

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the research findings and discussions that dealing with collected data during the research. The data has taken from the introduction section in articles of Indonesian Journal of Applied Linguistics (IJAL), vol. 10, no. 1, may 2020. In findings, the researcher determined the types of hedging based on Hyland' s (1996, p. 6). Furthermore, the researcher found out the hedging strategies those were three main strategies as mentioned in chapter II.

a. Findings

In this part, the researcher presents the data related to the research questions: (1) What are hedging types that used by writer in Introduction section of Indonesian Journal of Applied Linguistics (IJAL)?, and (2) What are the strategies of hedging that used by writers in Introduction section of Indonesian Journal of Applied Linguistics (IJAL)?. According to the research question, the researcher aimed to determine the types of hedging used by writer and find out the strategies of hedging in order to get the result. There are 10 articles that became the sample in this research. The types and strategies of hedging were analyzed from each sentences in part of introduction of 10 articles.

1. Hedging types used by writer in introduction section of Indonesian Journal of Applied Linguistics (IJAL)

Table 1**Hedging types proposed by Hyland' s (1996, p. 6).**

Articles	Hedging Types			
	Content-Oriented Hedges			Reader-Oriented Hedges
	Attribute Hedges	Reliability Hedges	Writer-Oriented Hedges	
Article 1	8	8	14	-
Article 2	9	2	15	2
Article 3	4	1	9	-
Article 4	8	7	3	-
Article 5	12	11	12	-
Article 6	8	12	10	-
Article 7	10	9	24	-
Article 8	5	2	19	-
Article 9	5	4	7	-
Article 10	4	3	3	-
Total	73	58	116	2

Based on the table 1 showed above, there are **251** hedging types found in introduction section of 10 Articles. The table also showed that the writers used two main hedging types, first is content-oriented hedges that divided into four sub-types, namely: attribute hedges, reliability hedges, and writer-oriented hedges, and the last is reader-oriented hedges that also used by writer in the articles.

The researcher explained the hedging types found from the most until the least frequent used as follows:

a. Writer-Oriented Hedges in Content-Oriented Hedges.

Based on findings, writer-oriented hedges is the most frequent used by writers in introduction section of the articles. The researcher found that the writers used writer-oriented hedges in introduction section of the articles were 10 articles. This type of hedge used by writers to diminish the writers' presence or own claim on the text using various impersonal or passive structures. Here are the examples that found by researcher in 10 articles:

Article 1:

" ... in line with Cumming (1990), **Hamp-Lyons (1995), and Reid (1993), believe that** its "cost-effectiveness" (p. 226)

The writer on the example above used "Hamp-Lyons (1995), and Reid (1993), believe that" to show the use of impersonal structure and to diminish the writers' presence on the text.

"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."

The writer on the example above used "Hamp-Lyons (1995) asserts that" to show the use of impersonal structure and to diminish the writers' presence on the text.

“Confirming this, **Becker (2011) also adds that** analytic scores determine where to add more instruction in EFL writing courses (Ghalib & Al-Hattami, 2015).”

The writer on the example above used “Becker (2011) also adds that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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).”

The writer on the example above used “Studies on rating process and the way raters exploit scoring criteria suggested that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “Ling et al., (2014), in line with Cummings (1954), maintain that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “Some scholars (e.g., Bendig, 1955; Cummings, 1954; Drave, 2011; Liu, et al., 2004; Massey, 1977; Tucker, 1948; Wohlhueter, 1966) believe that” to show the use of impersonal structure and to diminish the writers' presence on the text.

“Results of his study indicated that “judgmental fatigue does not affect rater reliability” (p. 453).”

The writer on the example above used “Results of his study indicated that” to show the use of impersonal structure and to diminish the writers' presence on the text.

“Contrary to the above, **some other studies have shown that** the reliability and consistency of 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).”

The writer on the example above used “some other studies have shown that” to show the use of impersonal structure and to diminish the writers' presence on the text.

“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).”

The writer on the example above used “Snyder (2000), for example, asserted that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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).”

The writer on the example above used “They argued that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

Other findings in this type of hedging are the use of modals passive structure in the sentences, here are the examples:

“Among studies asserting that fatigue negatively affects raters’ judgement, very few **can be found** with the focus on EFL contexts.”

The writer on the example above used “can be found” to show the use of passive structure and to diminish the writers’ presence on the text.

“... few **can be found** to examine such an effect on raters’ quality of scoring constructed responses, such as writing or speaking”

The writer on the example above used “can be found” to show the use of passive structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “It should be pointed out” to show the use of passive structure and to diminish the writers’ presence on the text.

“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)”

The writer on the example above used “It should be added that” to show the use of passive structure and to diminish the writers’ presence on the text.

Article 2:

“It showed that the different pattern of metadiscourse was associated with both disciplinary and contextual factors.”

“However, **it shows that** contextual factors influenced more than the disciplinary factors in the use of metadiscourse.”

“They showed that successful argumentative essays, both L2 and L1, used greater hedges (e.g. *possible, might, perhaps*).”

“They showed that there was a slight difference in using metadiscourse in high-rated and low-rated argumentative essays.”

The writer on the examples above used “It showed that, it shows that, and they showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“However, **it proved that** L2 students have been reluctant to use self-mentions (e.g. *I, my*) in their writings.”

The writer on the example above used “it proved that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Furthermore, **they found that** how to use metadiscourse effectively was more influencing than the number of metadiscourse used in the essays.”

The writer on the example above used “they found that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**Their study showed that** there was a significant difference in the use of boosters (e.g. *clearly, obviously*), attitude markers (e.g. *agree, prefer*), engagement markers (e.g. *you, we*), and self-mentions (e.g. *I, my*).”

The writer on the example above used “Their study showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**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.”

The writer on the example above used “It showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“The previous studies revealed that researchers barely focused their studies on engagement in writings.”

The writer on the example above used “The previous studies revealed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Shahriari and Shadloo (2019) proved that the use of engagement created more persuasive arguments in persuasive writing, specifically argumentative essays.”

The writer on the example above used “Shahriari and Shadloo (2019) proved that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “Bailey (2011) shows that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Furthermore, **He shows that** metadiscourse becomes an important feature in successful persuasive writings.”

The writer on the example above used “He shows that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**(Hyland, 2005c) has shown that** writers may involve the readers in texts in five ways.”

The writer on the example above used “(Hyland, 2005c) has shown that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**They found that** the use of engagement in research has been changing over the past 50 years.”

The writer on the example above used “They found that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**Their study reported that** there was no relation between the use of engagement and the students’ essay quality.”

The writer on the example above used “Their study reported that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

Article 3:

“In Indonesia, **Umamah et al. (2019) uncover that** students have problems in applying grammar items, mechanics, organization and content, and style.”

The writer on the example above used “Umamah et al. (2019) uncover that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**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).”

The writer on the example above used “Flores and Lopez (2019) unveil that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Thus, **Cohen and Macaro (2007) suggest** that students need strategy-based practices to enhance their writing performance.”

The writer on the example above used “Cohen and Macaro (2007) suggest” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Furthermore, **Kizilcec et al. (2017) posit that** self-regulation covers multidimensional aspects involving metacognitive, cognitive, affective, motivational, and behavioral processes”

The writer on the example above used “Kizilcec et al. (2017) posit that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**Current studies prove that** SRW strategies provide a positive effect on students’ writing performance at different levels of education.”

The writer on the example above used “Current studies prove that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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).”

The writer on the example above used “correlational research finds that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “, Abadikhah et al. (2018) uncover that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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).”

The writer on the example above used “Many studies provide evidence that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

Another finding in this article were the use of passive voice in the sentence. For example:

“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).”

The writer on the example above used “need to be regulated” to show the use of passive structure and to diminish the writers’ presence on the text.

Article 4:

“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.”

The writer on the example above used “They argued that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “SDT differs from the common belief that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**SDT believes that** there exist certain regulatory processes that lead to different types of self-regulation.”

The writer on the example above used “SDT believes that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

Article 5:

“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).”

The writer on the example above used “Internet Service Provider Association in Indonesia (the English term for Asosiasi

Penyelenggara Jasa Internet Indonesia – APJII) showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**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...”

