

The Use of Reporting Verbs Found in Research Articles

Zin Win Mar*

Abstract

Reporting verbs (RVs) are used in citing the authors' works as an essential device in research articles. The study focused on the use of reporting verbs found in the selected research articles. The objectives of the current study are to find out which type of reporting verbs is the most frequent use and which type is the least frequent one in the research articles, and to investigate how the reporting verbs found in the research articles are used. 14 research articles written by 22 teachers from the departments of English in Myanmar were examined to conduct the study. Based on the theory of Hyland (2002), reporting verbs are classified into *Research Acts*, *Cognition Acts*, and *Discourse Acts* types. The results revealed that the most frequent use of reporting verbs is *Discourse Acts* type and the least is *Cognition Acts* type found in the articles. Moreover, the verb forms and voices of different sub-categories of reporting verbs were also investigated using Hyland's (2002) theory. It is recommended that further researches can be done on each section of research articles from various disciplines.

Key Words: reporting verbs, research articles, citations

1. Introduction

"Reporting verbs are one of the crucial components in academic writing. Most of the researches have focused on analyzing the reporting verbs in doctoral theses, student assignments, research articles, and journals" (Manan & Noor, 2013, p. 140). The current research also dealt with the use of reporting verbs found in research articles. Therefore, 14 research articles published in 10 university research journals were chosen to collect the data. As reporting verbs are normally found in the literature review sections of research articles (Soler-Monreal & Gil-Salom, 2011, as cited in Agbaglo, 2017), the use of reporting verbs in literature review sections was examined in the study. The study was confined to the citations in the literature review sections of the research articles. The previous studies have been investigated on the use of reporting verbs in research articles using different theories (Hyland, 2002; Jafarigohar & Mohammadkhari, 2015; Agbaglo, 2017; Un-udom N., 2020; S. Un-udom, 2020).

Jafarigohar and Mohammadkhari (2015) investigated reporting verbs in applied linguistics research articles. The research studied the differences between applied linguistics research articles written by non-native writers and their native counterparts in English, focusing on the use of the reporting verbs in quoting other authors. Using the theory proposed by Thompson and Ye (1991), the corpus of 63 articles (about 200000 words) was analyzed. The results revealed that higher use of direct quotations by native writers which might be interpreted to be the results of their linguistic capability in handling linguistic materials produced by other authors. The researchers suggested that using a larger corpus may help materials develop and researchers to come up with a clearer picture on the differences between NES and NNES and researchers can try to receive more insights from such copra by examining each section of articles separately to see what types of verbs are used in this section.

*Associate Professor and Head, Department of English, Banmaw University

Agbaglo (2017) studied the types and frequencies of reporting verbs in research articles written by lecturers in a Ghanaian University. The results revealed that *Discourse Acts* verbs are mostly used in the research articles by the lecturers, as compared to *Research Acts* verbs and *Cognition Acts* verbs. It is learnt that 103 occurrences (51.5%) in *Discourse Acts* verbs were recorded in the study. The electronic copies (PDFs) of ten selected research articles written during 2008-2016 period by Ghanaian lecturers in the Department of Cape Coast were used to conduct the research. The data were collected and analyzed based on Hyland (2002). It is concluded that the study, like all other researches in academia, adds to the existing body of literature on the academic discourse, in general, and citation, in particular.

N. Un-udom (2020) and S. Un-udom (2020) did a corpus-based study on the use of reporting verbs in applied linguistics articles. The study aimed to investigate the most frequently used category of reporting verbs in applied linguistics articles and how the category used in the citation process is used. According to the RVs classification theory of Hyland (2002), reporting verbs in literature review sections of 52 articles from three applied linguistics journals were analyzed. Moreover, the verb forms and voices of the reporting verbs were also investigated in their research articles. The results of their study showed that *Research Acts* type of RVs was the most frequent use in the articles and the *Cognition Acts* type was the least frequent one. The researchers suggested that further studies could be carried out with more coverage and balance copra, and more reporting verbs could be investigated to answer the question that the current study could not find in order to contribute sets of knowledge to the area of corpus-based and vocabulary study.

