

**MODELITY SYSTEM IN MALALAYOUSAFZAI'S SPEECHES**

**A thesis**

**Submitted as a Partial Fulfillment of the Requirement for S1-Degree**

**By**

**HANINGTYA CAHYA MENTARI**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
1444 H/ 2023 M**

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## **ABSTRACT**

Being able to use speech act appropriately alienates us from misunderstanding on interpreting the meaning of the utterances due to the distinction of the origin of the language and the user. The purposes of this research were to find out the classifications of modality, the classification mostly used by Malala Yousafzai and resulted by the hearers toward Malala Yousafzai's speech at the Noble Lecture 2014. This research used descriptive qualitative.

There are two problems examined. The writer finds out four types of modality in Malala Yousafzai's speech. Those are inclination, obligation, potentiality and ability, and probability. The modal of inclination appears 12 times. It is 46.2%. There are nine high levels, two mid-level, and one low level of inclination. The modal of obligation and probability appear twice with 7.7%. In modal of obligation, one sentence is included as high level and another one is included in mid level. All of the probabilities are included as mid level. The last, modal of potentiality and ability appear 10 times and the percentage is 38.4%.

Key words : Speech, Modality, stylistic.

## DECLARATION

Hereby, I state this thesis entitled “Modality System In Malala Yousafzai’s Speeches” is completely my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

**Bandar Lampung, December 14<sup>th</sup> 2022**

**Declared by,**



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



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## MOTTO



لَيْلَةُ الْقَدْرِ أَحْسَنُ مِنْ أَلْفِ شَهْرٍ

“The Night of Power is better than a thousand months”.

(Al-Qadr: 3)<sup>1</sup>

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<sup>1</sup> Abdullah Yusuf Ali, *The Holy Quran (Koran) English Translation of the Meanings*, TheKing Fahd, 1987, p.321

## **DEDICATION**

From my deep hearth and great love, this thesis is proudly dedicated to:

1. The greatest in my life, my beloved parents Mr. Teguh Sedyotomo (Alm) and Mrs. Mirawati for their endless love, support, patience, and guidance.
2. My Beloved sisters Yasmin Durrotul Syafaqoh and Adzro Attiqoh Qurrota'aini who always cheer me up.
3. My beloved husband, Tri Erikson who always support, patient with my mood swing and give all the effort.
4. My best friends, Jesica Ameylisa Putri and Yani Suciwati who always want to struggle together.
5. My beloved lecturers who teach me and Almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.
6. Last but not least, I want to thank me for believing in me, I want to thank me for doing all this hard work. I want to thank me for having no days off, I want to thank me for never quitting.



## **CURRICULUM VITAE**

Haningtya Cahya Mentari was born in Bandar Lampung on August 20<sup>th</sup>, 1997. She is the first children of Mr. Teguh Sedyotomo and Mrs. Mirawati. She has two younger sister, they are Yasmin Durrotul Syafaqoh and Adzro Attiqoh Qurrota'aini. She has married with Tri Erikson.

She began his school to State SD N 1 PONCOWATI in 2003 and graduated in 2009. In the same year, she continued her study in MTs N 1 Lampung Tengah and graduated in 2012. After that, she continued his study in MAN 1 Lampung Tengah in 2015. In 2016, he continued his study to UIN Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

While being a collage students, she had her students study service (KKN) in Mekar Sari, South Lampung. After having KKN, she had field teacher training (PPL) in SMA Negeri 16 Bandar Lampung.

## ACKNOWLEDGEMENT

Praise be to Allah SWT the Almighty, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our Prophet Muhammad SAW, with his family and his followers. This thesis entitled “Modelity System In Malala Yousafzai’s Speeches” is submitted as the compulsory fulfillment of the requirement for S-1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

When finishing this thesis, so much help, assistance, aid, support and many valuable things from various sides have been obtained. Therefore, thanks to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung with his personals who have given the permission to conduct the research for this thesis.
2. Dr. Moh. Muhassin, M.Hum, the chairperson of English Education Study Program of UIN Raden Intan Lampung and my advisor who have given the opportunity to conduct the research for this thesis.
3. M. Ridho Kholid, M.Pd, the Co-advisor, who has been patiently providing the guidance and direction until the completion of this thesis.
4. All lecturers of English Education Study Program at UIN Raden Intan Lampung.
5. My family Mr. Teguh Sedyotomo (alm), Mrs. Mirawati, Yasmin and Adzro, my husband Tri Erikson and all the families who always give motivation and supporting on completing this thesis.

6. My beloved friend in English Education Program 2016 (Jesica and Yani) who always give motivation until the completion of this thesis.
7. Finally, with fully aware, there are still many weaknesses in this thesis. Therefore, the criticisms, comments, corrections, and suggestions from the readers are expected to enhance the quality of this thesis.

Bandar Lampung, Desember 14<sup>th</sup>, 2022

The Writer,



**HANINGTYA CAHYA MENTARI**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Style is a unique way of expression of language.<sup>1</sup> It can be used as a distinctive marker to distinguish one language user to another. As an example, women magazine has different character compared to men magazine. Language in written and spoken form is different either. Every person has different styles in delivering messages. They can be in the grammatical, lexical, phonological, and other linguistic features. For example, some people may prefer to use certain words which includes as slang words, but some do not. It shows that different persons have different styles.

The use of style in language is based on certain intentions. Moreover, it can cause effects toward the addressees. Verdonk mentions one aspect which is called as a psychological effect. It is also called as foregrounded. He explains that by using certain style, addressees might be influenced and interested emotionally. It simply can be said that Verdonk argues that language may have power that influences hearer's emotion.<sup>2</sup>

Related to the previous paragraph, it is known that language is widely used in every aspect in life. Accordingly, language is crucially needed in politics, especially in political speeches. Political speeches should be made as influential as it can be because it usually deals with power and ideology. In some situations, one who gets Nobel Prize to achieve some power in certain societies. Speech is seen as the most effective medium to present the goals and purposes easily to the audiences. Through the speech, the speaker can deliver and show certain ideology toward the audiences. Then, it must be clear how language and ideology are two inseparable things.

