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# The Finites In The Narrative Text In Online English Textbook For 12th Grade Students: An Analysis On The Realization Of Modality

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***Abstract***
*This current study investigates how and why some finites are used to present modality in a narrative text. Modality realizes the probability and obligatory of what a speaker say in an exchange. This study observes the functions of finites in a narrative text from an Online English Textbook published for 12th grade students. The findings indicate there are 22 finites in the projection clauses in the text. Those finites are 8 "can", 1 "will", 1 "am to", 1 "must", 2 "need", and 1 "have to" in the complication part of that narrative. They also indicate that the are 2 "can", 2 "can't", 1 "will", and 1 "am to" in the evaluation part of the narrative. Last, they also indicate that the finites in the text include 1 "can" and 1 "will" in the coda part of the narrative. The basic principles of the use of some specific finites in a narrative text deal with the realization of modality to present how and why a speaker exchange of probability or obligatory in the complication, evaluation and coda parts across a narrative text.*

***Keyword:*** *narrative text, finite, modality, probability and obligatory, online English textbook*

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## I. Introduction

Language is a choice for the expression of meaning in a social context (Haratyan, 2011). Systemic Functional Linguistics (SFL) is an approach viewing language language with metafunctions, i.e. ideational, interpersonal, and textual. Ideational is about a clause as human experience (Golizadeh, 2022). Its components are process, participant, and circumstance. Interpersonal is a clause as an exchange of good, service, and information (Cheng, 2024). Textual deals with language, for instance a clause containing theme and rheme (Van, 2021). It is the mode of a clause as the place of both the ideational and interpersonal metafunctions. SFL sees a clause from three different views, i.e. a clause as the representation of meaning, exchange of good, service, and information, and as text for the communication of message.

This study observes projections containing a projecting clause and a projected clause. It is a clause in the human experience by another human experience (Sameer & Dilaimy, 2020). For the sake of this research purpose, it analyzes how and why finites functions as modality in projection clauses. Specifically, it investigates the use of some types of finites for the meaning realization in the projection clauses used in a narrative text existing in an online English textbook published for 12th grade students in Indonesia. This investigation is connected to the aim of English Curriculum for high school students in Indonesia. Its main aim is the development of critical thinking of the students in understanding meanings in social context. In Indonesia, 12th grade students are supposed to have the critical thinking skill in comprehending the meanings communicated in narrative texts in a social context (Kemendikbudristek, 2023). This skill is essential to fit the skill of human resources for the challenge of the 21st century.

The aim of this research is relevant to the context of the critical thinking skill needed in the 21st century (Jamil et al., 2024). It is essential to have a critical thinking skill in understanding how finites realize modality in the representation of probability and obligatory in a public exchange, especially by using projecting clause.

Departing from the research context presented above, this study focuses its research on the use of finite for the expression of modality in the projection clauses existing in the narrative text in the Online English textbook for 12th grade students. It investigates how finites express modality. It observes why finites realize

probability in a narrative text. In addition, it also observes how and why finites express obligatory in that text. So the problem formulations of this research are as in the followings.

1. What are the finites which realize modality in the projection clauses in a narrative text existing in the Online English Textbooks published for 12th grade students in senior high school in Indonesia?
2. How do the finites realize modality in the projection clauses in a narrative text existing in the Online English Textbooks published for 12th grade students in senior high school in Indonesia?
3. Why can the finites realize modality in the projection clauses in a narrative text existing in the Online English Textbooks published for 12th grade students in senior high school in Indonesia?

The findings of this research can be useful for the theoretical establishment of the basic principles of the use of finites in the expression of modality by projection clauses in a narrative text for the meaning comprehension level of 12th grade students in Indonesia. Those findings can also be useful for 12th grade English teacher to anticipate the meaning complexity of projection clause in the expression of modality which refers to the truth of probability and obligatory in a narrative text.

## II. Literature Review

This research applies SFL for viewing register as a concept of the choice of lexico-grammatical features in the realization of meanings in a social context (Nagao, 2019;Jerome & Ting, 2021). It views language metafunctions into ideational, interpersonal, and textual (Pacheco-Costa & Guzmán-Simón, 2021). Ideational function takes a clause as a human experience with transitivity, logical, and tactic systems (Thompson et al., 2019). Transitivity is a system which structures clause components based on processes, participant, and circumstance to realize human experiences. Logical function is a system categorizing clause types into elaboration, extension, enhancement, and projection (Almurashi, 2016). Elaboration with the symbol [=] is the functions of a clause in the elaboration of another clause into detail or repetition, or exemplification or comment. Extension with the symbol [+] is a clause with the function in adding new meaning to a previous clause. Enhancement with the symbol [x] is the function of a clause in providing information for the other clauses. Projection with the symbol ["] is the function of a clause as a quote or map projected by another clause. Here a clause with the symbol ['] functions as a paraphrase or meaning or proposition that is mapped by another clause (Gerot & Wignell, 1994).