The aim of the current research is to study on the use of reporting verbs found in the selected research articles. The objectives are to find out which type of reporting verbs is the most frequent use and which type is the least frequent one in the research articles, and to investigate how the reporting verbs found in the citations of the research articles are used. In order to conduct the study, the three main research questions are described as follows:

1. Which type of reporting verbs is the most frequent use in the research articles?
2. Which type of reporting verbs is the least frequent use in the research articles?
3. How are the reporting verbs in the citation process of the research articles used?

2. Literature Review

The study focused on the use of reporting verbs found in research articles written by English language teachers from the departments of English under the Ministry of Education, Myanmar.

The use of particular reporting verbs can affect the citation process and reliability of claims (Hyland, 2005).

Loan and Pramoolsook (2015) states that "a reporting verb is the key element in academic writing that enables writers to attribute content to another source and allows them to convey both their reported research activities and their evaluation of the cited message" (p. 196).

Wu (2017) points out that the correct choice of a reporting verb in the cited message of one's own ideas or the ideas of others has been seen as an essential element in academic writing.

Reporting verbs are defined as "one of the most important issues in writing academic paper because they are used to express the process and reliability of claims to support author's writing" (Un-udom, N., 2020; S. Un-udom, 2020, p. 162).

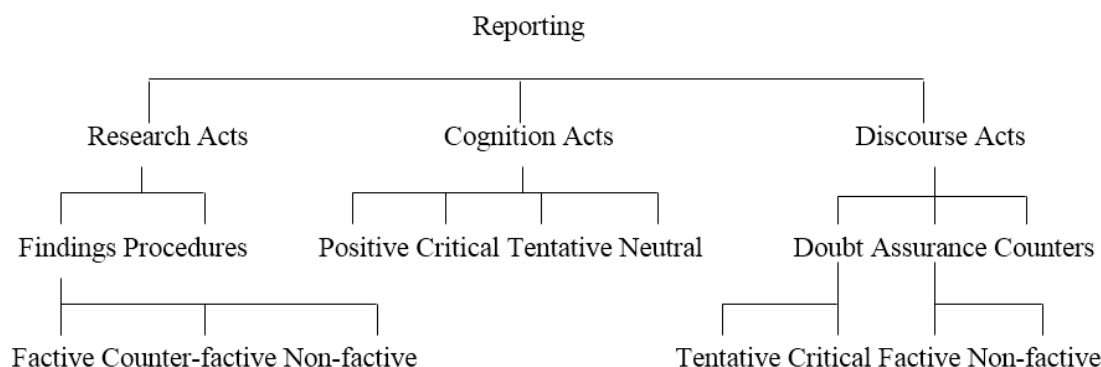
2.1 Theoretical Frameworks

According to the type of activity, reporting verbs (RVs) are classified into three main types: *Research Acts*, *Cognition Acts*, and *Discourse Acts* (Hyland, 2002).

Research Acts: Verbs in this category represent experimental activities or actions carried out in the real world. They generally occur either in statements or in findings (e.g. *observe, discover, notice, show*). *Research Acts* verbs include finding and procedure. The procedure verbs are used to present methods used in the cited words such as *analyze, calculate, assay, explore, plot, recover*. In the finding act, the authors employ factive verbs (e.g. *demonstrate, establish, show, solve, confirm*) to acknowledge the acceptance of the author's results or conclusions, counter-factive stance (e.g. *fail, misunderstand, ignore, overlook*) to portray the author's judgments as false or incorrect, and non-factive verbs (e.g. *find, identify, observe, obtain*) to show neutral attitudinal signal as to their reliability.

Cognition Acts: Verbs are concerned with the researcher's mental process (e.g. *believe, conceptualize, suspect, assume, view*). *Cognition Acts* verbs, which portray the cited work in terms of a mental process, handle evaluation rather differently and writer here attributes a particular attitude to the cited author. The four sub-categories are positive attitude (e.g. *agree, concur, hold, know, think, or understand*) used when authors accept as true or correct, tentative view towards the reported matter (e.g. *believe, doubt, speculate, suppose, suspect*), critical stance (e.g. *disagree, dispute, not think*) and neutral attitude (e.g. *picture, conceive, anticipate, reflect*).