If analyzed, a political speech is also possible to use a style. According to Gee, "language is always political" and "social goods are the stuff of politics".<sup>3</sup> When language is used, it means that the

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<sup>1</sup>Peter Verdonk, *Stylistics* (Oxford: Oxford University Press, 2002) P.3

<sup>2</sup>*Ibid*, P.6

<sup>3</sup>James Paul Gee, *An Introduction to Discourse Analysis (Theory and Method)*. New York: Routledge, 2011)P. 7

speakers should be ready to face the possibility to be accepted or denied by the society. In accordance with the fact of how vital language is, it is important for the speakers to manage the speech in order to achieve the goal.

Word choice is one feature that defines the style of a speech that should be managed intentionally. In fact, some parties have their own speech rules because they realize that the use of proper structures in speech will result the best. This slightly shows language is believed in having a strong effect to the listener or reader. It can be related to the theory served by Verdonk about foregrounding.<sup>4</sup> There should be preliminary targets to achieve by delivering the speech. Starting from the explanation before, this study focuses on the use of modal in Malala Yousafzai's speech. Modality is "the property refers to the strength with which a particular proposition or statement is endorsed".<sup>5</sup> The statement means that modality really influences the message implied in the sentence. It can change the degree of certainty or truth of the sentence or even the contextual meaning of the sentence.

As an example taken from Lilian, the modality *should* is able to show different meanings depend on the context. She explains that *should* may have two meanings.<sup>6</sup> The first meaning is to show an obligation to follow the rule as shown in the sentence, Egalitarianism, a first cousin and natural companion of collectivism, originally meant that all citizens, without regard to class, race, sex, or any other personal characteristic, *should* be treated equally by the law of the land Gairdner in Lilian". The second, *should* is also possible to be used to show desirability as shown in the sentence, a proper federation *should not* allow the central powers to tax the people directly. That is why, in accordance with the previous paragraph, the writer has prelude assumptions that there are certain purposes for the use of modality in the speeches and it can imply something.<sup>7</sup>

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<sup>4</sup>*Ibid*

<sup>5</sup>Terry Locke, *Critical Discourse Analysis*. (New York: Continuum International Publishing Group. 2004)

<sup>6</sup>Donna Lillian, *Modality, Persuasion and Manipulation in Canadian Conservative Discourse*. *Critical Approaches to Discourse Analysis across Disciplines*, Vol. 2. No. 1: p. 1-16. East Carolina University. (<http://cadaad.org/ejournal>). October 7, 2016. 2008) P. 3

<sup>7</sup>*Ibid*



The speeches of Malala Yousafzai on 2014 at the Republican National Convention has been chosen as the objects of the study because In 2014, he and Kailash Satyarthi were awarded the Nobel Peace Prize for their fight against the oppression of children and youth and for their right to education. If awarded the Nobel Prize when she was 17 years old, Malala is the youngest person in the world to receive a Nobel Prize.

Seeing how crucial the roles are, the writer would like to know how the speakers employ the language to show certain purposes or ideology. Specifically, the writer analyzed the employment through the modality use in the speeches as exerted by Verdonk that modality can reflect certain purposes or ideology.<sup>8</sup>

In this case, the analysis is at the level of grammar that covers modality. Since there are two objects in this study, in the end of the analysis, the writer would like to compare the ideologies reflected by the use of modality in both of the speeches.

This study is worth to conduct because the result of the study could be used to see the type and the function of modality in speeches is very crucial to determine the reflection of the ideologies. It will be clearer by comparing two speeches to see if later there are some differences in meaning.

## **B. Identification of the Problem**

From the previous explanations above, the researcher identified that learning modality is not simply about analyzing what is said. Further than that, it is about what the speaker means through those utterances, what action or function is performed through the utterances and what effect resulted by the viewers or hearers towards the utterances. It is hoped that by understanding those things we will be able to capture what someone performs through the utterances and how we should properly response to him or her and vice versa.

## **C. Limitation of the Problem**

There are two objectives to achieve in this study. The objectives are formulated based on the problem mentioned in the

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<sup>8</sup>*Op.Cit*

previous part. First, the study aims to find out the types of modality, which appear in the speech of Malala Yousafzai. The types of modal auxiliary which appear in the speeches will be categorized based on the meanings and their functions in the sentences. The result of the first objective will be used to answer the following objective.

#### **D. Formulation of the Problem**

From the previous explanation above, the researcher identified as the follows

1. What types of modality are used in Malala Yousafzai's speech?
2. What functions of modality are used in Malala Yousafzai's speech?

#### **E. Objectives of the Research**

Based on the research questions above, the objectives of the research are:

1. To know the types of modality are used in Malala Yousafzai's speech.
2. To know the functions of modality are used Malala Yousafzai's speech.

#### **F. Significance of the Research**

The significances of the study are explained each as follows :

1. Theoretically  
This research can be used as a reference for the writer who has an interest and conducts the similar research.
2. Practically
  - a. The researcher  
Researcher anticipates that this research would be worthwhile for the readers to broaden their knowledge about modality.
  - b. Teacher  
Teacher can give information about modality.
  - c. Students  
Students broaden their knowledge about speech acts through the teacher.

## **G. The Scope of the Research**

### 1. Subject of research

The subjects of this research Malala Yousafzai's speech.

### 2. The object of the research

The object of this research was Malala Yousafzai's speech.

### 3. The place of the research

This research was conducted at UIN Raden Intan Lampung

### 4. The time of the research

This research was conducted in the academic year of 2022/2023.

## CHAPTER II

### REVIEW OF LITERATURES

#### A. Review of Theories

There are several theories that would be explained in this chapter. Those are stylistics, modality, language and ideology, and political speech.