The writer on the example above used “The results of teachers’ English competency tests carried out in South Sumatra (Lembaga Penjaminan Mutu Pendidikan Sumatra Selatan [LPMP], 2012) showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**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.”

The writer on the example above used “The law and regulation prescribe that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“However, **data from 2018 PISA showed that** the level of reading skill level of 15-year-old Indonesian students was unsatisfactory (OECD, 2019).”

The writer on the example above used “data from 2018 PISA showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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”

The writer on the example above used “Diem (2012) reported that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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).”

The writer on the example above used “ME prescribed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Baptiste, Jr. (1986) stated that ME affiliates itself with the nature of cultural pluralism.”

The writer on the example above used “Baptiste, Jr. (1986) stated that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“They confirm that multicultural insight helps sensitize teachers to their routine teaching activities, getting along with ethnically and culturally diverse students.”

The writer on the example above used “They confirm that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “Berliner and Cassanova (1986) suggest that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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 experiences are compatible, or potentially incompatible, with instruction” (p. 29).”

The writer on the example above used “Berliner (1986) clearly states that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

Another example that used passive structure:

“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).”

The writer on the example above used “teachers should also be literate” to show the use of passive structure and to diminish the writers’ presence on the text.

“**The lack of literacy is assumed** to be partly related to the inadequacy of English proficiency of Indonesian English language teachers.”

The writer on the example above used “The lack of literacy is assumed” to show the use of passive structure and to diminish the writers’ presence on the text.

Article 6:

“**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.”

The writer on the example above used “Ruiying and Allison (2003) assert that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Amnuai and Wannaruk (2013) found that background information and summary moves were optional in Thai and international journal articles.”

The writer on the example above used “Amnuai and Wannaruk (2013) found that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“They argued that stating the research purpose as the introductory information was manifested below 25% in both cohorts.”

The writer on the example above used “They argued that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“The findings demonstrated that the providing background information move was obligatory.”

The writer on the example above used “The findings demonstrated that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “They found that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“On the other hand, **Sabet and Kazempouri (2015) revealed that** the reporting results move was obligatory in the 60 discussion sections of articles published in Iranian local and international ESP journals.”

The writer on the example above used “Sabet and Kazempouri (2015) revealed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**The differences indicate that** different discipline and journal indexation may influence the varieties of rhetorical moves in the findings and discussion sections.”

The writer on the example above used “The differences indicate that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“...**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.”

The writer on the example above used “previous research (Arsyad, 2013; Kim et al., 2016; Nodoushan & Khakbaz, 2011) demonstrated that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**However, Loi et al (2015) found that** findings move was possibly followed by a deduction or the other way around.”

The writer on the example above used “Loi et al (2015) found that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“He further explains that the Indonesian writers hardly support the explanations, when present, with citations from the previous research. Despite the comprehensive”

The writer on the example above used “He further explains that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

Article 7:

“Research has consistently shown that through RT, language teachers tend to view their career more valuable and to have more self-efficacy (Akbari, 2007).”

The writer on the example above used “Research has consistently shown that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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).”

The writer on the example above used “The findings revealed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“This study showed that the teacher manifested maladaptive LTI using constant reflection on past experiences which is related to the concept of RT, one variable of the present study.”

The writer on the example above used “This study showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Ordem (2017) revealed that RT can be taken into account as one possible predictor of LTI.”

The writer on the example above used “Ordem (2017) revealed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “The findings of the two-step cluster analysis of the questionnaire data revealed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “the results of the directed content analysis of the interviews showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“The findings showed that the main LTI types are productively immunized and maladaptively immunized teacher classifications, and the majority of the 187 teachers had high immunity levels.”

The writer on the example above used “The findings showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “The results of this study revealed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

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The writer on the example above used “The findings showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**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.”

The writer on the example above used “The results of this study revealed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “the findings of the independent samples t-test showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**The findings proved the idea that** each personality type had a relationship with certain components of the teaching reflection.”

The writer on the example above used “The findings proved the idea that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**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.”

The writer on the example above used “They revealed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“The findings of statistical analyses showed that there was a significant and positive relationship between RT and teacher autonomy.”

The writer on the example above used “The findings of statistical analyses showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “The findings of this investigation revealed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “They revealed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“The results showed that job performance was influenced by JI, wage inequality, and time spent on seeking employment.”

The writer on the example above used “The results showed that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“This short review of literature on the four areas of language teacher immunity, HEXACO personality traits, RT and JI indicates that they are theoretically interrelated.”

The writer on the example above used “This short review of literature on the four areas of language teacher immunity, HEXACO personality traits, RT and JI indicates that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

Other examples using passive structures:

“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.”

The writer on the example above used “it can be expected” to show the use of passive structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “it can be expected to” to show the use of passive structure and to diminish the writers’ presence on the text.

“**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).”

The writer on the example above used “can be identified” to show the use of passive structure and to diminish the writers’ presence on the text.

“As seen, the focus of their study was on immunity type, while the factors causing these types **can be explored** in other studies.”

The writer on the example above used “can be explored” to show the use of passive structure and to diminish the writers’ presence on the text.

Article 8:

“**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.”

The writer on the example above used “Priyatni (2012) stated that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“**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 the concept of literacy as an activity of reading words and the world.”

The writer on the example above used “Hendriani, (2018) explains that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “Freire (1997) explains that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Hendriani (2018) elaborated Gramsci’s idea that critical literacy is considered a social skill.”

The writer on the example above used “Hendriani (2018) elaborated Gramsci’s idea that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “Ajayi’s (2015) research presented that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “Rampan (2009) stated that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “In their study, Gustine and Insani (2019) found that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Gunawan (2003) stated that critical thinking skills are the skills to think at a complex level using a process of analysis and evaluation.”

The writer on the example above used “Gunawan (2003) stated that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the example above used “Albert (2014) stated that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Saryono (2009) explains that literary appreciation is the process (activity) of ...”

The writer on the example above used “Saryono (2009) explains that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“Stanton (2007) stated that short stories are only equipped with limited details.”

“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.”

The writer on the examples above used “Stanton (2007) stated that” to show the use of impersonal structure and to diminish the writers’ presence on the text

Passive:

“CLA can be applied in various fields, including literature.”

The writer on the examples above used “CLA can be applied” to show the use of passive structure and to diminish the writers’ presence on the text.

“In the field of Indonesian literature, **it can be acquired** through the learning of Indonesian short stories.”

The writer on the examples above used “it can be acquired” to show the use of passive structure and to diminish the writers’ presence on the text.

“The potential of short stories **can be explored** from three different perspectives;”

The writer on the examples above used “can be explored” to show the use of passive structure and to diminish the writers’ presence on the text.

“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).”

The writer on the examples above used “CLA can be done” to show the use of passive structure and to diminish the writers’ presence on the text.

“Literary appreciation activities **can be carried out** directly or indirectly.”

The writer on the examples above used “can be carried out” to show the use of passive structure and to diminish the writers’ presence on the text.

“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.”

The writer on the examples above used “can be done” to show the use of passive structure and to diminish the writers’ presence on the text.

“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.”

The writer on the examples above used “can be pursued” to show the use of passive structure and to diminish the writers’ presence on the text.

Article 9:

“**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.”

The writer on the examples above used “He states that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the examples above used “Kirkpatrick (2007) points out that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the examples above used “Regarding Indonesian teachers’ attitude toward English varieties, Zacharias (2005, cited in Stockton, 2018) in her survey finds that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the examples above used “A study conducted by Poblete et al. (2011) reveals that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the examples above used “Rini (2014) states that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

“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.”

The writer on the examples above used “it seems that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

Another example is the use of passive structure:

“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.”

The writer on the examples above used “it is expected that” to show the use of passive structure and to diminish the writers’ presence on the text.

Article 10:

“Though most Indonesian speak conversation/ colloquial Indonesian (Ewing, 2005), **it appears that** there is a strong tendency of denying its legitimacy.”

The writer on the examples above used “it appears that” to show the use of impersonal structure and to diminish the writers’ presence on the text.

There found that the writer used *may* in passive structure, here the other examples using passive structure:

“**It can be done** towards various types of objects, such as people, items, ideas, activity, etc.”