Discourse Acts: This involves linguistic activities and focuses on the verbal expression of cognitive or research activities. *Discourse Acts* verbs convey an evaluation of the cited material. The writers either take the responsibility for their interpretation, conveying their uncertainty or assurance of the correctness, or attributing a qualification to the author. In detail, the verbs that express the author's view directly are categorized into doubt and assurance categories. The doubt category can be sub-divided into tentative verbs (e.g. *postulate, hypothesize, indicate, intimate, suggest*) and critical verbs (e.g. *evade, exaggerate, not count, not make a point*) while the assurance category introduces cited materials in more positive and conclusive terms, either to neutrally inform readers of the author's position (non-factive verbs such as *state, describe, discuss, report, answer, define, summarize*) or to use that position to support the writer's own (factive verbs such as *argue, affirm, explain, note, point out, and claim*). In the counter category, the verbs (e.g. *deny, critique, challenge, attack, question, warn, rule out*) are taken to be the cited author's own reservations or objections to the correctness of the reported message. The summary of Hyland's (2002) framework could be seen in Fig.1.

Figure 1.**Hyland's Framework of Reporting Verbs (2002, p.122)****3. Method**

In this study, the data were collected and analyzed using a checklist. 10 university research journals published in the year 2019 were randomly collected from Banmaw University Library. 14 research articles were, then, selected from the research journals to collect the data. The articles were written by 22 teachers from the departments of English under the Ministry of Education, Myanmar. Reporting verbs are mostly found in citation process of literature review sections. Therefore, the various citations in literature review sections of the articles were explored after photocopying 14 literature reviews sections. Based on Hyland (2002), the use of reporting verbs in the citations of literature review sections was investigated according to their process categories and evaluative functions. The study recorded the total number of 116 cases in 116 citations of each literature review section in the articles. Moreover, the verb forms and voices of RVs were also investigated to carry out the study.

4. Results and Discussion

The present study confirmed the results through the use of the following tables. Hyland (2002) categorized reporting verbs (RVs) into three main types: *Research Acts*, *Cognition Acts*, and *Discourse Acts*.

Table 1.**Frequency and Percentage of RVs in Process Categories**

Type of RVs	Frequency	Percentage
Research Act	26	22
Cognition Act	7	6
Discourse Act	83	72
Total	116	100

Table 1. above shows that the most frequent use of RVs was *Discourse Acts* type at 83(72%) out of 116 cases. Second most frequent use was *Research Acts* type

at 26(22%) followed by *Cognition Acts* type at 7(6%). The least frequent use of RVs was *Cognition Acts* type. It is found that all different types of RVs in process categories were used in the research articles.

Table 2.
Frequency and Percentage of Reporting Verbs in Evaluative Functions

Research Act 26(22%)	Finding 2(2%)	Factive 0(0%)
		Counter-factive 0(0%)
		Non-factive 2(2%)
	Procedure 24(21%)	
Cognition Act 7(6%)	Positive 3(3%)	
	Critical 0(0%)	
	Tentative 0(0%)	
	Neutral 4(3%)	
Discourse Act 83(72%)	Doubt 12(10%)	Tentative 12(10%)
		Critical 0(0%)
	Assurance 71(62%)	Factive 15(13%)
		Non-factive 56(48%)
	Counters 0(0%)	

As described in Table 2, the results in frequency and percentage of RVs in evaluative functions can clearly be seen. 116 RVs found in the citation process of literature review sections in the research articles were used in the articles.

Research Acts RVs include finding and procedure. The sub-categories of finding are factive verbs, counter-factive stance and non-factive verbs. Non-factive was found at 2(2%). The other sub-categories factive verbs and counter-factive stance were hardly found in finding. In this study, procedure was found at 24(21%). Therefore, procedure RVs were more frequently used than finding RVs in *Research Acts* verbs.