Tactic is the internal relationships between clauses in a complex clause (Abohadi et al., 2020). Paratactic is the interrelationships between independent clauses where the meaning of the second clause with the symbol [+2] continues the meaning of the first clause with the symbol [1], and so on (Zhang & Fontaine, 2020). Hypotactic is the interrelationships between an independent clause with the symbol [α] and the dependent clause with the symbol [β] and also with the next dependent clause with the symbol [γ], and so on in a complex clause (Van, 2021).

Interpersonal views clauses as a social exchange (Andersen, 2017). It uses a system of finites. This system views finites with the function as a clause operator in the demand and supply of goods, services, and information in a social context. They function in the expression of tense such as past, present, and future; modality in the realization of probability and obligatory with levels, such as low, medium, and high.

Textual views clauses as text units with a complete unity and cohesion to express messages in a social context. It deals with thematic structure systems. It explains how the system communicate a message in a coherent text (Van, 2021). With this system, a clause as a message consists of a theme and a rheme. The theme is the beginning of the message and the rheme is where the message ends (Qomariah, 2021). Themes categories are ideational, interpersonal, and textual. Each of these categories has its own lexico-grammatical features in conveying a message.

There are several studies integrating SFL into English as Foreign Language learning to foster the critical thinking skills of students in understanding how the lexico-grammatical features of a language create meanings in social contexts. SFL can ease English teachers to raise the awareness of lexical density in texts (Fadhil et al., 2023). It suggests that SFL can improve critical thinking skills in understanding meaning in social contexts. It means that SFL can ease language learning in schools. It enriches vocabulary and enables students convey ideas and messages effectively. It helps students develop competency on lexico-grammatical features to convey ideas and messages (Yasuda, 2014). It is useful in compiling cultural texts, mastering academic language, and developing literacy and critical thinking skills (Mitsikopoulou, 2020). SFL is a power house in the creation of meaning in context.

The novelty of this research refers to the object it investigate s, how it investigates it, and why it investigates it. It observes the basic principle use of finites in the realization of modality in a narrative text taken from an Online English Textbook published for 12th students in Indonesia. It investigates it on the view point of SFL which treats the use of some specific lexico-grammatical features in a text as a choice to realize meanings

in a social context. It investigates finites for the realization of modality to present probability and obligatory in three levels of truth in the projection clauses exerted from the generic structure of a narrative found in an online English textbook for 12th grade students in Indonesia. Its aim is to know the basic principles of the use of finites as a choice in the realization of modality in a narrative text as a lesson for 12th grade students in Indonesia.

## III. Research Method

This study is a qualitative research method design. It analyzes (Busetto et al., 2023) the use of some finites as a choice in the realization of modality to present probability and obligatory in a narrative text. It examines how and why those finites realize modality in the realization of probability and obligatory in projection clauses found in a narrative text (Bhangu et al., 2023). The data source of a qualitative research can be in the form of document (Lim, 2025). The data of this research are from an electronic document. It is an online English textbook (Hardini et al., 2020). It uses an inductive method in drawing general principles (Aveling et al., 2014) on how and why some finites function to present modality in realization of probability and obligatory in that narrative text. It analyzes the data in the form of words and extended texts (Mezmir, 2020). It uses interactive data analysis model as the technique of the data collection and analysis. It applies three stages of interactive data activities (Lim, 2025). Its first stage is the data collection and reduction. It collects the data of some finite from a narrative text in an online English textbook for 21th grade students as a document (Morgan, 2022). The data are from some projection clauses excerpted from the text. It reduces the data by categorizing the type of those finites in the realization of modality from the whole projection clauses (Lim, 2025). Its second stage displays the data category across their distribution in the generic structure of the narrative which includes orientation, complication, evaluation, and coda part of the narrative (Mezmir, 2020). Its stage draws conclusions by verifying them to the data display in the second stage and the collection and reduction in the first stage (Mezmir, 2020). The data analysis makes finite meaningful for understanding the trend of modality in the projection clauses used in the narrative text. It processes the data by moving from the first stage to the next one. It verifies the conclusions by verifying the stages. It draws conclusions by verifying the frequency total of the modality features per category in stage 2 as checking their patches in stage 1, then confirming the conclusions in stage 3.