The writer on the examples above used “It can be done” to show the use of passive structure and to diminish the writers’ presence on the text.

“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).”

The writer on the examples above used “may be carried” to show the use of passive structure and to diminish the writers’ presence on the text.

b. Attribute Hedges in Content-Oriented Hedges

Based on the findings, the researcher found that the writers used attribute hedges in introduction section of the articles were 10 articles. Furthermore, attribute hedges divided again into three sub-types, namely: *Downgraders*, *Markers on Intentional Vagueness*, *Intensifiers*. See the table below.

Table 1.1			
The sub-types of attribute hedges in Content-Oriented Hedges			
Articles	Hedging Types		
	<i>Downgraders</i>	<i>markers on intentional vagueness</i>	<i>Intensifiers</i>
Articles 1	1	5	3
Article 2	1	3	3
Article 3	1	6	-
Article 4	1	5	2
Article 5	-	13	2
Article 6	-	3	4
Article 7	2	4	3
Article 8	-	3	-
Article 9	-	4	2

Article 10	-	5	-
Total	7	50	19

Based on the table 1.1 above, it can be found that the writers used three sub-types of hedges in writing attribute hedges in introduction section of the articles, namely: *downgraders*, *markers on intentional vagueness*, and *intensifiers*. It also found that *markers on intentional vagueness* is the second most frequent used by writers in introduction section of the articles in this study, followed by *intensifiers* that used 19 times. Moreover, *downgraders* is only used 7 times in introduction of the articles.

This type of hedge used by writers to decrease the exactness of the claims in writing. Here the researcher gave more explanation from each sub-types of hedging in attribute hedges.

1) *Markers on intentional vagueness* in Attribute Hedges

This sub-type of hedge is the most frequent used by writer in introduction section of the articles. It represent the pragmatic markers and shows the approximates of quantity, frequency, and time. It represent the pragmatic markers and shows the approximates of quantity, frequency, and time. Here are some examples:

Article 1:

“**One of** the core elements of any curriculum is evaluation, in general, and scoring language tests of different types, in particular.”

The example above shows the use of “one of” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

”**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).

The example above shows the use of in “general/ generally” to represent an approximates of quantity, frequency, and time.

“**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).”

The example above shows the use of in “general/ generally” to represent an approximates of quantity, frequency, and time.

“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.”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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).”

The example above shows the use of in “usually” to represent an approximates of quantity, frequency, and time.

Article 2:

“They **mainly** focused on the assessment (e.g., Preiss, et al., 2013) or the teaching method (e.g., Bacha, 2010).”

The example above shows the use of in “mainly” to represent an approximates of quantity, frequency, and time.

“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).”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“However, this perspective has been changing **recently**.”

The example above shows the use of in “recently” to represent an approximates of quantity, frequency, and time.

Article 3:

“In English as a foreign language (EFL) context, students **commonly** find difficulties in accomplishing writing tasks (Farooq et al., 2012; Karim et al., 2017).”

The example above shows the use of in “commonly” to represent an approximates of quantity, frequency, and time.

“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).”

The example above shows the use of in “frequently” to represent an approximates of quantity, frequency, and time.

“**Commonly**, the writing cycle includes planning (PL), execution (E), and evaluation (E) or PLEE cyclical model (Rosário et al., 2019).”

The example above shows the use of in “commonly” to represent an approximates of quantity, frequency, and time.

“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).”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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).”

The example above shows the use of in “often” to represent an approximates of quantity, frequency, and time.

“**One of** the factors causing the writing difficulties is an ineffective use of strategies (Graham et al., 2000).”

The example above shows the use of “one of” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

Article 4:

“Intrinsic motivation is **more** desirable and is expected for better outcomes (Deci et al., 1999).”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“In the Indonesian context, this approach is **often** called a text-based English teaching.”

The example above shows the use of in “often” to represent an approximates of quantity, frequency, and time.

“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.”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“The introjection results in more controlled types of motivation, while integration results in the **more** autonomous types of motivation.”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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.”

The example above shows the use of in “often” to represent an approximates of quantity, frequency, and time.

Article 5:

“The concept of ME is much **more** than knowledge and understanding; it instead pertains to how we respect human beings and treat them equally whatever their background is.”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“**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).”

The example above shows the use of “most of” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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).”

The example above shows the use of in “often” to represent an approximates of quantity, frequency, and time.

“As **part of** literacy, reading is one of the language skills related to almost all processes of learning”

The example above shows the use of “part of” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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.”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“**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).”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“As evidence, **more than** 35 per cent of research publications were co-authored by researchers from different nationalities;”

The example above shows the use of “more than” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“In addition, the manuscripts submitted by candidates with low quality of writing in English regardless their relevant qualifications are **mostly** rejected (Yahya, 2012).”

The example above shows the use of “more than” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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).”

The example above shows the use of “part of” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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.”

The example above shows the use of “somewhat” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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).”

The example above shows the use of in “on average” to represent an approximates of quantity, frequency, and time.

“**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.”

The example above shows the use of in “in particular” to represent an approximates of quantity, frequency, and time.

“The Midwest Race Desegregation Assistance Centre (1983) recommends **certain** steps to assess, plan and improve ME in schools.”

The example above shows the use of in “certain” to represent an approximates of quantity, frequency, and time.

Article 6:

“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.”

The example above shows the use of in “certain” to represent an approximates of quantity, frequency, and time.

“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.”

The example above shows the use of in “certain” to represent an approximates of quantity, frequency, and time.

“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.”

The example above shows the use of in “generally” to represent an approximates of quantity, frequency, and time.

Article 7:

“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).”

The example above shows the use of in “rarely” to represent an approximates of quantity, frequency, and time.

“Although LTI has just **recently** been introduced into the field of English language teaching, researchers have not hesitated to approach this newly-developed term.”

The example above shows the use of in “recently” to represent an approximates of quantity, frequency, and time.

“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.”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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).”

The example above shows the use of in “largely” to represent an approximates of quantity, frequency, and time.

Article 8:

“Therefore, various efforts are needed in order to build and train critical thinking skills, **one of** them is by learning critical literacy”

“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.”

The example above shows the use of “one of” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“Correspondingly, critical literacy allows for a **more** accurate understanding of the world.”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

Article 9:

“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.”

The example above shows the use of “certainly/ generally” to represent an approximates of quantity, frequency, and time.

“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.”

The example above shows the use of “frequently” to represent an approximates of quantity, frequency, and time and “more” to

represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“However, instead of examining the English produced by Indonesians, they put **a lot of** emphasis on Indonesian language which contains English expressions.”

The example above shows the use of “a lot of” to represent an approximates of quantity, frequency, and time

“For Indonesian context, this research is relevant because, as stated by Dewi et al. (2018, p. 33), the need for standard Indonesian English is getting **more** imperative in the future as more and more people in the country use English.”

The example above shows the use of “more” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

Article 10:

“Assessment is **one type of** action in interaction.”

The example above shows the use of “one ... of” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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.”

The example above shows the use of “in general” to represent an approximates of quantity, frequency, and time

“It is a **less** explored topic, in a less explored language (conversational Indonesian).”

The example above shows the use of “less” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

“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).”

The example above shows the use of “generally” to represent an approximates of quantity, frequency, and time and “less” to represent the pragmatic markers ‘kind of’, ‘sort of’, ‘more or less’, ‘somehow’, and etcetera.

2) *Intensifiers* in Attribute Hedges

This sub-type of hedge is the second frequently used by writers in introduction section of the articles. The researcher found that the writers used this sub-type of hedge were in 7 articles. It used to convince the reader in expressing the emotional states. Here are the examples from each articles:

Article 1:

“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.”

The examples above show the use of “the most widely accepted method“ to express the emphatic expression in the sentence.

“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.”

The examples above show the use of “large body of research“ to express the emphatic expression in the sentence.

“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, they concluded that despite being consistent regarding applying rubrics, raters varied in terms of leniency and severity and the major reason for the observed inconsistencies in ratings were attributed to 1) misunderstanding

the scale categories and more importantly 2) “fatigue toward the end of performance” (Erguvan & Aksu Dunya, 2020, p. 11).”