The four sub-categories of *Cognition Acts* verbs are positive attitude, critical stance, tentative view, and neutral attitude. The frequency of neutral at 4(3%) was slightly higher than that of positive at 3(3%). The two sub-categories critical and tentative were not totally found.

In *Discourse Acts* type of RVs, doubt, assurance, and counters are sub-divided. Doubt is further divided into tentative and critical. Doubt was found at 12(10%) through the use of only tentative at 12(10%). Critical had no occurrence at all. Assurance at 71(62%) was mostly seen, as compared to factive at 15(13%) and non-factive at 56(48%). In *Discourse Acts* RVs, the third sub-category, counter-factive was not totally found in the data. Based on Hyland's (2020) classification theory, the use of reporting verbs was examined to investigate not only the most and least frequently used types of reporting verbs but also verb forms and voices of

reporting verbs found in research articles. In this study, the results showed that *Discourse Acts* type which involves linguistic activities and focuses on the verbal expression of cognitive or research activities was most frequently used in the research articles. However, the results did not totally agree with N. Un-udom (2020) and S. Un-udom (2020) because the results of their study indicated that *Research Acts* type of RVs was most frequently occurred in the articles.

Table 3.
Frequency and Percentage of Reporting Verb Forms

Verb Form	Frequency	Percentage
Root	10	9
Third Person Singular	38	33
Past Form	48	41
Past Participle	20	17
Present Participle	0	0
Total	116	100

Table 3 indicates that the Past Form of RVs had the highest occurrence (48 occurrences) which represents 41% of the total RVs in the data. This was followed by Third Person Singular at 38(33%), Past Participle at 20(17%), and Root at 10(9%) respectively. Present Participle did not occur in the data at all.

Table 4.
Frequency and Percentage of Voices of Reporting Verb

Voice	Frequency	Percentage
Active	97	84
Passive	19	16
Total	116	100

As shown in Table 4, the use of Active RVs which recorded 97 occurrences (84%) was higher than that of Passive RVs which occurred 19 times in the data, representing 16% of the total number of RVs in the data analyzed.

5. Conclusion

The study aimed at investigating the use of the reporting verbs found in the selected research articles. The researchers used 116 citations in literature review sections of the university research articles written by 22 teachers. Using the classification theory of Hyland (2002), the reporting verbs found in each citation were examined and classified. The results indicated that the most frequent use of RVs was *Discourse Acts* type with 83 occurrences representing 72% out of 116 cases. Second

most frequent use was *Research Acts* type at 26(22%) followed by *Cognition Acts* type at 7(6%). Therefore, the least frequent use was *Cognition Acts* type of RVs. In this study, the verb forms and voices of reporting verbs were also investigated. It is recommended that further researches can be done on each section of research articles from various disciplines.

Acknowledgements

I would like to express my deep gratitude to Dr Aung Kyaw Thin, Rector, and Dr Aye Aye Han, Pro-rector of Banmaw University, for giving permission to submit this research.