## IV. Findings

The findings of this research indicate that there are 22 finites across the narrative generic structure. Their distribution includes 8 modalities by 8 finites of low levels, 2 modalities by 2 finites of median levels, and 4 modalities by 4 finites of high levels in the complication of the narrative. They also indicate that there are 4 modalities by 4 finites of low levels and 2 modalities by 2 finites for median levels in the evaluation part of the narrative. Last, they also indicate that there is only 1 modality by 1 finite of low level and 1 modality by 1 finite of median level of probability in the coda part of the narrative.

The Modality in the Complication

Table 1 below displays 8 04 36% finite “can” for the realization of low level modality in the complication. It also displays 1 or 4.54% finite “will”, and 1 or 4.54% finite “am to” for the realization of median level modality in the complication. Last, it also displays 1 or 4.54% finite “must, 2 or 9.09% finite “need”, and 1 or 4.54% finite “have to” in the realization of high level modality in the complication.

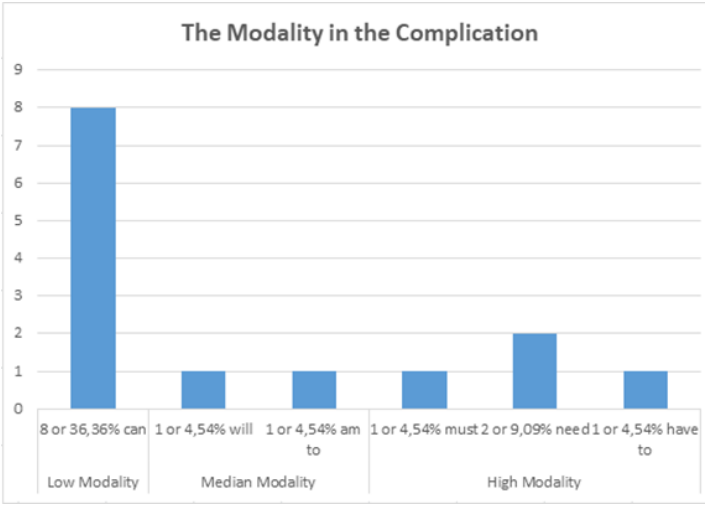


**Table 1. The Modality in the Complication**

The Modality in the Evaluation

The table in the following displays 2 or 9.09% finite "can" and 2 or 9.09% finite "can't" for the realization of low level modality in the evaluation. It also displays 1 or 4.54% finite "will" and 1 or 4.54% finite "am to" for the realization of median level modality in the evaluation. The display is as follow.

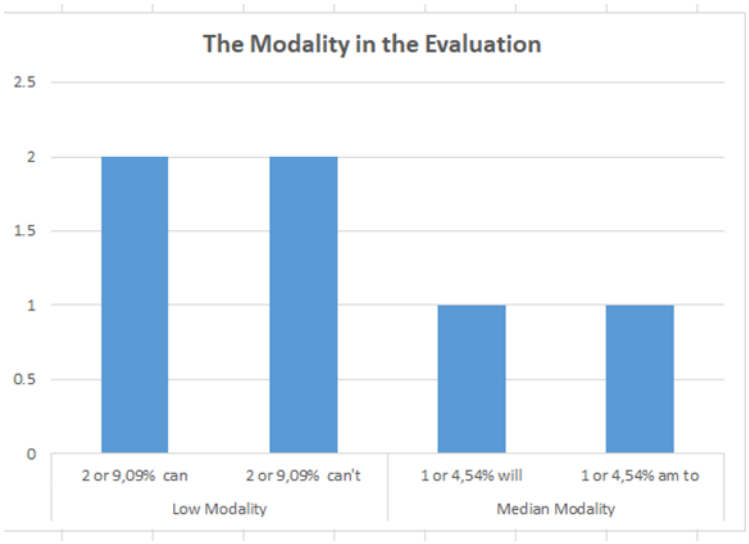


**Table 2. The Modality in the Evaluation**

The Modality in the Coda

The table in the following displays 1 or 4.5409% finite "can" and 1 for the realization of low level modality in the coda. It also displays 1 or 4.54% finite "will" for the realization of median level modality in the coda. The display is as in Table 3 below.