The examples above show the use of “in a most recent study” to express the emphatic expression in the sentence.

Article 2:

“They try to make a text which readers find it familiar, appealing, and persuasive (Jiang & Ma, 2018). Furthermore, this is surely a **prominent feature** in argumentative essays and other persuasive writings (Hyland, 2005c).”

The examples above show the use of “prominent feature” to express the emphatic expression in the sentence.

“An argumentative essay is **the most common writing university** students need to write (Mei, 2006; Wingate, 2012).”

The examples above show the use of “the most common writing university” to express the emphatic expression in the sentence.

“ Academic writing is one of **important writing genres** for university students.”

The examples above show the use of “important writing genres” to express the emphatic expression in the sentence.

Article 4:

“It is also an **essential effort** to improve student learning and schools (Borko, 2004; Opfer & Pedder, 2011).”

“Therefore, intrinsic motivation is mostly discussed.”

The examples above show the use of “essential effort“ to express the emphatic expression in the sentence.

Article 5:

“2008). In fact, reading activity is **a significant area** of an individual’s learning (Noor, 2011).”

The examples above show the use of “a significant area“ to express the emphatic expression in the sentence.

“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).”

The examples above show the use of “vital factor“ to express the emphatic expression in the sentence.

Article 6:

“Most countries, either Anglophone or non-Anglophone, regard international publications as the **benchmark of measuring the academic writing quality** of their scientists and academics in this ‘publish or perish’ era (Garfield, 2000).”

The examples above show the use of “benchmark of measuring the academic writing quality“ to express the emphatic expression in the sentence.

“It is not surprising that international articles become the **paramount place** of knowledge circulation where the excellent command of English academic writing becomes the obligatory requisite.”

The examples above show the use of “paramount place” to express the emphatic expression in the sentence.

“The findings and discussion section plays **an important role** in a research article.”

The examples above show the use of “an important role” to express the emphatic expression in the sentence.

“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.”

The examples above show the use of “crucial continuum” to express the emphatic expression in the sentence.

Article 7:

“Results indicated that self-concept was **significantly correlated** with four dimensions of the Big-Five personality traits.”

The examples above show the use of “significantly correlated” to express the emphatic expression in the sentence.

“The results proved that there is a **significant relationship** between teachers’ personality type and their effectiveness in teaching.”

The examples above show the use of “significant relationship” to express the emphatic expression in the sentence.

“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.”

The examples above show the use of “significant relationship” to express the emphatic expression in the sentence.

Article 9:

“In Indonesia, English has become **the most renowned** and widely learned international language (Lauder, 2008).”

The examples above show the use of “the most renowned” to express the emphatic expression in the sentence.

“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).”

The examples above show the use of “an enabling tool” to express the emphatic expression ‘most interesting’, ‘extremely interesting’, ‘increase attention’, ‘particularly important or

reliable', 'major element', 'significant role', 'useful tool', and etcetera.

3) *Downgraders* in Attribute Hedges

This sub-type of hedge is less used by writers in introduction section of the articles. The researcher found that the writers used this sub-type of hedge were 5 articles. It used to self-protect the writers from a limited knowledge in writing the claims. Here are some examples:

Article 1:

“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).”

The examples above show the use of “very few studies” to self-protect the writers from a limited knowledge in writing the claims. It usually found in use of ‘just’, ‘a bit’, ‘a few’, ‘slightly’, ‘scarcely’, and etcetera.

Article 2:

“Furthermore, the studies on engagement in Indonesian students’ writings were **barely** conducted.”

The examples above show the use of “barely” to self-protect the writers from a limited knowledge in writing the claims. It

usually found in use of ‘just’, ‘a bit’, ‘a few’, ‘slightly’, ‘scarcely’, and etcetera.

Article 3:

“These difficulties are apparent in **several** research studies conducted in various EFL contexts.”

The examples above show the use of “several to self-protect the writers from a limited knowledge in writing the claims. It usually found in use of ‘just’, ‘a bit’, ‘a few’, ‘slightly’, ‘scarcely’, and etcetera.

Article 4:

“More recent research using SDT, however, has suggested a slightly different classification of motivation types.””

The examples above show the use of “slightly” to self-protect the writers from a limited knowledge in writing the claims. It usually found in use of ‘just’, ‘a bit’, ‘a few’, ‘slightly’, ‘scarcely’, and etcetera.

Article 7:

“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.”

The examples above show the use of “few works” to self-protect the writers from a limited knowledge in writing the claims. It usually found in use of ‘just’, ‘a bit’, ‘a few’, ‘slightly’, ‘scarcely’, and etcetera.

“However **few studies**, in ELT, have been done on the influence of JI on various facets of teacher.”

The examples above show the use of “few studies” to self-protect the writers from a limited knowledge in writing the claims. It usually found in use of ‘just’, ‘a bit’, ‘a few’, ‘slightly’, ‘scarcely’, and etcetera.

Article 10:

“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.).”

The examples above show the use of “quite” to self-protect the writers from a limited knowledge in writing the claims. It usually found in use of ‘just’, ‘a bit’, ‘a few’, ‘slightly’, ‘scarcely’, and etcetera.

c. Reliability Hedges in Attribute Hedges

Based on the findings, the researcher found that the writers used reliability hedges in introduction section of the articles were in 10 articles. See the table below.

Table 1.2**The sub-types of reliability hedges in Attribute Hedges**

Articles	Hedging Types					
	<i>Modal</i>	<i>Semi-</i>	<i>Epistemic</i>	<i>Modal</i>	<i>Modal</i>	<i>Modal</i>
	<i>Auxiliary</i>	<i>Auxiliary</i>	<i>Lexical</i>	<i>Noun</i>	<i>Adjective</i>	<i>Adverb</i>
	<i>Verbs</i>	<i>Verbs</i>	<i>Verbs</i>		<i>s</i>	<i>s</i>
Article 1	8	-	-	-	-	-
Article 2	2	-	-	-	-	-
Article 3	-	1	-	-	-	-
Article 4	4	2	1	-	-	-
Article 5	6	2	2	-	-	1
Article 6	7	2	2	-	1	-
Article 7	6	-	-	-	2	-
Article 8	-	1	1	-	-	-
Article 9	3	1	-	-	-	-
Article 10	2	1	-	-	-	-
Total	36	8	6	-	3	1

Based on the table 1.2 above, the writers used five sub-types of hedging in writing reliability hedges in introduction section of the articles, namely: *modal auxiliary verbs*, *semi-auxiliary verbs*, *epistemic lexical verbs*, *modal adjectives*, and *modal adverbs*. Furthermore, it also found that *modal auxiliary verbs* is the third most

frequent used by writers in introduction section of the articles in this study. Moreover, *modal adjectives* is only used 3 times, *modal adverbs* is only used once, and *modal nouns* is not found used by writers in introduction of the articles.

This type of hedge used to confidently represent the validity of the claims, be more polite, and avoid a face-threatening acts like disagreement with the claims. Here the researcher gave more explanation from each sub-types of hedging in reliability hedges.

1) *Modal auxiliary verbs* in reliability hedges

This sub-type of hedging in reliability hedges is the most used/ 36 times used by writers in introduction section of the articles. The researcher found that the writers used *modal auxiliary hedges* were in 8 article articles ‘article 1, ‘article 2’, ‘article 4’, ‘article 5’, ‘article 6’, article 7’, ‘article 9’, and ‘article 10’. Furthermore, It used according to the each functions of modals, such as *may*, *could*, *should*, *can*, and *will*. Here are some examples:

Article 1:

“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.”

The example above showed the use of “can” to express the possibility in the sentence. It refers to the use of *noun* ‘fatigue’ then followed with *can* and *cause* as the *linking verb*, then followed with *noun* ‘raters’.

“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).”

The example above showed the use of “can” to express the possibility in the sentence. *Can* here refers to the use of epistemic modality. It refers to the *inanimate noun* ‘holistic rating scales’ followed with *can* and then *linking verb* ‘conflate’ and followed with *noun phrase* ‘conflate many of the complex traits and variables...’

“Raters **might** be different in scoring for different reasons.”

The researcher indicates that the example above showed the use of “might” to express the possibility and express the writers doubt in the truth of proportion in the sentence.

