

## THE USE OF MALAY MODALITIES IN ABSTRACTS OF PROCEDA SOCIAL AND BEHAVIORAL SCIENCES JOURNALS

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### Abstract

An abstract of research article should give information obviously. Modalities assist researcher to provide certain obvious information in an abstract. This study important to carry out to identify the types and functions of Malay modality used in abstracts of *Proceda Social and Behavioral Sciences* journal and examine the types of modality that are dominantly used in abstracts of *Proceda Social and Behavioral Sciences* journal. Qualitative and quantitative methods are the design of this study. Data of this study are abstracts from 18 articles of *Proceda Social and Behavioral Sciences* journal published by Elsevier. The data were analyzed using intralingual equivalent method by applying *hubung banding menyamakan (HBS)* technique. The results of the analysis are then presented using informal methods. Based on the results of the study, it can be concluded that there are four types of Malay modalities used in the abstracts of the *Proceda Social and Behavioral Sciences* journal, namely intentional, epistemic, deontic, and dynamic modalities. In addition, phrasal modals or periphrastic modals are found in the abstract in question. The dominant type of modality used in the abstract is intentional modality of 31%. Furthermore, the Malay modality used in the abstract articles of the *Proceda Social and Behavioral Sciences* journal indicates the existence of this modal function in abstract construction. The functions of the modals are to inform the aims or objectives, focus, problem, background and gap, method, technique analysis, and suggestion of the research.

**Keywords:** abstract, malay, types of modalities

## PENGGUNAAN MODALITAS BAHASA MELAYU PADA ABSTRAK JURNAL PROCEDA SOCIAL AND BEHAVIORAL SCIENCES

### Abstrak

Abstrak dalam artikel penelitian harus memberikan informasi yang jelas. Modalitas dapat membantu peneliti untuk memberikan informasi tertentu secara jelas dalam abstrak. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis dan fungsi modalitas bahasa Melayu yang digunakan pada abstrak jurnal *proceda social and behavioral sciences* dan mengkaji jenis modalitas yang dominan digunakan pada abstrak jurnal *proceda social and behavioral sciences*. Metode qualitative dan quantitative adalah desain dari penelitian ini. Data penelitian ini adalah abstrak dari 18 artikel pada jurnal *Proceda Social and Behavioral Sciences* yang berbahasa melayu yang dipublikasikan oleh Elsevier. Dalam menganalisis data, digunakan metode padan intralingual dengan menerapkan teknik *hubung banding menyamakan (HBS)*. Hasil

analisis kemudian disajikan dengan menggunakan metode informal. Berdasarkan hasil penelitian, dapat ditarik kesimpulan bahwa terdapat empat jenis modalitas bahasa Melayu yang digunakan pada abstrak jurnal *Proceda Social and Behavioral Sciences*, yaitu modalitas intensional, epistemic, deontic, dan dinamik. Selain itu ditemukan phrasal modals or periphrastic modals pada abstrak yang dimaksud. Jenis modalitas yang dominan digunakan dalam abstrak tersebut ialah modalitas intensional sebesar 31%. Selanjutnya, modalitas bahasa Melayu yang digunakan pada abstrak artikel jurnal *Proceda Social and Behavioral Sciences* mengindikasikan adanya fungsi modal tersebut pada konstruksi abstrak.

**Kata kunci:** abstrak, bahasa melayu, jenis modalitas

## INTRODUCTION

Issues, gaps, interests, phenomena and what is said Slameto (2016) as a result of contemplation or deep thinking to develop a particular field of science are the background of a scientific article. Thus, it is not surprising that so many scientific articles can be easily accessed and found on internet sites. It is very commonly known, scientific articles are many pages because it thoroughly examines issues, gaps, phenomena and even the development of a field of science with certain formulation of problems, aims, and methods.

Just one search of a particular scientific article shows a large number of similar scientific articles and take a lot of time to study the pages of the scientific article. With these problems, fortunately there is an abstract that summarizes the entirety of each scientific article. An abstract briefly describes what the article wants to convey (Nasution, 2017; Slameto, 2016). As short as possible, an abstract contains the problem, research objectives, methods, summary of results, conclusions and suggestions (Bhatia, 1993; Slameto, 2016; Swales, 1993).

This brief abstract is certainly inseparable from the assistance of modalities in systemic functional grammar which helps describe certain information in the abstract. This is not surprising, (Frawley, 2006) also once explained that the notion of modality has been used in different ways in the literature. If (Lycan, 1994) mentions that *have to* is an English modality as in *I have to see you, Ira. As soon as possible* and Halliday & Matthiessen (2014) also mentioned *must* is an English modality as *you must do that*, thus *mesti* also be a modality in Malay that also helps describe information in the abstracts from scientific articles.

A modality or modal is the speaker's judgement, or request of the judgement of the listener, on the status of what is being said (Halliday, 1994; Halliday & Matthiessen, 2014). More than that, a modality refers to any kind of speaker modification of a state of affairs, even including dimensions such as tense and aspect (Frawley, 2006). A modal adds information, such as possibility, necessity, or requests, to the verb that follows (Altenberg & Vago, 2010). Emilia (2014) exemplified a kind of modal that gives an information of

possibility as in *Indonesia may have an opportunity to win*.

