

**A CORPUS-BASED ANALYSIS OF
POSSIBILITY/ABILITY/PERMISSION MODALS IN
INDONESIAN EFL TEXTBOOKS FOR SENIOR HIGH
SCHOOL IN KURIKULUM MERDEKA**

BACHELOR THESIS



By

Alfiana Putri Dewanti

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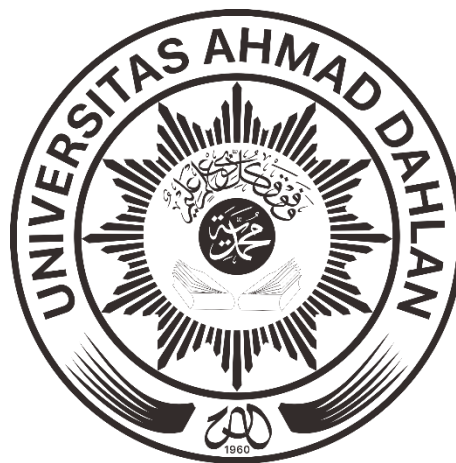
**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN
YOGYAKARTA**

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Submitted to the Faculty of Teacher Training and Education Universitas Ahmad
Dahlan Yogyakarta as a Partial Fulfillment of the Requirements for the
Attainment of Sarjana Pendidikan



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Alfiana Putri Dewanti

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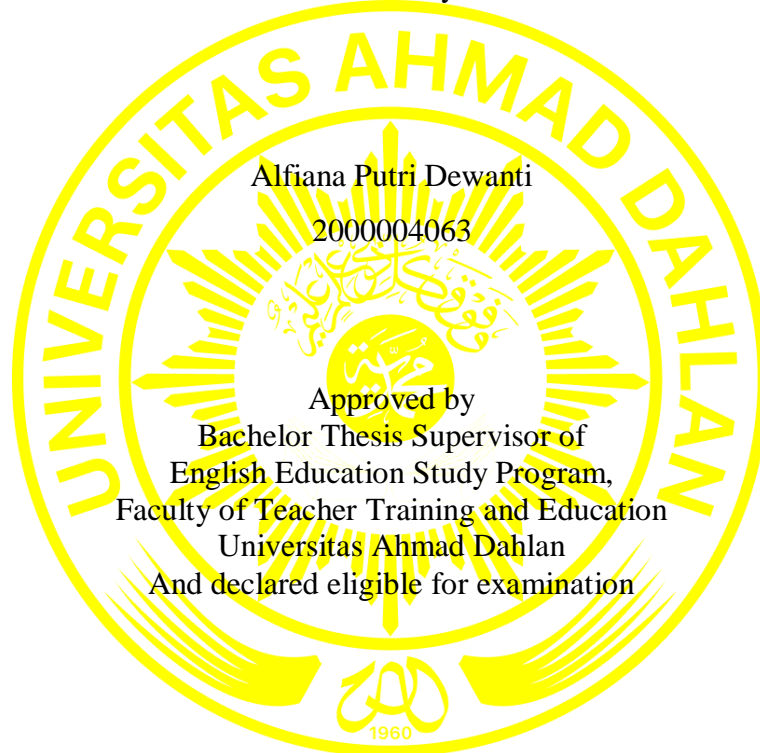
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BACHELOR THESIS

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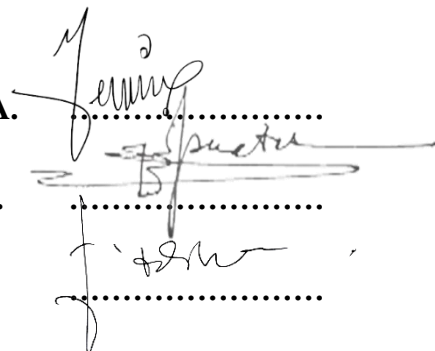
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Dengan ini saya menyerahkan hak *sepenuhnya* kepada Perpustakaan Universitas Ahmad Dahlan untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya sata ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut

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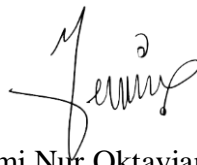
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Alfiana Putri Dewanti

Mengetahui,

Pembimbing



Dr. Ikmi Nur Oktavianti, M.A.

MOTTO



“It always seems impossible, until it is done.”

[Nelson Mandela]

**“One history in one person
One star in one person
7 billion different worlds
Shining with 7 billion lights”**

[Mikrokosmos – BTS]

DEDICATION PAGE

All praise to Allah SWT for all his grace, protection, and merciful. Sholawat and greetings to Prophet Muhammad SAW, the guide to the truth and the source of inspiration for Muslims.

I want to dedicate this thesis to those who always support me in finishing this thesis. My love and gratitude for:

The amazing me

Alfiana Putri Dewanti

Thank you for not giving up on finishing this thesis and always trying to show the best version of yourself.