“Although admitting that “performance towards the end of the test **may be** inhibited by the onset of fatigue.”

The researcher indicated that the example above used “may” to express a slight possibility in the sentence.

“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.”

The researcher indicated that the example above used “would” to express the possibility in the future time in the sentence.

“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).”

The example above showed the use of “can” to express the possibility in the sentence. *Can* here refers to the use of epistemic modality. It refers to the *inanimate noun* ‘scoring writing tasks places unavoidable burdens on human raters’ cognitive processing ability and concentration and hence results in fatigue’ followed with *can* and then *linking verb* ‘endanger’ and followed with *noun phrase* ‘judgment in general...’

”In scoring essays, for example, a rater **may** start paying **little** attention to grammar, focusing mainly on cohesion, organization, and content”

The researcher indicated that the example above used “may” to express a slight possibility in the sentence.

“.. if raters encounter essays with numerous grammatical errors, they **may** unconsciously begin paying more attention to those errors”

The researcher indicated that the example above used “may” to express a slight possibility in the sentence.

Article 2:

“Writers **may** use metadiscourse to transform a lifeless text into a discourse which meets the needs of participants (Hyland, 2005a).”

The researcher indicated that the example above used “may” to express a slight possibility in the sentence.

“This type of writing **may be** in the form of notes, report, thesis, paper, and essay (Bailey, 2011).”

The researcher indicated that the example above used “may” to express a slight possibility in the sentence.

Article 4:

“It **can** facilitate teachers’ quality improvement.”

The example above showed the use of “can” to express the possibility in the sentence. *Can* here refers to the use of epistemic modality. It refers to the *word* ‘it’ followed with *can* and then *linking verb* ‘facilitate’ and followed with *noun phrase* ‘teachers’ quality improvement’

“This **will** raise concerns related to teachers’ participation and engagement in the PD programs.”

The example above showed the use “will” as expression of the prediction in the sentence.

“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.”

The example above showed the use “will” as expression of the prediction in the sentence.

“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).”

The example above showed the use of “can” to express the possibility in the sentence. *Can* here refers to the use of epistemic modality. It refers to the *words* ‘certain extrinsic motivation/ it’ followed with *can* and then *linking verb* ‘be’ and followed with *noun phrase* ‘autonomous or controlled...’

Article 5:

“every teacher **should** take advantage of ICT for the purpose of English education and having awareness or sensitivity of multi-cultures.”

The example above showed the use of “should” that refers to the indication of the necessity. It also used to express the suggestion with polite word.

“Within ME context, the presence of English as a universal language, especially when it is used in an argument, sounds elegant in one culture but **may** not so in other cultures.”

The researcher indicated that the example above used “may” to express a slight possibility in the sentence.

“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).

The example above showed the use “will” as expression of the prediction in the sentence.

“Importantly, Multicultural Education **should** nurture students’ mindfulness of their own and other’s differences that make up humanity (Suzuki, 1979).”

The example above showed the use of “should” that refers to the indication of the necessity. It also used to express the suggestion with polite word.

“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.”

The example above showed the use of “should” that refers to the indication of the necessity. It also used to express the suggestion with polite word.

“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.”

The researcher indicated that the example above used “may” to express a slight possibility in the sentence.

Article 6:

“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 article articles.”

The researcher indicates that the example above showed the use of “might” to express the possibility and express the writers doubt in the truth of proportion in the sentence.

“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 (L1) background puts great influence.”

The researcher indicates that the example above showed the use of “might” to express the possibility and express the writers doubt in the truth of proportion in the sentence.

“Consequently, the less eligible F&D sections **may** cause rejection if the writers aim to publish the articles in international articles.”

The researcher indicated that the example above used “may” to express a slight possibility in the sentence.

“This educational gap between undergraduate and graduate (e.g. Master or Doctoral) degrees **might** generate different findings.”

The researcher indicates that the example above showed the use of “might” to express the possibility and express the writers doubt in the truth of proportion in the sentence.

“Such a definition **might** influence the rhetorical organization of the students’ research article F&D sections formulated from their theses.”

The researcher indicates that the example above showed the use of “might” to express the possibility and express the writers doubt in the truth of proportion in the sentence.

“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.”

The researcher indicates that the example above showed the use of “might” to express the possibility and express the writers doubt in the truth of proportion in the sentence.

“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.”

The researcher indicates that the example above showed the use of “might” to express the possibility and express the writers doubt in the truth of proportion in the sentence.

Article 7:

” This new model of personality trait **can** meet the expectations of the present study more accurately to explore personality traits in relation to LTI.”

The example above showed the use of “can” to express the possibility in the sentence. *Can* here refers to the use of epistemic modality. It refers to the *words* ‘This new model of personality trait / it’ followed with *can* and then *linking verb* ‘meet’ and followed with *noun phrase* ‘the expectations of the present study more accurately...’

“Besides, this study **could** make contributions to the related literature, since no previous studies explored the predicting factors of language teacher immunity.”

The researcher indicated that the use of “could” in the example refers to the use of expression of the degree to something that is possible.

“Now, a short look at related literature on the mentioned variables **can** help cast more light on what the present study sought to reveal.”

The example above showed the use of “can” to express the possibility in the sentence. *Can* here refers to the use of epistemic modality. It refers to the *words* ‘a short look / it’ followed with *can* and then *linking verb* ‘help’ and followed with *noun phrase* ‘cast more light on what the present study sought to reveal’

“It was also mentioned that like biological immunity, LTI can have both benign and malign effects on the quality of teaching profession. 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.”

The example above showed the use of “can” to express the possibility in the sentence. *Can* here refers to the use of epistemic modality. It refers to the *words* ‘LTI / it’ followed with *can* and

then *linking verb* ‘have’ and followed with *noun phrase* ‘both benign and malign effects on the quality of teaching profession’

“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.”

The example above showed the use of “can” to express the possibility in the sentence. *Can* here refers to the use of epistemic modality. It refers to the *words* ‘An area / it’ followed with *can* and then *linking verb* ‘have’ and followed with *noun phrase* ‘constructive or destructive effects on developmental processes of LTI’

“What the present study aimed to do was to empirically support a model which **can** illustrate the possible paths among these variables.”

The example above showed the use of “can” to express the possibility in the sentence. *Can* here refers to the use of epistemic modality. It refers to the *words* ‘a model / it’ followed with *can* and then *linking verb* ‘illustrate’ and followed with *noun phrase* ‘the possible paths among these variables’

Article 9:

“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.”

The researcher indicates that the example above showed the use of “might” to express the possibility and express the writers doubt in the truth of proportion in the sentence.

“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.”

The researcher indicated that the example above used “would” to express the possibility in the future time in the sentence.

“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.”

The example above showed the use “will” as expression of the prediction in the sentence.

Article 10:

“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.”

”The term “Indonesian Language” encompasses wide varieties of regional and formality level. Different regions in Indonesian may have their own “local flavor” or “variety”.”

The researcher indicated that the example above used “may” to express a slight possibility in the sentence.

2) *Semi-auxiliary verbs* in reliability hedges

Second is the use of *semi-auxiliary verbs*. The researcher found that the writers used this sub-type of hedge were in 5 articles. Furthermore, the writers used this sub-type of reliability hedges to show the uncertainty. Here are some examples:

Article 3:

“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).”

The researcher indicated that the use of “need to” refers to the show of certainty.

Article 4:

“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).”

The researcher indicated that the use of “believed to be” refers to the show of certainty.

“Externally driven attendance is **believed to be** a poor predictor of successful PD programs.”

The researcher indicated that the use of “believed to be” refers to the show of certainty.

Article 5:

”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).”

The researcher indicated that the use of “need to” refers to the show of certainty.

“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).”

The researcher indicated that the use of “need to” refers to the show of certainty.

“However, policies **seem to** have been implemented with very little consideration for different ethnic and cultural groups of the nation (Suparlan & Sigit, 1980).”

The researcher indicated that the use of “seem to” refers to the show of certainty.

Article 6:

“Of all RA sections, the findings and discussion (hereafter F&D) sections **tend to be** the most complex and flexible (Ruiying & Allison, 2003).”