Information in the form of possibilities, necessity, or requests is often found in every abstract of scientific articles as in the abstracts of scientific articles. The Malay modal of *boleh sahaja* describes the information of possibility in the abstract of the article. Other than that, information of requests is described in the modal of *perlu*.

According to Frawley (2006) modal that describe information in the form of a need or necessity and capacity are called dynamic modalities. Deontic modality is traditionally defined in terms of permission and obligation (Knežević & Brdar, 2011). While, epistemic modality concerns an indication of the estimation. In other words, it expresses the degree of probability of the state of affairs. Deontic and epistemic modality types, then, which according to Halliday (1994) are called modalization and modulation. Probability and usuality belong to the modalization while obligation and inclination belong to the modulation (Eggins, 2004; Halliday, 1994).

Malay in the abstract of scientific articles sounds the same as Indonesian. There are many similarities between Malay and Indonesian (Erwany & Rosliani, 2018). Thus, the types of Indonesian modalities that have been categorized into four types are the basis for researchers to classify the Malay modality types. The types of Indonesian modalities are studied by Alwi (1990) who classify Indonesian modalities into four types, namely intentional modalities that has meaning of inclination, expectation, invitations, and requests. Epistemic modality that

has meaning of possibility, necessity, and certainty. Deontic modality that has meaning of permission and order. And dynamic modality that has meaning of ability.

The modalities mentioned do not stop being explained in the intentional, deontic, epistemic or dynamic types only. According to Althernberg & Vago (2011) in (Emilia, 2014) that there are also some expressions that are similar to modals but consist of more than one word. These are called phrasal modals or periphrastic modals. Anew, from an abstract of scientific article gives an example of Malay phrasal modal or periphrastic modal, namely *telah mampu*.

A number of relevant studies that correspond to this current study have been studied with different results obtained. The first relevant research was examined by Erwany & Rosliani (2018). This study reads about modality in the Malay Deli dialect. It found four types of modalities, namely the modality of intentionality, epistemic, deontic, and dynamic. In addition, there are modalities that are categorized as modalities but in Malay Deli dialect is not found because the modalities are likely derived from Javanese, such as the modalities use of *menginginkan* and *mengingini* can be exchanged to *menghendaki*. Other research on changes in the use of intentional modalities in Malay and Indonesian (Kurniasih, 2019). The study revealed that the use of modalities from the early 18th to the 19th centuries underwent a change. These changes can be widespread, but on the other hand narrows. Other than that, modalities in online media news texts have also been reviewed

(Prihantoro & Fitriani, 2015). The results of the study indicate that the type of intentional, epistemic, deontic, dynamic, and alastic modality are found in the online media news text.

Based on the background above, this study is very important to be built in order to identify the types and functions of Malay modalities used in abstracts of *Proceda Social and Behavioral Sciences* journals and examine the types of modalities that are dominantly used in abstracts of *Proceda Social and Behavioral Sciences* journals.

## METHOD

The qualitative and quantitative method is design of this research (Creswell & Creswell, 2018). The descriptive qualitative method is used to identify the function and the types of Malay Modalities used in abstract of *Proceda Social and Behavioral Sciences Journal* by describing the function and types into the understandable words. Not surprisingly, of course, quantitative methods used in this study. The quantitative method in this study is useful for measuring data through scientific calculations so that it can determine the frequency and percentage of the dominant modality used in abstract journals of *Proceda Social and Behavioral Sciences*, by displaying diagrams of the types of dominant modalities used in abstracts of the *Proceda Social and Behavioral Sciences Journal*.

This research data is abstract as much as 18 articles that taken from *Proceda Social and Behavioral Sciences Journal* which speak Malay with the search keyword 'pendidikan' on ScienceDirect.com, a journal website of

various journals that may be obtained free or paid.

The data analysis method used in this current research is *metode padan intralingual* or intralingual equivalent method. This analysis method is done by comparing lingual elements in one language or several different languages. Thus, technique of *hubung banding menyamakan* (HBS) is the right technique when using this method, because this technique seeks similarities between the two things being compared (Mahsun, 2017), namely the modality of Malay and Indonesian. After analyzing, the results are then presented by using ordinary words, in addition to the technical terminology used in presenting the analysis results. The method of presenting the results of this analysis is called informal method (Zaim, 2014).

## RESULT AND DISCUSSION

### Result

Abstracts of scientific articles in the *Proceda Social and behavioral journal* that use modalities of intentional, epistemic, deontic and dynamic totalling 18 abstracts. Each type of modality has its own meaning. Intentional modality consists of several meanings, namely inclination, expectation, invitations, and requests. Epistemic modalities consist of the meanings of possibilities, predictability, necessity and certainty. Deontic modalities consist of two meanings, namely command and permission. Finally, a dynamic modality that consists of only one meaning, namely capability. Furthermore, the number of uses of each type of modality in the abstract of *Proceda Social and Behavioral Sciences Journal* is described in several tables below.

**Table 1 Use of Intentional Modalities**

Type of modality	Modal	Number	Description	
<b>Intentional Modality</b>	Inclination	<i>akan</i>	13	The use of intentional modality is 22 modals or 32%.
		<i>menetapkan</i>	1	
		<i>berkenaan</i>	1	
		<i>bertujuan</i>	6	
	Expectation	<i>diharapkan</i>	1	
	Invitations	-	-	
Requests	-	-		

Based on table 1 above, it can be seen that intentional modality of inclination is greater than the intentional modality of expectation. Meanwhile, intentional

modality of invitations and requests are not found in any abstract in the *Proceda Social and Behavioral Sciences* journal.