References

- Agbaglo, E. (2017). The types and frequencies of reporting verbs in research articles written by lecturers in a Ghanaian University. *Journal of Literature, Languages and Linguistics*.7, 51-57. Retrieved March 2, 2020, from <https://www.academia.edu> > The_Ty...
- Charles, M. (2006). Phraseological patterns in reporting clauses used in citation: A corpus-based study of theses in two disciplines. *English for Specific Purposes*, 25, 310-331. Retrieved February 26, 2020, from <https://www.researchgate.net> > 2231
- Cheng, W. (2017). *A corpus study of the construction of evaluative stance in introduction in Psychology and Radiology journals*. Retrieved April 20, 2020, from <https://www.decode.waseda.ac.jp> > ...
- Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied Linguistics*, 20(3), 349-351. <https://doi.org/10.1093/applin/20.3.341>
- Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*. Harlow, UK: Longman.
- Hyland, K. (2002). Activity and evaluation: Reporting practices in academic writing. *Academic Discourse*, 115-130.
- Hyland, K. (2005). Stance and Engagement: A modal of interaction in academic discourse. *Discourse Studies*, 7(2), 172-192 doi: 10.1177/1461445605050365
- Jafarigohar, M. & Mohammadkhari, A.(2015). Reporting verbs in applied linguistics research articles by native and non-native writers. *Theories and Practice in Language Studies*, 5(12), 2490-2496. Retrieved March 2, 2020, from <https://www.academypublication.com> > view
- Loan, N.T.L., & Pramoolsook, I. (2015). Reporting verbs in literature review chapters of TESOL Master's theses written by Vietnamese postgraduates. *ESP Today*. 3(2), 196-215. Retrieved March 20, 2020, from <https://www.esptodayjournal.org>>
- Manan, N. A. & Noor, M.N. (2014). Analysis of reporting verbs in Master's theses. *Procedia-Social and Behavioral Sciences*.134, 140-145. Retrieved February 26, 2020, from <https://sciencedirect.com>.
- Wu, J. (2017). *The use of reporting verbs as rhetoric in academic writing across disciplines*. Retrieved February 27, 2020, from <https://www.researchgate.net> > 3283...
- Un-udom, N. & Un-udom, S. (2020). A corpus-based study on the use of reporting verbs in applied linguistics articles. *English Language Teaching*, 13(4), 162-169. Retrieved March 20, 2020, from <https://www.cscent.org> > elt > article > view

Modality Found in Donald John Trump's Speech

Tin Tin Zaw Tun¹, Zin Win Mar² and Khin Hla Yee³

Abstract

The paper attempted to study the different types of modality found in the selected speech delivered by the 45th US President Donald John Trump. The objectives are to examine and analyse modalities found in the selected speech and to investigate which type of modality is most frequently occurred and which type is least frequently occurred in the speech. The findings showed that the most frequent use of modality is abilitive, and commissive is not found in the selected speech at all. It is concluded that more studies on the use of modality in various genres can be carried out, based on different theories of modality.

Key Words: modality, abilitive, commissive

1. Introduction

It is noted that "modality is to be understood as a semantic category which covers such notions as possibility, probability, hypotheticality, obligation, and imperative meaning" (Downing & Locke, 2002, p. 382). In addition, modality has linguistic meaning that deals with possibility and necessity of modal verbs (Zhang, 2019). The present paper aimed to study the different types of modality found in the selected speech delivered by the 45th US President Donald John Trump. It was addressed to the 115th United States Congress. It was also Trump's first State of the Union Address and his second speech to a joint session of the United States Congress. As the researchers were very interested in his persuasive speech, it was chosen to present the paper. The President used the different types of modal verbs in his speech to be more attractive and persuasive. The use of modal verbs in this paper was confined to modal systems. Palmer (1986) classified Modality into two main types: Propositional Modality and Event Modality. Moreover, he also sub-divided modality into 10 sub-types: speculative, deductive, assumptive, reported, sensory, permissive, obligative, commissive, abilitive, and volitive. Using the theory of Palmer (1986), the present research is limited to study modal systems with modal verbs found in Donald Trump's speech. The previous studies on types of modalities from different perspectives have been investigated by the researchers (Jespersen, 1924; Wright, 1951; Palmer, 1986; 1979; Bybee et al., 1994).

The aim of the present paper is to study the different types of modality found in the selected speech delivered by the 45th US President Donald John Trump.

The objectives of the paper are

- (1) to examine and analyse modalities found in the selected speech and
- (2) to investigate which type of modality is most frequently occurred and which type is least frequently occurred in the speech.

The research questions related to this paper are listed below.

1. Lecturer, Department of English, Banmaw University

2 Associate Professor and Head, Department of English, Banmaw University

3 Lecturer, Department of English, Kyaukse University

- (1) What types of modality are used in the selected speech?
- (2) What are frequencies of the different modalities in the speech?
- (3) Which type is most frequently occurred in the speech?
- (4) Which type is least frequently occurred in the speech?

2. Theoretical Frameworks

According to Palmer (1979), modality in English refers to the use of the modal auxiliaries.