##### 1. Stylistics

Verdonk exerts that stylistics is a study that refers to distinctive features in language and how it implies certain purposes and causes certain effects toward the readers.<sup>1</sup> He also suggests a term which is called as foregrounding. In stylistics, foregrounding is defined as the “psychological effect” triggered from the use of style in language. Simpson adds that language is the focus of stylistics. In fact, there are several levels of analysis in stylistics.<sup>2</sup> Based on Simpson, those are phonology, graphology, morphology, syntax or grammar, semantics, and pragmatics. O’Grady defines **phonology** a level of analysis which talks about “the component of grammar made up of the elements and principles that determine how sounds pattern in a language”.<sup>3</sup> Simpson defines **graphology** as “pattern” in writing. He also adds that it covers the “shape” of the writing in a page.<sup>4</sup> The analysis in **morphology** covers the words formation. It discusses the system and rule of how the words are formed.<sup>5</sup> **Syntax**, based on Akmajian, Demers, Farmer, and Harnish, is a level of analysis which pays attention on the phrase and sentence. It covers formation of either phrase or sentence.<sup>6</sup> The analysis of word as a part of phrase or sentence also becomes the focus of this level.

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<sup>1</sup> *Op.Cit.* P.2

<sup>2</sup> Paul Simpson, *Stylistics: A Resource Book for Student*. (London: Routledge. 2004)

<sup>3</sup> William O’grady etc, *Contemporary Linguistics: An Introduction*. (London: Longman.1996) P.68

<sup>4</sup> *Op.Cit.* P.5

<sup>5</sup> *Op.Cit.* P.132

<sup>6</sup> Adrian Akmajiane et. al. *Linguistics: An Introduction to Language and Communication* (London: The MIT Press. 2001) P. 153

It is because without any words, phrase or sentence cannot be formed. Still based on Akmajian *et al*, **semantics** focuses on the meaning of word.<sup>7</sup>

Modality, which is analyzed in this study, is included in the level of grammar or syntax. This is because modality is a part of sentence which can influence the whole context of the sentence. Thus, sentential level of analysis is needed to focus on the modality.

Through a language, a purpose and the intention of why the text is written can be seen by analyzing the form, regularities of the use of certain feature, and the level of the language.<sup>8</sup> From the definition given by Simpson, the writer considers that by focusing on the modality (in this case, it is seen as one form of language feature), the purpose or ideology of the speakers can be revealed. Simpson adds that the purpose of stylistics is “to explore creativity in language use.<sup>9</sup> Doing stylistic analysis thereby enriches our way of thinking about language and, as observed, exploring Language offers a substantial purchase on our understanding of (literary) text”. In this case, understanding the text aims to find out the ideology of the speaker through one linguistic feature called modality.

In fact, modality is one feature that has a significant function to define meaning of sentence. Stylistics sees modality as one distinctive feature. It can be specifically analyzed in view of the fact that it can also be used to show some indications such as strength of the speaker, degree of possibility, and in this case is the ideology of the speaker.

## 2. Modality

In general, according to Toolan, modality is a way to disclose the speaker’s attitude and judgment.<sup>10</sup> Downing also exerts a similar definition for modality. She adds that a sentence which does not have any modal is simpler in the term of meaning. From the arguments,<sup>11</sup> it

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<sup>7</sup> *Ibid.* P. 207

<sup>8</sup> Laurence R Horn and Gregory Ward, *The Handbook of Pragmatics*, (Oxford: Blackwell Publishing Ltd. 2006) P. 2

<sup>9</sup> Paul Simpson, *Op. Cit.* P. 3

<sup>10</sup> Michael Toolan, *Language in Literature*. (London: Routledge. 1998) P. 47

<sup>11</sup> Angela Downing, *English Grammar (A University Course)*. New York: Routledge. 2015) P. 343

is clear that modal carries meaning which is actually broader. It can give meaning of intention in a certain sentence.

In fact, people usually do not only exert the utterance in which they are sure whether it is a positive or negative judgment. People have various judgments in the term of certainty, commitment, frequency, etc. They need something which is called modal to represent them. It means that modal is actually able to reveal the variation of the degree of judgment which in fact is beyond „yes“ or „no“.

There are several linguists who provide the theory of modality types. The writer, in fact, encounters obstacles to define which categorization is the most suitable to be applied in conducting the study. Thus, the writer decides to put some of those which the writer assumes will represent various function of modality for the purpose of analysis.

Below, the writer divides modality into two big chunks: (a) modal auxiliary (b) modal adverbs.

#### **a. Modal Auxiliary**

Modal auxiliary can also be called as modal verb. It is an auxiliary that functions to modify the content verb. Modal auxiliary is written directly on the left side of the main verb. Modal auxiliary, like what have been said before, shows speaker's attitude and judgment.<sup>12</sup>

Halliday exerts that modality is a parameter to show the value of the judgment between “yes” or “no”.<sup>13</sup> The modality in the sentence is used to reflect some parameters; *inclination, usuality, obligation, and probability*. Lock adds a parameter which is *ability/potentiality*.<sup>14</sup>

#### **i. Inclination**

Lock says that inclination is a kind of request.<sup>15</sup> However, it is more appropriate to be called as an offer. Inclination shows the speaker's desire in doing something.

<sup>12</sup> Michael Toolen, *Op. Cit*

<sup>13</sup> M.A.K Halliday, and Matthiesen, Christian M.I.M, *An Introduction to Functional Grammar: 3rd Edition*. (London: Hodder Education. 2004)

<sup>14</sup> Graham Lock, *Functional English Grammar: An Introduction for Second Language Teacher*. (New York: Cambridge University Press. 1996) P.210

<sup>15</sup> *Ibid*

It is also used to express the commitment in the future time. According to the definition exerted by Lock, inclination has three levels or degrees of urgency. The first is high level which refers to *determination*. The second level is mid which shows *intention*. The third level is low which expresses *willingness*.

Downing (2015) suggests a different category which puts in the meaning of inclination. She calls it volition. Volition reflects the speaker's willingness or intention. However, the distinctiveness between the two is more or less similar to what Lock explains. The modals that are usually used to show volition (or inclination, according to Lock) is *will*, *shall*, and, *ll*. The summary of modality which shows inclination taken from Lock is served in table below.

