the truth and falsity of proposition, and the Finite which includes three elements of Modality, Primary tense and Polarity and as the chief constituent of the clause determines the mood of the clause. Thus, related to this study, modality in the texts indicates several implications, such as judgments and command as interpersonal meaning. In addition, modality system in the texts can be power of language used by the speakers in the texts.

Related to this study, spoken text was one of text in which speaker utter varieties of probability and obligation that show the use modality system in texts. Therefore, modality in the text generally means expressing interpersonal meaning between the speakers and listeners that indicates the truth value of modality. The use of modality in spoken texts especially in a proposal of a girl in local language were characterized by the context such as modality that were used by groom's parents/mediators and bride's parents/mediators.

The research about modality and adjunct in Waijewa language did not have many references since not many researchers conduct the research. But, the researcher has found a previous study related to metafunction in a language presented by Farshbafian & Safaei (2021) in their research entitled A metafunctional approach to word order in Persian language. Matthiessen (2004)'s metafunctional model was used to describe and analyze word/element order in a simple Persian declarative clause. In fact, based on evidence from the Persian language, which includes samples from Persian texts and works by other Persian researchers, we have sought to show how the three experiential, interpersonal, and textual metafunctions are involved in determining the order of the main elements in an active simple declarative clause in Persian. There is a "basic" order for the main elements in a Persian simple clause and specifically a single-Complement clause that is consistent with both experiential and interpersonal metafunctions, according to the

findings of this research.

Based on the background previously described, the problems of the study related to the modality and adjunct used or uttered in spoken text. Therefore there were two research questions that were answered, namely: (1) How is modality realized in spoken text of proposing a girl using Waijewa language? (2) How is adjunct realized in spoken text of proposing a girl using Waijewa language?

### *Systemic functional linguistics theory*

Theory of Functional Systemic Linguistics is employed to find out and describe modality system in text and how it realizes experiential meta-function of meaning in text. This theory has centered on the lexico-grammatical study of the three meta-functions of ideational meaning, interpersonal meaning and textual meaning by taking clause as representation, exchange and message (Suardana, 2020; Hutabarat et al, 2020).

SFL, has developed from the work of Halliday (1985, 1994, 2004, 2014). The SFL conception of language is a set of resources that enable speakers to exchange meanings. The relation between social context and language is conceived as 'realization', that is, social contexts are realized by language. This theory concerns to the function as a fundamental property of language (Susanto and Watik, 2017; Herman, 2014; Purba and Herman, 2020). Language enables human beings to build a mental pictures of reality, to make sense of what goes on around them and inside them (Herman et al, 2019; Zhao and Ou, 2020). In other words, this theory describes how language functions in use and it uses text as its approach to analyze language.

As what has been mentioned previously that modality system is included in mood system of lexico grammatical level that realizes experiential meaning (Alaei and Ahangari, 2016). It represents the interpersonal meaning since it indicates the speakers' judgement of the probabilities or the obligations involved in what he or she is saying (Xiuye and Wencheng, 2020). Modality system can be studied in the view of modalization ad modulation. (Yang, 2021). It is also be studied in the viewed of adjunct. Adjunct in text is an element that does not have potential of being subject. Other adjunct can be viewed from It is usually realized by adverb or prepositional phrase that are called comment adjunct. Adjunct gave more and varieties information that were added to clauses. Adjunct consisted of adverb group, prepositional phrase, and modal adjunct. Therefore, this study covers the discussion of modality and adjunct used in text.

## METHOD

The method applied in this study was descriptive. The oral data were taken from observation by recording the events of proposing a girl happened in Wewewa society in Sumba island. These data were transcribed, identified and analysed following analytical procedures techniques that based on Functional grammar (Systemic Functional Linguistic), focused on the level of lexico-grammatical in which modality system as one important features realizing interpersonal meaning. It also covered additional information in clauses known as adjunct either mood or comment adjuncts. The results of the analysis is presented by using formal, informal method and combining formal and informal methods.

## RESULTS AND DISCUSSION

### Modality in text

Based on the texts analysis, it can be stated that modality in text refers to degrees of indeterminacy. Speakers usually uttered their judgement of

probability and obligation Modality used referred to modal verbs, such as *noto-ngge* ‘may/might’, *budi*, *wuku* ‘will/would’, *takka* ‘must’, and marginal modals, such as *pongngu* ‘had to’. Modality used also referred to modality notion that was extended to every verb. Relating to verbs, modality was manifested in two ways, namely modalisation and modulation.

