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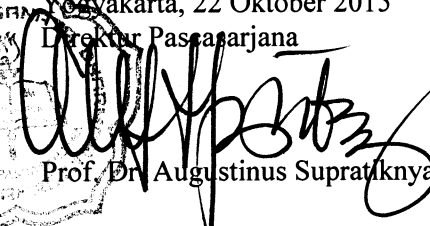
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Unit Organisasi : Universitas Sanata Dharma
Alamat : Mrican, Tromolpos 29, Yogyakarta 55002
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Waktu : 24-25 Oktober 2015
Biaya : Penyelenggara

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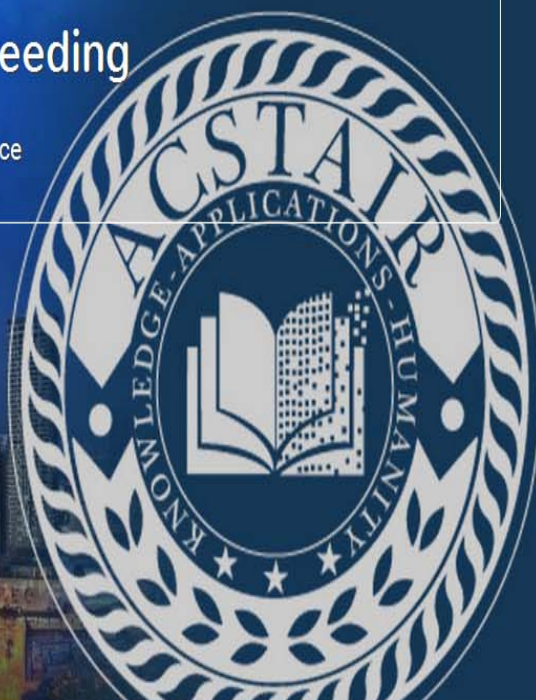
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On The Communicative Dynamism of Indonesian Expressions of Epistemic Modality

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ABSTRACT

The article is concerned with Indonesian expressions of epistemic modality viewed from the Firbas' theory of functional sentence perspective (FSP), the heart of which is communicative dynamism (CD). It is essentially analyzing an instance of argumentative discourse of editorial and is focused on discussing whether and how such expressions in a purposefully selected Indonesian editorial text bear informational values in the dynamics of communication. The model of analysis is that of an amalgam of syntactic-semantic-informational. The findings suggest that expressions of epistemic modality in the selected text are inclined to be backgrounding rather than foregrounding attitudinal elements in information structure, hence, nonperspective. It means that in the light of FSP/CD, such expressions bear less dynamic or less informational, commu-nicative values. Their recursive presence in the text also signals nuance or tone of uncertainty or doubt in terms of what is being argued.

Keywords: expressions of epistemic modality, communicative dynamism, perspective

Introduction

This article is about epistemic modality expressions in the light of functional sentence perspective (FSP), the core of which is communicative dynamism (CD) propounded by Prague linguists, inter alia, Danes, Mathesius, and, notably, Firbas (1992). Such expressions are commonly found in argumentative-persuasive texts, such as editorials. Indonesian expressions such as *barangkali*, *mungkin*, *bisa/boleh jadi* (perhaps, maybe, probably), *diperkirakan*, *diduga* (predictably, presumably, supposedly), are frequently found in such a text type, signalling that the text writers are of doubtful or uncertain with respect to the truth of propositions expressed. To the readers, such expressions also give clues as to what extent the text writers or press institution is trustworthy, reliable, and/or credible. The discussion of such expressions in the light of FSD/CD is to expose how their presence in a text shows dynamism in communication.