**Table 2.1**  
**Summary of Inclination**

<b>Modality Level</b>	<b>Modal</b>	<b>Meaning</b>	<b>Example</b>
High	Will/shall/'ill	Determination	I <i>will</i> go and you can't stop me.
Mid		Intention	Now, I <i>will</i> tell you right now what my activity is.
Low		Willingness	I <i>ll</i> take some of the scripts so long as you're not expectin anything in before next week.

## ii. Usuality

Modal can also reflect a degree of usuality. This refers to the consideration of how often somebody does an activity. Lock calls this parameter as frequency. Conceptually, both usuality and frequency are similar.

Halliday suggests three levels or degrees of usability. Those are low, mid, and high usability. Low usability includes the meaning of *sometimes* and *occasionally* in positive polarity, *seldom* and *rarely* in negative polarity. The mid level includes the meaning of *usually*. The last is the high level of usability which includes the meaning of *always* in positive polarity and *never* in negative polarity. The summary of modality which shows usability taken from Lock is shown as below.<sup>16</sup>

**Table 2.2**  
**Summary of Usability**

<b>Modality level</b>	<b>Modal</b>	<b>Meaning</b>	<b>Example</b>
High	must	always	He <i>must</i> be there at 7 a.m
Mid	will	usually	He <i>will</i> walk past you without evensaying goodbye
Low	may/can	seldom	...but long journey like that <i>can</i> be veryuncomfortable.

### iii. Obligation

Bybee divides the obligation according to the degree of how important is a command be done.<sup>17</sup> The types of obligation are weak obligation and strong obligation. The strength of an obligation can be seen through the consequences resulted. Weak obligation will result less consequences, while strong obligation will result higher consequences or in the other word „severe“.

Downing presents different categorization for dividing the degree of obligation. The categorization served by Downing focuses on how urgent are the addressees (the readers or the listeners) need to do the command. The high

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<sup>16</sup> Lock, *Op. Cit* P. 9

<sup>17</sup> Joan Bybee et. al, *The Evolution of Grammar: Tense, Aspect, and Modality in the Language of the World.* (Chicago: The University of Chicago Press. 1994)P. 186



degree of obligation is called as inescapable obligation which includes the use of modals *must* and *have to*. The lower degree for obligation is non-binding obligation. In a simple way, it can be seen as a suggestion. It means that the addressees are not forced. They still have choices to do it or not. The modals which are usually used for this categorization are *should* and *ought*.<sup>18</sup>

Halliday has different types of degree of obligation which are low, mid, and high. The low degree includes allowed. The mid degree is supposed. The high degree is required. The summary of the modality which shows obligation taken from Halliday is served as below.<sup>19</sup>

**Table 2.3**  
**Summary of Obligation**

<b>Modal level</b>	<b>Modal</b>	<b>Meaning</b>	<b>Example</b>
high	must	required	You <i>must</i> do that.
mid	should	supposed	You <i>should</i> do that.
low	can	allowed	You can do that.

#### **iv. Probability**

Two modals that are usually used in this category are *should* and *ought*. Downing says that this notion is sometimes emerged with the category non-binding obligation. However, it still can be distinguished by understanding whether “the participant needs to fulfill the predicative event or not”.<sup>20</sup>

Probability is actually a state where something is possibly to happen. It is almost similar to a prediction. When someone commit to utter a statement containing probability, she/he might not be really sure whether something is about to happen, but still possible. Nevertheless, it is also possible that someone employs

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<sup>18</sup> Downing, *Loc. Cit* P. 314

<sup>19</sup> Halliday, *Loc. Cit* P. 260

<sup>20</sup> Downing, *Loc. Cit* P. 347

this parameter when she/he is really sure that something is about to happen.

Halliday divides probability into three degrees which are low, mid and high degree. The low degree of probability is *possible*. The mid degree is *probable*. The high degree is *certain*.<sup>21</sup> Below is the summary of modality which means probability.

**Table 2.4 Summary of Probability**

Modal Level	Modal	Meaning	Example
High	Must	Certain	That <i>must</i> be John
Mid	Will	Probable	That <i>will</i> be John.
Low	May	Possible	That <i>may</i> be John.

#### **v. Ability or Potentiality**

Bybee emphasizes that the notion of ability deals with the condition of „to know“ or „know how to“. This implies the meaning that when people utter a sentence with modality, they would like to show that they are able to do something or know how to do something. The modals mostly used to show the ability are *can* or *could*.

Lock adds that modality which shows ability or potentiality doesnot show certain judgment or attitude. In relation to that, this type of modality does not have any degree or level. It rather carries information whether something is able to occur or not.<sup>22</sup> however, in the analysis, the writer will add the level based on the meaning of context. The level is high if the context reflects positive value, while the level is low if the context reflects negative value. In addition, the basic difference between ability and potentiality is explained in the following. The ability lies on the skill of someone to do something. Then, the ability owned by someone that can make something is possible to happen is called

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<sup>21</sup> Halliday, *Loc. Cit.* P. 620

<sup>22</sup> Lock, *Loc. Cit* P. 216

potentiality. To make it clearer, the table below is the summary of modality which shows the ability or potentiality as served by Lock.

**Table 2.5**  
**Summary of Ability and Potentiality**

<b>Modal</b>	<b>M/eaning</b>	<b>Example</b>
Can/could	Ability	I am someone who can make friends easily.
	Potentiality	.....this situation can and will be changed.

After all the reviews of each possible meaning that can be reflected by a modal, it can be concluded that each modal does not only able to reflect one parameter. Each modal can be understood differently when it is applied in a sentence because the function of modal is also influenced by context of sentence. For example, *should* expresses obligation in sentence

(c) *You really should see the doctor*, while *should* expresses probability in sentence (d) *They should have reached their hotel by now* (48). Below, the writer provides the summary of modal auxiliary.