Modalization relates to probability, certainty, or usuality. Whereas modulation relates to obligation, permission, or inclination. Participant internal and external possibility modality appears as a useful resource in justifying ideas. The following clauses are presented to show the use of modalisation in text.

(II:85)

*//Pamiyangge ba ndakura wi wawi// kata sabaya//. //Heti toro da ata panewe// kanda pandedaka ndi ne sabayang// //Notongge ka ta liwe bata sadeka ndi ata panewe// (01)*

Table 1. Clauses which show the use of modalisation in text

<i>Noto-ngge</i>	<i>ka</i>	<i>ta</i>	<i>liwe</i>	<i>ba</i>	<i>ta</i>	<i>sadekka</i>	<i>ndi ata panewe</i>
May be		we	discuss	that	we	once	this people speaker
F/Modal	Conj	S	P	Conj	S	AR	C
Mood			Residue		Mood	Residue	

‘May be we discussed once about mediators’ awards.’

(I:83)

*//Wai pona kira //nyaka baka na duada kabullu pakai da// gai ka nda duada kabullu//, na kabullu weitaka wi na kabullu//. //Nyaka na kabullu enga tama na//, nyaka touda kabullu karambo//, ia mane ia bei a kondo ndi// /...//*

*//Ka wa’i kua pongngu ndi hida oma rara//.//Mi ya kua pongngu-ngga ndi hida duada bolo oma rara //Ne maromba na kana bowo kingge//, ka na manawara ndi hitti tante na// nya palunggu na//. //Nyaka ne keto ullu lele na tama//. //Nyaka bahina ko hida patekinggu nya ba wi//.*

(02)

Table 2. Clauses which show the use of modalisation in text

<i>Mi</i>	<i>ya</i>	<i>kua</i>	<i>pongngu</i>	<i>ngga</i>	<i>ndi hida dua bolo oma rara</i>
You	give	all	must	me	those two piece gold red
S	P	AR	AM	C	C

‘You must give me all two pieces of gold.’

(III:51)

*//Ndapeibana neengge, ba ne palummu pongngungge//, ba na rato olumu// ba nya a nee waina lunggu hinangge// pakole dengngakya we wee maringngi ba oongge// ba indaki ba nyamo*

*teki wi//. //Oo bahina pongngu bangge na maringngingge// mono kana tulu Ama Mawolo Ama marawi lunggu hinangge nati pamama//...//*

(03)

Table 3. Clauses which show the use of modalisation in text

<i>Pakole</i>	<i>dengngado</i>	<i>nda</i>	<i>wee maringngi</i>
Get	will	we	water cool
P	Modal	S	C

Residue

‘We will get cool water (blessing).’

All the clauses (01—03) have modalisation,

such as *notongge* ‘may/might be (clause 01), *pongngu* ‘must’ (clause 02), and *dengnga* ‘will’

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(clause 03). Especially clause (03), the word *wee maringngi* 'cool water' has metaphor meaning, namely 'blessing'. Modulation in text concerning to obligation, permission, or inclination, such as *takka* 'must' and *enga* 'can'. The following data are presented to show the use of modulation in text.

(I:83)  
... //Nyaka hida oma rara duada bolo ku dengngi

*wa na ana kabinne//, umba ka nda kai ka ngga ndi//. //Ka wa'i kua pongngu ndi hida oma rara//.//Mi ya kua pongngu-ngga ndi hida duada bolo oma rara //Ne maromba na kana bowo kingge//, ka na manawara ndi hitti tante na// nya palunggu na//. //Nyaka ne keto ullu lele na tama//. //Nyaka bahina ko hida patekinggu nya ba wi//.*

(04)

Table 4. Clauses which show the use of modulation in text

<i>Hida duada bolo oma rara</i>	<i>ka</i>	<i>mi</i>	<i>ya</i>	<i>taka pongngu</i>	<i>ngga ndi</i>
Those two piece gold		you	give	must	me those
C	Conj	S	P	Modal	C
Residue	Mood			Mood	
'Those two piece of gold, you must give them to me,'				You must give me those two pieces of gold.'	