Epistemic modality, in Halliday's concept of interpersonal function of language, displays some relative degrees on a bipolar range or scale of expressions of certainty-uncertainty toward the proposition one asserts (Halliday and Matthiessen 2004, pp. 29-30). They partly constitute metadiscourse markers (Vande Kopple, 2002; Hyland and Tse, 2004; Hyland, 2005), namely, devices which writers use to express their attitude towards the text and evaluate the propositional content (Oskoue, 2011, p.2); they signal expressions of opinions and a mix of facts and opinions (Ball Khrisna and Saint-Daizier, 2011; Dunworth, 2008). Opinions typically express attitudes, judgments, views or conclusion, or even an opinion about opinion(s), the characteristics of which are observable in the presence of, among others, evaluative expressions such as *ugly* and *disgusting*; expressions denoting doubt and probability like *may be*, *possibly*, *probably*, *perhaps*, *may*, *could* etc., and epistemic expressions like *I think*, *I believe*, *I feel*, *in my opinion* etc. (ibid.). In the light of FSP/CD, the use of such expressions, in addition to suggesting the extent of the speaker/writer's

(un)certainty toward the propositional content s/he asserts, also signals their dynamic or informational value relative to other sentential elements.

Theoretical background

FSP/CD analysis is essentially a matter of developing Danes' 1964 three level approach to syntax (Firbas 1992: 225). In this model, understanding the terms *perspective* is a matter of determining to which element of information structure the development of the communication is oriented. The term *orientation* is rendered coterminous with that of *perspective*. A perspectived sentence element conveys the information that completes the development of the communication taking place; such an element therefore contributes most to this development, hence the most dynamic one (Firbas, 1992, pp. 5-6).

Determining an element to be a sentence perspective is based on conflative understanding of three intermingling concepts of syntactic, semantic, and informational structuration that is briefly outlined below (see Firbas 1992 for a detailed account).

Figure 1

Concept		Functions				
Informational	(a) S-per-spective	Rheme	Transition	Theme/Rheme	Theme/Rheme	Theme/Rheme
	(b) Non-S persp.	Theme	Theme/Rheme	Theme/Rheme	Theme/Rheme	Theme/Rheme
Dynamic semantic	(a) S-per-spective	Phenomenon	Presentation	Specific./Setting	Specific./Setting	Specific./Setting
	(b) Non-S persp.	Bearer of Quality	Quality	Specific./Setting	Specific./Setting	Specific./Setting
by the aggregate of 4 factors: context, semantic weight-relation, linear position (and prosodic , in spoken language)						
Syntactic		S	V	O	Adv	Com

First, a sentence is syntactically parsed on the basis of what function each element serves (S, V, O, C, Adv, Comp.). Next, the semantic weight and relation of each element is determined on the basis of how it relates to the V (the predicative element as the central element determining various semantic relations within the sentence). The determination the semantic weight-relation(s) an element holds is based on three factors, namely (i) whether it is contextually (in)dependent; (ii) what informative/dynamic role it contributes in the development of communication (viz. backgrounding, qualifying, developing further or amplify-ing, or foregrounding the V as the center of relations); and (iii) its linear position in the grammatical construction (before or after the V). The determination of what semantic weight-relation(s) each syntactic element holds, in turn, results in the identification of dynamic semantic functions (DSFs). In terms of DSFs, elements may serve as backgrounding (Setting, or Bearer of Quality), qualifying (Quality, Ascription of Quality), developing further or amplifying (Specification, Further Specification); or presenting (Pr) a Phenomenon or Existent (Ph/Ex) in the scene (Set). Based on the decided DSFs, the next to do is deciding how each element contributes in the development of communication, namely, whether they constitute the foundation-laying or core-constituting elements; the former being the thematic layer, the latter the nonthematic layer. The nonthematic layer is divided into transitional and rhematic parts. Elements falling under the thematic layer are of less dynamic, lower