**Table 2 Use of Epistemic Modalities**

Type of modality	Modal	Number	Description	
<b>Epistemic Modality</b>	Possibilities	<i>boleh sahaja</i>	1	The use of epistemic modalities is 17 modals or 25%.
	Predictability	<i>sekiranya</i>	1	
	Necessity	<i>perlu</i>	3	
		<i>memerlukan</i>	1	
	Certainty	<i>pasti</i>	9	
		<i>sudah tentu</i>	1	
	<i>telah</i>	1		

From table 2 above, it is known that the dominant modality used is epistemic modality meaning of certainty with the most amount is in *pasti* modal, which is 9 clauses in several abstracts. As

if followed by epistemic modality of necessity as many as 4 modals. The other kinds epistemic modality is found only 1 modal in a certain abstract.

**Table 3 Use of Deontic Modalities**

Type of modality	Modal	Number	Description	
<b>Deontic Modalities</b>	Permission	<i>Boleh</i>	6	The use of deontic modality is 10 modal or 15%.
		<i>Membolehkan</i>	1	
		<i>Mestilah</i>	1	
	Command	<i>Harus</i>	1	
		<i>sememangnya</i>	1	

It can be seen from Table 3 above that the use of deontic modalities in the abstracts of the *Proceda Social and Behavioral Science* journal totals 10 modals from 18 abstracts with the description that deontic modality of

permission is found more than deontic modality of command. If it calculated, there are 7 modals found in the abstracts mentioned. Whereas deontic modality of command is found in only 3 modals.

**Table 4 Use of Dinamyc Modalities**

Type of modality	Modal	Number	Description
<b>Dynamic Modalities</b>	Capability	<i>mampu</i>	1
		<i>dapat</i>	13
		<i>belum dapat</i>	1
		<i>boleh</i>	2
		<i>berkebolehan</i>	1
			The use of dynamic modalities is 18 modal or 26%.

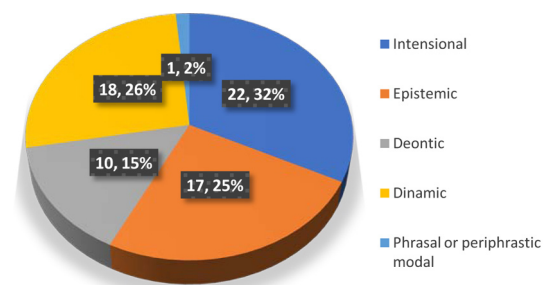
Based on table 4 above, it can be understood that the number of uses of dynamic modalities in the abstracts of the *Proceda Social and Behavioral Science* journal amounts to 18 modals. The dominant modal used is modal

*dapat* as much as 13 modals in the abstract in question. While other modal which is far from this amount of modal, which is only 2 found is modal *boleh* and only 1 in modal *mampu*, *belum dapat* and *berkebolehan*.

**Table 5 Use of Phrasal modals or periphrastic modals**

Type of modality	Modal	Number	Description
<b>Phrasal modals or periphrastic modals</b>	<i>akan dapat</i>	1	The use of phrasal or periphrastic modal is as much as 1 clause or 1%.

Table 5 above shows the use of phrasal modals or periphrastic modals in the abstract of *Proceda Social and Behavioral Sciences Journal* which only found 1 modal, that is modal of *akan dapat* from the 18 abstracts in question.



**Figure 1. Types of Dominant Modalities Used in the Abstracts of Proceda Social and Behavioral Sciences Journal**

Based on the description of the types of modalities in the tables above, then in figure 1 it can be clearly seen that the dominant type of modality used in the abstract of *Proceda Social and Behavioral Sciences Journal* is intentional modality which amounts to 22 modals with a percentage of 32%. The amount is followed by the type of dynamic modalities with 18 modals with a percentage of 26%. The next type of modality that follows is epistemic with 17 modals with a percentage of 25%. Furthermore, deontic modality with 10 modals with a percentage of 15%. Finally, phrasal or periphrastic modals accounts for only 1 modal with a percentage of only 2%.

## Discussion

In this research, the type of modality based on the lingual form found is the phrasal modal or periphrastic modal. Meanwhile, the types of modality based on the meaning found are intentional, epistemic, deontic and dynamic. Adawiah (2017) argued the similar types of intentional, epistemic, deontic, and dynamic modality. As well as Priyastuti (2020) found the similar types of modality. Therefore, it can be said either modality used by Indonesian and American in political debate discourse (Adawiah, 2017) or English verbs modal used in speaking skill (Priyastuti, 2020) has similar types of Malay modality used in abstract of *Proceda Social and Behavioral Science Journals*. Nevertheless, although this study and Olaniyan & Adeolu's (2015) study both examined modalities on the abstract. There are only two types of modalities found by them namely, intentional modality and deontic

modality. In other words, modality in statement of objectives in Arts-based research article abstracts studied by Olaniyan & Adeolu's (2015) does not inform possibilities, predictability, necessity, certainty and capabilities. Other than that, a huge distinction made by (Coates, 1983) divided modality into epistemic and root as well as ignored intentional modality. The root modality then divided into dynamic and deontic. Others by Hoye, (2005) divided modality into propositional modality which consist of epistemic and evidential and event modality which consist of deontic and dynamic.