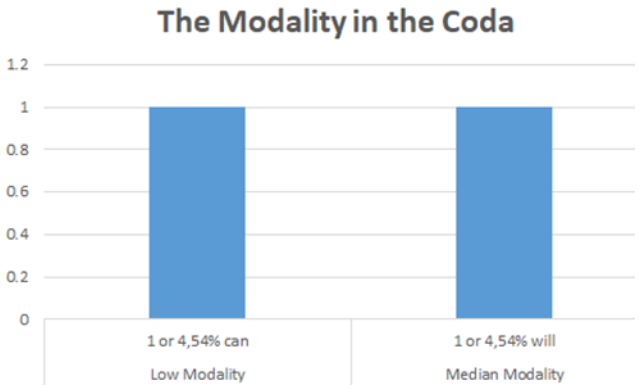


**Table 3. The Modality in the Coda**

## V. Discussion

This study does not find any modality in the orientation and resolution part of the narrative text being investigated. Its orientation part text exposes the condition of some participants in a social context at a certain place at a moment of time. This study observes how some participants live in a beautiful village with electricity at night. They want to break their limitation for good activities at night by doing a hydropower plant. They come into a long exchange of different of thoughts in the complication part of the story in the narrative text. They confront each other about the idea of the budget for the plant. The story presents projection clauses to demonstrate how participants in the text use some finites to realize modality to present some probabilities of truth of what they say about the budget to spend for the plant, about whose obligatory provides the budget, and also about another prospected option of electricity project with its negative effect to the villagers, and also about the low probability state program to their village.

The use of finites in the realization of probability in the complication part of the text reveals out that some of the participants do not agree with the idea of the main participant. Soon the story comes to its evaluation part where the main participant and the others use the finites which realize some kind of modality to present more acceptable level of probability of the plan and obligatory for them to do it. They decide to start the

project by going to another participant who supports the implementation of the project soon. In the coda the main participant use a finite which realizes a low level of obligatory saying that togetherness breaks the limitation of their beautiful village which enable the villages to do productive activities at night.

Complication
Data <1>

Data <1> below presents how a participant in the story uses finite "can" to have a function to demand information from another participant about building a hydropower plant in a projected clause. It functions to exchange information that building it is a low probability. Here, in this data, the participant uses finite "must" for demanding information (DI) from the other participant about money for the hydropower plant. It functions for the demand of good (DG) or service (DS) as a high obligatory from the participants as a teamwork. The use of the 2 finites in the story is as in the following data:

[PC] "Your idea is impossible Nayau", said Paoi, "How can we build a micro hydropower plant? How much money must it cost to build it?"

[GI]["2]Your ideais impossible Nayau,
[GI][1] said Paoi,
[DI]["3]How *can* we build a micro hydropower plant?
[DG]["4]How much money *must* it cost to build it?"

In data <1> the finite "can" realizes a low probability to build a hydropower pant and the finite "must" functions to realize a high obligatory to provide money and service for the plant.

Data <2>

In data <2> sows how a participant uses the first "can" to give information (GI) about the hydropower plant for a village. It functions to give information that with the plant, their bright village at night is a low probability in the future. The participant also uses the second "can" to give information (GI) about a low probability of the villagers in doing more activities with the bright village. The use of that finite in the story is as in the following data <2>.

[HC] Nayau smiled and said, "Yes, I don't have much money, friends. But if we work together, nothing is impossible. This is for our goodness. Our village can be bright and beautiful at night and we can also do more productive activities at night without any limitations like now"

[GI][α1]Nayau [past]smiled
[GI][α2]and said,
[GI]["α3]"Yes, I don't have much money, friends.
[DS]["β] But if we work together,
[GI]["α4]nothing is impossible.
[GI]["α5]This is for our goodness.
[GI]["α6]Our village *can* be bright and beautiful at night
[GI]["α7]and we *can* also do more productive activities at night without any limitations like now"

The 2 finites-can in data <2> function to realize 2 low probabilities, i.e. the probabilities of a bright and beautiful village and doing more activities at night in the future.

Data <3>

Data <3> below presents how finite "can" creates its function for the demand information (DI) of a low probability. Here, a participant presents the low probability of a plant implementation without a real amount budget to allocate for its realization. The use this finite is as in the following data.

HC] "If we don't have money, how can we build a ditch to drain water from the Filing river Nayau?" asked Kosa, a woman engrossed in adjusting the position of the wood in the pit.