informational value, hence nonperspective. Elements falling under the transitional and/or rhematic layer, by contrast, potentially become perspective (the more or most dynamic-informative). The procedures are schematized in a cross-tabular framework (Adam 2006, modified, see the tabular presentation below). An element, being a (non)perspective, is “not measured or measurable in terms of bits of information; it may attain, come close to, or merely approach, the goal of the communication, and the position it assumes, in relation to the other elements engaged in fulfilling the same communicative purpose, determines the relative extent to which it contributes towards the further development of the communication” (Firbas, 1992 p. 8). The degree of CD an element holds is determined by contextual, semantico-dynamic, and linear relation to the contributions that the other elements give within a sentence. Of the three factors, context is deemed to be the most determinative, and ranks second and third, respectively, is the semantic factor and linear position. To be a perspective, a sentence element is necessarily contextually independent, bears semantic weight (hence relatively informative), and develop further, or amplify, the meaning of V being the center of relations among elements. It is by the aggregate of the three factors that an element becomes a perspective. In the dynamics of communication, such an element constitutes the rhematic element. A sentence perspective is therefore an element which, communicatively speaking, is the most dynamic-informative within a sentence, and, syntactically, can be any of the syntactic functions (S, V, O, Com, and Adv). In the S perspective (*presentation perspective*), the S is to be contextually independent; the V and other remaining elements, if present, are perspectived to such S. In the non-S perspective (*quality or specification perspective*), the element constituting the perspective can be any of the remaining V, O, Com, or Adv as long as it holds the aggregate of the aforementioned determining factors (Firbas, 1992, pp. 8-9).

Indonesian expressions of epistemic modality (IEEM, henceforth) take the forms of lexical, phrasal, or clausal constructions (Alwi, 1992, pp. 260-261). Such expressions show a range or degree of probability of a proposition (either ‘is’ or ‘isn’t’), the function of which is “to construe the region of uncertainty that lies between ‘yes’ and ‘no’” (Halliday and Matthiessen 2004: 116, 147). In editorial texts, such expressions serve as indicators of the editorial writers’ attitudinal stance towards the issue being addressed, and in part make up linguistic devices characterizing such texts as argumentative-persuasive (Morley 2004). This is what is commonly understood as the editorials’ roles in shaping or changing public opinions toward the issue being raised.

To the question of whether and how IEEM constitute sentence perspectives, two potential answers are predictable: IEEM constitute either perspectived or nonperspectived sentence elements. The nonperspectived IEEM are those serving as the lesser or least dynamic-informative, while the perspectived ones are those being the more or most dynamic-informative elements. The perspectived IEEM are understood as displaying prominence of the editorial writers’ attitudinal expressions. The nonperspectived ones reserve the lesser or least dynamic and/or informative elements; they serve as the foundation-laying upon which the more or most dynamic and/or informative sentential elements are presented.

Research method

The text under scrutiny was *Memberantas Korupsi dengan Sepenuh Hati*, an editorial issued on December 13, 2006 by Yogyakarta-based *Kedaulatan Rakyat* daily (Appendix). In the text there are a good number of epistemic modal expressions of various forms (lexical, phrasal, clausal), in various sentence constructions and linear positions. Instances of such expressions were shown in italicized bold for clearer visibility. Sentences bearing such expressions were, in turn, segmented on the basis of their syntactic constituents or functions (S-V-O-Adv-Com). This subsequently becomes the basis of identifying and naming each element in terms of their semantic and informational functions. The IEEM found were in turn analyzed and judged in terms of the aggregate of the determining factors to decide whether and how such expressions constitute the perspectived, or nonperspectived, pieces of information structure in the sentences and text therein.

The Findings and Discussion

IEEM-bearing sentences

As the sample editorial text (see Appendix) displays, epistemically modalized sentences are found in the three sub-parts, following Bolivar's triadic structure of editorials, namely, of t-Situation-Development-Recommendation (t-SDR, Bolivar, 1996). The presence of epistemic modality expressions demonstrates that the editorial writer explicitly, and repeatedly, qualifies his commitment to the truth of the propositions expressed (Lyons, 1977, p. 797). The presence of IEEM over the three text-parts gives readers impressions of the editorial writer's dominant epistemic nuance in addressing the topic being argued. Closer and more thorough observation of the IEEM presence further shows at least ten epistemic expressions, namely *tampaknya* (*it seems that*, 1x), *harus* (*must*, 2x), *diduga* (*it was suspected that*, 1x), *seharusnya* (*as it should be*, 1x), *barangkali* (*perhaps/maybe/probably*, 5x), *pada hemat kita* (*in our opinion*, 1x), *tentunya* (*certainly*, 1x), *tentu* (*certainly/of course*, 2x), *(tidak) bisa* (*may (not)* 1x), and *mungkin* (*possibly*, 1x) (bracketed numbers show the number of occurrences each expression appears across the whole text). Each IEEM-bearing sentence was in turn analyzed by using the framework of FSP/CD analysis as shown in Figure 2. In the subsequent parts is the discussion concerning those perspectived and nonperspectived IEEM.