### *Intentional Modality*

Intentional modalities are modalities that provide information about inclination, expectation, invitations, and requests. Modal *will* used by researcher to express the inclination sense of modality (Adawiah, 2017). The use of intentional modality that has meaning of inclination in the abstract of *Proceda Social and Behavioral Sciences Journal* found in abstracts I, II, III, IV, V, and VI (see appendix).

In abstract I, five intentional modalities found that has meaning of inclination of modal *akan*, has function as a marker of aim of research, focus, and the problems discussed in the scientific article. Still with the same function, in abstract II, III as well as in abstract IV, the intentional modality has function on those abstracts as a marker of the aim of research in the scientific article. In abstract V, the intentional modality has meaning of inclination found twice, that is, *akan*. It's just that the two modals have different functions in the abstract. The first modal serves

as a marker of research objectives to be achieved, namely the driving factors that cause foreign students to master good Malay. Furthermore, the other modal function to indicate a data analysis technique will be used. In the abstract VI, intentional modality that has meaning of inclination is found as much as two modals. This modal has function to provide information about the background of the problems encountered in the study.

The use of intentional modality that has meaning of inclination of intention in the abstract of the Journal of Proceda Social and Behavioral Sciences found in abstracts IV, VII, VIII, IX, X and XI (see appendix) clearly function to explain the purpose of each research in each scientific article. The use of other intentional modality which has meaning of inclination of volition in the abstract of Proceda Social and Behavioral Sciences Journal is also found in abstract XII (see appendix). The use of intentional modality which has meaning of expectation in the abstract of Proceda Social and Behavioral Sciences Journal found in only abstract VI used to convey advice to certain parties.

Modal *akan* is the dominant modal used in the abstracts collected. On another research found that the modal most often used by students is *will* and *can* (Hykes, 2000; Priyastuti, 2020). Meanwhile, Hardjanto (2016) found that the type of modal that is often used is *may* in the five disciplines studied. In contrast to Ardiansah (2015), the epistemic modality was the dominant one found in students' hortatory exposition texts and Biber, Johansson, Leech, Conrad, & Finegan (1999),

the more common modality used in academic writing than in conversation was epistemic.

### ***Epistemic Modality***

Epistemic modality is a modality that provides information in the form of possibilities, predictability, necessity, and certainty. Besides that, marker of epistemic modality is expressing uncertainty in research articles (Vold, 2006), even in a study, the uncertainty are the high degree used in Archaeology articles (Rizomilioti, 2006), however the expressing uncertainty in question was not found in those abstract of research articles studied. It is clearly, epistemic modality informs possibilities, predictability, necessity, and certainty, therefore, as what Vázquez & Giner (2008) argued that epistemic permits researchers to interpret the statements present in a research article in the manner in which the writer wants (Vázquez & Giner, 2008).

The use of epistemic modalities of possibilities in abstracts of the Journal of Proceda Social and Behavioral Sciences found in modal *boleh sahaja*. Meanwhile, modal *may* is the modal used to indicate meaning of epistemic modal in English academic discourse (Hardjanto, 2016). Fløttum et al. in (Ngula, 2017) revealed that the typical and dominant marker of modality of epistemic used in research articles written by Ghanaian and International scholars is the modal *may*. This shows that the information which the Malaysian researcher wanted to convey was different from the information that the Ghanaian and International scholars wanted to convey even though they both used modalities to express it.



In addition, the modal in the abstract II helps provide additional information about the background by explaining that both works that are either soothing text or beneficial text can be selected by the literary authors.

The use of epistemic modalities of certainty in abstracts of the Journal of Proceda Social and Behavioral Sciences found in the abstracts V, VIII, XI, XIII, XIV serve to provide certainty of the objectives of the study that are certain to be achieved. In the abstracts VII, epistemic modalities are found which serve to provide certainty information about the findings of the appropriate study. The epistemic modality in the abstract XII and XV provides information about the use of the study method, in other words the modal helps provide additional information related to the study method. The epistemic modality of certainty of modal *sudah tentu* in the abstract I and modal *telah* in the clause of abstract II. According to Grangé (2010) that *sudah* and *telah* are two markers indicated modalities. The use of epistemic modalities of necessity in the abstract of Proceda Social and Behavioral Sciences Journal found in abstracts VI, IX, XV, and XVI, have function to explain the background and gap of the study and to convey suggestions from the results of studies that have been conducted to certain parties. The use of epistemic modalities of predictability in abstracts of the Journal of Proceda Social and Behavioral Sciences is found in only abstract XIV, has a function as a conveyor of suggestions for encouragement and guidance of related individuals.