(05)

Table 5. Clauses which show the use of modulation in text

<i>Ka</i>	<i>enga</i>	<i>tuluki</i>	<i>ngga</i>	<i>ndi</i>	<i>hina</i>	<i>nati kaweda</i>
For	would	help	me	these	say	that oldman
Conj	Modal	P		C	P	S
Residue	Mood				Modus	

'That oldman said, 'I would be helped '

In clause (04), the more information is stated by the use of modal adjunct *taka pongngu* 'must or had to. It concerns to inclination or obligation. While in clause (05), it concerns to 'probability or permission' *enga*. The use of modality in text enable tenor to state or explain his message that can or cannot be done. By using varieties of probability, usuality, or frequency tenor also stated and explained something whether it can or cannot be done. The use of modality also enable tenor to exchange experience using varieties of obligation, such as *takka pongngu*, must or had to', *okkoki* 'frequency', *notongge* 'may/might be'. These varieties of obligation were used by tenors to do what are asked or demanded. Modality were always used by tenor in text, such as *baka ami kongga dede wa kadanu lili wa kaleku* 'I will come to take my wallet and carry my handbag'. The use of modality *baka* 'will' in that clause has inclination meaning.

The use of grammatical of proposition in text was to exchange experiences. When tenors exchanged his experience they used indicative type of mood. This type of mood in text can be differentiated from interrogative type of mood by the use of intonation. From the grammatical point of view of yes/no interrogative, it could be differentiated since it was the same as affirmative type. Tenors could differentiate or understand whether it was interrogative or not by paying attention to the intonation that usually used raising intonation. In text, yes/no interrogative can be

understood by the use of word *peina* 'how', *garra* 'who', *gei* 'when', where', *appa* 'what'.

The examples of clauses in text using wh-interrogative type of mood are presented as follows.

(III:6)  
//Nyaka bahinako ne a nee na ponu mareda byali// mono byali ba garraku ndi a nee na katuku tana rara// mono a nee na lenango pamareda// pakako lolongge//

(06).

*Garra ndi ata panewe pa-pende mi*  
Who these people speaker be choose you  
'Who are these speakers/meditors you choose?'

(II:70)

//Kabullu iapo wa na ranga//, neengge bara mi//, geingge ne rapa ba ammi minggi ponnu wa ranga kette//, baka dekingge diki//.

(07).

*Gei na rapa ba ammi minggi ponnu ranga kette*

What the time that come you finish animal held

'When do you come to bring/complete animal of proposing to a girl?'

As it has been explained before, clause 06) is wh-interrogative type, that is *garra* 'who' and in clause (07) *gei na rapa* 'when'. More information relating to 'who' and when' is the needed answer on the interrogative grammar. This kind of exchanging experience indicates some aspects of propositional grammar. The question and answer are stated by using mood form. This fact relates to

Almaida and Pastor's statement (2017:304) that participant internal and external possibility modality appeared as a useful resource in justifying idea.

*Adjunct in text*

Adjunct in text is an element that does not have potential of being subject. It is usually realized by adverb or prepositional phrase. Adjunct gave more and varieties information that were added to clauses. Adjunct consisted of adverb group,

prepositional phrase, and modal adjunct.

(I:4)

///Nyado... bata babado na pamadengngi bara na Ama Mawolo Marawi// tutuna bata ma dengngi// ba ata a wainda barra na Ama Mawolo Marawi//, nyaka bahinna kowe / notongge /ka ta dukki ngge ne pamai dengnga nda ne bahinna///. ///Nyaka ka kako belli hida pamama pata patama wainda//, kata mama belli// nyaka ba yodikyaki// appa ko ne padukki dengnga nda// kata padukki ndi hiddi pateki///. (08)

Table 6. *Adjunct in text*

<i>Noto-ngge</i>	<i>ka</i>	<i>ta</i>	<i>duki-ngge</i>	<i>ne pamai dengnga nda</i>
May be	that	we	arrive	the come with our
MA	Conj	S	P	C
Mood	Residue			

'We may come to our presence.'  
 (II:30)

... ../// ///Taka ndaku teki kipu ne// kana pandengge hindangu mi///. ///ia mane tanggu uma kalada//, okkokina netingge hina uma kalada baku kako barra da hittingge// nati ata

nee ndi Buka Bera//, Waimangura// neti ka lende zodina kaku ngare ngare kalete zodi// baku pangga hina pateki na///. ///Ia nenti nai manu// mono hida papala karewe langutaka//, kabola wirro// kabola rara taka wi// nai manu///. .!!...!! (09)