The researcher indicated that the use of “tend to be” refers to the show of certainty.

“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.”

The researcher indicated that the use of “seems” refers to the show of certainty.

Article 8:

“The study of literary works **needs to** be realized as one aspect of critical thinking in the appreciation of literature.”

The researcher indicated that the use of “need to” refers to the show of certainty.

Article 9:

“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.”

The researcher indicated that the use of “aims to” refers to the show of certainty.

Article 10:

“As a preliminary study, the current study is **intended to** be a foundation of further studies on naturally occurring Indonesian/ conversational Indonesian.”

The researcher indicated that the use of “intended to” refers to the show of certainty.

3) *Epistemic lexical verbs* in reliability hedges

The third is the use of *epistemic lexical verbs*. The researcher found that this sub-type of hedge used by writers were 6 articles. Moreover, the writers used this sub-type of reliability hedges to show the true possibility of the claims or the sentences. Here are some examples:

Article 4:

“SDT also **suggests** the possibility to facilitate internalization.”

The use of “suggest” in the example refers to the use of true possibility in the sentence.

Article 5:

“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).”

the use of “suggest that” in the example refers to show the true possibility in the sentence.

Article 6:

“Also, the Malay RAs **tended to** perform an evaluation-introductory-conclusion pattern.”

the use of “tended to” in the example refers to show the true possibility in the sentence.

Article 8:

“Lukacs (1967) **suggested** the concept of critical awareness as an ongoing awareness of rolling out the objectives that shape human life.”

the use of “suggested” in the example refers to show the true possibility in the sentence.

4) *Modal Adjectives* in reliability hedges

The fourth is the use of *modal adjectives*. The researcher found that this sub-type of hedge used by writer were 2 articles ‘article 6’, and ‘article 7’. Furthermore, the use this sub-type of reliability

hedge used to show the possibility in the claims or sentences. Here are some examples:

Article 6:

“According to Stoller and Robinson (2013), there are three **common** typologies or generic structures of the findings and discussion section of a research article.”

Based on examples above, the use of “common” refers to the use of showing the possibility.

Article 7:

” As mentioned earlier, RT was another variable in the present study which was investigated to explore its **possible** effects on LTI.”

Based on examples above, the use of “possible” refers to the use of showing the possibility.

“What the present study aimed to do was to empirically support a model which can illustrate the **possible** paths among these variables.”

Based on examples above, the use of “possible” refers to the use of showing the possibility.

5) *Modal Adverbs* in reliability hedges

Modal adverbs used to show the possibility in the claims or sentences. The researcher found that this sub-type of hedge used by writer was once in a article ‘article 5’. Here is the example:

Article 5:

“Such recognition subsequently brings awareness to foreign language teaching scholars that language is **closely** linked to culture.”

Based on example above, the use of “closely” is to show a possibility.

d. Reader-Oriented Hedges

Based on the findings, the researcher found that the writers used *reader-oriented hedges* in introduction section of the articles was only a article ‘article 2’. This sub-type of hedge is aimed to open the discussion room with the readers and it can be shown by the use of the subjective view of the writers in the sentences. Here are some examples:

Article 2:

“**We** attempt to prove the contribution of metadiscourse, specifically engagement, in one of persuasive writings, which is argumentative essay.”

“ **We** attempt to give more insight in using engagement resources in argumentative essays due to the limited studies researching this topic.”

The examples above showed that the use of “we attempt to give more insight..” refers to the writers’ personal opinion. It means that it is allowed for the readers to give the respond related to the writers.

In conclusion, the researcher found that the writers considered to use writer-oriented as the most used in content-oriented hedges (116 times), then followed by attribute hedges in content-oriented hedges (73 times used), and then reliability hedges in content oriented hedges (56 times used), and the last was reader-oriented hedges (only 2 times used). Furthermore, *modal adverbs* in reliability hedges was not found in introduction section of articles.

2. Hedging strategies used by writer in introduction section of Indonesian Journal of Applied Linguistics (IJAL)

The finding of second research question was displayed in relation to the three main strategies of hedging based on Hyland' s (1995, pp. 4-6) theory and followed by the findings theory from Musa (2014, p. 15-17). The main strategies of hedging are; 1) lexical hedges, that divided into 5 sub-strategies, namely: modal verbs, adverbials, lexical verbs, adjectives, and noun; 2) non-lexical hedges, that divided into 3 sub-strategies, namely: admission to limited knowledge, reference to a model, theory or method, and reference to experimental limitation (Hyland, 1995, pp. 4-6); and the last is 3) other non-lexical hedge that divided into 3 sub-strategies, namely: the use of according to, the use of spesific performative verbs, and the use of adverb phrases, prepositional phrases, or clauses that reflect into the general opinion (Musa, 2014, pp. 15-17). The data result of hedging strategies used by writers were displayed in the form of tables as follows:

Table 2

Hedging strategies based on Hyland' s (1995, pp. 4-6) theory and followed by the findings theory from Musa (2014, p. 15-17).

Articles	Hedging Strategies		
	Lexical Hedges	Non-Lexical Hedges	Other Non-Lexical Hedges
Article 1	22	1	2
Article 2	4	1	-
Article 3	2	-	-
Article 4	11	-	1
Article 5	25	1	4
Article 6	12	-	3
Article 7	21	2	3
Article 8	11	-	3
Article 9	8	-	2
Article 10	10	-	-
Total	128	5	18

Based on the table 2 above, it can be concluded that there are **153** hedging strategies found in the introduction section of the articles. The researcher found that the writers mostly used lexical hedges/ 128 times used in introduction section of the articles that followed with other non-lexical hedges/ 18 times used and then non-lexical hedges/ only 5 times used. For more detail, the researcher explained the strategies of hedges used by writer in introduction section of the articles below.

a. Lexical Hedges

Based on findings, the researcher found that most of writers used lexical hedges strategy in the introduction section of the articles. There were 10 articles that found using this strategy. It divided into 5 sub-strategies, namely: *modal verbs*, *adverbials*, *lexical verbs*, *adjectives*, and *nouns*. See the table below.

Table 2.1					
Sub-strategies of lexical hedges					
Articles	Sub-strategies				
	<i>Modal Verbs</i>	<i>Adverbials</i>	<i>Lexical Verbs</i>	<i>Adjectives</i>	<i>Nouns</i>
Article 1	18	4	-	-	-
Article 2	1	2	-	1	-
Article 3	-	1	1	-	-
Article 4	3	4	4	-	-
Article 5	11	7	5	2	-
Article 6	7	2	1	2	-

Article 7	17	3	-	1	-
Article 8	8	2	1	-	-
Article 9	4	3	1	-	-
Article 10	6	3	1	-	-
Total	75	30	16	6	-

Based on the table (2.1) above, the writers mostly used *modal verbs* in lexical hedges as the sub-strategy of hedging in introduction section of the articles. It used 75 times. Furthermore, *adverbials* in lexical hedges also oftenly used by writers/ 30 times. Besides, *adjectives* in lexical hedges is not frequently used by writers, and *nouns* in lexical hedges is not used by writers as the hedging strategy in introduction section of the articles. The researcher explained the sub-strategies and gave some examples below.

1. *Modal Verbs* in lexical hedges

Table 2.1 (in lexical hedges)				
Lexical Hedges ”<i>modal verbs</i>”				
Articles	<i>Modal verbs</i>			
	Should	May/ Might	Can/ Could	Would
Article 1	4	5	8	1
Article 2	-	1	-	-
Article 3	-	-	-	-
Article 4	-	-	3	-

Article 5	7	1	2	1
Article 6	-	6	1	-
Article 7	-	2	15	-
Article 8	-	-	8	-
Article 9	1	1	1	1
Article 10	-	5	-	-
Total	12	21	38	3

According to the tables 2.1 above, the writers mostly used *can/could* as the hedging strategy in introduction section of the articles and followed by other used of *modal verbs*. Furthermore, the use of *would* is rarely found in introduction section of the articles. The researcher explained more detail and gave only some examples below.

a) *Can/Could*

Can/could is the *modal verb* that mostly used in introduction section of the articles. The researcher found that this *modal verbs* used in 7. It means only 3 articles that did not use this *modal verbs* as the strategy of hedging. Here are some examples:

Article 1:

“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).”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“In the literature, various definitions **could be found** for the concept of fatigue.”