**Table 2.6**  
**Summary of Modal Auxiliary**

<b>No</b>	<b>Type of Modality</b>	<b>Level</b>	<b>Example</b>
1	Inclination	High	<i>I will</i> go and you can't stop me.
		Mid	Now, <i>I will</i> tell you right now what my activity is.
		Low	<i>I'll</i> take some of the scripts so long as you're not expecting anything in before next week.

2	Potentialty and Abilit y	-	I am someone who can make friends easily.
			.....this situation can and will be changed.
3	Usuality	High	He must be there at 7 a.m
		Mid	He <i>'ll</i> walk past you without even sayinggoodbye
		Low	...but long journey like that <i>can</i> be very uncomfortable.
4	Obligation	High	You <i>must</i> do that.
		Mid	You <i>should</i> do that.

5	Probability	Low	You can do that.
		High	That <i>must</i> be John
		Mid	That <i>will</i> be John.
		Low	That <i>may</i> be John.

### a. Modal Adverb

In this part, modal is also understood as adverb which has function as modifier. Adverb, like what Quirk and Greenbaum (1985) explain, can modify an adjective, adverb, and prepositional phrase, noun phrase, and determiner. However, the adverb that can show certain judgment and attitude in political uses is more applied to modify the adjective.

Toolen adds modal adverb includes *probably, usually, certainly, necessarily, always, obligatorily, definitely, surely, possibly, etc.* All of them are also used to explain the degree of certainty and intensity. Modal adverbis also used to explain the parameter of the value between positive and negative. In applying modal adverb, it can be combined to modal auxiliary. As an example,the sentence *Billing must surely be in Montana* is stronger than *Billing is in Montana*. From the example, it is clear how the modality influences the strength of certainty of a

sentence. It shows how modality has its own role to define the value of a sentence.

Halliday summarizes that modal adverb is only used to show probability and usuality. The modal adverb also shows the same degree as the modal auxiliary served. Below are the summary and the example exerted from Halliday.<sup>23</sup>

**Table 2.7**  
**Summary of Modal Adverb**

<b>Modal adverb</b>	<b>Degree</b>	<b>Category</b>	<b>Example</b>
certainly	Must	probability	That <i>certainly</i> is John.
probably	Will	probability	That <i>probably</i> is john.
possibly	May	probability	That <i>possibly</i> is John.
sometimes	May	usuality	Fred <i>sometimes</i> does not stay.
often	will	usuality	Fred <i>often</i> does not stay.
always	must	usuality	Fred <i>always</i> does not stay.

### **1. Language and Ideology**

- The discussion on language and ideology will cover two points of view. It has already been mentioned how language is strongly related to human life. Language grows along the human's development. Language lives with society which includes the political aspect. Bayram explains that language is influenced by society and society can also be influenced by a language.<sup>24</sup> When a

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<sup>23</sup> Halliday, *Loc. Cit.* P. 623

<sup>24</sup> Fatih Bayram, *Ideology and Political Discourse: A Critical Discourse Analysis of Edorgan's Political Speech*. Vol. 7. (2010): p. 23-40. ARECLS. November 23, 2016) P.4

person who comes from England lives in Javanese for a long time, he/she will be affected by the use of the language. Moreover, he/she will switch the language. That is the proof of how society can influence the language. In contradiction, the proof of the fact that a language can influence the society will occur if the person who utters the language has a high education. It will also

- happen if he/she is a respectful person. The society will be easier to be influenced by the use of language. Bayram adds that “language is closely bound up with our social and cognitive development from childhood and our identity formation”.<sup>25</sup> From the explanation, it can be concluded that people unconsciously produce utterance in the form of language as the reflection of their belief, experience, knowledge, and ideology. It is clear that values can easily be spread through language. That is why language and ideology is something inseparable (4).
- In Verdonk’s , ideology can be seen directly from the lexical choices. The ideology can be revealed from certain “attitude and judgment” towards certain events which is reflected from the use of linguistic feature. Lexical choice, as Verdonk says, projects “the nature of the speaker’s perception”. In this case, the lexical choice includes the modality. He provides example as below.
- *Sugimura was unquestionably amongst the city’s most respected and*
- *influential men* .<sup>26</sup>
- In the sentence above, the modal adverb *unquestionably* can show certain indication. It is clear how the narrator who utters the sentence is in high-level of certainty to the fact that Sugimura was really respected and

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<sup>25</sup> *Ibid.* P. 24

<sup>26</sup> Verdonk, *Lo. Cit.* P.39

influential men. It proves how lexical level of language can reflect certain ideologies.

## 2. Political Speech

According to Hillier, speech is a virtual communication. It is categorized as one-way communication, meaning one person actively speak and the other participans passively listening. She also adds that the audiences may give virtual feedback in the form of applause.<sup>27</sup>

According to *www.renewdemocracy.com*, political speech is divided into two types, direct political speech and indirect political speech. Direct political speech refers to the action of the supporter of the chosen candidate by giving facilities along the election. The purpose is to win the candidate. Indirect political speech refers to the action to influence people by some ways. One of those ways is speech.

## B. Theoretical Framework

All of the theories mentioned above are used to answer the formulated problems of this study. The theory of stylistics is used to define the distinctive features in the data. In this case, the feature that would like to be analyzed is modal. Stylistics refers to the analysis of purpose and effect, while modality is one distinctive feature that is able to reflect certain meaning. That is why stylistics is the most appropriate approach to conduct the study.

The theory of modality divides modal into several groups according to its meanings. Those are inclination, usuality, and obligation, probability, ability/ potentiality. By analyzing the modality and what category it is, the writer would find the ideologies. Moreover, the category which appears most frequent will indicate the main ideology. However, it does not mean that the writer considers that others which appear infrequently are trivial.

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<sup>27</sup> Hilary Hillier, *Analysing Real Texts: Research Studies in Modern English Language*. (New York: Palgrave Macmillan. 2004) P.120

### C. Relevant Studies

In this study, the writer reads some studies conducted by several researchers that are in line with this study. Those studies help the writer to develop the idea to conduct this study.