"Modality is one of the important semantic categories. It refers to language whose meaning depends on alternate possible world" (Porter, 2005, p. 154, as cited in Zhang, 2019, p. 879).

Solien (2016, p. 223) stated that "modality is a complex category encompassing more than one linguistic field, including morphology, lexicon, syntax and pragmatics".

According to Palmer (1986), Modality can be divided into two main types: Propositional Modality and Event Modality. There is a clear contrast in the notional features involved in the following pairs of examples:

Kate may be at home now. speculative

Kate must be at home now. deductive

Kate may come in now. permissive

Kate must come in now. obligative

(Palmer, 1986, p.p. 6-7)

The distinction is usually made in terms of 'epistemic' and 'deontic' modality, and illustrated by the use of paraphrases using 'possible' and 'necessary'.

It is possible (possibly the case) that Kate is at home now.

It is necessarily the case that Kate is at home now.

It is possible for Kate to come in now.

It is necessary for Kate to come in now.

(Palmer, 1986, p. 7)

The important distinction between the two pairs is described by the words 'that' and 'for'. The first pair of the above sentences refers to the speaker's judgment of the proposition that Kate is at home whereas the second are concerned with the speaker's attitude towards a potential future event, that of Kate coming in. Therefore, a basic distinction of modality may be made between Propositional Modality and Event Modality.

Epistemic modality and evidential modality are concerned with the speaker's attitude to the truth-value or factual status of the proposition (Propositional Modality). By contrast, the sub-types of deontic and dynamic modality refer to events that are not actualized, events that have not taken place but are merely potential (Event Modality).

Epistemic modality and evidential modality are the two main types of propositional modality. The essential difference between these two types is that with epistemic modality speakers make judgments about the factual status of the

proposition, whereas with evidential modality speakers indicate the evidence they have for its factual status.

Epistemic modality can be sub-divided into speculative, deductive and assumptive.

Speculative indicates uncertainty.

e.g. Kate may be at home now.

Deductive shows an inference from observable evidence.

e.g. Kate must be at home now.

Assumptive refers to an inference from what is generally known.

e.g. Kate will be at home now.

(Palmer, 1986, p. 6)

According to Palmer (1986), evidential modality can be divided into reported and sensory.

Reported is expressed with labels such as 'second-hand', 'linguistic evidence', 'hearsay'.

e.g. He is said to be extremely rich.

(Palmer, 1986, p. 40)

Sensory refers to evidence from seeing and hearing

e.g. I just heard someone run in.

(Palmer, 1986, p. 45)

Palmer (1986) proposed that deontic modality and dynamic modality are two main types of event modality. The difference between deontic and dynamic modality is that with deontic modality, the conditioning factors are external to the relevant individual, whereas with dynamic modality the conditioning factors are internal. Thus, deontic modality relates to obligation or permission, emanating from an external source, whereas dynamic modality relates to ability or willingness, which comes from the individual concerned.

The two types of deontic modality are 'directive' and 'commissive'. Directives can be identified as 'permissive' and 'obligative'.

Permissive is used for external authority, the actual speaker's permission.

e.g. John may/can come in now.

Obligative shows possibility and is laid on the basis of some authority.

e.g. John must come in now.

(Palmer, 1986, p. 10)

Commissive is used to express when the speakers commit themselves to do things.

e.g. You shall do as you are told.

(Palmer, 1986, p. 73)

The two types of dynamic modality are 'abilitive' and 'volitive'.

Abilitive refers to ability.

e.g. John can speak French.

Volitive is used to express willingness.

e.g. John will do it for you.

(Palmer, 1986, p. 10)

3. Research Methodology

The First State of the Union speech delivered by the 45th US President Donald John Trump before a joint session of Congress on January 30, 2018 was used to collect and analyse the data. In this chapter, data collection and analysis and data interpretation are described.