Table 7. *Adjunct in text*

<i>Okkoki na</i>	<i>netti-ngge</i>	<i>ba</i>	<i>ku</i>	<i>kako</i>	<i>barra da hitti-ngge</i>
Rarely	even	that	I	go	to them
MA	AR	Conj	S	P	Prep
Mood	Residue				

Rarely I go to them.' / I rarely go to them.'  
 (I:95)

///...!!...!!! // //Hidi oma a pata bolo oma rara// gai ka na ya taka pongngu ngga ndi//. ///Heti ba lunggu ku ngge// gai ne lodo boro mema// mawo roo karambo ba nee ko yodi kyaki bana bitaka

tana gonggola mi donga watu// enga donggu ba mi tawa ngge ngundu// nibangge nangga// hidi paworo ma puu na// pakado ma lawina na bata///...!!! (10)

Table 8. *Adjunct in text*

<i>Hida oma pata bolo</i>	<i>ka</i>	<i>mi</i>	<i>ya</i>	<i>takapongngu</i>	<i>ngga ndi</i>
These gold piece four		you	give	Must	me them
C		S	P	MA	C
Residue	Conj	Mood	Mood		

'These two piece of gold, you must give me .'/  
 'You must give me those two pieces of gold.'

(IV:38/78)  
 (11)

Table 9. *Adjunct in text*

<i>Papala</i>	<i>beli</i>	<i>ndi</i>	<i>ba</i>	<i>budi</i>	<i>tekiku</i>	<i>wi</i>
Pass	first	them	and	will	talk	them
P	AR	C	Konj	MA	P	C
Residue	Mood			Mood		

'Pass/retell these (information) first and they will be discussed.'

(II:17)/  
 ///Indaki ndahinaki hida ole//, ne bara mi yemi bapaduki na lodo// nya papala belli mu///. ///Heti

appaku pangindi mi// hida papapalami// (IV:23)  
 ///Kanyado dappa pasala lunggunya//. //Nda hinaki nya ole...?// (12)

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Table 10. *Adjunct in text*

<i>Indaki, nda</i>	<i>hina</i>	<i>Ki</i>	<i>hida</i>	<i>Ole</i>
No, not	say	it	those	friend
F	P	C	C	S
Mood		Residue		

'No, it (that saying) is not like that, friend.' (13)

Table 11. *Adjunct in text*

<i>Ka mala</i>	<i>duada gazu</i>	<i>pa-</i>	<i>lu</i>	<i>nggu hina</i>
OK	two bar	that	say	I
AR	C	Conj	P	S
Residue				
Mood				

'OK, I have said two bars.'

Adjunct in clauses (08--13) give or add more information to those clauses. Additional information is realized by modal and adverbial adjunct. In clause (08), modal adjunct *noto-ngge* 'may be' adds more information relating to 'probability'. In clause (09), modal adjunct *okkoki* 'rarely' adds information relating to usuality, and adverbial adjunct *netti* 'later' adds information relating time. Therefore, this clause has information that is realized by either modal or adverbial adjunct. In clause (10) modal adjunct *taka* 'must' adds information relating to obligation. In clause (11) adverbial adjunct *beli* 'firstly' adds information relating to time, and modal adjunct *budi* 'wiil' adds information relating to intensity. In clause (13) adverbial adjunct *mala* 'OK' adds

information relating to request. Whereas, clause (12) is polarity *indaki, nda*. 'no'

Modal adjunct are clause constituents that add interpersonal meaning to the clause. It covers mood and comment adjuncts (Eggs 1994:167-168; Halliday 1994:82-83). Mood adjunct added/gave more information relating to probability and usuality, intensification, presumption, inclination and polarity. Whereas comment adjunct add an expression and attitude and evaluation. It consisted of admmissive, desiderative, entreaty, evaluative, opinion, predictive, persuasive, and presupposition. The use number of modal adjunct in texts are presented in table one below.

Table 12. *The use number of modal adjunct in texts*

Tipe	Text I	Text II	Text III	Text IV	Total Adjunct	%
Modal Adjunct	158	42	71	149	420	66
Comment Adjunct	124	30	28	33	215	34
Total of clauses	1250	472	544	854	635/ 3120	100

Table one pictures the total use number of adjuncts in texts is 635. The use number of mood adjunct is 420.(66%).and comment adjunct is 215 (34%). The use number of mood adjunct is higher than the use number of comment adjunct. The following data can show the use of adjunct in clauses.

