

APPENDICES

Appendix I

Tables of hedging types found in introduction section of articles

Types of Hedging	Sub-Types of Hedging	Characteristic and functions	Sentence and the place in articles
1. Attribute Hedges (Content-Oriented Hedges)	<i>Downgraders</i>	This type considered about to be polite for being non-imposing. It represent the expression such as ‘just’, ‘a bit’, ‘a few’, ‘slightly’, ‘scarcely’, and etcetera.	<p>ARTICLE 1:</p> <p>“Among very few studies examining the effect of fatigue on raters, Drave (2011) found that despite the fact that raters “indeed suffer from fatigue [based on the results obtained from the questionnaire survey], there is no evidence in [the] data [indicating] fatigue effects” (p.7).”</p> <p>ARTICLE 2:</p> <p>“Furthermore, the studies on engagement in Indonesian students’ writings were barely conducted.”</p> <p>ARTICLE 3:</p> <p>“These difficulties are apparent in several research studies conducted in various EFL contexts.”</p> <p>ARTICLE 4:</p> <p>“More recent research using SDT, however, has suggested a slightly different classification of motivation types.”</p> <p>ARTICLE 7:</p> <p>“In stark contrast to the practical influence of JI in the profession of teaching English as a foreign language, few works have been found to address the effect of JI on teacher.”</p>

			<p>“However few studies, in ELT, have been done on the influence of JI on various facets of teacher.”</p> <p>ARTICLE 10:</p> <p>“Perhaps owing to its ubiquity and straightforward nature of identification in conversational data, to date, there is a quite sizeable study on assessment (such as Filipi & Wales, 2010; Goodwin, 1986; Jones, 1997; Pomerantz, 1975; Takanashi et al., 2006; Tanaka, 2016; Tolins, 2013, etc.).”</p>
	<i>Markers on intentional vagueness</i>	<p>This type represents the pragmatic markers such as ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera. It also shows approximates of quantity, frequency, and time such as ‘mainly’, ‘generally’, ‘much’, ‘often’, ‘usually’, ‘approximately’, and etcetera. Its main function is to decrease in face-threatening acts and the explicitness of the words.</p>	<p>ARTICLE 1:</p> <p>“One of the core elements of any curriculum is evaluation, in general, and scoring language tests of different types, in particular.”</p> <p>”In general, there is census among researchers that with careful monitoring and training of raters, scoring procedure of these types can lead to results which are to some extent reliable (McNamara, 1996; Weigle, 2002).</p> <p>“In general, they focus on the discriminating features of a text, consider task requirements and the text audience (Freedman & Calfee, 1983), then attribute more points to different features of the text (Eckes, 2008; Vaughn et al., 1993).”</p> <p>“Furthermore, Nakamura (2004), in an attempt to compare holistic and analytic assessment of EFL writing considers the former as more cost-benefit and a much faster procedure.”</p> <p>“The nature of these judgements, decisions and self-feedback, in addition to the significance of this self-monitoring have not been brought into attention and are usually manifested in written</p>

			<p>comments and in the scoring outcomes of raters (Hall & Sheyholislami, 2013).”</p> <p>ARTICLE 2:</p> <p>“They mainly focused on the assessment (e.g., Preiss, et al., 2013) or the teaching method (e.g., Bacha, 2010).”</p> <p>“Thus, students need something which makes their arguments more persuasive since the aim of persuasive writings is to “persuade the readers of the correctness of the central statement” (Hyland, 1990, p.68).”</p> <p>“However, this perspective has been changing recently.”</p> <p>ARTICLE 3:</p> <p>“In English as a foreign language (EFL) context, students commonly find difficulties in accomplishing writing tasks (Farooq et al., 2012; Karim et al., 2017).”</p> <p>“Some writing strategy research was conducted in EFL context adopting Oxford’s (1990) Strategy Inventory of Language Learning (SILL) and reported that metacognitive is the most frequently used strategy by proficient students (Farahian & Avarzamani, 2018; Mistar et al., 2014; Zuhairi & Umamah, 2016).”</p> <p>“Commonly, the writing cycle includes planning (PL), execution (E), and evaluation (E) or PLEE cyclical model (Rosário et al., 2019).”</p> <p>“The process of writing is much more challenging for EFL students when they deal with essay writing since the essay is not easy to develop and usually written in poor quality (Ferretti & Graham, 2019).”</p>
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			<p>“Students often face problems in writing essays due to limited linguistic knowledge, anxiety, lack of ideas, L1 interference, and insufficient understanding of structure organization (Fareed et al., 2016).”</p> <p>“One of the factors causing the writing difficulties is an ineffective use of strategies (Graham et al., 2000).”</p> <p>ARTICLE 4:</p> <p>“Intrinsic motivation is more desirable and is expected for better outcomes (Deci et al., 1999).”</p> <p>“In the Indonesian context, this approach is often called a text-based English teaching.”</p> <p>“The training of the genre-based English teaching was one of the professional development programs initiated and funded by the Indonesian government to introduce the genre-based teaching of English to schoolteachers.”</p> <p>“The introjection results in more controlled types of motivation, while integration results in the more autonomous types of motivation.”</p> <p>“The linearity of the types of motivation is often signalled by the simplex-like pattern of correlation among the regulation types, with adjacent types show higher correlation compared to types of motivation situated further away on the continuum.”</p> <p>ARTICLE 5:</p> <p>“The concept of ME is much more than knowledge and understanding; it instead pertains to how we</p>
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			<p>respect human beings and treat them equally whatever their background is.”</p> <p>“Most of research and information is available on the internet, and English is the dominant language to access the information (British Council, 2011; EF EPI, 2012).”</p> <p>“EFL teachers often lack the skill necessary to help them effectively and efficiently access, comprehend, evaluate, select, and share any genres of information, which are multicultural, because of their low quality of English (the American Association of School Librarians [AASL], 2007; the National Council of Teachers of English [NCTE], 2009).”</p> <p>“As part of literacy, reading is one of the language skills related to almost all processes of learning”</p> <p>“students was unsatisfactory (OECD, 2019). It ranked 72nd out of 77 countries, with more than half of the students proficient only at or below level 1.”</p> <p>“One of the main causes of this low score is the inability to access relevant reading resources, either offline or online provided in schools (Diem & Novitasari, 2012).”</p> <p>“As evidence, more than 35 per cent of research publications were co-authored by researchers from different nationalities;”</p> <p>“In addition, the manuscripts submitted by candidates with low quality of writing in English regardless their relevant qualifications are mostly rejected (Yahya, 2012).”</p>
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			<p>“The notion of multiculturalism was initially introduced in Canada in 1971 as part of Trudeau administration program in an attempt to provide equal opportunities for the national minorities and immigrants regardless of their backgrounds, including social status, political view, and ethnicity (Fleras & Elliott, 2002; Guo, 2011).”</p> <p>Although the formalization of the concept of ME is somewhat less familiar in the Indonesian educational system, by studying the definition provided by the researchers above, it is apparent that the concept of ME is valid for every nation in the world, especially for one that is multi-ethnic or multicultural like Indonesia, and a mixture of different ethnic groups can easily be found in big cities like Palembang.”</p> <p>“In Palembang, there are on average 40 per cent of students with Chinese ancestry attending private schools like Xaverious, Methodist, and Kusuma Bangsa, where in many, especially state schools, Muslims constitute 57 per cent of the total population (Source: Interviews with teachers of English and the administration of the schools involved in this study, 2014).”</p> <p>“In particular, it may give English teachers knowledge and skills and understanding of the social and cultural elements of their students’ upbringing and experience that contributes to the formation of particular personalities.”</p> <p>“The Midwest Race Desegregation Assistance Centre (1983) recommends certain steps to assess, plan and improve ME in schools.”</p>
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			<p>ARTICLE 6:</p> <p>“Second, the discourse norms comprise certain rules in organizing the information and in realizing the linguistic features in order to perform persuasion and argumentation (Lim, 2010) so that the RAs can appeal to the international readers’ attention to read the articles.”</p> <p>“The manifestation of standard conventions of the F&D section involves certain competencies to present the findings clearly and to comment on or give arguments to the findings critically.”</p> <p>“The findings generally exhibited conformities with the expert writers’ RAs in which background information and summary became either optional or conventional, while findings and comments were obligatory.”</p> <p>ARTICLE 7:</p> <p>“The last variable this study was supposed to find its effect on LTI is JI which has rarely been approached in English language teaching research community (Kawamura, 2012).”</p> <p>“Although LTI has just recently been introduced into the field of English language teaching, researchers have not hesitated to approach this newly-developed term.”</p> <p>“Also, the findings of the independent samples t-test showed that introvert teachers were more reflective than extravert teachers, while extravert teachers were less likely to have burnout.”</p> <p>“Over the last decade, RT has largely gained support and attention in English language teaching</p>
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			<p>inquiry (Akbari, 2007; Safarie & Tarlani-aliabadi, 2014; Awan & Salam, 2014; Faremi, 2017).”</p> <p>ARTICLE 8:</p> <p>“Therefore, various efforts are needed in order to build and train critical thinking skills, one of them is by learning critical literacy”</p> <p>“Thus, it is expected to increase the in-depth understanding of the CLA as one of the techniques of teaching literary appreciation as well as increasing students’ critical thinking skills on the phenomenon of social inequality presented through Indonesian short stories.”</p> <p>“Correspondingly, critical literacy allows for a more accurate understanding of the world”</p> <p>ARTICLE 9:</p> <p>“In the case of English-as-a-foreign-language (EFL) countries, like Indonesia, there are certainly different types of Englishes spoken, though they are not generally considered or standardized to be new varieties.”</p> <p>“Such a goal has not taken into account the fact that an increasing number of Indonesians have started to use English much more frequently to communicate with each other on social media, various mass media, and other types of online platforms.”</p> <p>“However, instead of examining the English produced by Indonesians, they put a lot of emphasis on Indonesian language which contains English expressions.”</p> <p>“For Indonesian context, this research is relevant because, as stated by Dewi et al. (2018, p. 33), the</p>
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		<p>need for standard Indonesian English is getting more imperative in the future as more and more people in the country use English.”</p> <p>ARTICLE 10:</p> <p>“Assessment is one type of action in interaction.”</p> <p>“In terms of structure, in general, assessment consists of two elements: assessable (referent) and assessment/ assessment term/ evaluation. Assessable or referent is the object of the assessment or evaluation.”</p> <p>“It is a less explored topic, in a less explored language (conversational Indonesian).”</p> <p>“Though the conversational and standard Indonesian share a high number of common vocabularies, conversational Indonesian varieties are generally less complex than standard Indonesian, especially in terms of verbal morphology (See Ewing, 2005 for a more detailed discussion on the structure of conversational Indonesian).”</p>
	<i>Intensifiers</i>	<p>This type includes the common expression such as: ‘most interesting’, ‘extremely interesting’, ‘increase attention’, ‘particularly important or reliable’, ‘major element’, ‘significant role’, ‘useful tool’, and etcetera. It can be used to express emphatic expression.</p> <p>ARTICLE 1:</p> <p>“The most widely accepted method for scoring EFL writing in composition tests is conducted by a process of analytic/holistic scoring by at least one rater.”</p> <p>“In the past few decades, a large body of research has discussed the effect of fatigue on both test takers and testers (e.g., Bendig, 1955; Constable & Andrich, 1984; Cumming, 1990; Cumming et al., 2002; Drave, 2011; Ling et al., 2014; Lumley & McNamara, 1995; Mahshanian, et al., 2017; Massey, 1977; Schumm & Vaughn, 1991), among which very conflicting findings were observed.”</p> <p>“In a most recent study, Erguvan and Aksu Dunya (2020) analyzed rater severity among EFL raters</p>