3.1 Data Collection and Analysis

The research focused on the study of the different types of modality found in Donald Trump's speech. According to Palmer (1986), there are two main types of Modality: Propositional and Event modality. Propositional Modality can be divided into epistemic modality (speculative, deductive, and assumptive) and evidential modality (reported and sensory). Deontic modality (permissive, obligative, and commissive) and dynamic modality (abilitive and volitive) are the two different types of Event Modality. Based on Palmer (1986)'s theory, data were collected and analysed by using table.

3.2 Data Interpretation

Sentences are randomly collected for data interpretation.

In Sentence No. 57 'A typical family of four making \$75,000 **will** see their tax bill reduced by \$2,000, slashing their tax bill in half.', '**will**' is speculative. Speculative is a sub-type of epistemic modality with which speakers express their judgement about the factual status of the proposition. It can be a possible conclusion that the tax bill is reduced to 50% for a typical family of four.

The modal verb '**should**' in the Sentence No.152 "Every federal dollar **should** be leveraged by partnering with state and local governments, and, where appropriate, tapping into private sector investment, to permanently fix the infrastructure deficit." can be noticed as deductive which indicates an inference from observation. It is the only possible conclusion of the speaker Donald Trump about the infrastructure deficit.

In Sentence No.215 "Over the next few weeks, the House and Senate **will** be voting on an immigration reform package, '**will**' is assumptive. It is based on a reasonable condition that the House of Representatives and the Senate will be voting on an immigration reform in a few weeks.

Sentence 263 "In that moment, Ryan **said** he felt God speak to him: "You **will** do it — because you **can**." does not express the speaker's own statement. The modal verb '**said**' is used to express reported. The police officer Ryan Holets felt that God spoke to him, giving judgement on a reasonable conclusion to adopt a baby born to a homeless addict as he had the ability to do so. Therefore, in this sentence, '**will**' is assumptive and '**can**' abilitive.

The sensory verb '**saw**' can be noticed in Sentence No.11 "We **saw** the volunteers of the Cajun Navy racing to the rescue with their fishing boats to save

people in the aftermath of a totally devastating hurricane." It is used to express what the speaker sees or has seen.

In Sentence No.67 "Small businesses have also received a massive tax cut, and **can** now deduct 20 percent of their business income.", the permissive '**can**' is used to express that the authority Donald John Trump has permitted the small businesses to deduct 20 percent of their business income as a massive tax cut.

The modal verb '**must**' can be seen as 'obligative' in Sentence No.218 "One where nobody gets everything they want, but where our country gets the critical reforms it needs and **must** have." Trump expresses that it is necessary for his country to have the critical reforms.

The modal verb '**can**' in Sentence No.161 "We **can** lift our citizens from welfare to work, from dependence to independence, and from poverty to prosperity." is 'abilitive'. The speaker expresses that they have ability to lift their citizens above the poverty line.

The modal verb '**will**' is volitive in Sentence No.378 "And our nation **will** forever be safe and strong and proud and mighty and free." The speaker Donald John Trump has willingness to build the United States of America as a safe and powerful country.

4. Findings and Discussion

Based on the theory of Palmer (1986), there are two main types of modality: propositional and event modality. Propositional modality can be divided into epistemic modality (speculative, deductive, and assumptive) and evidential modality (reported and sensory). Deontic modality (permissive, obligative, and commissive) and dynamic modality (abilitive and volitive) are the two different types of event modality. Modalities found in Donald John Trump's first State of the Union speech are classified into ten sub-types. They are speculative, deductive, assumptive, reported, sensory, permissive, obligative, commissive, abilitive, and volitive. The frequencies of modality found in Donald John Trump's speech is stated in Table 1.