Perspectived IEEM

The result of the analysis of epistemically modalized sentences in the sample editorial text show that only three IEEM are found in three perspectived sentence elements. They are (i) *seharusnya* in stc. 3) in the Sp-R element (in a phrasal-clausal construction: *dengan kenyataan bahwa yang seharusnya memberantas justru kian bergairah melakukan korupsi*); (ii) *barangkali* in stc. 28) as an introductory epistemic expression in the clausal construction functioning as FSp-Rp: *barangkali karena dunia menaruh perhatian dan mencanangkan tgl 9 Desember 2005 sebagai Hari Anti Korupsi Sedunia*; and (iii) *mungkin* as an introductory epistemic expression in the phrasal construction functioning as Sp-R: *Mungkin dengan memperbaiki sistem birokrasi dan lembaga peradilan?* The perspectived IEEM make up part of the relatively most dynamic-informative elements of the three sentences in focus.

The perspectived IEEM in the sample text show that in the structuring of sentences as units of information, the writer's epistemic stance, namely, how (un)certain, or confident, the writer is regarding the proposition(s) expressed, constitutes part of sentence element(s) the informational value of which is relatively high. The use of *barangkali* and *mungkin*, for instance, suggests the readers that the text writer is of less certain or confident in proposing his arguments dealing with the issue being raised. To the readers, such uses of epistemic expressions, as a consequence, signal the weakening of the strength of the arguments proposed, giving hints that the text tends to be of merely proposing alternatives than asserting arguments. Epistemically-modalized perspectived sentence elements, containing expressions of doubt or uncertainty, or lack of confidence, therefore weaken the argumentative-persuasive power of the text itself. This in turn suggests that, to be powerfully argumentative, the perspectived sentence elements are necessarily of containing no epistemic expressions of doubt or uncertainty.

Figure 2

Communicative Dynamism of IEEM-Bearing Sentences (modified-adapted model from Adam 2006)

Stc No.	TrPr (conj)	Non-perspective/less dynamic <.....> Perspective/more dynamic					S c a l e
		Foundation-laying		Core-constituting (non-thematic)			
		Theme (thematic)		Transition	Rheme		
		ThPr	DTh	TrPr/Tr	Rh/RhPr	Rh/RhPr	
		Dynamic semantic functions (seen from the centrality of V as Q/Pr)					
		(Set/B)	(Set/B)	(Q/Pr)	(Q/Sp)	(FSp)	
3)			Pertanyaan awam, dapatkah kita memberantas korupsi tampaknya	harus dikaitkan	dengan kenyataan bahwa yang seharusnya memberantas justru kian bergairah melakukan korupsi		Q
4)		Kenyataan ini	barangkali	sulit	dipercaya		Q
8)		Pemberantasan korupsi		tentu tak	semata-mata urusan penegakan hukum		Q
10)				Tidak bisa dipandang	dari satu sisi	karena aktivitas itu membelit semua lini dan berlangsung sudah bertahun-tahun	Q
16)		Strategi membohongi rakyat dengan muslihat bahasa ini	pada hemat kita	punya	tujuan terjaganya stabilitas		Q
25)	Bahkan	korupsi yang dilegalkan (!)	kepala negara pun diduga	melakukan	korupsi yang dilegalkan (?)		Q
26)			Tak sepenuh hati, itulah	barangkali	soalnya		Q
28)		Korupsi		menjadi	menarik	barangkali karena dunia menaruh perhatian dan menantikan tgl 9 Desember 2005 sebagai Hari Anti Korupsi Sedunia.	Q
36)		Ini		tentu	berbahaya		Q
41)		Barangkali kita		harus melihat	ke dalam diri kita sendiri	sudahkah kita sepenuh hati memberantas korupsi?	Q
42)		Jika belum sepenuh hati	tentunya	masih akan terus menari-nari	di depan mata kita		Q
	dan	korupsi		menjadi	virus yang mudah menular		
44)					Mungkin dengan memperbaiki sistem birokrasi dan lembaga peradilan?		Q
45)		Itulah		barangkali	yang bisa kita usulkan		Q