			<p>while assigning scores to compositions written by freshmen Kuwaiti learners”</p> <p>ARTICLE 2:</p> <p>“Furthermore, this is surely a prominent feature in argumentative essays and other persuasive writings (Hyland, 2005c).”</p> <p>“An argumentative essay is the most common writing university students need to write (Mei, 2006; Wingate, 2012).”</p> <p>“ Academic writing is one of important writing genres for university students.”</p> <p>ARTICLE 4:</p> <p>“It is also an essential effort to improve student learning and schools (Borko, 2004; Opfer & Pedder, 2011).”</p> <p>“Therefore, intrinsic motivation is mostly discussed.”</p> <p>ARTICLE 5:</p> <p>“In fact, reading activity is a significant area of an individual’s learning (Noor, 2011).”</p> <p>“As a universal language, English is a vital factor for academic success, global career, international communication, and obtaining academic degrees from overseas universities (Focho, 2011; Jenkins, 2006).”</p> <p>ARTICLE 6:</p> <p>“Most countries, either Anglophone or non-Anglophone, regard international publications as the benchmark of measuring the academic</p>
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			<p>writing quality of their scientists and academics in this ‘publish or perish’ era (Garfield, 2000).”</p> <p>“It is not surprising that international journals become the paramount place of knowledge circulation where the excellent command of English academic writing becomes the obligatory requisite.”</p> <p>“ The findings and discussion section plays an important role in a research article.”</p> <p>“Hence, the exploration of the rhetorical organization in the iterative findings and discussion sections of NNS undergraduate students becomes a crucial continuum to be taken into account.”</p> <p>ARTICLE 7:</p> <p>“Results indicated that self-concept was significantly correlated with four dimensions of the Big-Five personality traits.”</p> <p>“The results proved that there is a significant relationship between teachers’ personality type and their effectiveness in teaching.”</p> <p>“This research proved a significant relationship between teacher retention strategies and job security, and also a significant relationship between teacher turnover and job security in the schools.”</p> <p>ARTICLE 9:</p> <p>“In Indonesia, English has become the most renowned and widely learned international language (Lauder, 2008).”</p> <p>“Instead of depicting English as the language of a foreign culture, those views perceive it to be an enabling tool which facilitates global communication (Lauder 2008; Stockton, 2018).”</p>
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<p>2. Reliability Hedges (Content-Oriented Hedges)</p>	<p><i>Modal auxiliary verbs</i></p>	<p>can be used in different function, they usually show as ‘may/ express the slight possibility’, ‘might/ express the slight possibility’, ‘can/ express the possibility with pattern’, ‘could/ express the possibility that refers to the degree to the something that possible’, ‘will/ express the prediction that still uncertain’, ‘would/ express the sense of possibility or capability in the future, ‘shall/ express in making the prediction’, and ‘should/ to indicate the possibility or necessity on the knowledge’</p>	<p>ARTICLE 1:</p> <p>“That is, fatigue can cause raters to invest a lot of time and energy on rating and to make more errors in the process of rating.”</p> <p>“Holistic rating scales can conflate many of the complex traits and variables that human judges of students’ written composition perceive (such as fine points of discourse coherence, grammar, lexical usage, or presentation of ideas) into a few simple scale points, rendering the meaning or significance of the judges’ assessments in a form that many feel is either superficial or difficult to interpret” (p. 68).”</p> <p>“Raters might be different in scoring for different reasons</p> <p>“Although admitting that “performance towards the end of the test may be inhibited by the onset of fatigue”</p> <p>“Also, they lasted for only 20 minutes which is a short time during which the real effects of fatigue would neither be observable nor measurable.”</p> <p>“To recapitulate, scoring writing tasks places unavoidable burdens on human raters’ cognitive processing ability and concentration and hence results in fatigue which can endanger judgment in general, and consistency and accuracy of the scoring process, in particular (Ling et al., 2014).”</p> <p>”In scoring essays, for example, a rater may start paying little attention to grammar, focusing mainly on cohesion, organization, and content”</p>
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			<p>“.. if raters encounter essays with numerous grammatical errors, they may unconsciously begin paying more attention to those errors”</p> <p>ARTICLE 2:</p> <p>“Writers may use metadiscourse to transform a lifeless text into a discourse which meets the needs of participants (Hyland, 2005a).”</p> <p>“This type of writing may be in the form of notes, report, thesis, paper, and essay (Bailey, 2011).”</p> <p>ARTICLE 4:</p> <p>“ It can facilitate teachers’ quality improvement.”</p> <p>“This will raise concerns related to teachers’ participation and engagement in the PD programs.”</p> <p>“Furthermore, when participants’ motivation is extrinsic, it will stimulate another problem related to their intention to embrace the innovation introduced through the PD in their subsequent classroom practices.”</p> <p>“Considering such single continuum, certain extrinsic motivation can be either autonomous or controlled, depending on the degree of internalization an individual experienced – a process by which individuals relate external drives into self attributes or values (Gagne & Deci, 2005).”</p> <p>ARTICLE 5:</p> <p>“every teacher should take advantage of ICT for the purpose of English education and having awareness or sensitivity of multi-cultures.”</p> <p>“Within ME context, the presence of English as a universal language, especially when it is used in an</p>
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			<p>argument, sounds elegant in one culture but may not so in other cultures.”</p> <p>“Individuals with low English proficiency will fail to keep up with their counterparts from other countries in the 21st century society, which is multicultural by nature (see Bjorn, Stein, & Fathul, 2005).</p> <p>“Importantly, Multicultural Education should nurture students’ mindfulness of their own and other’s differences that make up humanity (Suzuki, 1979).”</p> <p>“These needs are supported by Gollnick and Chinn (1986) who argue that Multicultural Education for teachers should promote professional competence when it comes to the needs of pluralistic society.”</p> <p>“In particular, it may give English teachers knowledge and skills and understanding of the social and cultural elements of their students’ upbringing and experience that contributes to the formation of particular personalities.”</p> <p>ARTICLE 6:</p> <p>“The variations of the discourse norms might confuse the NNS novice writers to interpret the eligible writing of F&D section during their preparation to submit the articles to the international journal articles.”</p> <p>“The way the persuasion and argumentation are manifested in the F&D sections might differ between the writers’ capacities and the demands from the global discourse communities upon which</p>
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			<p>the differing first-language (L1) background puts great influence.”</p> <p>“Consequently, the less eligible F&D sections may cause rejection if the writers aim to publish the articles in international journal articles.”</p> <p>“This educational gap between undergraduate and graduate (e.g. Master or Doctoral) degrees might generate different findings.”</p> <p>“Such a definition might influence the rhetorical organization of the students’ research article F&D sections formulated from their theses.”</p> <p>“Such a typology represents a complex combination of clarity and criticality upon the findings, which might result in varying degrees of manifestation among the students.”</p> <p>“The reason behind the selection of iterative typology of F&D section is that this study attempts to examine the students’ rhetorical repertoire in elaborating on the findings and their comments simultaneously. Such a typology represents a complex combination of clarity and criticality upon the findings, which might result in varying degrees of manifestation among the students.”</p> <p>ARTICLE 7:</p> <p>“It was also mentioned that like biological immunity, LTI can have both benign and malign effects on the quality of teaching profession.”</p> <p>“An area of uncertainty which was not covered and addressed in Hiver and Dornyei (2015) is the importance of the factors which can have constructive or destructive effects on developmental processes of LTI. In other words,</p>
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			<p>there exists a gap on the factors which can predict LTI.”</p> <p>“What the present study aimed to do was to empirically support a model which can illustrate the possible paths among these variables.”</p> <p>ARTICLE 9:</p> <p>“Although some might argue that it is too early at the moment to categorize Indonesia as an outer-circle country, there is a very strong indication that it is already in transition toward that kind of status.”</p> <p>“Therefore, research on Indonesians’ variety of English would neither be too impractical nor unfeasible to conduct since, as propounded by a number of scholars (Jenkins, 2000; Kachru & Nelson, 2006; Kirkpatrick, 2012), both teachers and students need to realize that imitating American, British, or other “foreign” varieties of English may not always serve as an ideal and viable learning objective any longer.”</p> <p>“As Crystal (cited in British Council Serbia, 2013) puts it, it does not take long for a new variety to emerge when English is adopted by other (ESL/EFL) speakers because adaptation will also start to occur as the language embraces various new words from those foreign contexts to reflect their underlying cultural backgrounds.”</p> <p>ARTICLE 10:</p> <p>“Perhaps, the issue scarcity is not limited to the study on assessment per se, it may well be a common problem in the field of research on Conversational Indonesia.”</p>
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			<p>”The term “Indonesian Language” encompasses wide varieties of regional and formality level. Different regions in Indonesian may have their own “local flavor” or “variety”</p>
	<i>Semi-auxiliary verbs</i>	<p>These verbs used to show uncertainty of writers’ claim, such as ‘to look’, ‘to seem’, ‘to appear’, and etcetera</p>	<p>ARTICLE 3:</p> <p>“To be self-regulated, students need to initiate multidimensional aspects involving metacognitive, cognitive, affective, motivational, and behavioral processes to attain learning goals (Kizilcec et al., 2017).”</p> <p>ARTICLE 4:</p> <p>“In addition, a PD program is believed to be able to change both their classroom beliefs and practices as well as students’ learning outcomes (Guskey, 2002).”</p> <p>“Externally driven attendance is believed to be a poor predictor of successful PD programs.”</p> <p>ARTICLE 5:</p> <p>”According to NCTE (2009), 21st century citizens need to gather information from multiple sources, evaluate and apply their findings effectively, including those which contain various cultures (Geske & Ozola, 2008).”</p> <p>“To internalize the concept of ME, teachers need to understand various definitions posited by the researchers in ME field cited earlier (see Banks, 2001a, 2001b; Brent, 1982; Fowers & Davidov, 2006; Shannon-Baker, 2018; Singh, 1984; Suzuki, 1979; Yilmaz, 2016).”</p> <p>“However, policies seem to have been implemented with very little consideration for</p>