(IV:14)

(14)

//Ne ba wai ma ne lodo// ma tunda bana kira//  
 //Ka ma woro-ngge ne lodo//, nda pa- pande taka mi yemi//. //Nyawi hida ka ma kako nee ba bawai ndi ne bahina// ne padengngi na kaweda Dada// gai ka manowara-ngga hina ne panewe//. //Nyaka waiku ndi ndapa pande ma yame ata ene// nya pahinda na kapapala ndi// kana ounda wi//. //Remangga ba lu-nggu-ngge bahina-ngge waina heti tudana ba ndappa kambu ate we//. //Langka ndaiku taka orona ba wai ndi paworo-

*ma heti// nyaka ne lodo kira na//. //Nyaka teki we ka ounda// nya kaidu pakambu ate ma yame//.*

//Today we are presence, we have postponed the time// So, we have discussed something that you really do not know // ///That is why we go there and they are here now // the demand of grandma, Dada is that she was loved // So, if there is something that six of us do not know, I tell it now in order to be known/ understood /// //What had been said to be waited last time does not seem not to have intension /// ///Eventhough he is not here, we have had our discussion at that time. Therefore, to day is the time /// /// So, tell it in order to be known and it is our purpose // //

Looking at the clauses or text (14), we can identify that it consists of eight independent clauses and six dependent clauses. When tenor gave information, he used affirmative type, such as *Ne ba wai ma ne lodo ma tunda bana kira* ' Today

we are present, for we have postponed the time'. Tenor also used imperative type, such as *teki we ka ounda*, 'tell them in order to be known'. Those clauses have additional information that are realized by modal adjunct such as *nda pa-pande taka mi yemi* ('nda' not', *taka* 'really') 'that you really do not know', and comment adjunct such as *nyaka waiku ndi ndapa pande ma yame ata enne* 'so, if there was something that six of us did not know.'

Look at the presented data below. The clauses have additional information realized by mood adjunct and comment adjunct.

(I:45)  
*//O...o.. kanyado tenababa//, ka netti banapa pillo//. //Nee bange ne barramu hidangu//. //A pala bana hida ngawu//, na wawi wa'i ba ni tyana/gyounga//. //Ka enga tekkimu ne patekimu//, a limma hidangge hida umbamu//, nda ta dapa padekuki hidangu//.*

(15) *nda ta dapa padekuki hinda-nggu*  
AM S AR P P S  
not we just follow say I  
'We did not just follow, I said.'

(IV:15)  
*//Nya ndapa wi wainda//, ne tanggal enam belas// wai keto agazu//. //Malla tau wolla ingngi// wolla wee// ati ia manuu//. //Enga wai gobba na ne katopo nyapo // ongo tunda bina ko bange takangge kira lodo//*

(16) *Enga wai gobba - na ne katopo,...*  
AM P POS S  
must there was pair it this  
machete  
'This machete must have its pair.'

(IV:52)  
*//Kanyado nai ranga a touda kabullu ndara// touda kabullu karambo// ka ya takakingga ndi//, dukabana hinangu//*

(17) *Nai ranga a touda kabullu ndara// touda kabullu karambo// ka mi ya*  
Those animal thirty hourses thirty  
buffalows so you give  
K  
S P  
*taka-ki ngga ndi*  
must them me them  
MA C C C

You had to give me those animal, thirty hourses and thirty buffalows.'

I:34)  
*///Kanyado hinna ngge na ama// kaba barra du barra dadi do// nya kanda rema na parangi tilli bendo// kanda mangga na kamutu leto tana// ka wak'i ndi ne ne ba toma ngge ne milla// ba dukki ngge ne ndengo// ka ... na tenawi ba hida ngge//. //Takka ba hina wali kaia// ka mama belli ponggai na kaleku nggu// hina ngge pateki na ama umba mi ne olle.//.*

(18) *///Takka ba hina wali kaia// ka mi mama belli na kaleku nggu*

Eventhough/now that you eat  
first this handbag my  
AR AR C POS S P  
'Now that you firstly eat my handbag.' (It means that you firstly have betel and areca nut)

(II:38)  
*//Oo , malla... hina hida//. //Nee nda dappa nangu-nangu// nda etakaikipo wana pakambu ate kaida hida//. //Heti paya lima yemi// apaumba na hida//*

(19) */Oo , malla... hina hida//. //Nee nda dappa nangu-nangu//*  
Yeah, ok say they we  
continous talk  
AM(AR) P S S AM  
P  
'Yeah/ok, we are still talking/discussing.'