Based on the examples above, the use of “could be found” in the sentences above show to express the tentative possibility.

“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.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

““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).”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“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).”

Based on the examples above, the use of “can be sure” in the sentences above show to express the tentative possibility.

“In the literature, various definitions **could** be found for the concept of fatigue.”

Based on the examples above, the use of “could” in the sentences above show to express the tentative possibility.

“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.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“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.”

Based on the examples above, the use of “could not” in the sentences above show to express the tentative possibility.

Article 4:

“It **can** facilitate teachers’ quality improvement.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“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).”

Based on the examples above, the use of “can be either autonomous or controlled” in the sentences above show to express the tentative possibility.

“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).”

Based on the examples above, the use of “can be promoted” in the sentences above show to express the tentative possibility.

Article 5:

“Accepting diversity, cultivating unity, and making it as a routine, **can be realized** by practicing ME (Fowers & Davidov, 2006).”

Based on the examples above, the use of “can be realized” in the sentences above show to express the tentative possibility.

“(3) to involve teachers from different background of cultures who **can** reflect and address the particular concerns of various cultural groups (Chavers, 1979);”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

Article 6:

“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.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

Article 7:

“Borrowing the word “immunity” from physiology in which it is an essential part of body without which humans **can be dead**.”

Based on the examples above, the use of “can be dead” in the sentences above show to express the tentative possibility.

“LTI. Various factors **can** predict it;”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“This new model of personality trait **can** meet the expectations of the present study more accurately to explore personality traits in relation to LTI.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“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.”

Based on the examples above, the use of “can be expected” in the sentences above show to express the tentative possibility.

“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).”

Based on the examples above, the use of “can be identified” in the sentences above show to express the tentative possibility.

“Besides, this study **could** make contributions to the related literature, since no previous studies explored the predicting factors of language teacher immunity.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“Now, a short look at related literature on the mentioned variables **can** help cast more light on what the present study sought to reveal.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“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.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“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.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“Ordem (2017) revealed that RT **can be taken** into account as one **possible** predictor of LTI.”

Based on the examples above, the use of “can be taken” in the sentences above show to express the tentative possibility.

“As seen, the focus of their study was on immunity type, while the factors causing these types **can be explored** in other studies.”

Based on the examples above, the use of “can be explored” in the sentences above show to express the tentative possibility.

“In these three aforementioned studies, it **could be seen** that personality traits can exert effects on personal qualities of teachers.”

Based on the examples above, the use of “could be seen” in the sentences above show to express the tentative possibility.

“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.”

Based on the examples above, the use of “can be expected” in the sentences above show to express the tentative possibility.

“According to Akbari (2007), the proper practice of reflecting teaching **can** make great contributions to teacher’s success in his profession.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“What the present study aimed to do was to empirically support a model which **can** illustrate the possible paths among these variables.”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

Article 8:

“CLA **can be applied** in various fields, including literature.”

Based on the examples above, the use of “can be applied” in the sentences above show to express the tentative possibility.

“In the field of Indonesian literature, it **can be acquired** through the learning of Indonesian short stories.”

Based on the examples above, the use of “can be acquired” in the sentences above show to express the tentative possibility.

“The potential of short stories **can be explored** from three different perspectives;”

Based on the examples above, the use of “can be explored” in the sentences above show to express the tentative possibility.

“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).”

Based on the examples above, the use of “can” in the sentences above show to express the tentative possibility.

“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).”

Based on the example above, the use of “can be done” in the sentences above show to express the tentative possibility.

“Literary appreciation activities **can be carried out** directly or indirectly.”

Based on the examples above, the use of “can be carried out” in the sentences above show to express the tentative possibility.

“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.”

Based on the example above, the use of “can be done” in the sentences above show to express the tentative possibility.

“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.”

Based on the example above, the use of “can be pursued” in the sentences above show to express the tentative possibility.

Article 9:

“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.”

Based on the example above, the use of “can be pursued” in the sentences above show to express the tentative possibility.

b) *May/Might*

The use of *may/might* found as the second mostly used by writers in introduction section of the articles. The researcher found that this *modal verb* used in 7 articles. It means only 3 articles that did not use this *modal verbs* as the strategy of hedging. Here are some examples:

Article 1:

“Raters **might** be different in scoring for different reasons, such as different styles of rating (Charney, 1984)...”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can*, *may/might* can be used interchangeably.

“In scoring essays, for example, a rater **may** start paying little attention to grammar, focusing mainly on cohesion, organization, and content;”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can*, *may/might* can be used interchangeably.

“however, if raters encounter essays with numerous grammatical errors, they **may** unconsciously begin paying more attention to those errors (Bachman, 1990).”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can*, *may/might* can be used interchangeably.

“Raters **might be** different in scoring for different reasons.”

Based on the example above, the use of “might be”, just like *could/ can*, to express the possibility. As the use of *could/ can*, *may/might* can be used interchangeably.

“Although admitting that “performance towards the end of the test **may be** inhibited by the onset of fatigue” (p. 203) 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.”

Based on the example above, the use of “may be”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

Article 2:

“This type of writing **may** be in the form of notes, report, thesis, paper, and essay (Bailey, 2011).”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

Article 5:

“...sounds elegant in one culture but **may** not so in other cultures.”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

Article 6:

“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”

Based on the example above, the use of “might”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

“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.”

Based on the example above, the use of “might”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

“Consequently, the less eligible F&D sections **may** cause rejection if the writers aim to publish the articles in international journals.”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

“This educational gap between undergraduate and graduate (e.g. Master or Doctoral) degrees **might** generate different findings.”

Based on the example above, the use of “might”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

“Such a definition **might** influence the rhetorical organization of the students’ research article F&D sections formulated from their theses.”

Based on the example above, the use of “might”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

“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.”

Based on the examples above, the use of “might”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

Article 7:

“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.”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

“As a result, this gap **may** be filled with doing the present study on the possible predictors of LTI.”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

Article 9:

“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.”

Based on the example above, the use of “might”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

Article 10:

“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).”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

“Assessment **may** occur as a single (conversational) turn, containing an assessable and an assessment term (e.g. Extract 1).

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can, may/might* can be used interchangeably.

“Assessment **may** also occur in bits and pieces through multiple (conversational) turns, performed by multiple participants (e.g. Extract 2).”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can*, *may/might* can be used interchangeably.

“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.”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can*, *may/might* can be used interchangeably.

“Different regions in Indonesian **may** have their own “local flavor” or “variety”.”

Based on the example above, the use of “may”, just like *could/ can*, to express the possibility. As the use of *could/ can*, *may/might* can be used interchangeably.

c) *Should*

The third is the use of *should*. It is not frequently used in the introduction section of the articles. The researcher found that this *modal verb* only used in 3 articles. It means there 7 articles did not used this *modal verb*. Here are some examples:

Article 1:

“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) ...”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

“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-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).”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

“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.”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

“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”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

Article 5:

“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).”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

“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).”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

“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.”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

“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).”

Based on the example showed above, the use of “should be provided” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

“Importantly, Multicultural Education **should** nurture students’ mindfulness of their own and other’s differences that make up humanity (Suzuki, 1979).”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

“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.”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

“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.”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

Article 9:

“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.”

Based on the example showed above, the use of “should” refers to the future that has more tentative meaning. In other words, it could have a change in another time.

d) *Would*

The last is the use of *would*. This *modal verb* is not frequently used by writers in introduction section of the articles. The researcher found that this *modal verb* only used in 3 articles. It means there 7 articles did not use this *modal verb*. Here are some examples:

Article 1:

“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.”

Based on the example above, the use of “would” shows the expression of prediction.

Article 5:

“One’s good reading ability **would** help him/her learn other subjects.”

Based on the example above, the use of “would” shows the expression of prediction.

Article 9:

“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) ...”

Based on the example above, the use of “would” shows the expression of prediction.

2. *Adverbials* in lexical hedges

Based on the finding (see table 1.2.1), the researcher found that *adverbials* were the second frequently used by writers in introduction section of the articles. It used 31 times in all 10 articles. Furthermore, this sub-strategy could be divided into 2 different functions, namely adjunct and disjunct. For more detail, see the table below.