		<p>different ethnic and cultural groups of the nation (Suparlan & Sigit, 1980).”</p> <p>ARTICLE 6:</p> <p>“Of all RA sections, the findings and discussion (hereafter F&D) sections tend to be the most complex and flexible (Ruiying & Allison, 2003).”</p> <p>“As the most randomized type of F&D section, the integrated typology seems more challenging to understand the boundaries of the findings and discussion parts of each other.”</p> <p>ARTICLE 8:</p> <p>“The study of literary works needs to be realized as one aspect of critical thinking in the appreciation of literature.”</p> <p>ARTICLE 9:</p> <p>“Since there is only a limited amount of research conducted into that Indonesian English variety, this study aims to scrutinize it via a corpus-based lexical analysis.”</p> <p>ARTICLE 10:</p> <p>“As a preliminary study, the current study is intended to be a foundation of further studies on naturally occurring Indonesian/ conversational Indonesian.”</p>
	<p><i>Epistemic lexical verbs</i></p>	<p>It usually use to show the true possibility of the claims or the sentences, such as ‘suggest’, ‘tend’, ‘contribute’, ‘intend’, ‘propose’, ‘speculate’, ‘assume’, and etcetera.</p> <p>ARTICLE 4:</p> <p>“ SDT also suggests the possibility to facilitate internalization.”</p> <p>ARTICLE 5:</p> <p>“His study suggests that if one sees ME as an initial understanding of a blend of diverse cultures,</p>

			<p>ME could be then integrated in every curriculum (see also, Brent, 1982).”</p> <p>ARTICLE 6:</p> <p>“Also, the Malay RAs tended to perform an evaluation-introductory-conclusion pattern.”</p> <p>ARTICLE 8:</p> <p>“Lukacs (1967) suggested the concept of critical awareness as an ongoing awareness of rolling out the objectives that shape human life.”</p>
	<i>Modal nouns</i>	Use to show the possibility in the claims or sentences, such as ‘perhaps’, ‘possibly’, ‘probably’, ... and etcetera	-
	<i>Modal adjectives</i>	Usually use to show the possibility in the claims or sentences, such as ‘probably’, ‘likely’, ‘possible’ and etcetera.	<p>ARTICLE 6:</p> <p>“According to Stoller and Robinson (2013), there are three common typologies or generic structures of the findings and discussion section of a research article.”</p> <p>ARTICLE 7:</p> <p>” As mentioned earlier, RT was another variable in the present study which was investigated to explore its possible effects on LTI.”</p> <p>“What the present study aimed to do was to empirically support a model which can illustrate the possible paths among these variables.”</p>
	<i>Modal adverbs</i>	Usually use to show the possibility in the claims or sentences, such as ‘perhaps’, ‘possibly’,	<p>ARTICLE 5:</p> <p>“Such recognition subsequently brings awareness to foreign language teaching scholars that language is closely linked to culture.”</p>

		'probably', ... and etcetera.	
3. Writer-Oriented Hedges (Content-Oriented Hedges)	-	Use to diminish the writers' presence on the text by using various Impersonal, agentless, and passive structures to ease themselves of responsibility for the truth of the proportions expressed and consequently to save the speakers' face from the negative consequences like criticism of the proportion they presented	<p>ARTICLE 1:</p> <p>" ... in line with Cumming (1990), Hamp-Lyons (1995), and Reid (1993), believe that its "cost-effectiveness" (p. 226)</p> <p>"As regards applying analytic scoring rubrics, Hamp-Lyons (1995) asserts that these scoring rubrics present EFL teachers with comprehensive feedback and help them capitalize on the learners' writing strengths and/or weaknesses."</p> <p>"Confirming this, Becker (2011) also adds that analytic scores determine where to add more instruction in EFL writing courses (Ghalib & Al-Hattami, 2015)."</p> <p>"Studies on rating process and the way raters exploit scoring criteria suggested that assessing essays is a repetitive operation (Freedman & Calfee, 1983) which involves self-monitoring (Cumming et al., 2002)."</p> <p>"Ling et al., (2014), in line with Cummings (1954), maintain that these signs are more subtle than the output indicators in that they provide researchers with more space for error recognition."</p> <p>"Some scholars (e.g., Bendig, 1955; Cummings, 1954; Drave, 2011; Liu, et al., 2004; Massey, 1977; Tucker, 1948; Wohlhueter, 1966) believe that fatigue does not affect test-takers' scores and/or test-givers' judgment significantly."</p> <p>"Results of his study indicated that "judgmental fatigue does not affect rater reliability" (p. 453)."</p> <p>"Contrary to the above, some other studies have shown that the reliability and consistency of</p>