(II:25)  
*//Hinaba wi, // teki loloko pateki//.*

(20) *//Hina ba wi teki loloko pateki//.*  
surely it say just speech  
MA S P AR C  
'surely it is, just say the speech.'

Clauses (14--20) have additional information that are realized by mood adjunct *nda*, 'not', *enga* 'still' and *taka* 'must/had to'. *Nda* 'not' is polarity and *enga* 'still' and *taka* 'must' are obviousness. Whereas, in clauses (18--20) have additional information that are realized by comment adjunct *Takka ba hina wali kaia* 'eventhough', *malla* 'all right', and *hina ba* 'it is right'.

Examples of adjunct in text are presented as follows.

Table 13. *Mood adjunct*

<i>budi</i>	<i>okko</i>
<i>domma</i>	<i>ongo</i>
<i>enga taka</i>	<i>pongngu</i>
<i>kali pata</i>	<i>sadeka</i>
<i>nda hinaki</i>	<i>takka</i>
<i>nda kali wai</i>	<i>wuku</i>
<i>nda, indaki</i>	'will'
<i>noto</i>	'always'
<i>okko</i>	'must'
<i>ongo</i>	'usually'
<i>pongngu</i>	'not like that'
<i>sadeka</i>	'not usually'
<i>takka</i>	no, not'
<i>wuku</i>	'may/might be'

Table 14. *Comment adjunct*

<i>badekuko-ngge</i>	'according to'
<i>bahinako</i>	'therefore'
<i>baka</i>	'then, and'
<i>balengnga</i>	'because'
<i>bangge</i>	'then'
<i>bengge</i>	'even if'

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<i>kalongga ate</i>	'willingness'
<i>kanyado, nyado</i>	'ok, surely'
<i>karoba</i>	'surprise'
<i>langka</i>	'though'
<i>lapata</i>	'up to'
<i>loko hina wali kaiya</i>	'though, eventhough'
<i>louka-louka</i>	'even if, mainly'
<i>malla</i>	'all right'
<i>melle</i>	'if'
<i>na tenaba</i>	it is right/surely, exactly'
<i>na tenawi</i>	'it is right/surely'
<i>nda kali waikina</i>	'not always'
<i>nda peikina</i>	'does not

	'matter'
<i>ndua atedo</i>	'kindness'
<i>nggai</i>	'kindness'
<i>nyaka</i>	'so'
<i>oro</i>	'because'
<i>papangeda-nggu</i>	'my opinion'
<i>taka nyakido</i>	'eventhough'
<i>tutuba</i>	'it is enough'
<i>utuba</i>	'luckily'
<i>wali kalaki ate</i>	from deeply hard'

Beside modal adjunct, comment adjunct that add more information in clause were found in texts. The table (2) below are presented to show the use of AR and prepositional phrase in text.

**Table 15. The use number of adverbial residue and prepositional phrase in text**

Adjunct Types	Text I	Text II	Text III	Text IV	Total	Percentage
Adverbial	315	135	163	339	952	67
Prepositional Phrase	107	48	63	88	461	33
Total adjunct	422	182	226	427	1.413	100

Table two shows the additional information that are realized by AR and prepositional phrase. The total use number of adverbial adjunct is 952 (67%). The total use number of prepositional phrase is 461 (33%). AR is higher than prepositional phrase. This fact indicates that using adverbial adjunct is more important when tenor exchange experience. It is aimed to have other tenor ensure the information stated. If they miss the information realized in adverbial adjunct, culturally there would be a cultural sanction. Therefore, the aim or purpose should be understood and some decision can together be decided. The function of comment adjunct according to Eggines (1994:168) was to express an assessment about the clause as a whole. Look at the data below.

(IV:123).