The first is a study conducted by Lillian in 2008. She analyzes two political texts. The first text is written by Hugh Segal entitled *Beyond Greed: A Traditional Conservatives Confronts Neoconservatives Excess*. The second text is entitled *The War Against the Family* which is written by William D. Gairdner.

Lillian, in her study, focuses the analysis on the usage of modality and how it shows the speakers' orientation. She employs Fowler's theory of modality in which it divides modality into several categories. Those are validity, predictability, desirability, obligation, and permission.

The data of her analysis were obtained by examining and listing the modality in both political texts. Then, she categorizes them into the division made by Fowler. According to her analysis, the texts show the difference of the speakers' orientations. She concludes that the usage of modality in Segal's text shows *persuasion*, while in Gairdner's it shows *manipulation*.

Lillian's study shares similarity with this study. Both studies focus on the use of modality in a political circumstance. However, they differ in terms of the object of study. Lillian analyzes texts with the topic of politics, while the writer of this study takes two political speeches as the object.

A study of speeches also has been done by Isti'nah in 2012. She analyzes the speeches of Muammar Qaddafi and Hosni Mubarak's political speeches. The objectives of Isti'nah's study are finding out the linguistic features in both speeches and what ideologies are revealed by the use of those linguistic features.

In conducting the study, Isti'nah applies Critical Discourse Analysis approach and specifically employs Systemic Functional Grammar (SFG). One feature that is used in her analysis to find out the ideologies is modality. From the analysis, Isti'nah finds out that high level of modality is used to show rule and obligation. However, a low level of modality is also employed by the



speakers to show solidarity. The data of the study are found from Mubarak's speech on 10 February 2011 and Gaddafi's speech in 22 February 2011.

In relation to this study, Isti'anah's study shares similarity and difference. The similarity lies on the use of data. Both the writer and Isti'anah's studies use political speeches as the data of the analysis. Isti'anah analyzes the speeches from several aspects which includes the modality to conclude ideologies from both speeches. Meanwhile, the writer of this study would like to see the modality use in Malala Yousafzai's speech which are seen from the modality aspect only. In the other words, this study takes one aspect only whereas Isti'anah employs several aspects. The approach of both studies is also different. In conducting the study, Isti'anah employs SFG (Systemic Functional Grammar) to conduct the analysis, while the writer uses stylistics to analyze the speech of Malala Yousafzai's speech.

The next research in the same field is done by Olanian, Adeolu, and Adeniji in 2015. They conduct a study to analyze the functions of modality in statements of objectives in art-based research article abstracts. They choose 300 random abstracts of art-based research from the internet. This research attempts to find out the function of the employment of modality in the statement of objective in art-based article. This research is very beneficial to understand the role of modality.

By employing the linguistic point of view to analyze the modality, they categorize the modality into four groups. Those are possibility, necessity, prediction, and permission. They find out that possibility modals are used in stating the analytical scope and research goal in the abstract; necessity modals are used in stating the analytical scope, presenting argument, seeking permission, and/or making polite request; prediction modals are used in stating researchers' research missions in predictive form.

If compared to this study, there are a similarity and differences. The focus of this study is similar to the research described above, which is modality. The first difference lies on the object of the study in which it analyzes the use of modality in speeches while the previous research analyzes the statement of objective in art-

based article abstracts. Another difference is the purpose of each study. This study attempts to find out what ideologies are reflected from the use of modality, while the previous study tries to see the role of the modality in statements of objective.

Another study which is in line with this study is conducted by Bayram. He analyzes a political speech by Recep Tayyip Edorgan, Turkish Prime Minister, for the period of a debate in the World Economic Forum in Davos in January 2009. Bayram states that a political speech is bound with certain powers, cultural and/or social background, and social status. In relation to that, by employing Critical Discourse Analysis approach, Bayram attempts to discover the social background and identity of Edorgan which are revealed through the language use.

Bayram finds out that what happens to Edorgan is appropriate with Farlough's theory. The political speech is actually the projection of his social background and identity. Through the speech, Edorgan can still reflect the nature of his society. It shows that his speech is formed by his ideology.

In line with this study, Bayram's journal has similarity and difference. The similarity is in the object of the study where both writings analyze political speeches. They are strongly related because both authors aim to find out the ideologies from political speeches. However, this study and Bayram's is different in term of the approach. This study employs stylistics as the main approach and CDA as the secondary approach along with modality as the basic data, while Bayram's employs CDA only to conduct the study.

## **CHAPTER V CONCLUSION**

There are two problems examined. The writer finds out four types of modality in Malala Yousafzai's speech. Those are inclination, obligation, potentiality and ability, and probability. The modal of inclination appears 12 times. It is 46.2%. There are nine high levels, two mid-level, and one low level of inclination. The modal of obligation and probability appear twice with 7.7%. In modal of obligation, one sentence is included as high level and another one is included in mid level. All of the probabilities are included as mid level. The last, modal of potentiality and ability appear 10 times and the percentage is 38.4%.

This research proves that language is tightly bond with politics. Language can be used to influence people. Related to the fact that this writing employs stylistics approach to discuss the problem formulation, this writing is fruitful to enrich the stylistics analysis. This writing shows that language choice can reflect speakers' purposes or ideologies.

To enrich stylistic analyses, the writer suggests the other researchers to conduct similar analysis in different object. This research can be done in different text such as other speeches or other texts related to politics. Moreover, the writer

also suggests other researchers to conduct a research by using different approach, Critical Discourse Analysis.

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## APPENDICES

### Appendix 1: Malala Yousafzai' speech

Malala Yousafzai: (00:05)

Bismillah hir rahman ir rahim. In the name of God, the most merciful, the most beneficent. Your majesties, your royal highnesses, distinguished members of the Norwegian Nobel Committee, dear sisters and brothers today is a day of great happiness for me. I'm humbled that the Nobel Committee has selected me for this precious award. Thank you to everyone for your continued support and love.