			<p>language tests can negatively be affected by fatigue (e.g., Erguvan & Aksu Dunya, 2020; Goodall, 2011; Hiramatsu, 2000; Ling et al., 2014; Mahshanian, et al., 2017; Sprouse, 2007; Wohlhueter, 1966).”</p> <p>“Snyder (2000), for example, asserted that although fatigue affects grammaticality judgement, it does not affect all types of sentences in the same fashion (Snyder, 2000).”</p> <p>“They argued that the raters who suffer from the effect of fatigue (those scoring the responses in longer shifts) have lower “rating productivity, accuracy, and consistency” (p. 479).”</p> <p>“Among studies asserting that fatigue negatively affects raters’ judgement, very few can be found with the focus on EFL contexts.”</p> <p>“... few can be found to examine such an effect on raters’ quality of scoring constructed responses, such as writing or speaking”</p> <p>“It should be pointed out, however, that very incompatible results came out of these studies in that some highlighted the effect of fatigue on human judgment in language tests.”</p> <p>“It should be added that, contrary to very few studies being conducted on fatigue’s effects on raters while scoring constructed responses such as writing (e.g., Drave 2011)”</p> <p>ARTICLE 2:</p> <p>“It showed that the different pattern of metadiscourse was associated with both disciplinary and contextual factors.”</p>
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			<p>“However, it shows that contextual factors influenced more than the disciplinary factors in the use of metadiscourse.”</p> <p>“They showed that successful argumentative essays, both L2 and L1, used greater hedges (e.g. <i>possible, might, perhaps</i>).”</p> <p>y showed that there was a slight difference in using discourse in high-rated and low-rated argumentative .”</p> <p>“However, it proved that L2 students have been reluctant to use self-mentions (e.g. <i>I, my</i>) in their writings.”</p> <p>“Furthermore, they found that how to use metadiscourse effectively was more influencing than the number of metadiscourse used in the essays.”</p> <p>“Their study showed that there was a significant difference in the use of boosters (e.g. <i>clearly, obviously</i>), attitude markers (e.g. <i>agree, prefer</i>), engagement markers (e.g. <i>you, we</i>), and self-mentions (e.g. <i>I, my</i>).”</p> <p>“It showed that the number of engagement used in the essays did not assure improved quality of the essays. However, they reported that it was due to the absence of explicit teaching of metadiscourse, and that metadiscourse resources were not included in the writing scoring rubrics.”</p> <p>“The previous studies revealed that researchers barely focused their studies on engagement in writings.”</p> <p>“Shahriari and Shadloo (2019) proved that the use of engagement created more persuasive</p>
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			<p>arguments in persuasive writing, specifically argumentative essays.”</p> <p>“Bailey (2011) shows that academic writing is a type of writing which aims to: (1) report on a research, (2) answer questions, (3) discuss a common interest and give the writer’s view, or (4) synthesize others’ researches.”</p> <p>“Furthermore, He shows that metadiscourse becomes an important feature in successful persuasive writings.”</p> <p>“(Hyland, 2005c) has shown that writers may involve the readers in texts in five ways.”</p> <p>“They found that the use of engagement in research has been changing over the past 50 years.”</p> <p>“Their study reported that there was no relation between the use of engagement and the students’ essay quality.”</p> <p>ARTICLE 3:</p> <p>“In Indonesia, Umamah et al. (2019) uncover that students have problems in applying grammar items, mechanics, organization and content, and style.”</p> <p>“Flores and Lopez (2019) unveil that EFL students must tackle writing difficulties due to lack of English proficiency, poor reading comprehension skills, insufficient vocabulary, poor ability in documenting sources, and other non-academic challenges (e.g., time constraint).”</p> <p>“Thus, Cohen and Macaro (2007) suggest that students need strategy-based practices to enhance their writing performance.”</p> <p>“Furthermore, Kizilcec et al. (2017) posit that self-regulation covers multidimensional aspects</p>
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			<p>involving metacognitive, cognitive, affective, motivational, and behavioral processes”</p> <p>“Current studies prove that SRW strategies provide a positive effect on students’ writing performance at different levels of education.”</p> <p>“In primary school, correlational research finds that proficient students are highly motivated and have a higher level of SRW strategies employment, and the SRW strategies correlate with motivation such as growth mindset, self-efficacy, and interest (Bai & Guo, 2019).”</p> <p>“Using a self-report measure of SRW, Abadikhah et al. (2018) uncover that EFL students employ SRW strategies at a moderate to a slightly high level, and more proficient students deploy SRW strategies more frequently than the less proficient students do.”</p> <p>“Many studies provide evidence that self-regulated writing (SRW) strategies can improve students’ writing quality (Cer, 2019; Forbes, 2019; Geres-Smith et al., 2019; Roderick, 2019; Rosário et al., 2019; Teng & Huang, 2019; Zimmerman & Bandura, 1994) and students’ motivation (Bai & Guo, 2019).”</p> <p>“In 1994, Zimmerman proposed self-regulated learning (SRL) strategies in the academic setting (Abadikhah et al., 2018) because learners’ motivational, affective, and social aspects of their intellectual functioning and cognitive processing need to be regulated to obtain a maximum learning result (Zimmerman & Bandura, 1994).”</p> <p>ARTICLE 4:</p>
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			<p>“They argued that i) motivation is multidimensional, and ii) motivation sits on a single self-determination continuum, from controlled to more autonomous types of motivation.”</p> <p>“In terms of extrinsic motivation, SDT differs from the common belief that extrinsically motivated behaviours are behaviours performed due to external forces in absence of the self-regulation.”</p> <p>“SDT believes that there exist certain regulatory processes that lead to different types of self-regulation.”</p> <p>ARTICLE 5:</p> <p>“Unfortunately, the 2013 survey by the Internet Service Provider Association in Indonesia (the English term for Asosiasi Penyelenggara Jasa Internet Indonesia – APJII) showed that only 28 percent of the total Indonesian population was literate in the internet, which is still far from fulfilling the expected percentage of being globally literate by 2015 (APJII, 2014).”</p> <p>“The results of teachers’ English competency tests carried out in South Sumatra (Lembaga Penjaminan Mutu Pendidikan Sumatra Selatan [LPMP], 2012) showed that only 10.54 per cent of 24,808 certified teachers from 15 regencies had achieved the average high scores...”</p> <p>“The law and regulation prescribe that every teacher should take advantage of ICT for the purpose of English education and having awareness or sensitivity of multi-cultures.”</p>
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			<p>“However, data from 2018 PISA showed that the level of reading skill level of 15-year-old Indonesian students was unsatisfactory (OECD, 2019).”</p> <p>“Diem (2012) reported that EFL reading comprehension score achieved by Senior High Schools (SMA) students in South Sumatra was also below the standard. Based on gender, the mean scores of their reading achievement”</p> <p>“ME prescribed that every student should be provided with equal opportunities in education unhampered by such differences as race, ethnic, language, belief, sex, culture, and social status (Banks, 2001a, 2001b; Yilmaz, 2016).”</p> <p>“Baptiste, Jr. (1986) stated that ME affiliates itself with the nature of cultural pluralism.”</p> <p>“They confirm that multicultural insight helps sensitize teachers to their routine teaching activities, getting along with ethnically and culturally diverse students.”</p> <p>“Berliner and Cassanova (1986) suggest that culture influences reading comprehension, and Jensen (1980) offers a comprehensive summary of how cultural and ethnic differences influence performances on mental tests.”</p> <p>“Based on the views of multicultural education proponents, Berliner (1986) clearly states that “teachers (including pre-service and in-service teachers) have no choice but to enquire into each student’s unique culture and learning history to determine what instructional materials might best be used, and ... when student’s cultural and life</p>
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			<p>experiences are compatible, or potentially incompatible, with instruction” (p. 29).”</p> <p>“In order to be knowledgeable and well-informed, EFL teachers should also be literate in the Internet, possessing the necessary ability to work with internet services (Livingstone et al., 2005).”</p> <p>“The lack of literacy is assumed to be partly related to the inadequacy of English proficiency of Indonesian English language teachers.”</p> <p>ARTICLE 6:</p> <p>“Ruiying and Allison (2003) assert that moves function as the general discourse units, which are derived from the primary purpose of the texts, while steps are the specific means to realize the moves functions coherently.”</p> <p>“Amnuai and Wannaruk (2013) found that background information and summary moves were optional in Thai and international articles.”</p> <p>“They argued that stating the research purpose as the introductory information was manifested below 25% in both cohorts.”</p> <p>“The findings demonstrated that the providing background information move was obligatory.”</p> <p>“They found that while the reporting results were conventional in both groups of journals, the commenting on results move was obligatory in the international journals.”</p> <p>“On the other hand, Sabet and Kazempouri (2015) revealed that the reporting results move was obligatory in the 60 discussion sections of</p>
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			<p>articles published in Iranian local and international ESP journals.”</p> <p>“The differences indicate that different discipline and journal indexation may influence the varieties of rhetorical moves in the findings and discussion sections.”</p> <p>“...previous research (Arsyad, 2013; Kim et al., 2016; Nodoushan & Khakbaz, 2011) demonstrated that the rhetorical organization was sequential from the provision of background information, the statement of findings, the summary, and the comments of the findings in the social science and humanities articles.”</p> <p>“However, Loi et al (2015) found that findings move was possibly followed by a deduction or the other way around.”</p> <p>“He further explains that the Indonesian writers hardly support the explanations, when present, with citations from the previous research.</p> <p>Despite the comprehensive”</p> <p>ARTICLE 7:</p> <p>“Research has consistently shown that through RT, language teachers tend to view their career more valuable and to have more self-efficacy (Akbari, 2007).”</p> <p>The findings revealed that “the teacher showed maladaptive behaviors with low motivation with constant reflection on her previous experiences and possible ideal self and high self-efficacy in a classroom setting” (Ordem, 2017, p. 1).”</p> <p>“This study showed that the teacher manifested maladaptive LTI using constant reflection on past</p>
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			<p>experiences which is related to the concept of RT, one variable of the present study.”</p> <p>“Ordem (2017) revealed that RT can be taken into account as one possible predictor of LTI.”</p> <p>“The findings of the two-step cluster analysis of the questionnaire data revealed that maladaptive immunity was a dominant type of immunity among Iranian English teachers because their mean scores on six out of seven questionnaire scales were low.”</p> <p>“In addition, the results of the directed content analysis of the interviews showed that Iranian English teachers followed the four stages of self-organization, namely, triggering, coupling, realignment, and stabilization in forming their immunity.”</p> <p>“The results of this study revealed that RT and burnout had a negative correlation with each other regardless of the personality type of the teachers.”</p> <p>“The findings of the two-step cluster analysis of the questionnaire data revealed that maladaptive immunity was a dominant type of immunity among Iranian English teachers because their mean scores on six out of seven questionnaire scales were low.”</p> <p>“In addition, the results of the directed content analysis of the interviews showed that Iranian English teachers followed the four stages of self-organization, namely, triggering, coupling, realignment, and stabilization in forming their immunity.”</p> <p>“The findings showed that the main LTI types are productively immunized and maladaptively</p>
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			<p>immunized teacher classifications, and the majority of the 187 teachers had high immunity levels.”</p> <p>“The results of this study revealed that RT and burnout had a negative correlation with each other regardless of the personality type of the teachers.”</p> <p>“Also, the findings of the independent samples t-test showed that introvert teachers were more reflective than extravert teachers, while extravert teachers were less likely to have burnout.”</p> <p>“The findings proved the idea that each personality type had a relationship with certain components of the teaching reflection.”</p> <p>“They revealed that there is a positive correlation between extravert teachers and those teachers who have both cognitive and learner reflection elements as their teaching reflective practices.”</p> <p>“The findings of statistical analyses showed that there was a significant and positive relationship between RT and teacher autonomy.”</p> <p>“The findings of this investigation revealed that there was a weak negative correlation between RT and burnout for teachers from each gender and also irrespective of their gender.”</p> <p>“They revealed that there is a negative relationship among age, performance and JI and there is a significant difference in the level of performance and extent of JI with gender.”</p> <p>“The results showed that job performance was influenced by JI, wage inequality, and time spent on seeking employment.”</p> <p>“This short review of literature on the four areas of language teacher immunity, HEXACO</p>
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			<p>personality traits, RT and JI indicates that they are theoretically interrelated.”</p> <p>“Therefore, it can be expected to see some effects of personality traits on language teacher immunity, as a kind of teacher quality, which is one of the aims of the present study.”</p> <p>“As RT has been proved to have some influences on other teacher-related qualities including burnout, self-efficacy, autonomy and personality type (Fani, 2017; Malmir, 2018; Stanley, 1998; Teng, 2017), it can be expected to find an effect of RT on LTI as a teacher quality too.”</p> <p>“JI can be identified to be conceptually close to the definition of LTI, since frustration and disappointment which are directly related to burnout, one of the subscales of maladaptive end of teacher immunity, are hidden in the theoretical foundations of this construct (De Witte, 2000; Hiver, 2017).”</p> <p>“As seen, the focus of their study was on immunity type, while the factors causing these types can be explored in other studies.”</p> <p>ARTICLE 8:</p> <p>“Priyatni (2012) stated that reading literature with a CLA is aimed to uncover the role of the practice of discourse to preserve the social world, including social relations involving disproportionate power relations.”</p> <p>“Hendriani, (2018) explains that the history of critical literacy begins with Freire’s thought, a pedagogist from Brazil who brought many changes to the world of education through his thoughts on</p>
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			<p>the concept of literacy as an activity of reading words and the world.”</p> <p>“Freire (1997) explains that critical awareness is a concept of a step towards the achievement of praxis or critical reflection on the world and actions to change it.”</p> <p>“Hendriani (2018) elaborated Gramsci’s idea that critical literacy is considered a social skill.”</p> <p>“Ajayi’s (2015) research presented that the application of multimodal critical literacy teaching to English language lessons for female students in Nigeria had an excellent impact on efforts to struggle for the emancipation of women.”</p> <p>“Rampan (2009) stated that short stories generally contain moral messages because literary writers, in general, have a moral responsibility to society, the state, and God.”</p> <p>“In their study, Gustine and Insani (2019) found that four critical literacy resource models, to some extent, help students become critically aware especially at the stage of making meaning and criticizing text.”</p> <p>“Gunawan (2003) stated that critical thinking skills are the skills to think at a complex level using a process of analysis and evaluation.”</p> <p>“Albert (2014) stated that critical reasoning is carried out based on a critical assessment of the problems with strong facts in public awareness and social conditions.”</p> <p>“Saryono (2009) explains that literary appreciation is the process (activity) of ...”</p>
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			<p>“Stanton (2007) stated that short stories are only equipped with limited details.”</p> <p>“Stanton (2007) also stated that the style of short stories is compact, composed of various styles of levels, and changing the sensitivity of the reader’s realism, understanding, emotions, and moral sensitivity simultaneously.”</p> <p>“CLA can be applied in various fields, including literature.”</p> <p>“In the field of Indonesian literature, it can be acquired through the learning of Indonesian short stories.”</p> <p>“The potential of short stories can be explored from three different perspectives;”</p> <p>“In practice, CLA can be done by understanding literary texts and discovering language patterns that voice specific ideas about power and oppression, whether based on race, social class, gender, or a combination of the three (Priyatni, 2012).”</p> <p>“Literary appreciation activities can be carried out directly or indirectly.”</p> <p>“This activity can be done in the form of reading, understanding, enjoying, and evaluating literary texts such as short stories, novels, romances, drama scripts, and poems.”</p> <p>“While indirect literary appreciation can be pursued by studying literary theory, reading articles related to literature, studying books and essays that discuss and provide an assessment of a literary work and studying the history of literature.”</p> <p>ARTICLE 9:</p>
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			<p>“He states that as English becomes various Englishes, it is adjusted to adopt the new cultures it interacts with. Such a situation has created varieties of English that we know today, like Indian English, Singaporean English, and many others.”</p> <p>“Kirkpatrick (2007) points out that the distinction between EFL and English as a second language (ESL) has actually blurred due to the increasing role of the language in EFL countries.”</p> <p>“Regarding Indonesian teachers’ attitude toward English varieties, Zacharias (2005, cited in Stockton, 2018) in her survey finds that a majority of her research participants, who were English language teachers in Indonesia, favored international materials from English-speaking countries over those from Indonesia. It indicates that English was viewed by the teachers as merely the privilege of native speakers or those from “foreign” countries.”</p> <p>“A study conducted by Poblete et al. (2011) reveals that in Indonesia, English was the third most used language on Twitter, numbering more than 10% of the total tweets.”</p> <p>“Rini (2014) states that several factors contribute to this high status of English and the importance of learning it, including marketing purposes and job requirements.”</p> <p>“Looking at those elements of register, specifically the tenor (authors/writers) and field (topics/subject matters), it seems that the English used in the articles is of Indonesian variety.”</p>
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			<p>“By doing so, it is expected that the findings of this study can lay the foundation for the linguistic descriptions of Indonesian English as a variety among other Englishes.”</p> <p>ARTICLE 10:</p> <p>“Though most Indonesian speak conversation/ colloquial Indonesian (Ewing, 2005), it appears that there is a strong tendency of denying its legitimacy.”</p> <p>“It can be done towards various types of objects, such as people, items, ideas, activity, etc.”</p> <p>“Assessment or evaluation may be carried through different modalities, and not only verbal/ linguistic means (e.g. Goodwin, 1986; Goodwin & Goodwin, 1987; Goodwin, 2007; Ruusuvuori & Peräkylä, 2009).”</p>
4. <i>Reader-Oriented Hedges</i>	-	<p>This type of hedging refers to the writers’ way to involve the readers as a thoughtful individual to give a judge or respond about the truth value of the proportion in a dialogue</p>	<p>ARTICLE 2:</p> <p>“We attempt to prove the contribution of metadiscourse, specifically engagement, in one of persuasive writings, which is argumentative essay.”</p> <p>“ We attempt to give more insight in using engagement resources in argumentative essays due to the limited studies researching this topic.”</p>