My beloved parents

Nur Setyawan & Sutini

Thank you for always support me both mentally and physically, sacrifice, endless love, and all the prayers for me. Thank you for always believing in me. Thank you for accompanying the process and support me to become stronger and better person in the future.

My beloved brother and sister

Anggit Satriyo Pangestu & Arshinta Putri Cahyani

Thank you for all the support, joy, and affection.

My dearest supervisor

Dr. Ikmi Nur Oktavianti, M.A.

Thank you for always guided me, given direction, instructions and encouragement during the research process.

My dearest friends

**Salma Anindya, Pratita Pawestri, Fadilla Vani Dea Risanti, Fayza Firdausi,
Zalikha Diandra Kinanti, Amitha Kusuma Wahyu Nur Wikanti**

Thank you for all the help, memories, and kindness. Thank you for always providing warm words and mental support both in happy and sad situation. May Allah give you blessings in your life.

ACKNOWLEDGMENT

Praise and gratitude the researcher pours into the presence of Allah SWT, who has given His mercy and guidance to the researcher so that this thesis can be completed properly. Selawat and salam are always poured out to the Prophet Muhammad SAW, who has brought mankind to the bright ages.

On his occasion, the researcher expressed his gratitude to all those who have provided assistance, direction, and encouragement during the researcher's work on this thesis. Therefore, the researcher expresses his gratitude to:

1. Prof. Dr. Muchlas, M.T., Rector of Universitas Ahmad Dahlan, who has given the opportunity to the researcher to study at this Institution;
2. Muhammad Sayuti, M.Pd., M.Ed., Ph.D., the Dean Faculty of Teacher Training and Education, who has given research permission to the researcher to complete this thesis task;
3. Sucipto, M.Pd.BI., Ph.D., the Head of English Education Study Program, who has given direction and encouragement to the researcher to draft the thesis;
4. Dr. Ikmi Nur Oktavianti, M.A., as supervisor who has given direction, instructions and encouragement to the researcher for the thesis writing;
5. Bambang Widi Pratolo, Ph.d., and M. Adityas Tolkhah, Ph.d., as examiner I and examiner II who have provided useful suggestions for thesis revision;
6. The entire staff of Universitas Ahmad Dahlan Yogyakarta who have provided convenience and assistance in thesis writing;
7. All parties that cannot be mention one by one who have helped a lot either directly or indirectly.

It is a prayer that help and good deeds given to the researcher get the reward and pleasure of Allah SWT. The researcher realizes this thesis is far from perfection. Therefore, the criticism and advice that builds the researcher expects for the perfection of this thesis.

Yogyakarta, June 22th, 2024

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Alfiana Putri Dewanti

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Dewanti, A.P. 2024. "A Corpus-Based Analysis of Possibility/Ability/Permission Modals in Indonesian EFL Textbooks for Senior High School in Kurikulum Merdeka". *Bachelor Thesis*. Yogyakarta: Universitas Ahmad Dahlan.

ABSTRACT

Textbooks play an important role since they provide beneficial material for students. However, some textbooks sometimes contain inauthentic materials, and some words or sentences are barely used in everyday communication. Moreover, modal verbs are also crucial in teaching and learning because they are considered the most problematic grammatical units. One solution to overcome these problems is corpus analysis, which is a solution since it provides an extensive collection of natural text that represents the authentic use of language that can benefit textbook materials development. Therefore, this study aims to 1) find out the type of possibility, ability, and permission core modal verbs found in the textbooks' conversation sections, 2) to find out the most frequent core modal verbs of possibility, ability, permission in the textbooks conversation sections, 3) to find out the most frequent core modal verbs of possibility, ability, permission in spoken sub-corpus of COCA.

This study uses corpus-based analysis, and the research is categorized as descriptive qualitative. The data sources were collected from Kurikulum Merdeka's textbooks for senior high schools in Indonesia published by the Indonesian Education Ministry. To support the analysis of the data, the researcher uses AntConc as the corpus tool to investigate the linguistic features in textbooks. Moreover, the researcher uses the Corpus of Contemporary American English (COCA) as the control corpus to reflect real language usage.

The findings reveal that 1) the three series of Kurikulum Merdeka's textbooks have presented the types of either possibility, ability, and permission in conversation sections with varied core modal verbs, including "can," "could," "may," and "might." 2) The most frequent core modal verb presented in the

conversation sections of textbooks is “can,” which dominantly expresses a sense of ability. Then, “may” and “might” share an equal position that focuses on expressing possibility. The least frequent core modal verb used in textbook conversation sections is “could,” solely used to convey possibility. 3) “Can” is the most frequent core modal verb in both textbook conversation sections and spoken sub-corpus of COCA. However, “could” is not significant compared to COCA, indicating a mismatch in the core modal verbs distribution in textbooks. Hence, the textbook author must consider the underuse of very frequent core modal verbs in designing the textbook materials and presenting the core modal verbs of possibility, ability, and permission in the textbook conversation sections.

Keywords: *Modal Verbs, Corpus, EFL Textbooks, Kurikulum Merdeka*