Thank you for the letters and cards that I still receive from all around the world. Your kind and encouraging words strengthens and inspires me. I'd like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly.

Malala Yousafzai: (01:30)

Thank you to my mother for inspiring me to be patient and to always speak the truth, which we strongly believe is the true message of Islam. And also, thank you to all my wonderful teachers who inspired me to believe in myself and be brave. I'm proud. Well, in fact, I'm very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award.

Malala Yousafzai: (02:34)

Along with that, along with that I'm pretty certain that I'm also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that. I'm also honored to receive this award together with Kailash Satyarthi, who has been a champion for children's rights for a long time, twice as long, in fact, than I have been alive. **I'm proud that we can walk together. We can walk together and show the world that an Indian and a Pakistani, they can work together and achieve their goals of children's rights.**

Malala Yousafzai: (03:49)

Dear brothers and sisters, I was named after the inspirational Malalai of Maiwand, who is the Pashtun Joan of arc. The word Malala means grief-stricken, sad, but in order to lend some happiness to it, **my grandfather would always call me Malala, the happiest girl in the world and today**, I'm very happy that we are together fighting for an important cause. This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change. I'm here to stand up for their rights, to raise their voice. It is not time to pity them. It is not time to pity them. It is time to take action, so it becomes the last time, the last time, so it becomes the last time that we see a child deprived of education.

Malala Yousafzai: (05:28)

I have found that people describe me in many different ways. Some people call me the girl who was shot by the Taliban, and some the girl who fought for her rights. Some people call me a Nobel Laureate now. However, my brothers still call me that annoying bossy sister. As far as I know, I'm just a committed and even stubborn person who wants to see every child getting quality education, who wants to see women having equal rights, and who wants peace in every corner of the world.

Malala Yousafzai: (06:51)

Education is one of the blessings of life and one of its necessities. That has been my experience during the 17 years of my life. In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and **I would decorate our hands with henna** on special occasions and instead of drawing flowers and patterns, **we would paint our hands with mathematical formulas and equations**. We had a thirst for education. We had a thirst for education because our future was right there in that classroom. **We would sit, and learn, and read together**. We loved to wear neat and tidy school uniforms **and we would sit there with big dreams in our eyes**. **We wanted to make our parents proud and prove that we**

**could also excel in our studies and achieve those goals, which some people think only boys can.**

Malala Yousafzai: (08:20)

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty suddenly changed into a place of terrorism, I was just 10 that more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares. Education went from being a right to being a crime. Girls were stopped from going to school. When my world suddenly changed, my priorities changed too. I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up.

Malala Yousafzai: (10:02)

**We could not just stand by and see those injustices of the terrorists denying our rights, ruthlessly killing people, and misusing the name of Islam.** We decided to raise our voice and tell them, “Have you not learnt, have you not learnt that in the Holy Quran Allah says if you kill one person it is as if you kill the whole humanity? Do you not know that Mohammad, peace be upon him, the prophet of mercy, he says, do not harm yourself or others. And do you not know that the very first word of the Holy Quran is the word Iqra, which means read?” **The terrorists tried to stop us and attacked me and my friends who are here today on our school bus in 2012, but neither their ideas, nor their bullets could win.** We survived. And since that day, our voices have grown louder and louder.

Malala Yousafzai: (11:25)

I tell my story, not because it is unique, but because it is not. It is the story of many girls. Today, I tell their stories too. I have brought with me some of my sisters from Pakistan, from Nigeria, and from Syria who share this story. My brave sisters, Shazia and Kainat, who were also shot the day on our school bus, but they have not stopped learning. And my brave sister, Kainat Soomro, who went through severe abuse and extreme violence, even her brother was killed, but



she did not succumb. Also my sisters here, whom I have met during my Malala Fund Campaign. My 16 year old courageous sister, Mezon from Syria, who now lives in Jordan as a refugee and she goes from tent to tent encouraging girls and boys to learn. And my sister, Amina from the north of Nigeria, where Boko Haram threatens, and stops girls, and even kidnaps girls just for wanting to go to school.

Malala Yousafzai: (13:27)

Though I appear as one girl, though I appear as one girl, one person, who is five foot, two inches tall if you include my high heels. It means I'm five foot only. I am not a lone voice. I'm not a lone voice. I am many. I am Malala. But I'm also Shazia. I'm Kainat. I'm Kainat Soomro. I am Mezon. I am Amina. I am those 66 million girls who are deprived of education. And today, I'm not raising my voice. It is the voice of those 66 million girls.

Malala Yousafzai: (14:59)

Sometimes people like to ask me, "**Why should girls go to school?** Why is it important for them?" But I think the more important question is **why shouldn't they? Why shouldn't they have this right to go to school?** Dear brothers and sisters, today, in half of the world, we see rapid progress and development. However, there are many countries where millions still suffer from the very old problems of war, poverty, and injustice. We still see conflicts in which innocent people lose their lives and children become orphans. We see many people becoming refugees in Syria, Gaza, and Iraq. In Afghanistan, we see families being killed in suicide attacks and bomb blasts. Many children in Africa do not have access to education because of poverty. And as I said, we still see, we still see girls who have no freedom to go to school in the north of Nigeria.