### ***Deontic Modalities***

Deontic modalities are modalities that provide information in the form of permission and commands. Suhadi (2011) voiced differently from that statement, the command on deontic modalities expressed into obligatory, advisable, and permissible such as *must*, *should*, *may*, and *can*. The use of deontic modalities of commands in abstracts of the Journal of Proceda Social and Behavioral Sciences found in abstract II '*mestilah*' and '*harus*' and XVII '*sememangnya*'. Meanwhile the use of deontic modality of permission in which '*boleh*' as the modal found in abstracts I, II, and IX. These modalities are clearly included in the deontic modality because they inform a permission and command. This contradicts Piqué-Angordans, Posteguillo, & Andreu-Besó's (2002) mention that some modalities can be epistemic and deontic as well as Winiharti's (2012) said that both types can be express by a modal. Furthermore, the deontic modality in those abstracts is least than other modalities. As Ghivirigă & Baciu (2015) stated the deontic modality is less frequent used in a corpus of Romanian scientific texts on economics.

### ***Dynamic Modalities***

Dynamic modalities are modalities that provide information in the form of capabilities. However, dynamic modality in English express volition, ability, and destiny (Kim (2017). As well as dynamic modality in English and Spanish inform the meanings of ability and tendency modals like *can* or *could* and semi-modals like *be able to* (Tourinho, 2001). Meanwhile, dynamic modals in English and their Serbian TEs

consist of dynamic possibility, dynamic necessity, and Volition (Radovanović, 2017).

The use of these modalities in the abstract Journal of Proceda Social and Behavioral Sciences are found in abstracts I, II, V, VI, VII, VIII, IX, X, XI, and XVII. The modals are *mampu*, *dapat*, *boleh*, *belum dapat*, *berkebolehan*. In addition, the use of phrasal modals or periphrastic modals in the abstract question is found in only abstract I, namely modal of *akan dapat*. Modal *boleh* either in epistemic or dynamic modality can be clearly classified. Modal *boleh* in epistemic express a possibility and other express a capability. Therefore, the ambiguity of the distinction between epistemic and dynamic which is not clear as Kim (2017) concluded has been answered.

## CONCLUSION

From the results of the above research, it can be concluded that there are four types of Malay modalities based on the meaning category used in the abstracts of the journal Proceda Social and Behavioral Sciences, namely intentional, epistemic, deontic, and dynamic modalities. Besides that, the type of modality found based on the lingual form category namely Phrasal modals or periphrastic modals in the abstract in question. In addition, the dominant type of modality used in the abstract is intentional modality.

Each Malay modality used in the abstracts of the journal article Proceda Social and Behavioral Sciences indicates the existence of this capital function in abstract construction. The modal '*akan*' indicates markers rather than research

goals, focus, and issues discussed in the scientific article.

Modal aims to indicate markers rather than the purpose of scientific articles created. The other modal provides information about the use of the study method used and there is also modal that serves to provide certainty information about the findings of the corresponding study. As well as capital that is expected to serve to convey advice to certain parties.

Nevertheless, it is also possible that an abstract can be arranged without using modality in it, of course, by using the appropriate word choice. So in the end, any abstract can be arranged briefly using either modality assistance or not using modality.

## ACKNOWLEDGEMENT

We would like to express our deepest gratitude to the Universitas Warmadewa postgraduate program that has supported our research indirectly. We would also like to thank the researchers in the Proceda Social and Behavioral Sciences journal for the data we used in this study. A thank are also expressed to previous researchers, through their latest related research, were helped. We also express a very big thank to those around us who have made this article even better through the reviews provided.

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## APPENDIX

### 1) Intentional

#### Abstract I

Kertas kerja ini **akan** membincangkan tentang perkembangan bahasa kebangsaan selepas Persekutuan Tanah Melayu mencapai kemerdekaan pada 31 Ogos 1957 sehingga tahun 1966. Perbincangan **akan** difokuskan terhadap usaha kerajaan dalam melaksanakan penggunaan bahasa kebangsaan khususnya dalam bidang pentadbiran dan Pendidikan (Darmia, 2014).

Hal ini kerana sesuatu yang lazim bagi sesebuah negara yang terdiri daripada masyarakat berbilang kaum **akan** berhadapan dengan masalah untuk mencapai perpaduan disebabkan perbezaan latar budaya, bahasa, kepercayaan dan lain-lain yang begitu ketara (Darmia, 2014).

Ini bermakna, bahasa kebangsaan bukan sahaja **akan** disaingi hebat oleh bahasa Inggeris tetapi juga perjuangan dan usaha untuk memastikan supaya bahasa kebangsaan terus berkembang maju **akan** berhadapan dengan pelbagai rintangan (Darmia, 2014).

#### Abstract II

Makalah ini **akan** membincangkan peranan pencerita dagang di bahagian kepengarangan Melayu tradisi berdasarkan model Koster mengenai Idea Buku (Zakaria, 2014).

#### Abstract III

Bertitik tolak daripada persoalan ini kertas kerja ini **akan** meninjau persepsi pelajar terhadap kelima-lima elemen kontrak sosial dalam pengajaran dan pembelajaran (P&P) lisan yang dipilih sebagai salah satu topik berkaitan dengan Perlembagaan Persekutuan (Ajar & Ahmad, 2014).