Abbreviations:

TrPr (conj)	: Transition Proper (conjunction)	ThPr	: Theme Proper
DTh	: Diatheme	TrPr/Tr	: Transition Proper/Transition
Rh/RhPr	: Rheme/Rheme Proper	V	: Verb (Predicate)
Q/Pr	: Quality/Presentation	Set/B	: Setting/Bearer of Quality
Q/Sp	: Quality/Specification	FSp	: Further Specification

The presence of IEEM of lower degree of certainty in the perspectived sentence elements therefore gives readers impression and hints that such a phenomenon reduces the argumentative-persuasive power of the text in an effort of changing or shaping public opinions.

Nonperspectived IEEM

As seen in the table above, a greater number of IEEM are found in the nonpeprspctived sentence elements, namely, in the thematic and/or transitional elements. Recurrence of IEEM in the thematic and transitional layers shows that such an attitude determines the nuance of the foundation-laying and transitional elements. They are almost always followed by the rhematic elements, which are, more potentially perspectived. The nonperspectived IEEM, as they appear in the text, are as follows: **tampaknya** (stc. 3)), **barangkali** (repetitive in stc. 4), 26), 41), and 45)), **pada hemat kita** (stc. 16)), and **diduga** (stc. 25)). As a rule, the presence of IEEM as or in the nonperspectived elements indicates that the editorial writer (i) qualifies his commitment to the truth of propositions expressed (by being uncertain or doubtful), and (ii) such expressions are positioned in the nonperspectived elements. In such nonperspective elements, they serve as hedges (Biber et al., 2007, p 558). As such, they give hints that the editorial writer is uncertain or not fully committed to the truth of the propositions expressed.

Repetitive presence of IEEM across the triadic text elements demonstrates the editorial writer's predominant epistemic stance of uncertainty. Putting IEEM in the nonperspectived elements, in the light of the aggregate of the three dermining factors, gives readers clues that the sentence elements being more potentially perspectived, or more dynamic-informative, are framed within the expressions of uncertainty. The use of certainty expressions, namely **tentu(nya)** in stc. 8), 36), and 42) is, still, overwhelmed by the reccurence of uncertainty expressions found across the three triadic text parts. Even in *tentunya* some element of doubt is still detectable. Some notes of the repetitive **barangkali** are also worth proposing. This expression is the most commonly used by the editorial writer, and is found in both perspectived and nonperspectived elements. Regardless of whether it is perspectived or nonperspectived, its recurrence gives readers clues and impression about the editorial writer's dominant epistemic stance of being uncertain about what he asserts and argues. The nuance it creates in the text under scrutiny is therefore that of doubt or uncertainty, resulting in the weakening of the argumentative-persuasive power of the text as a whole.

Conclusion

The analysis of IEEM in the light of FSP/CD theory demonstrates that the presence of such linguistic expressions can be approached both macro-micro textually. In the former, the recurrence of IEEM across the triadic parts sheds the light of what dominant nuance, attitudes, or impression the IEEM give to the readers. In the latter, analysis of IEEM in terms of their dynamic-informational values or CD sheds the light of whether and how such expressions constitute the perspectived or nonperspectived elements within IEEM-bearing sentences. The combinatory model of approaching and analyzing a text, macro-micro textually, provides a framework of how to comprehend a text, wholly and partially, an alternative construct in the light of FSP/CD theory to develop critical reading skills and textual analysis in the realm of language education.