(21 a)

*//Nyaka ole... neme bali tonga//, patoo baka nda na bali gollu dommo ka ne panewe//. //Pateki da bali tonga//, tanggala enam belas wulla ka ia tahun dua ribu tiga belas// ponu ranga heti//, ka ami pamalle//. //Wale we koro dana// wulla ka ene tanggala satu// kappa malle tanggala tiga puluh hina ka ponu ranga//. //Hina by ali //mono byali// orona eta pateki na maro bali tonga hina koro dana//. //Hinako heti yame pawai da ma a ene// ka tai ma ne tillu na// katuku tana rara// kangali dua paduana//, ba hina ne pateki// oro heti byali// mono byali// ba ma eta yame neti a nee na tillu na// ne tanggala enam belas// wulla ka lima// ponu ranga//. //Ponu ranga budi worongge kira pamalle// hina ne paworo ma //paduada ma ne tillu na// ba ma teki minggi//. //Ata pawai ya ma //nyaka tai ma ne tillu na bali tonga// koro*

*dana//, gainangu kadapa nya padeimba lunggu minggi ne bahina// pateki ma ata ene//, ka dukabana//. //Garra ko a wale ullu// koro dana //bali tonga, ka wale we...// //Tanggala enam belas// wulla lima// ponu wi ranga//, pamalle//, hida pateki ma ata a ene//. //Gara wale ullu//, koro dana//, bali tonga?//*

(IV:124)

(21b)

*//Nyado ku walepo yauwa bali tonga// ba nyenga limi dongge//. //Nyado nena ka ndaiki duka na// ba limiko-ngge ne bahina nee// mono ata pabeiba mi// nyaka tai minggi tillu na ata ene// ka pawai weki na//. //Bahinako ne bahina nee ata pabei ba mi katorro na pamama//. //*

All underlined words in clauses (21a and 21b) are adverbial adjunct and prepositional phrases. Those adjuncts add more information to the clauses. In clauses (21a), there are 19 adverbial adjuncts and eight prepositional phrases. Whereas, in clauses (21b), there are four adverbial adjunct and one prepositional phrase. It seems that in clauses (21a), there is restated information used by tenor. This fact causes the use number of adjunct in clauses (21a) is higher than the use number of adjunct used in clause (21b). The purpose of repeated adjunct by tenor is to make or ensure other tenor get clear information that can be together understood. Based on the fact shown in clause (21b) adjunct are less used since tenor has understood the message, and therefore he does not need to use more adjuncts in clauses (21a) . The following presented data are adverbial adjunct and prepositional phrases in text.

Table 16. *Prepositional phrase and adverbial adjunct in the text*

Prepositional Phrase		Adverbial adjunct	
<i>aro umma</i>	'in front of house'	<i>duada wulla</i>	'two months later'
<i>balitonga</i>	'waiting room'	<i>kapugede</i>	'in the morning'
<i>barra</i>	'near', 'closed to'	<i>kira</i>	'time'
<i>byali</i>	'beyond'	<i>koka</i>	'tomorrow'
<i>dana</i>	'inside'	<i>male</i>	'last night'
<i>deta</i>	'on'	<i>mewa</i>	'day after tomorrow'
<i>gyounga</i>	'outside'	<i>muriwali muri wali</i>	'for ever'
<i>katonga deta</i>	'on stage'	<i>murri</i>	'following day'
<i>korodana</i>	'in bed room'	<i>ne bahina nee</i>	'now'
<i>lira</i>	'behind'	<i>ne lodo</i>	'today'
<i>lola</i>	'down'	<i>neme</i>	'later'
<i>mbondo</i>	'above'	<i>neme ndou</i>	'next year'
<i>ne'e</i>	'over there'	<i>nenana</i>	'a while ago'
<i>nenna</i>	'there'	<i>sebentar</i>	'for a moment'
<i>newe</i>	'here'	<i>tanggala</i>	'date'
<i>oma dana</i>	'in the garden, field'	<i>touda dou</i>	'three years'
<i>omba dana</i>	'in the lake'	<i>ullu na</i>	'last time'
<i>pandou deta</i>	'on a bed'	<i>waina</i>	'last time'
<i>ponnu</i>	'up'	<i>wulla kaia</i>	'the first month'
<i>tidi</i>	'beside'	<i>wulla kapata</i>	'the four month'
<i>tillu</i>	'middle'	<i>yodikyaki</i>	'next time'
<i>umma dana</i>	'upstair'	<i>yone</i>	'over here'

Adverbial adjunct included adjunct residue, such as circumstances. Adjunct position can be either at the front or the end of a clause. Look at the following data.