[GI]["β]"If wedon't have money,
[DI]["α2]how *can* we build a ditch to drain water from the Filing river Nayau?"
[GI][α1] asked Kosa,
[GI][=β]a woman engrossed in adjusting the position of the wood in the pit.

Here in this data, finite "can" functions to represent a low probability of building a ditch to drain water from the filling river without a reasonable amount of budget.

Data <4>

Data <4> below, a participant again uses "can" to present a low obligatory in using wood to build the ditch as giving information to another participant. The use of this finite for the low level of obligatory is as in the following data.

[HC] "We can try to use wood as it is cheaper", said Nayau.
[GI]["α1]"We *can* try to use wood
[GI]["xβ]as it is cheaper",
[GI][α1] said Nayau.

In data <4>, finite "can" functions for the expression of a low obligatory to build the ditch in the story investigated in this research.

Data <5>

In data <5> 2 finite, i.e. have to and can to present an obligatory and a probability. Finite "have to" presents a high obligatory in providing funds every day to buy diesel. Finite "can" functions to express a low probability or obligatory of polluting the air of the environment. The use of the 2 finites in this research is as in the following data.

[HC] "If we use diesel, we have to provide funds every day to buy the diesel and it can also pollute the air into our environment. If we use hydropower, it's more efficient and more environmentally friendly," Nayau explained.

[GI]["xβ]"If we [future]use diesel,
[GI]["α2]we *have to* provide funds every day to buy the diesel
[GI]["α3]and it *can* also pollute the air into our environment.
[GI]["xβ]If we use hydropower,
[GI]["α4]it's more efficient and more environmentally friendly,"
[GI][α1]Nayau explained.

Data <6> shows that finite "have to" functions to give information of a high obligatory and finite "can" serves to give information a low probability.

Data <7>

In this research, a participant uses finite "need" to realize a high obligatory to buy a lot of wood to build the trench in the story investigated in this research. Its use is for demanding information from another participant. The use of that finite in the realization of that high obligatory is as follows.

[HC] "But using wood is still expensive, Nayau, because the distance is very far. We need to buy a lot of wood to build the trench," said Apoi.

[GI]["α2]"But using wood is still expensive, Nayau,
[GI]["xβ]because the distance is very far.
[GI]["α3]We *need* to buy a lot of wood to build the trench,"
[GI][α1] said Apoi.

In data <7>, finite "need" functions to present a high obligatory communicated by a participant to another participant as a teamwork in a hydropower project.

Data <8>

Data <8> presents how finite "can" functions to realize a low obligatory in borrowing the material for a hydropower plant and paying its installments. The use of that finite is as in the following data.

[PC] "We can borrow the material first, then we can pay it in installments," said Nayau.

[GI]["2]"We can borrow the material first,

[GI][“3] then we can pay it in installments,”
[GI][1] said Nayau.

In data <8>, a participant uses finite “can” 2 times to realize low obligatory in borrowing the material and its installment for the implementation of a project.

Data <9>

This data present how a participant uses finite “am to” to presents a low obligatory as a guarantor for the sake of electricity in a village. The way this finite presents this low obligatory is as in the following data.

[PC] “I am ready to be a guarantor for the sake of electricity in our village,” said Nayau.

[GS][2]“I am ready to be a guarantor for the sake of electricity in our village,”
[GI][1] said Nayau.

Data <9> shows that finite “am to” functions for the representation of a median obligatory of a guarantor for the sake of electricity in a village.

Data <10>

Data <10> shows how finite “will” and “need” function to realize a median probability of a project failure and a high obligatory to pay the project material. The following data show the use of the 2 finites in the realization of the probability and obligatory.

[HC] “Wow, that’s very unreasonable. I don’t agree. I’m afraid the project will fail. There’s no electricity and money will be gone. For the worst scenario, we still need to pay for the material, “ said Miso, who had been silent for a long time.

[GI][“α2] “Wow, that’s very unreasonable.
[GI][“α3]I don’t agree.
[GI][“α4]I’m afraid
[GI][“=β]the project *will* fail.
[GI][“α5]There’s no electricity
[GI][“α6] and money *will* be gone.
[GI][“α7]For the worst scenario, we still *need* to pay for the material, “
[GI][α1] said Miso,
[GI][=β]who had been silent for a long time.

In data <10>, finite “will” appears 2 times. Firstly, it functions to present a median probability of the project failure. Secondly, it serves as the realization of a medium probability of missing their money because of the project failure. Finite “need” presents a high obligatory to pay material of the project in a failure condition.