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Identification of IEMEs	Memberantas Korupsi dengan Sepenuh Hati (KEDAULATAN RAKYAT, 13 Desember 2006)
↓ <i>Situation</i>	1) MEMBERANTAS korupsi ternyata tak semudah membalik tangan. 2) Kenyataan ini dikeluhkan oleh banyak negara, bahkan berbagai tulisan mengenai korupsi menyiratkan betapa sulitnya memberantas aktivitas yang satu ini jika tidak dilakukan dengan sepenuh hati. 3) Pertanyaan awam, dapatkah kita memberantas korupsi (P Dt), tampaknya (Set T) harus (Trp) dikaitkan (Tr) dengan kenyataan bahwa lembaga yang seharusnya (Set) memberantas justru kian bergairah melakukan korupsi (Sp R). 4) Kenyataan ini (P Dt) barangkali (Set T) sulit dipercaya (K Trp-Tr→Rp). 5) Tetapi, itulah yang menyebabkan korupsi menjadi sulit diberantas.
possibility, necessity necessity	
possibility	
↓ <i>Development</i>	6) Selama ini pemberantasan korupsi memang sudah gencar dilakukan, namun korupsi justru tampak semakin mengganas. 7) Benarkah pemberantasan tidak dilakukan sepenuh hati? 8) Pemberantasan korupsi (P Tp), tentu (Set T) tak (Trp) semata-mata urusan penegakan hukum (K R). 9) Tapi, menyentuh banyak aspek. 10) Tidak bisa dipandang (Q Trp-Tr) dari satu sisi (Sp R), karena aktivitas itu membelit semua lini dan berlangsung sudah bertahun-tahun (Spl Rp). 11) Kita mendengar kata korupsi bukan baru sekarang ini. 12) Tapi, sejak zaman Bung Karno kita mendengar bahwa kata korupsi tidak baik dilakukan dalam sebuah pemerintahan.
certainty	
possibility	
probability	13) Pada zaman Soeharto, karena kepandaian penguasa Orde Baru itu dalam mempermainkan kata, masyarakat tidak diberi penjelasan mengenai korupsi. 14) Tapi, apa yang terjadi itu adalah kesalahan prosedur. 15) Pada masa Soeharto juga tak ada kenaikan harga-harga barang, tapi semua harga disesuaikan. 16) Strategi membodohi rakyat dengan muslihat bahasa ini (P Dt), pada hemat kita (Set T) punya (Q Tr) tujuan terjaganya stabilitas (Sp R). 17) Agar masyarakat tidak bergejolak. 18) Bukankah korupsi dan kenaikan harga selalu memicu gejolak sosial? 19) Bila sosial sudah bergejolak, artinya stabilitas terganggu.
probability	
possibility	20) Pada zaman Orde Baru, memang banyak sekali tindak korupsi yang dilakukan. 21) Akan tetapi informasi yang sampai kepada masyarakat adalah kesalahan prosedur. 22) Inilah permainan bahasa, eufemisme, siasat yang dimanfaatkan untuk kepentingan kekuasaan. 23) Baru setelah Orde Baru tumbang, semuanya terkuak. 24) Termasuk bukti-bukti kerugian negara akibat adanya korupsi besar-besaran. 25) Bahkan (Trp), kepala negara pun (P T) diduga (Set T) melakukan (Q Tr) korupsi yang dilegalkan (Sp R/Set Tp). 26) Tak sepenuh hati, itulah (P T→Re) barangkali (Set Tp) soalnya (K R→Tev).
possibility	
possibility	27) Mengapa korupsi senantiasa menarik? 28) Korupsi (P Tp) menjadi (K Tr) menarik (Sp R), barangkali (Set Tp) karena dunia menaruh perhatian dan mencanangkan tanggal 9 Desember 2005 sebagai Hari Anti Korupsi Sedunia (Spl Rp). 29) Peringatan yang dilakukan berbagai pihak pada Sabtu, 9 Desember 2006 kemarin itu, mengingatkan pada kita bahwa korupsi sudah menjadi urusan dunia.
	30) Korupsi disepakati untuk diberantas, namun tak semu-