Abstract IV

*kajian ini akan menampung kelompangan ini, iaitu bertujuan untuk mendokumentasikan amalan-amalan perubatan tradisional (Mustafa, Mohd, Sarbini-zin, & Robiah, 2014).*

*Antara lain kajian ini juga akan mengupas aspek nilai dan pandangan mengenai kepentingan melestarikan amalan ini, khususnya daripada perspektif informan kajian dan budaya Melayu Sarawak (Mustafa et al., 2014).*

Abstract V

*Kajian ini akan mengenal pasti faktor-faktor pendorong yang menyebabkan pelajar asing ini boleh menguasai Bahasa Melayu yang baik (Baharudin, 2014).*

*Oleh yang demikian itu, satu analisis tahap kemahiran dan keperluan akan dibuat berdasarkan pemerolehan dan penguasaan kecekapan berbahasa Melayu dalam kalangan pelajar asing di USM (Baharudin, 2014).*

Abstract VI

*Dengannya, jika mereka berdepan dengan sesuatu masalah atau cabaran, individu yang mempunyai pemikiran jenis ini akan bersikap lebih positif selain mempunyai keupayaan untuk mengatasinya. Sebagai salah satu usaha Negara Brunei Darussalam untuk mempersiapkan rakyatnya agar menjadi tenaga kerja yang relevan dengan keperluan semasa dan akan datang, pengajaran dan pembelajaran kemahiran berfikir, antaranya Pemikiran Inventif, tidak ketinggalan diketengahkan dalam lanskap pendidikan tempatan (Omar, 2014).*

Abstract I

*Tempoh masa sepuluh tahun yang dipilih pula merupakan suatu tempoh yang menarik untuk dibincangkan kerana Perkara 152 (1) Perlembagaan Persekutuan 1957 telah menetapkan*

*bahawa bahasa Melayu merupakan bahasa kebangsaan dan bahasa rasmi bagi Persekutuan (Darmia, 2014).*

Abstract IV

*kajian ini akan menampung kelompangan ini, iaitu bertujuan untuk mendokumentasikan amalan-amalan perubatan tradisional (Mustafa et al., 2014).*

Abstract VII

*Kajian penerokaan ini bertujuan untuk mengenalpasti jenis dan tingkahlaku yang berkaitan dengan buli siber dalam kalangan pelajar institusi pengajian tinggi (Hasniza & Yusri, 2014).*

Abstract VIII

*Kajian ini bertujuan untuk mengenal pasti sama ada penggunaan bahan visual dalam pengajaran penulisan karangan dapat meningkatkan pencapaian pelajar (Kartika, Adikasuma, Tarasat, Bakar, & Jaidi, 2014).*

Abstract IX

*Jadi, kajian ini bertujuan untuk melihat kesan penggunaan perisian asas membaca terhadap pencapaian asas membaca murid-murid peringkat prasekolah (Tarasat & Daud, 2014).*

Abstract X

*Kajian ini dilaksanakan adalah bertujuan untuk menilai tahap pencapaian pelajar dalam penulisan karangan jenis rencana (Jaidi, Abdullah, Tarasat, & Kartika, 2014).*

Abstract XI

*Kajian “Daya Kreativiti Kanak-kanak” adalah bertujuan untuk mengenal pasti instrumen atau bahan yang bersesuaian (Muna & Subramaniam, 2014).*

Abstract XII

*Akhbar-akhbar berkenaan memiliki ruangan bahasa Kadazandusun untuk menyiarkan berita-berita dan karya-karya dalam bahasa Kadazandusun (Bating, 2014).*

#### Abstract VI

*Diharapkan* melalui kajian ini satu kefahaman yang rinci mengenai kerumitan pengajaran dan pembelajaran Pemikiran Inventif dalam kelas bahasa dapat diperoleh selain akhirnya ia dapat membantu mempersiapkan pihak-pihak berkenaan dalam menyediakan satu program penyerapannya yang lebih serba lengkap dan lebih luas skopnya (Omar, 2014).

## 2) Epistemic

#### Abstract II

Pengarang sastera tradisi *boleh sahaja* memilih untuk melahirkan karya yang bersifat “soothing text” iaitu karya yang boleh meleakakan, melalaikan, menghiburkan ataupun karya yang bersifat “beneficial text” (Zakaria, 2014).

#### Abstract V

Kajian ini akan mengenal *pasti* faktor-faktor pendorong yang menyebabkan pelajar asing ini boleh menguasai Bahasa Melayu yang baik (Baharudin, 2014).

#### Abstract VIII

Kajian ini bertujuan untuk mengenal *pasti* sama ada penggunaan bahan visual dalam pengajaran penulisan karangan dapat meningkatkan pencapaian pelajar (Kartika et al., 2014).

#### Abstract XI

Kajian “*Daya Kreativiti Kanak-kanak*” adalah bertujuan untuk mengenal *pasti* instrumen atau bahan yang bersesuaian (Muna & Subramaniam, 2014).

#### Abstract XIII

Kajian ini bertujuan untuk mengenal *pasti* strategi komunikasi yang digunakan dalam kalangan pelajar jurusan kejuruteraan di Universiti Malaysia Perlis (UniMAP) ketika melakukan aktiviti kebahasaan di dalam kelas (Asliza & Abd, 2014).

Objektif kertas kerja ini adalah untuk mengenal *pasti* jenis-jenis strategi komunikasi yang digunakan oleh responden di samping melihat persepsi mereka terhadap penggunaan bahasa Melayu sebagai medium perantaraan utama yang digunakan dalam sesuatu interaksi lisan yang dilakukan secara formal (Asliza & Abd, 2014).