Table 1. Frequencies of Modality Found in Donald John Trump's speech

No.	Types of Modality		Frequency	Percentage	
1.	Propositional Modality	Epistemic Modality	Speculative	2	2.04%
			Deductive	4	4.08%
			Assumptive	21	21.42%
	Evidential Modality	Reported	1	1.02%	
		Sensory	11	11.22%	
2.	Event Modality	Deontic Modality	Permissive	7	7.14%
			Obligative	11	11.22%
			Commissive	0	0%
	Dynamic Modality	Abilitive	22	22.45%	
		Volitive	19	19.39%	
Total			98	100%	

Table 1 describes the frequencies of modality found Donald John Trump's speech. It is found that abilitive was the most frequent use and commissive was not totally found in the selected speech. Donald Trump used the largest number of abilitive in his speech at 22 (22.45%) out of 98 modalities. Therefore, the speaker wanted to express that his people have abilities to do things in building up their nation. Second most frequent use was assumptive which recorded 21 occurrences representing 21.42% of the total occurrences. Therefore, abilitive was slightly greater than assumptive. Volitive was 19.39% of the total number of modalities in the data analyzed, followed by sensory and obligative which had the same occurrence representing 11.22%. Permissive was 7.14%, followed by deductive 4.08%, speculative 2.04%, and reported 1.02%. Commissive was not totally found in the speech. Therefore, neither promise nor threat was expressed in the speech. With the exception of commissive, the speaker used the nine sub-types of modality to make his speech's themes more attractive and persuasive.

Table 2. Percentage of Propositional Modality and Event Modality in Donald John Trump's Speech

No	Types of Modality	Percentage
1	Propositional Modality	39.80%
2	Event Modality	60.20%

According to Table 2, the percentage of Event Modality is nearly 20% greater than that of Propositional Modality. It can be learnt that the speaker used to express more potential events than his attitude to the truth-value in his speech.

5. Conclusion

The research focused on the study of the different modalities found in the first State of the Union speech delivered by the 45th US President Donald John Trump. It was addressed to the 115th United States Congress on Tuesday, January 30, 2018. The speech was selected as a material to carry out the paper because the use of different types of modality in the speech can make the speech more attractive and persuasive. The most dominant type found in the speech was abilitive. Such type of modality was used to express physical and mental power. The second most dominant one was assumptive modality. The President wanted to express the interferences from the main issues of the speech, which are economy and employment, infrastructure, immigration, foreign policy and healthcare. The type of commissive used either as promises or as threats was not totally found in the President's speech. Therefore, with the exception of commissive, almost all sub-types of modality were used in the speech. The third most dominant one in the speech was volitive which expresses willingness. Donald Trump mostly used dynamic modality because he wanted to focus not only on his willingness to share incredible progress and extraordinary success but on how the American people have abilities to overcome their pains of hardships in his speech. It is found that with the exception of commissive, almost all sub-types of modality were used in the speech. Through the use of different modalities, the speaker made the speech's themes more attractive and persuasive. It is concluded that more studies on the use of modality in various genres can be carried out, based on the different theories of modality.

Acknowledgements

We would like to express our heartfelt thanks to Dr Aung Kyaw Thin, Rector, Dr Aye Aye Han, Pro-rector of Banmaw University, for granting permission to submit this paper.

References

- Bybee, J. (1985). *Morphology*, TSL No.9. Amsterdam. London: Pearson Education Limited
- Congressional record. (2018, January 30). *164(20)*. Retrieved January 3, 2019, from [https:// www.congress.gov](https://www.congress.gov).
- Jeperson, O. (1924). *The Philosophy of Grammar*. NY: Norton.
- Marascu, E. (2016). *Modality : A concept of the englishgrammar*. University of Craiova, Romania.
- Palmer, F.R. (1986). *Mood and modality*. Cambridge, UK: Cambridge University Press.
- Palmer, F.R. (1979). *Modality and the English modals*, London: Longman.
- Soliene, A. (2016). (Non)epistemic modality: English must, have to and have got to and their correspondences in Lithuanian, p. 226, from <https://www.researchgate.com>.
- Von Wright, G. H. (1951). *An Essay in Modal Logic*. Dordrecht.
- Zin Win Mar. (2019) Type of modality found in General Horoscope, *New York Daily News Newspaper. Lashio University Research Journal, 10(1)*, 37-48.
- Zhang, J. (2019). A semantic approach to the English modality. *Journal of Language Learning and Research. 10(7)*, 879-885. Retrieved January 10, 2019 from <https://www.semanticsscholar.org> > A...