Appendix II

Tables of hedging strategies found in introduction section of articles

Hedging Strategies	Sub-strategies of Hedging	Characteristic and function	Sentence and page in the articles.
1. Lexical Hedges	<i>Modals</i>	<i>Can/could</i> in modal verbs can be used interchangeably to express the tentative possibility.	<p>ARTICLE 1:</p> <p>“The quality of scoring is an essential part of evaluation in that it can affect the validity and fairness of language tests (Ling et al., 2014).”</p> <p>“In the literature, various definitions could be found for the concept of fatigue.”</p> <p>“That is, fatigue can cause raters to invest a lot of time and energy on rating and to make more errors in the process of rating.”</p> <p>““Holistic rating scales can conflate many of the complex traits and variables that human judges of students’ written composition perceive (such as fine points of discourse coherence, grammar, lexical usage, or presentation of ideas) into a few simple scale points, rendering the meaning or significance of the judges’ assessments in a form that many feel is either superficial or difficult to interpret” (p. 68).”</p> <p>“Weigle (1998) maintained “it is not enough to be able to assign a more accurate number to examinee performances unless we can be sure that the number represents a more accurate definition of the ability being tested” (p. 281).”</p> <p>“In the literature, various definitions could be found for the concept of fatigue.”</p>

			<p>“That is, fatigue can cause raters to invest a lot of time and energy on rating and to make more errors in the process of rating.”</p> <p>“in subjective as well as objective tests, Massey (1977) could not find any evidence to show a decline in performance of his participants at the end of the tests.”</p> <p>ARTICLE 4:</p> <p>"It can facilitate teachers' quality improvement."</p> <p>“Considering such single continuum, certain extrinsic motivation can be either autonomous or controlled, depending on the degree of internalization an individual experienced – a process by which individuals relate external drives into self attributes or values (Gagne & Deci, 2005).”</p> <p>“One way that is proposed is by presenting autonomy supports (Grolnick & Ryan, 1989). In practice, internalization can be promoted by presenting a) meaningful rationale, b) acknowledgement of one's perspectives, and c) presentation of choice rather than control (Deci et al., 1994).”</p> <p>ARTICLE 5:</p> <p>“Accepting diversity, cultivating unity, and making it as a routine, can be realized by practicing ME (Fowers & Davidov, 2006).”</p> <p>“(3) to involve teachers from different background of cultures who can reflect and address the particular concerns of various cultural groups (Chavers, 1979);”</p> <p>ARTICLE 6:</p>
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			<p>“Second, the discourse norms comprise certain rules in organizing the information and in realizing the linguistic features in order to perform persuasion and argumentation (Lim, 2010) so that the RAs can appeal to the international readers’ attention to read the articles.”</p> <p>ARTICLE 7:</p> <p>“Borrowing the word “immunity” from physiology in which it is an essential part of body without which humans can be dead.”</p> <p>“LTI. Various factors can predict it;”</p> <p>“This new model of personality trait can meet the expectations of the present study more accurately to explore personality traits in relation to LTI.”</p> <p>“As RT has been proved to have some influences on other teacher-related qualities including burnout, self-efficacy, autonomy and personality type (Fani, 2017; Malmir, 2018; Stanley, 1998; Teng, 2017), it can be expected to find an effect of RT on LTI as a teacher quality too.”</p> <p>“JI can be identified to be conceptually close to the definition of LTI, since frustration and disappointment which are directly related to burnout, one of the subscales of maladaptive end of teacher immunity, are hidden in the theoretical foundations of this construct (De Witte, 2000; Hiver, 2017).”</p> <p>“Besides, this study could make contributions to the related literature, since no previous studies explored the predicting factors of language teacher immunity.”</p>
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			<p>“Now, a short look at related literature on the mentioned variables can help cast more light on what the present study sought to reveal.”</p> <p>“It was also mentioned that like biological immunity, LTI can have both benign and malign effects on the quality of teaching profession, that is why it can be either productive immunity which refers to adopting effective strategies to cope with threats and challenges received from the different aspects of this profession, or maladaptive LTI in which teacher rejects any innovation in his methodology, behavior and policy in class management leading to either job attrition or burnout.”</p> <p>“An area of uncertainty which was not covered and addressed in Hiver and Dornyei (2015) is the importance of the factors which can have constructive or destructive effects on developmental processes of LTI. In other words, there exists a gap on the factors which can predict LTI.”</p> <p>“Ordem (2017) revealed that RT can be taken into account as one possible predictor of LTI.”</p> <p>“As seen, the focus of their study was on immunity type, while the factors causing these types can be explored in other studies.”</p> <p>In these three aforementioned studies, it could be seen that personality traits can exert effects on personal qualities of teachers.”</p> <p>“Therefore, it can be expected to see some effects of personality traits on language teacher immunity, as a kind of teacher quality, which is one of the aims of the present study.”</p>
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		<p>“According to Akbari (2007), the proper practice of reflecting teaching can make great contributions to teacher’s success in his profession.”</p> <p>ARTICLE 8:</p> <p>”CLA can be applied in various fields, including literature.”</p> <p>“In the field of Indonesian literature, it can be acquired through the learning of Indonesian short stories.”</p> <p>“ The potential of short stories can be explored from three different perspectives;”</p> <p>“Correspondingly, critical literacy allows for a more accurate understanding of the world, so that people can enter the “rewrite” world into a formation where their legitimate interests, identities, and aspirations are present to challenge the disproportionate power relations (Lankshear & McLaren, 1993; Anderson & Irvine, 1993).”</p> <p>“In practice, CLA can be done by understanding literary texts and discovering language patterns that voice specific ideas about power and oppression, whether based on race, social class, gender, or a combination of the three (Priyatni, 2012).”</p> <p>“Literary appreciation activities can be carried out directly or indirectly.”</p> <p>“This activity can be done in the form of reading, understanding, enjoying, and evaluating literary texts such as short stories, novels, romances, drama scripts, and poems.”</p> <p>“While indirect literary appreciation can be pursued by studying literary theory, reading articles related to</p>
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		<p>literature, studying books and essays that discuss and provide an assessment of a literary work and studying the history of literature.”</p> <p>ARTICLE 9:</p> <p>“By doing so, it is expected that the findings of this study can lay the foundation for the linguistic descriptions of Indonesian English as a variety among other Englishes.”</p>
	<p><i>may/ might</i> in modal verbs can be applied interchangeably to express the possibility.</p>	<p>ARTICLE 1:</p> <p>“Raters might be different in scoring for different reasons, such as different styles of rating (Charney, 1984)...”</p> <p>“In scoring essays, for example, a rater may start paying little attention to grammar, focusing mainly on cohesion, organization, and content;”</p> <p>“however, if raters encounter essays with numerous grammatical errors, they may unconsciously begin paying more attention to those errors (Bachman, 1990).”</p> <p>“Raters might be different in scoring for different reasons.”</p> <p>“Although admitting that “performance towards the end of the test may be inhibited by the onset of fatigue”</p> <p>ARTICLE 2:</p> <p>“This type of writing may be in the form of notes, report, thesis, paper, and essay (Bailey, 2011).”</p> <p>ARTICLE 5:</p> <p>“...sounds elegant in one culture but may not so in other cultures.”</p> <p>ARTICLE 6:</p>