#### Abstract XIV

Kajian ini dijalankan untuk mengenal *pasti* sikap dan motivasi pelajar asing yang mempelajari bahasa Melayu sebagai bahasa ketiga di Universiti Teknologi Malaysia (UTM). Seramai 16 orang pelajar telah dipilih sebagai responden kajian untuk memenuhi objektif kajian ini iaitu untuk mengenal *pasti* sikap pelajar terhadap pembelajaran bahasa Melayu dan juga untuk mengetahui sejauh mana tahap motivasi pelajar terhadap pembelajaran Bahasa (Mohamad & Azma, 2014).

#### Abstract VII

Dapatan kajian juga *dapat* mengenal *pasti* samada responden merupakan mangsa buli atau pun pembuli siber (Hasniza & Yusri, 2014).

#### Abstract XII

Proses pembacaan dilakukan untuk mengenal *pasti* elemen ideologi, konvensi sastera dan budaya. Penganalisan data dijalankan dengan menggunakan kaedah tipologi (Bating, 2014).

#### Abstract XV

Andaian mengenai struktur kognitif dan struktur pengamatan organisasi manusia juga berkait rapat dengan penggunaan bahasa perlambangan yang dikenal *pasti* turut hadir dalam sudawil percintaan dan kasih sayang (Taisin, 2014).

#### Abstract I

Namun begitu, *sudah tentu* terdapat cabaran dan reaksi yang terpaksa dihadapi dan ditangani dalam usaha



untuk melaksanakan pengembangan bahasa kebangsaan daripada pihak-pihak yang kurang berpuas hati khususnya orang bukan Melayu (Darmia, 2014).

#### Abstract II

Walaupun zaman telah berubah, tetapi lipatan sejarah harus dibuka, diingati, dihayati dan dipelajari supaya manusia pada hari ini boleh mengulang zaman kegemilangan Melayu dahulu melalui formula yang **telah** tersedia ada dalam teksteks sastera sejarah. Ia juga wajar dihayati supaya manusia kini tidak mengulang kembali kesilapan yang boleh menghancurkan bangsa sendiri (Zakaria, 2014).

#### Abstract VI

Pemikiran Inventif tersenarai sebagai salah sebuah kemahiran Abad Ke-21 yang **perlu** ada pada setiap warga dunia abad ini baik dalam dunia pekerjaan mahupun dalam bidang pelajaran (Omar, 2014).

#### Abstract IX

Membaca merupakan satu kemahiran asas yang sangat penting dan **perlu** dikuasai oleh murid-murid bagi membolehkan mereka mengikuti dan menguasai mata-mata pelajaran yang lain seperti Sains, Matematik dan lain-lain (Tarasat & Daud, 2014).

#### Abstract XV

Ia **perlu** untuk memberi kefahaman kepada masyarakat pendukungnya agar komunikasi lebih berkesan (Taisin, 2014).

#### Abstract XVI

Kepelbagaian variasi istilah yang terdapat di dalam Al-Qur'an Al-Karim **memerlukan** kepada penjelasan yang terperinci khususnya kepada penutur kedua Bahasa ini (Barin & Fikri, 2014).

#### Abstract XIV

Keseluruhannya, pelajar asing mempunyai sikap yang positif dan motivasi yang tinggi untuk mempelajari

bahasa Melayu **sekiranya** mendapat dorongan dan panduan daripada individu berkaitan (Mohamad & Azma, 2014).

### 3) Deontic

#### Abstract II

Berdasarkan kesedaran diri sastera Melayu tradisi, seseorang pengarang itu berfungsi berdasarkan peranan penceritaannya yang mana setiap karya yang dihasilkan **mestilah** berlandaskan kepada kesedaran mereka tentang sistem sastera Melayu tradisi (Zakaria, 2014).

Walaupun zaman telah berubah, tetapi lipatan sejarah **harus** dibuka, diingati, dihayati dan dipelajari supaya manusia pada hari ini boleh mengulang zaman kegemilangan Melayu dahulu melalui formula yang telah tersedia ada dalam teksteks sastera sejarah (Zakaria, 2014).

#### Abstract XVII

terdapat juga kesignifikanan penggunaan al-Mafcul al-Mutlaq dalam surahsurah al-Mufassal dalam al-Quran yang dapat membuktikan bahawa skop kemukjizatan linguistik al-Quran dapat diperhati dan diteliti dalam sistem-sistem yang lebih kecil seperti sistem fonologi, morfologi dan sintaksisnya yang mendasari pembentukan dan kewujudan unsur-unsur wacana dan primasastera al-Quran yang **sememangnya** menjadi icjaz yang mencabar kelemahan dan kekurangan setiap yang mencabarnya dalam alam linguistic (Muhamad & Ag, 2014).

#### Abstract I

Tetapi dalam perlembagaan itu juga telah disebut bahawa bahasa Melayu dan bahasa Inggeris bersama-sama **boleh** digunakan dalam tempoh sepuluh tahun tersebut (Darmia, 2014).