(I:148, 182)

//Duka bana// //Kanyado kapeinda ndi hida Ama anton?// //Ne bahina ne'e hida ranga enne kabullu wa//, touda kabullu karambo// touda kabullu ndara//. //Ne toma nda ndakurapu hida wawi// ne kata naba memapu hida olle//, kana sadekapu ne//

(22) //Ne bahina ne'e hida ranga enne kabullu wa//, touda kabullu karambo//

Now these animal sixty  
them thirty buffalow  
AR S C

touda kabullu ndara  
thirty hourse

'Now, these animals are sixty of them, thirty buffalows, thirty hourse.'

(I:178)

//Oo, ka ne hida ngge hida ata Wee Leo// ne lodo ba waingga kette katonga weri kawendo// a lima hidi pangindi nggu// berarti kabullu lima powa nda wai na ranga kette katonga weri kawendo//. //Duada wulla nangge ka amiko ngga// kaku ponuku// kaku ngindi wa na kabullu lima// bolo oma rara//, hina ne pateki na//...//

(23) //Duada wulla na ka ami ngga// ka ku ngindi wa na kabullu lima//

Two month that come I  
in order I bring those fifteen  
AR P S

Conj S P C

'Two months later, I come to bring those fifteen.'

(IV:9)

//Heti nya ba wi// papala ndi pateki ullu na nena// //Ne pateki mu na tena we//

(24) //Heti nya ba wi// papala ndi pateki ullu-na nena//

These are they retell this  
speech a while ago  
AR P C

AR

'Here they are, retell this speech a while ago.'

(IV:115, 118)

//Pateki na kaweda Kalli//, kana duki pongngumo neme dua ribu tiga belas//. //Ka ba nyakido a hina na// kadaku sadekamo neme tahun dua ribu tiga belas// baami hinangge nati kaweda Kalli//. //Yang berikut// Nda lakawa a dapa mawanggo ki wa neti gyounga//, remana manairo// //Na marro pongngu we ne tanggala pateki mi//, hinangge pateki na nati kaweda Kalli//.

(25) Nda lakawa a dapa mawanggo -ki wa neti gyounga//

Not chil that just play  
she out side  
AM Conj AR P

S AR

'She is not a child that just plays outside.'

(26) Ba yodi kyaki ka nda dappa mawewaraka na yame ata a nee na tillu na

Later not just  
scattered we people that are middle  
AR AM P

S AR

'Later, we, the six people that are in the middle (as mediators) are not scattered.'

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(IV:7)

//Nyaka ne hina nena koro dana//, tyana//, bali tonga//, pangau we kabutika gainanggu// ka parengnge pateki na//. //Ne byali tonga piya lakawa//, koro dana piya lakawa// gainanggu yodi kyaki ka bana kako panewe// kadana matagelaka// nyaka hina kata teki//.

All clauses (22--27)) have additional information relating to time and place. Information relating time such as *ne bahina nee* 'now' (clause 22) , *dua wulla na* 'two months later' (23), *ullu na nena* 'a while ago' (clause 24), and information relating to place such as *neti gyounga* 'out side' clause 25), *ne byali tonga* 'in the living room' (clause 26). In clause (25), there are additional information relating to modal adjunct *nda* 'not' and residue adjunct *neti gyounga* 'outside'. In clause (26), there are additional information relating to residue adjunct *yodi kyaki* 'later', *tillu na* 'in the middle', and adjunct modal *nda* 'not'.

## CONCLUSION

The use of modality in spoken text related to two ways, namely modalization and modulation. Modalization were always used by groom's parent and mediators. While modulation were used by bride's parent and mediators. This fact relates to what Cheng and Wang (2017) findings that the disparity of modals verbs in different situations depended on distinct situation. It is also proved Ravelli's statement (2000) that modalization related to fact (giving/demanding information, and modulation related to facts (giving/demanding goods and services). Modalization involves the scale of probability and usuality and modulation relates to the scale of obligation and inclination (Halliday and Matthiessen (2004). The terms of probability and usuality as follows the speaker expresses judgements as to the frequency in which something happens (Eggsins, 2004).

Modal adjunct covers mood and comment adjunct were used in text that add more information to a clause. The use of polarity of modality in text indicated how strong the language reveals interpersonal meaning suggested by speakers. The more use of modal adjunct than comment adjunct indicates that the speaker's judgement or request in propositions and proposals were very important in this text. Modality system in text realized interpersonal meaning. It is suggested that it is interesting to conduct more study relating to modality system that also covers its orientation, value and polarity completely

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in bedroom all children  
AR AR S  
AR F S  
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