Evaluation

Data <11> demonstrates the function of finite “can’t” and “will”. Here finite “can’t” realizes a low obligatory of not to just stand still and finite “will” is a medium probability for electricity to come from the government. The following data shows how the 2 finite realize that probability and obligatory.

“We can’t just stand still, waiting for the electricity to come from the government and we don’t know when it will come,” Nayau added.

[GI] [“α2]“We *can’t* just stand still, waiting for the electricity to come from the government
[GI] [“α3]and we don’t know
[GI] [“xβ]when it *will* come,”
[GI] [α1]Nayau added.

In this data, finite “can’t” presents a low obligatory not to stand still waiting for the electricity to come from the government and finite “will” realizes a medium probability of the time that it comes.

Data <12>

In this data, finite "can't" realizes a low probability to make a hydropower project happen. The following data shows how finite "can't" presents that low probability.

[PC] "But I can't make it happen alone. Together is stronger than alone, right?" said Nayau.

[GI]["2]"But I can't make it happen alone.
[DS]["3]Together is stronger than alone, right?"
[GI][1] said Nayau.

Data <12> demonstrates that finite "can't" presents how a participant has a low probability to make the hydropower plant happen alone himself.

Data <13>

Data <13> indicates the function of finite "am to" as a medium obligatory. It represents that finite "am to" realized a medium obligatory in helping to make the hydropower happen.

[PC] "Yeah, let's do it together, I'm ready to help," said Supardi.

[GS]["2]"Yeah, let's do it together,
[GS]["3]I'm ready to help,"
[GI][1] said Supardi.

Data <13> proves finite "am to" realizes modality for the realization of a medium obligatory to make the hydropower plant for the sake of the beauty of Gunung Mali village and to do more activity at night.

Data <14>

Data <14> demonstrates that finite "can" functions to realize a low obligatory of a woman as the member of the women's troops to help for the hydropower plant.

[PC] "We can also help, the women's troops are ready," said Nino, the youngest woman among the others,

[GS]["2]"We *can* also help,
[GS]["3]the women's troops are ready,"
[GI][1] said Nino, the youngest woman among the others,

Here, data <14> shows that finite "can" function as a modality in representing a low obligatory for the realization of a hydropower plant in a beautiful village so that it helps the villagers do more productive activities at night.

Data <15>

Finite "can" in data <15> shows how finite "can" functions as a low obligatory in working together for a hydropower plant for the sake of a beautiful village. How this finite functions as a low obligatory is as in the following data.

[HC] "Come on, we can do it together," Hisako said, clenching his fists.

[GS]["α2]"Come on, we *can* do it together,"
[GI][α1]Hisako said,
[GS][xβ] clenching his fists.

Data <15> proves finite "can" function as a modality in the realization of a low obligatory in giving service in a social interaction.

Resolution

Coda
Data <16>

Data <16> shows that finite "will" functions as a medium probability that a village stays forever and finite "can" serves as a low obligatory of human resilience to make a breakthrough to a limitation. The use of those 2 finites is as in the following data.

[HC] "The beauty of Gurung Mali village will stay forever and people will be more prosperous since they are more productive now," Nayau whispered "Togetherness can break through limitations"

[GI]["α2]"The beauty of Gurung Mali village *will* stay forever
[GI]["α3]and people [future]will be more prosperous
[GI][x"β]since they are more productive now,"
[GI][α1]Nayau whispered
[GI]["α4] "Togetherness *can* break through limitations"

Data <16> shows the function of finite "will" and "can". Finite "will" represents the medium probability of the beauty of a village forever. It also shows that finite "can" which realizes a low obligatory in making a hydropower plant break the limitation of a beautiful village at night.

## VI. Conclusion

Finite realizes modality in the expression of probability or obligatory in a social context in a narrative text. The narrative text in the online English Textbook for 12th grade students investigated in this research is a model which demonstrates how and why some finites as choices which function in the realization modality to present probability and obligatory in 3 levels, i.e. low, median, and high in social contexts. Understanding the basic principle of how and why finites function as modality in the realization of probability and obligatory in narrative is an essential concept for the development of critical thinking skill of human resources for the challenge of the 21 st century. The application of the basic principle of finite for the realization of modality in a narrative text is essential for teaching English as a foreign language at school. It is also essential for writing interesting narrative texts as lessons in the development of the critical thinking to understand meaning in social context by online textbooks.

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