			<p>“The way the persuasion and argumentation are manifested in the F&D sections might differ between the writers’ capacities and the demands from the global discourse communities upon which the differing first-language”</p> <p>“The variations of the discourse norms might confuse the NNS novice writers to interpret the eligible writing of F&D section during their preparation to submit the articles to the international journals.”</p> <p>“Consequently, the less eligible F&D sections may cause rejection if the writers aim to publish the articles in international journals.”</p> <p>“This educational gap between undergraduate and graduate (e.g. Master or Doctoral) degrees might generate different findings.”</p> <p>“Such a definition might influence the rhetorical organization of the students’ research article F&D sections formulated from their theses.”</p> <p>“Such a typology represents a complex combination of clarity and criticality upon the findings, which might result in varying degrees of manifestation among the students.”</p> <p>ARTICLE 7:</p> <p>“It was done on around 300 Korean language teachers using serial in-depth interview. Like the first study discussed above, Hiver (2017) failed to explore the factors which may determine LTI.”</p> <p>“As a result, this gap may be filled with doing the present study on the possible predictors of LTI.”</p> <p>ARTICLE 9:</p>
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		<p>“Although some might argue that it is too early at the moment to categorize Indonesia as an outer-circle country, there is a very strong indication that it is already in transition toward that kind of status.”</p> <p>ARTICLE 10:</p> <p>“Assessment or evaluation may be carried through different modalities, and not only verbal/ linguistic means (e.g. Goodwin, 1986; Goodwin & Goodwin, 1987; Goodwin, 2007; Ruusuvuori & Peräkylä, 2009).”</p> <p>“Assessment may occur as a single (conversational) turn, containing an assessable and an assessment term (e.g. Extract 1).</p> <p>“Assessment may also occur in bits and pieces through multiple (conversational) turns, performed by multiple participants (e.g. Extract 2).”</p> <p>“Perhaps, the issue scarcity is not limited to the study on assessment per se, it may well be a common problem in the field of research on Conversational Indonesia.”</p> <p>“Different regions in Indonesian may have their own “local flavor” or “variety”.”</p>
	<p><i>Should</i> in modal verbs refers to the future that has more tentative meaning.</p>	<p>ARTICLE 1:</p> <p>“It should be added, despite the fact that subjects in his study were requested to judge the grammaticality of a series of 58 sentences (a highly cognitively demanding task) ...”</p> <p>“It should be pointed out, however, that since the raters in their study were to assign numbers to 14,000 audio responses to four TOEFL iBT speaking tasks in 2/4-hour shifts, assign numbers to 14,000 audio responses to four TOEFL iBT speaking tasks in 2/4-</p>

			<p>hour shifts, and as they were concerned with recorded constructed responses, not written ones, their findings fail to address and/or be generalizable to paper-based assessment of essays (i.e., those including raters' comments)."</p> <p>"It should be added that, contrary to very few studies being conducted on fatigue's effects on raters while scoring constructed responses such as writing (e.g., Drave 2011) with its main stress on on-screen-marking (OSM), and those on the constructed responses such as speaking (e.g., Ling et al., 2014), the current study has its major focus on paper-based (not OSM) EFL constructed responses, i.e., writing tasks."</p> <p>"It should be pointed out, however, that very incompatible results came out of these studies in that some highlighted the effect of fatigue on human judgment in language tests"</p> <p>ARTICLE 5:</p> <p>"The newly emerging concept of literacy, which refers to the individual's skill to play his/her role competently in a global society, should be possessed by every person to be able to thrive and actively participate in today's society (Cloud et al., 2009; Jones-Kavalier & Flannigan, 2006; United Nations, 2013)."</p> <p>"In order to be knowledgeable and well-informed, EFL teachers should also be literate in the Internet, possessing the necessary ability to work with internet services (Livingstone et al., 2005)."</p> <p>"The law and regulation prescribe that every teacher should take advantage of ICT for the purpose of</p>
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		<p>English education and having awareness or sensitivity of multi-cultures.”</p> <p>“ME prescribed that every student should be provided with equal opportunities in education unhampered by such differences as race, ethnic, language, belief, sex, culture, and social status (Banks, 2001a, 2001b; Yilmaz, 2016).”</p> <p>“Importantly, Multicultural Education should nurture students’ mindfulness of their own and other’s differences that make up humanity (Suzuki, 1979).”</p> <p>“Due to the lack of empirical data, research in this area is important and should be carried out on Indonesian ethnic groups in Indonesia, including individuals of Chinese ancestry, Javanese, Bataknese, and Palembangnese ethnic groups.”</p> <p>“These needs are supported by Gollnick and Chinn (1986) who argue that Multicultural Education for teachers should promote professional competence when it comes to the needs of pluralistic society.”</p> <p>ARTICLE 9:</p> <p>“In agreement with Stockton (2018, p. 146), the current ELT should be able to accommodate nationalist movements which give rise to several Englishes supporting English-as-a-lingua-franca (ELF) approaches globally and in several EFL/ESL countries like Indonesia.”</p>
	would in modal verbs show the expression of prediction	<p>ARTICLE 1:</p> <p>“Also, they lasted for only 20 minutes which is a short time during which the real effects of fatigue would neither be observable nor measurable.”</p> <p>ARTICLE 5:</p>

			<p>“One’s good reading ability would help him/her learn other subjects.”</p> <p>ARTICLE 9:</p> <p>“Therefore, research on Indonesians’ variety of English would neither be too impractical nor unfeasible to conduct since, as propounded by a number of scholars (Jenkins, 2000; Kachru & Nelson, 2006; Kirkpatrick, 2012) ...”</p>
	<i>Adverbials</i>	<p><i>Adjunct:</i> the use of approximators and compromisers that has the function to reduce the force of the claims on the sentences is included</p> <p>‘downtoners’, such as ‘<i>rarely</i>’, ‘<i>quite</i>’, ‘<i>partially</i>’, ‘<i>closely</i>’.</p>	<p>ARTICLE 2:</p> <p>“They mainly focused on the assessment (e.g., Preiss, et al., 2013) or the teaching method (e.g., Bacha, 2010).”</p> <p>ARTICLE 4:</p> <p>“More recent research using SDT, however, has suggested a slightly different classification of motivation types.”</p> <p>ARTICLE 5:</p> <p>“In particular, it may give English teachers knowledge and skills and understanding of the social and cultural elements of their students’ upbringing and experience that contributes to the formation of particular personalities.”</p> <p>“Although the formalization of the concept of ME is somewhat less familiar in the Indonesian educational system, by studying the definition provided by the researchers above, it is apparent that the concept of ME is valid for every nation in the world...”</p> <p>“Such recognition subsequently brings awareness to foreign language teaching scholars that language is closely linked to culture.”</p>

		<p>ARTICLE 7:</p> <p>“The last variable this study was supposed to find its effect on LTI is JI which has rarely been approached in English language teaching research community (Kawamura, 2012).”</p> <p>ARTICLE 8:</p> <p>“Critical thinking is closely related to critical reasoning.”</p> <p>ARTICLE 10:</p> <p>“Perhaps owing to its ubiquity and straightforward nature of identification in conversational data, to date, there is a quite sizeable study on assessment (such as Filipi & Wales, 2010; Goodwin, 1986; Jones, 1997; Pomerantz, 1975; Takanashi et al., 2006; Tanaka, 2016; Tolins, 2013, etc.).”</p>
	<p><i>Disjunct</i>: the use of certainty comment on the truth value, expressing doubt, and shows a wide range of hedges relating to degrees of certainty, such as ‘<i>generally/ in general</i>’, ‘<i>broadly</i>’, ‘<i>widely</i>’, ‘<i>certainly</i>’, and ‘<i>frequently</i>’.</p>	<p>ARTICLE 1:</p> <p>“The most widely accepted method for scoring EFL writing in composition tests is conducted by a process of analytic/holistic scoring by at least one rater.”</p> <p>”In general, there is census among researchers that with careful monitoring and training of raters, scoring procedure of these types can lead to results which are to some extent reliable (McNamara, 1996; Weigle, 2002).”</p> <p>“The nature of these judgements, decisions and self-feedback, in addition to the significance of this self-monitoring have not been brought into attention and are usually manifested in written comments and in the scoring outcomes of raters (Hall & Sheyholislami, 2013).”</p>