certainty possibility; logical necessity certainty probability ↓ Recommendation possibility possibility probability	dah itu menghilangkan kebiasaan yang membawa kenik-matan. 31) Semua orang sepakat agar tindak korupsi ini dicegah sehingga tercipta suatu iklim pemerintahan yang bersih, namun sudah berkali-kali diserukan untuk diberantas hasilnya sama saja. 32) Kata orang, korupsi sulit diberantas karena saking sudah membudayanya di tengah masyarakat. 33) Tak ada orang yang tak melakukan korupsi. 34) Hampir semua orang melakukan korupsi. 35) Korupsi seakan sudah begitu dekat dengan kehidupan seseorang. 36) Ini (P T) tentu (Set Tp, or Q Trp) berbahaya (K R). 37) Jika semua orang adalah koruptor, maka kita seperti hidup dalam kungkungan teror. 38) Bahkan Denny Indrayana SH LLM PhD, dalam acara bedah buku di Yogyakarta mengemukakan bahwa korupsi, boleh dikatakan lebih berbahaya dibandingkan dengan teroris (Kedaulatan Rakyat, 11/12/2006). 39) Kita prihatin mendengar pernyataan Denny Indrayana ini di tengah peringatan Hari Anti Korupsi Sedunia, yang seakan terus menggema. 40) Sebab, jika korupsi lebih berbahaya dibanding teroris dan korupsi yang masih saja tampak menyulitkan kemiskinan terkikis, kita akan terus berjuang entah sampai kapan. 41) Barangkali (Set Tp), kita (P Tp) harus melihat (Q Trp-Tr) ke dalam diri kita sendiri (Sp R), sudahkah kita bertekad sepenuh hati untuk memberantas korupsi? (Spl Rp). 42) Jika belum sepenuh hati (Set Dt), tentunya (Set T) korupsi (P Tp) masih akan terus menari-nari (Q Trp-Tr) di depan mata kita (Sp R) dan menjadi (Q Tr) virus yang mudah menjalar (Sp R). 43) Lantas, bagaimana caranya? 44) Mungkin (Set T) dengan memperbaiki sistem birokrasi dan lembaga peradilan? (Sp R) 45) Itulah (P T→Rev) barangkali (Set Tp) yang bisa kita usulkan (K R→Tev). 46) Sebab, jika aparat hukum dalam melakukan penegakan berlangsung secara tegas terhadap setiap koruptor tanpa pandang bulu, hukum akan memperoleh kepercayaan yang tinggi dan disegani. 47) Akan tetapi (Tr), jika lembaga peradilan justru bergairah melakukan korupsi dan tidak bertindak tegas (Set Tp), korupsi (B Tp) akan senantiasa menempel dan sulit diberantas (K Trp-Tr) betapapun berkali-kali kita memperingati Hari Anti Korupsi Sedunia (Sp R).
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Notes: only sentences containing expressions of modality were analyzed (in terms of subtypes, their distribution across t-SDR, and communicative dynamism).

Mapping of modality expressions:

t	Possibility (kemungkinan)	Probability (keteramalan)	Logical necessity (keharusan)	Certainty (kepastian)	Σ
S	4) <i>barangkali</i>	3) <i>tampaknya</i>	3) <i>harus</i> 3) <i>seharusnya</i>	-	4
D	10) <i>bisa</i> 26) <i>barangkali</i> 28) <i>barangkali</i> 41) <i>barangkali</i>	16) <i>pada hemat kita</i> 25) <i>diduga</i>	41) <i>harus</i>	8) <i>tentu</i> 36) <i>tentu</i> 42) <i>tentunya</i>	10
R	44) <i>mungkin</i> 45) <i>barangkali</i>	47) <i>akan</i>	-	-	3
Σ	7	4	3	3	17