Malala Yousafzai: (16:39)

Many children in countries like Pakistan and India, as Kailash Satyarthi mentioned, many children, especially in India and Pakistan are deprived of their right to education because of social taboos or they have been forced into child marriage or into child labor. One of my very good school friends, the same age as me, who has always

been a bold and confident girl, dreamed of becoming a doctor, but her dream remained a dream. At the age of 12, she was forced to get married. And then soon she had a son. She had a child when she herself was a child, only 14. **I know that she could have been a very good doctor, but she couldn't because she was a girl.** Her story is why I dedicate the Nobel Peace Prize money to the Malala Fund, to help give girls quality education everywhere, anywhere in the world, and to raise their voices. **The first place this funding will go to is where my heart is, to build schools in Pakistan, especially in my home of Swat and Shangla.**

Malala Yousafzai: (18:27)

In my own village, there is still no secondary school for girls. And it is my wish, and my commitment, and now my challenge to build one **so that my friends and my sisters can go there to school and get quality education** and they get this opportunity to fulfill their dreams. **This is where I will begin, but it is not where I will stop. I will continue this fight until I see every child, every child in school.** Dear brothers and sisters, great people who brought change like Martin Luther King and Nelson Mandela, Mother Teresa and Aung San Suu Kyi, once stood here on this stage. **I hope the steps that Kailash Satyarthi and I have taken so far and will take on this journey will also bring change, lasting change.**

Malala Yousafzai: (20:21)

**My great hope is that this will be the last time, this will be the last time we must fight for education.** Let's solve this once and for all. We have already taken many steps. Now, it is time to take a leap. It is not time to tell the world leaders to realize how important education is, they already know it. Their own children are in good schools. Now, it is time to call them to take action for the rest of the world's children. We ask the world leaders to unite and make education their top priority. 15 years ago, the world leaders decided on a set of global goals, the Millennium Development Goals. In the years that have followed, we have seen some progress. The number of children out of school has been halved, as Kailash Satyarthi said. However, the world

focused only on primary education and progress did not reach everyone.

Malala Yousafzai: (21:49)

**In year 2015, representatives from all around the world will meet in the United Nations to set the next set of goals, the Sustainable Development Goals. This will set the world's ambition for the next generations. The world can no longer accept that basic education is enough.** Why do leaders accept that for children in developing countries only basic literacy is sufficient, when their own children do homework in algebra, mathematics, science, and physics? **Leaders must seize** this opportunity to guarantee a free, quality primary and secondary education for everychild.

Malala Yousafzai: (23:01)

**Some would say this is impractical, or too expensive, or too hard, or maybe even impossible, but it is time the world thinks bigger.** Dear sisters and brothers, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call strong are so powerful in creating wars, but are so weak in bringing peace? Why is it?

Malala Yousafzai: (23:59)

Why is it that giving guns is so easy, but giving books is so hard? Why is it? Why is it that making tanks is so easy, but building schools is so hard? We are living in the modern age and we believe that nothing is impossible. We have reached the moon 45 years ago and maybe we'll soon land on Mars. Then, in this 21<sup>st</sup> century, **we must be able** to give every child quality education.

Malala Yousafzai: (25:05)

Dear sisters and brothers, dear fellow children, **we must work**, not wait. Not just the politicians and the world leaders, we all need to contribute. Me, you, we, it is our duty. Let us become the first generation to decide to be the last. Let us become the first generation that decides to be the last that sees empty classrooms, lost childhoods, and wasted potentials. Let this be the last time that a girl or a boy

spends their childhood in a factory. Let this be the last time that a girl is forced into early child marriage. Let this be the last time that a child loses life in war. Let this be the last time that we see a child out of school. Let this end with us. Let's begin this ending together, today, right here, right now. Let's begin this ending now. Thank you so much

## Appendix 2

### The Modality Malala Yousafzai's Speech

Code	Sentence	Type of Modal	Level
M.1	I'm proud that we <b>can</b> walk together.	Potentially	Low
M.2	We can walk together and show the world that an Indian and a Pakistani, they <b>can</b> work together and achieve their goals of children's rights.	Potentially	Low
M.3	my grandfather <b>would</b> always call me Malala, the happiest girl in the world and today, I'm very happy that we are together fighting for an important cause.	Usuality	Mid
M.4	I remember when my friends and I <b>would</b> decorate our hands with henna on special occasions and instead of drawing flowers and patterns, we <b>would</b> paint our hands with mathematical formulas and equations.	Usuality	Mid
M.5	We <b>would</b> sit, and learn, and read together.	Usuality	Mid

M.6	we <b>would</b> sit there with big dreams in our eyes	Usuality	Mid
M.7	We wanted to make our parents proud and prove that we <b>could</b> also excel in our studies and achieve those goals, which some people think only boys can.	Potentiality	High
M.8	We <b>could</b> not just stand by and see those injustices of the terrorists denying our rights, ruthlessly killing people, and misusing the name of Islam.	Potentiality	High
M.9	The terrorists tried to stop us and attacked me and my friends who are here today on our school bus in 2012, but neither their ideas, nor their bullets <b>could</b> win.	Potentiality	High
M.10	Why <b>should</b> girls go to school?	Obligation	Mid
M.11	But I think the more important question is why <b>shouldn't</b> they? Why <b>shouldn't</b> they have this right to go to school? Dear brothers and sisters, today, in half of the world, we see	Obligation	Mid

	rapid progress and development.		
M.12	I know that she <b>could</b> have been a very good doctor, but she <b>couldn't</b> because she was a girl.	Potentiality	High
M.13	The first place this funding <b>will</b> go to is where my heart is, to build schools in Pakistan, especially in my home of Swat and Shangla.	Probability	Mid
M.14	that my friends and my sisters <b>can</b> go there to school and get quality education and they get this opportunity to fulfill their dreams.	Potentially	Low
M.15	This is where I <b>will</b> begin, but it is not where I will stop.	Probability	Mid
M.16	I <b>will</b> continue this fight until I see every child, every child in school.	Probability	Mid
M.17	I hope the steps that Kailash Satyarthi and I have taken so far and <b>will</b> take on this journey <b>will</b> also bring change, lasting change.	Probability	Mid

M.18	My great hope is that this will be the last time, this <b>will</b> be the last time we <b>must</b> fight for education.	Probability	Mid
M.19	In year 2015, representatives from all around the world <b>will</b> meet in the United Nations to set the next set of goals, the Sustainable Development Goals	Probability	Mid
M.20	This <b>will</b> set the world's ambition for the next generations.	Probability	Mid
M.21	The world <b>can</b> no longer accept that basic education is enough.	Potentially	Low
M.22	Some <b>would</b> say this is impractical, or too expensive, or too hard, or maybe even impossible, but it is time the world thinks bigger.	Usuality	Mid





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