			<p>ARTICLE 2:</p> <p>“However, this perspective has been changing recently.”</p> <p>ARTICLE 3:</p> <p>“In English as a foreign language (EFL) context, students commonly find difficulties in accomplishing writing tasks (Farooq et al., 2012; Karim et al., 2017).”</p> <p>ARTICLE 4:</p> <p>“This is often thought as not favourable.”</p> <p>ARTICLE 5:</p> <p>“Most of research and information is available on the internet, and English is the dominant language to access the information (British Council, 2011; EF EPI, 2012).”</p> <p>“EFL teachers often lack the skill necessary to help them effectively and efficiently access, comprehend, evaluate, select, and share any genres of information, which are multicultural, because of their low quality of English (the American Association of School Librarians [AASL], 2007; the National Council of Teachers of English [NCTE], 2009).”</p> <p>“In addition, the manuscripts submitted by candidates with low quality of writing in English regardless their relevant qualifications are mostly rejected (Yahya, 2012).”</p> <p>“In Palembang, there are on average 40 per cent of students with Chinese ancestry attending private schools like Xaverious, Methodist, and Kusuma Bangsa”</p>
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			<p>ARTICLE 6:</p> <p>“The findings generally exhibited conformities with the expert writers’ RAs in which background information and summary became either optional or conventional, while findings and comments were obligatory.”</p> <p>ARTICLE 7:</p> <p>“Although LTI has just recently been introduced into the field of English language teaching, researchers have not hesitated to approach this newly-developed term.”</p> <p>“Over the last decade, RT has largely gained support and attention in English language teaching inquiry (Akbari, 2007; Safarie & Tarlani-aliabadi, 2014; Awan & Salam, 2014; Faremi, 2017).”</p> <p>ARTICLE 9:</p> <p>“In Indonesia, English has become the most renowned and widely learned international language (Lauder, 2008).”</p> <p>“In the case of English-as-a-foreign-language (EFL) countries, like Indonesia, there are certainly different types of Englishes spoken, though they are not generally considered or standardized to be new varieties.”</p> <p>“Such a goal has not taken into account the fact that an increasing number of Indonesians have started to use English much more frequently to communicate with each other on social media, various mass media, and other types of online platforms.”</p> <p>ARTICLE 10:</p> <p>“In terms of structure, in general, assessment consists of two elements: assessable (referent) and</p>
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			<p>assessment/ assessment term/ evaluation. Assessable or referent is the object of the assessment or evaluation.”</p> <p>“Though the conversational and standard Indonesian share a high number of common vocabularies, conversational Indonesian varieties are generally less complex than standard Indonesian, especially in terms of verbal morphology (See Ewing, 2005 for a more detailed discussion on the structure of conversational Indonesian).”</p>
	<p><i>Lexical Verbs</i></p>	<p>To carry some evidence and judgement of the writers without intending to bring an assertion.</p> <p>Those usually represented with ‘<i>propose</i>’, ‘<i>suggests</i>’, ‘<i>seems</i>’, ‘<i>intended</i> ... ’, or ‘<i>need</i>’.</p>	<p>ARTICLE 3:</p> <p>“To be self-regulated, students need to initiate multidimensional aspects involving metacognitive, cognitive, affective, motivational, and behavioral processes to attain learning goals (Kizilcec et al., 2017).”</p> <p>ARTICLE 4:</p> <p>“SDT also suggests the possibility to facilitate internalization.”</p> <p>“In addition, a PD program is believed to be able to change both their classroom beliefs and practices as well as students’ learning outcomes (Guskey, 2002).”</p> <p>“SDT believes that there exist certain regulatory processes that lead to different types of self-regulation. SDT categorizes such two regulatory processes as introjection”</p> <p>“Externally driven attendance is believed to be a poor predictor of successful PD programs.”</p> <p>ARTICLE 5:</p>

			<p>” The lack of literacy is assumed to be partly related to the inadequacy of English proficiency of Indonesian English language teachers”</p> <p>” By including the language skills into the definition of new literacy, EFL pre-service and in-service teachers need to activate and upgrade their English literacy skills to enable them to retrieve information and use it for their work.”</p> <p>“His study suggests that if one sees ME as an initial understanding of a blend of diverse cultures, ME could be then integrated in every curriculum (see also, Brent, 1982).”</p> <p>“To internalize the concept of ME, teachers need to understand various definitions posited by the researchers in ME field cited earlier (see Banks, 2001a, 2001b; Brent, 1982; Fowers & Davidov, 2006; Shannon-Baker, 2018; Singh, 1984; Suzuki, 1979; Yilmaz, 2016).”</p> <p>“However, policies seem to have been implemented with very little consideration for different ethnic and cultural groups of the nation (Suparlan & Sigit, 1980)”</p> <p>ARTICLE 6:</p> <p>“Also, the Malay RAs tended to perform an evaluation-introductory-conclusion pattern.”</p> <p>ARTICLE 8:</p> <p>“The study of literary works needs to be realized as one aspect of critical thinking in the appreciation of literature.”</p> <p>ARTICLE 9:</p> <p>“Looking at those elements of register, specifically the tenor (authors/writers) and field (topics/subject</p>
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			<p>matters), it seems that the English used in the articles is of Indonesian variety.”</p> <p>ARTICLE 10:</p> <p>“As a preliminary study, the current study is intended to be a foundation of further studies on naturally occurring Indonesian/ conversational Indonesian.”</p>
	<i>Adjectives</i>	<p>To express the possibility that involve the writers’ confidence about the truth of the claims. Those usually show as ‘<i>possible ...</i>’, ‘<i>relative ...</i>’, ‘<i>potential ...</i>’, ‘<i>somewhat...</i>’</p>	<p>ARTICLE 2:</p> <p>“An argumentative essay is the most common writing university students need to write (Mei, 2006; Wingate, 2012).”</p> <p>ARTICLE 5:</p> <p>“Multicultural Education identifies certain principles, values, and practices, which are arguably compatible with almost every aspect of work and life (Shannon-Baker, 2018).”</p> <p>“The Midwest Race Desegregation Assistance Centre (1983) recommends certain steps to assess, plan and improve ME in schools.”</p> <p>ARTICLE 6:</p> <p>“Second, the discourse norms comprise certain rules in organizing the information and in realizing the linguistic features in order to perform persuasion and argumentation (Lim, 2010).”</p> <p>“The manifestation of standard conventions of the F&D section involves certain competencies to present the findings clearly and to comment on or give arguments to the findings critically”</p> <p>ARTICLE 7:</p> <p>“As mentioned earlier, RT was another variable in the present study which was investigated to explore</p>

			its possible effects on LTI. Dewey (1933) is considered to be the first person who put forward the concept of RT.”
	<i>Nouns</i>	Use to show the writers’ opinion and also used to express the possibility. Those usually represent using ‘tendency ...’, ‘possibility ...’, ‘assumption ...’	-
2. Non-Lexical Hedges	<i>Admission to limited knowledge.</i>	A hedging strategy that refers to the writer's prior knowledge/ to admit that the writers are not knowledgeable on the realities.	<p>ARTICLE 2:</p> <p>”Furthermore, the studies on engagement in Indonesian students’ writings were barely conducted.”</p> <p>ARTICLE 5:</p> <p>“While the importance of English for teacher’s academic success and professional development has been extensively discussed in literature, still little is known about the relationship between English proficiency and multicultural education (ME), especially in Indonesian context.”</p> <p>ARTICLE 7:</p> <p>“.... causative factors of LTI have not been investigated previously, development of a model on predicting factors of LTI is unprecedented and considering JI as a predictor of LTI has not been approached in the related literature”</p>

			“However few studies , in ELT, have been done on the influence of JI on various facets of teacher.”
	<i>Reference to a model, theory or method</i>	Use to hedge the entire commitment by pointing out flaws in the study model, theory, or procedure that might compromise the correctness of the findings.	ARTICLE 1: “ however, if raters encounter essays with numerous grammatical errors , they may unconsciously begin paying more attention to those errors (Bachman, 1990).”
	<i>Reference to experimental limitation</i>	Use to make non-lexical claims to lower the writers' certainty and imply more confidence than confessing to a lack of understanding.	
3. Other Non-Lexical Hedges	<i>According to</i>	Use to make the claim on the assumption of a person that considered to be an expert in the field	ARTICLE 5: “ According to Graddol (2000) , to be fully literate in this era EFL teachers must fulfill the international standards by obtaining at least a paper-based TOEFL score of 550 to 600” “ According to NCTE (2009) , 21st century citizens need to gather information from multiple sources,

		<p>evaluate and apply their findings effectively, including those which contain various cultures (Geske & Ozola, 2008).”</p> <p>“According to Vasquez and Ingle (1982), ME involves a broad concept in which the word ‘culture’ itself includes collective experience, employment status, ethnic heritage, linguistic background, and gender.”</p> <p>ARTICLE 6:</p> <p>“According to Stoller and Robinson (2013), there are three common typologies or generic structures of the findings and discussion section of a research article. Table 1 displays the typologies.”</p> <p>ARTICLE 7:</p> <p>“According to Akbari (2007), the proper practice of reflecting teaching can make great contributions to teacher’s success in his profession.”</p> <p>ARTICLE 8:</p> <p>“According to Priyatni (2012), critical awareness is a means to make someone more aware of the history, social, culture, and ideology that shape something and decide its’ acceptance in a particular society.”</p>
	<p><i>Specific performative verbs</i></p>	<p>Use to state the writer’s claim based on somebody’s opinion.</p> <p>ARTICLE 1:</p> <p>”Confirming this, Becker (2011) also adds that analytic scores determine where to add more instruction in EFL writing courses (Ghalib & Al-Hattami, 2015).”</p> <p>ARTICLE 5:</p> <p>”...the 2013 survey by the Internet Service Provider Association in Indonesia (the English term for</p>

			<p>Asosiasi Penyelenggara Jasa Internet Indonesia – APJII) showed that only 28 percent of the total Indonesian population was literate in the internet ...”</p> <p>ARTICLE 6:</p> <p>“Ruiying and Allison (2003) assert that moves function as the general discourse units, which are derived from the primary purpose of the texts, while steps are the specific means to realize the moves functions coherently.”</p> <p>ARTICLE 9:</p> <p>“Kirkpatrick (2007) points out that the distinction between EFL and English as a second language (ESL) has actually blurred due to the increasing role of the language in EFL countries.”</p> <p>“Rini (2014) states that several factors contribute to this high status of English and the importance of learning it, including marketing purposes and job requirements.”</p>
	<p><i>Adverb phrases, prepositional phrases, or clauses that reflect into the general opinion.</i></p>	<p>Use to reflect the claims into the general opinion</p>	<p>ARTICLE 1:</p> <p>“In a most recent study, Erguvan and Aksu Dunya (2020) analyzed rater severity among EFL raters while assigning scores to compositions written by freshmen Kuwaiti learners. Employing many facet Rasch model.”</p> <p>ARTICLE 4:</p> <p>“In terms of extrinsic motivation, SDT differs from the common belief that extrinsically motivated behaviours are behaviours performed due to external forces in absence of the self-regulation.”</p> <p>ARTICLE 6:</p> <p>“Most countries, either Anglophone or non-Anglophone, regard international publications as the</p>