#### Abstract II

*Dalam sistem sastra Melayu tradisi, makna kepengarangan itu **boleh** dibezakan dengan peranan pencerita (Zakaria, 2014).*

*Pengarang sastra tradisi boleh sahaja memilih untuk melahirkan karya yang bersifat "soothing text" iaitu karya yang **boleh** melelekan, melalaikan, menghiburkan ataupun karya yang bersifat "beneficial text" (Zakaria, 2014).*

*Penuh di dalamnya rakaman peristiwa yang **boleh** menjadi panduan dan pedoman untuk masyarakat kini (Zakaria, 2014).*

*Walaupun zaman telah berubah, tetapi lipatan sejarah harus dibuka, diingati, dihayati dan dipelajari supaya manusia pada hari ini **boleh** mengulang zaman kegemilangan Melayu dahulu melalui formula yang telah tersedia ada dalam teks-teks sastra sejarah. Ia juga wajar dihayati supaya manusia kini tidak mengulang kembali kesilapan yang **boleh** menghancurkan bangsa sendiri (Zakaria, 2014).*

#### Abstract IX

*Membaca merupakan satu kemahiran asas yang sangat penting dan perlu dikuasai oleh murid-murid bagi **membolehkan** mereka mengikuti dan menguasai mata-mata pelajaran yang lain seperti Sains, Matematik dan lain-lain (Tarasat & Daud, 2014).*

### 4) Dinamic

#### Abstract I

*Namun, setelah pelbagai usaha giat dilaksanakan kerajaan akhirnya ia berhasil apabila penggunaan bahasa kebangsaan bukan sahaja mula meluas digunakan dalam bidang pentadbiran kerajaan tetapi juga dilihat telah **mampu** menjadi medium untuk menyebarkan ilmu pengetahuan sehingga ke hari ini (Darmia, 2014).*

#### Abstract II

*karya yang **dapat** mendidik akal, minda dan jiwa pembaca serta tidak bersifat melalaikan atau penuh nilai-nilai hiburan semata-mata (Zakaria, 2014).*

#### Abstract V

*Malah, tidaklah menghairankan kerana ada dalam kalangan mereka ini **boleh** bertutur dengan fasih dalam masa yang singkat (Baharudin, 2014).*

*Kajian ini akan mengenal pasti faktor-faktor pendorong yang menyebabkan pelajar asing ini **boleh** menguasai Bahasa Melayu yang baik (Baharudin, 2014).*

#### Abstract VI

*Diharapkan melalui kajian ini satu kefahaman yang rinci mengenai kerumitan pengajaran dan pembelajaran Pemikiran Inventif dalam kelas bahasa **dapat** diperoleh selain akhirnya ia **dapat** membantu mempersiapkan pihak-pihak berkenaan dalam menyediakan satu program penyerapannya yang lebih serba lengkap dan lebih luas skopnya (Omar, 2014).*

#### Abstract VII

*Dapatan kajian juga **dapat** mengenalpasti samada responden merupakan mangsa buli atau pun pembuli siber (Hasniza & Yusri, 2014).*

#### Abstract VIII

*Kajian ini bertujuan untuk mengenal pasti sama ada penggunaan bahan visual dalam pengajaran penulisan karangan **dapat** meningkatkan pencapaian pelajar (Kartika et al., 2014).*

#### Abstract IX

*Walau bagaimanapun, hasil daripada kajian-kajian yang dijalankan menunjukkan bahawa kebanyakan murid di sekolah rendah masih **belum dapat** menguasai kemahiran membaca (Tarasat & Daud, 2014).*

Abstract X

*Dapatan kajian juga membuktikan bahawa penggunaan iMindMap bukan sahaja **dapat** meningkatkan pencapaian pelajar secara keseluruhan malah dalam aspek isi, bahasa dan teknik karangan (Jaidi et al., 2014).*

Abstract XI

*Instrumen lagu dan permainan yang menghasilkan penceritaan menunjukkan kanak-kanak pada tahap concrete operational yang mana kanak-kanak **berkebolehan** berfikir secara kritis dan kreatif dalam teori pertumbuhan kognisi oleh Jean Piaget (Muna & Subramaniam, 2014).*

Abstract XVII

*dan terdapat juga kesignifikanan penggunaan al-Mafcul al-Mutlaq dalam surahsurah al-Mufassal dalam al-Quran yang **dapat** membuktikan bahawa skop kemukjizatan linguistik al-Quran **dapat** diperhati dan diteliti dalam sistem-sistem yang lebih kecil (Muhamad & Ag, 2014).*

*Dimensi agama **dapat** dijelaskan melalui penglibatan al-Quran yang mendasari kajian ini. Sementara dimensi linguistik **dapat** dikesan melalui pengaplikasian bahasa Arab yang merupakan medium al-Quran itu sendiri (Muhamad & Ag, 2014).*

*terdapat juga kesignifikanan penggunaan al-Mafcul al-Mutlaq dalam surahsurah al-Mufassal dalam al-Quran yang **dapat** membuktikan bahawa skop kemukjizatan linguistik al-Quran dapat diperhati dan diteliti dalam sistem-sistem yang lebih kecil (Muhamad & Ag, 2014).*

*Dimensi agama **dapat** dijelaskan melalui penglibatan al-Quran yang mendasari kajian ini. Sementara dimensi linguistik **dapat** dikesan melalui pengaplikasian bahasa Arab yang merupakan medium al-Quran itu sendiri (Muhamad & Ag, 2014).*

Abstract I

*Oleh itu, menyedari kepentingan perpaduan dalam memastikan pembangunan negara maka bahasa Melayu difikirkan salah satu medium yang **akan dapat** mencapai perpaduan tersebut (Darmia, 2014).*