			<p>benchmark of measuring the academic writing quality of their scientists and academics in this ‘publish or perish’ era (Garfield, 2000).”</p> <p>ARTICLE 7:</p> <p>“.. in another Iranian study, Ghazalbash and Afghari (2015) investigated the relationship between teacher burnout and RT among Iranian English language teachers. The findings of this investigation.”</p> <p>“In another Iranian study, Fani (2017) sought to investigate the link between Iranian English language teachers’ RT and teacher autonomy.”</p> <p>ARTICLE 8:</p> <p>“In their study, Gustine and Insani (2019) found that four critical literacy resource models, to some extent, help students become critically aware especially at the stage of making meaning and criticizing text. Based on the results of the study, it is necessary to develop studies that have significance to enrich critical pedagogics in the scope of literacy education at the level of basic up to tertiary education.”</p>
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Appendix III

THE WRITERS' ARTICLES IN INDONESIAN JOURNAL OF APPLIED LINGUISTICS (IJAL)

1. Article 1: Mahshanian, A. & Shahnazari. (2020). The effect of raters fatigue on scoring EFL writing task. *Indonesian Journal of Applied Linguistics*, 17(1), 1-13. <https://doi.org/10.17509/ijal.v10i1.24956>
2. Article 2: Handayani, A., Drajati, A. N., & Ngadiso. (2020). Engagement in high- and low-rated argumentative essays: Interaction in Indonesian students' writings. *Indonesian Journal of Applied Linguistics*, 17(1), 14-24. <https://doi.org/10.17509/ijal.v10i1.24957>
3. Article 3: Umamah, A. & Cahyono, B. Y. (2020). Indonesian university students' self-regulated writing (SRW) strategies in writing expository essays. *Indonesian Journal of Applied Linguistics*, 17(1), 25-35. <https://doi.org/10.17509/ijal.v10i1.24958>
4. Article 4: Basikin. (2020). English teachers' motivation for a professional development program: Perspective of self-Determination Theory. *Indonesian Journal of Applied Linguistics*, 17(1), 25-35. <https://doi.org/10.17509/ijal.v10i1.24982>
5. Article 5: Diem, C. D. & Abdullah, U. (2020). Promoting multiculturalism: Teachers' English proficiency and multicultural education in Indonesia. *Indonesian Journal of Applied Linguistics*, 17(1), 46-58. <https://doi.org/10.17509/ijal.v10i1.24983>
6. Article 6: Suherdi, D., Kurniawan, E., & Lubis, A. H. (2020). A genre analysis of research article 'findings and discussion' sections written by Indonesian undergraduate EFL students. *Indonesian Journal of Applied Linguistics*, 17(1), 59-72. <https://doi.org/10.17509/ijal.v10i1.24989>
7. Article 7: Rahimpour, H., Amirian, S. M. R., & Zareian, G. R. (2020). A model of the factors predicting English language teacher immunity: A path analysis. *Indonesian Journal of Applied Linguistics*, 17(1), 73-83. <https://doi.org/10.17509/ijal.v10i1.24990>
8. Article 8: Halimah, Sumiyadi, Mulyati, Y., Damaianti, V. S. (2020). Critical Literacy Approach in the teaching of literary appreciation

using Indonesian short stories. *Indonesian Journal of Applied Linguistics*, 17(1), 84-94.

<https://doi.org/10.17509/ijal.v10i1.24992>

9. Article 9: Endarto, I. T. (2020). A corpus-based lexical analysis of Indonesian English as a new variety. *Indonesian Journal of Applied Linguistics*, 17(1), 95-106.

<https://doi.org/10.17509/ijal.v10i1.24993>

10. Oktarini, K. R. D. (2020). Multimodal features of assessment in Indonesian conversation: A conversation analysis study. *Indonesian Journal of Applied Linguistics*, 17(1), 107-117.

<https://doi.org/10.17509/ijal.v10i1.24999>

Appendix IV

Official Letters

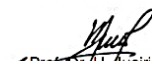


KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 170 TAHUN 2020
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP
TAHUN AKADEMIK 2019/2020

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.
- Memperhatikan : Usul Ketua Jurusan TBI Tanggal 15 Juli 2020
- MEMUTUSKAN:
- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2019/2020
- Pertama : Menunjuk dan menugaskan kepada:
1. Nama : Rusnadi, S.Pd., M.Pd.I., MA
NIP/NUP : 197712122003121002
Pangkat/Golongan : Penata Tingkat I/III/d
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Konten dan Metodologi
2. Nama : Sovia Rahmania, M.Pd
NIP/NUP : 201702018
Pangkat/Golongan : Penata Muda Tingkat I/III/b
Jabatan Akademik : Asisten Ahli
Sebagai Pembimbing Bidang Bahasa dan Teknik Penulisan
- Untuk membimbing mahasiswa penyusun skripsi:
- Nama : Fahmi Arif Sangaji
NIM : 170102030442
Jurusan/Prodi : TBI
Judul Skripsi : Hedging Types In Indonesian Journal Of Applied Linguistics (IJAL)
- Kedua : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya.

Ditetapkan di Banjarmasin
pada tanggal 15 Juli 2020
DEKAN,


Prof. Dr. H. Juairiah, M.Pd.
NIP. 19600106198603200

- Tembusan:
1. Rektor UIN Antasari Banjarmasin;
 2. Ketua Jurusan;
 3. Dosen Pembimbing;
 4. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

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SURAT KETERANGAN

Nomor: 1524/Un.14/III.1.t/pp.00.9/09/2020

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Fahmi Arif Sangaji
N I M : 170102030442
Jurusan/Prodi : TBI
Alamat : Jl. JELAPAT RT.009 RW.002, Kel. Jelapat,
Kec. Dusun Selatan, Kab. Barito Selatan,
Kalimantan Tengah

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi
yang berjudul:

**HEDGING TYPES IN INDONESIAN JOURNAL OF APPLIED
LINGUISTICS (IJAL)**

Pada Hari/Tanggal : Selasa, 11 Agustus 2020
Tempat : Zoom

Demikian surat keterangan ini dibuat, untuk dipergunakan
sebagaimana mestinya.

Banjarmasin, 10 September 2020
Ketua,


Mahmudah, M.Pd.I
NIP. 198708212015032004

Appendix V

NOTES



CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Fahmi Arif Sangaji
2. Nim : 170102030442
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Proposal Skripsi : Hedging Types in Indonesian
Journal of Applied Linguistics (IJAL)
5. Dosen Pembimbing :
Rusnadi, S. Pd. I., M. Pd. I., MA.
Sovia Rahmaniah, M. Pd.
6. Catatan hasil seminar :

No.	Catatan/ saran Penanggap	No.	Catatan/ saran Dosen
1.	M. Aji Pangestu -Pay attention to the typo	1.	By: Rusnadi, S. Pd. I., M. Pd. I., MA. <ul style="list-style-type: none">- There are many language use mistakes, word choices and technique of writing.- You may clear you purpose of study and why do you interested in conducting the study.- We need to talk more about your research question, like finding out more important thing than only just finding out the percentage of hedging.- You may clear your key terms definition

			<ul style="list-style-type: none"> - Its better if you only focus only a year in that journal because it is too much if you included 3 years articles. - We will discuss more about methodology, especially in collecting data. - Do consultation oftenly to maximize your work <p>By: Sovia Rahmaniah, M. Pd</p> <ul style="list-style-type: none"> - Pay attention to the quotation, writing, and grammatical errors - If you just use a percentage in you research, it does not mean your research will be quantitative. Furthermore, what is the function of percentage in your research? Make it more clear and understandable. - My suggest, you can do more important research than this for example like distinguishing between 2 articles at the same level, how the use of hedging in those both. - About analysis, please make it clear about what analysis will you use in this research.
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Banjarmasin, 11 August 2020

Moderator,

Dina Sofia



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHOD

NAME: RUSNADI, S. Pd. I., M. Pd. I., MA.

Date	Notes	Signature
28 May 2021	<ul style="list-style-type: none"> - Seems from the methodology, your methodology is still unclear especially in data collecting. If you want to use document analysis, then explain in the data collection how to find out hedging types in the article clearly. - Your second research question can be changed into the more important things like hedging strategies that the writer used in articles than only the function of hedging itself, because the function of hedging was already clear. If you still use this, it will be unclear and ambiguous. - You might add the previous study about hedging strategies in your research and look at their methodology, this research should be discourse analysis but you take content analysis, you have to explain it clearly, like how many articles you take, what hedging types included. Once, make your data collection clearly. - Instrument of study also should be added in your research, even you conduct document analysis research. - If you finish your revision, you can continue your research into Chapter IV and V but please pay attention into the important thing that you should revise. - Read more about theory so that you will have more information about your research, not only one theory. 	



CONSULTATION NOTES
LANGUAGE AND TECHNIQUE FOR WRITING
NAME: SOVIA RAHMANIAH, M. PD

Date	Notes	Signature
7 June 2021	<ul style="list-style-type: none">- For your research, you should consult more about methodology and content.- I suggest you to consult every step you did in your research- You may continue to the next chapter but pay attention to the important things in you research, especially about methodology.	

CURRICULUM VITAE

I. Personal Details	
Name	Fahmi Arif Sangaji
Place and Date of Birth	Buntok, 1 st of August 1999
Gender	Male
Status	Single
Religion	Islam
Nationality	Indonesia
Parents	Nurdin, S. Ag., M, Pd. I., and Inder Arjuna, S. Pd.
Sibling	Tiara Annisa
II. Formal Education Background	
2003-2005	Kindergarten (RA) Al-Hidayah Buntok
2005-2010	Elementary School Jelapat 1 Buntok
2010-2011	Elementary School Hilir Sper Buntok
2011-2014	Islamic Junior High School Buntok
2014-2017	Islamic Boarding School Darul Istiqamah Barabai
2017-2021	English Education Department of Antasari State Islamic University Banjarmasin
III. Organization Experiences	
2017-2021	Linguistic and Debating Society (LiDS) EDUCIA
2017-2019	IKAMADI (Ikatan Keluarga Mahasiswa & Alumni Darul Istiqamah)
2018-2021	LDK Nurul Fata