Table 2.1 (in lexical hedges)		
Lexical hedges “<i>Adverbials</i>”		
Articles	<i>Adverbials</i>	
	Adjunct	Disjunct
Article 1	-	3
Article 2	1	1
Article 3	-	1
Article 4	1	3
Article 5	3	4
Article 6	-	1

Article 7	1	2
Article 8	2	-
Article 9	-	3
Article 10	1	2
Total	9	21

Based on the table (2.1) above, the researcher found that the writers used *disjunct* in *adverbials* more frequently than *adjunct*. Furthermore, the researcher explained more detail and gave only some examples below.

a) *Disjunct* in *adverbials*

As mentioned above, *disjunct* in *adverbials* is mostly used by writers in introduction section of the articles. *Disjunct* used 21 times in 9 article articles. It usually found by the use of '*generally/in general*', '*broadly*', '*widely*', '*certainly*', and '*frequently*'. Here are some examples:

Article 1:

"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."

Based on the examples above, the use of "widely" to show the writers' certainty comment on the truth value.

"**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).”

Based on the examples above, the use of “in general” to show the writers’ certainty comment on the truth value.

“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).”

Based on the examples above, the use of “usually” to show the writers’ certainty comment on the truth value.

Article 2:

“However, this perspective has been changing **recently**.”

Based on the examples above, the use of “recently” to show the writers’ certainty comment on the truth value.

Article 3:

“In English as a foreign language (EFL) context, students **commonly** find difficulties in accomplishing writing tasks (Farooq et al., 2012; Karim et al., 2017).”

Based on the examples above, the use of “commonly” to show the writers’ certainty comment on the truth value.

Article 4:

“This is **often** thought as not favourable.”

Based on the examples above, the use of “in general” to show the writers’ certainty comment on the truth value.

Article 5:

“**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).”

Based on the examples above, the use of “most of” to show the writers’ certainty comment on the truth value.

“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).”

Based on the examples above, the use of “often” to show the writers’ certainty comment on the truth value.

“In addition, the manuscripts submitted by candidates with low quality of writing in English regardless their relevant qualifications are **mostly** rejected (Yahya, 2012).”

Based on the examples above, the use of “mostly” to show the writers’ certainty comment on the truth value.

“In Palembang, there are **on average** 40 per cent of students with Chinese ancestry attending private schools like Xaverious, Methodist, and Kusuma Bangsa”

Based on the examples above, the use of “on average” to show the writers’ certainty comment on the truth value.

Article 6:

“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.”

Based on the examples above, the use of “generally” to show the writers’ certainty comment on the truth value.

Article 7:

“Although LTI has just **recently** been introduced into the field of English language teaching, researchers have not hesitated to approach this newly-developed term.”

Based on the examples above, the use of “recently” to show the writers’ certainty comment on the truth value.

“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).”

Based on the examples above, the use of “largely” to show the writers’ certainty comment on the truth value.

Article 9:

“In Indonesia, English has become the most renowned and **widely** learned international language (Lauder, 2008).”

Based on the examples above, the use of “widely” to show the writers’ certainty comment on the truth value.

“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.”

Based on the examples above, the use of “certainly” to show the writers’ certainty comment on the truth value.

“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.”

Based on the examples above, the use of “frequently” to show the writers’ certainty comment on the truth value.

Article 10:

“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.”

Based on the examples above, the use of “in general” to show the writers’ certainty comment on the truth value.

“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).”

Based on the examples above, the use of “generally” to show the writers’ certainty comment on the truth value.

b) *Adjunct in adverbials*

The last is the use of *adjunct*. It only used 9 times in 7 articles. It usually found by the use of ‘*rarely*’, ‘*quite*’, ‘*partially*’, ‘*closely*’. Here are the examples:

Article 2:

“They **mainly** focused on the assessment (e.g., Preiss, et al., 2013) or the teaching method (e.g., Bacha, 2010).”

Based on the examples above, the use of “mainly” to show the writers’ used in reducing the force of the claims on the sentences.

Article 4:

“More recent research using SDT, however, has suggested a **slightly** different classification of motivation types.”

Based on the examples above, the use of “slightly” to show the writers’ used in reducing the force of the claims on the sentences.

Article 5:

“**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.”

Based on the examples above, the use of “in particular” to show the writers’ used in reducing the force of the claims on the sentences.

“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...”

Based on the examples above, the use of “somewhat” to show the writers’ used in reducing the force of the claims on the sentences.

“Such recognition subsequently brings awareness to foreign language teaching scholars that language is **closely** linked to culture.”

Based on the examples above, the use of “closely” to show the writers’ used in reducing the force of the claims on the sentences.

Article 7:

“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).”

Based on the examples above, the use of “rarely” to show the writers’ used in reducing the force of the claims on the sentences.

Article 8:

“Critical thinking is **closely** related to critical reasoning.”

Based on the examples above, the use of “closely” to show the writers’ used in reducing the force of the claims on the sentences.

Article 10:

“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.).”

Based on the examples above, the use of “quite” to show the writers’ used in reducing the force of the claims on the sentences.

3. *Lexical Verbs* in lexical hedges

Based on the finding, the researcher found that *lexical hedges* were the third frequently used by writers in introduction section of the articles. It used 16 times in 7 articles. It usually found using performative verbs, active and passive voice like ‘*propose*’, ‘*suggests*’, ‘*seems*’, ‘*intended ...*’, or ‘*need*’. Here are the examples:

Article 3:

“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).”

Based on the example above, the words “need to” showed the use of *lexical verbs* to carry the evidence and judgement of the writers without intending to bring an assertion.

Article 4:

“SDT also **suggests** the possibility to facilitate internalization.”

Based on the example above, the word “suggests” showed the use of *lexical verbs* to carry some evidence and judgement of the writers without intending to bring an assertion.

“SDT **believes that** there exist certain regulatory processes that lead to different types of self-regulation. SDT categorizes such two regulatory processes as introjection”

Based on the example above, the word “believes” showed the use of *lexical verbs* to carry some evidence and judgement of the writers without intending to bring an assertion.

“Externally driven attendance is **believed to** be a poor predictor of successful PD programs.”

Based on the example above, the word “believed” showed the use of *lexical verbs* to carry some evidence and judgement of the writers without intending to bring an assertion.

“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).”

Based on the example above, the word “believed” showed the use of *lexical verbs* to carry some evidence and judgement of the writers without intending to bring an assertion.

Article 5:

” The lack of literacy is **assumed to be partly related** to the inadequacy of English proficiency of Indonesian English language teachers”

Based on the example above, the word “assumed” showed the use of *lexical verbs* to express uncertainty and tentativeness in the sentence.

” 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.”

Based on the example above, the word “need” showed the use of *lexical verbs* to carry some evidence and judgement of the writers without intending to bring an assertion.

“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).”

Based on the example above, the word “suggests” showed the use of *lexical verbs* to carry some evidence and judgement of the writers without intending to bring an assertion.

“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).”

Based on the example above, the word “need” showed the use of *lexical verbs* to express uncertainty and tentativeness in the sentence.

“However, policies **seem to** have been implemented with very little consideration for different ethnic and cultural groups of the nation (Suparlan & Sigit, 1980)”

Based on the example above, the word “seem” showed the use of *lexical verbs* to express uncertainty and tentativeness in the sentence.

Article 6:

“Also, the Malay RAs **tended** to perform an evaluation-introductory-conclusion pattern.”

Based on the example above, the word “tended” showed the use of *lexical verbs* to express uncertainty and tentativeness in the sentence.

Article 8:

“The study of literary works **needs to** be realized as one aspect of critical thinking in the appreciation of literature.”

Based on the example above, the word “needs” showed the use of *lexical verbs* to express uncertainty and tentativeness in the sentence.

Article 9:

“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.”

Based on the example above, the word “seems” showed the use of *lexical verbs* to express uncertainty and tentativeness in the sentence.

Article 10:

“As a preliminary study, the current study is **intended to** be a foundation of further studies on naturally occurring Indonesian/conversational Indonesian.”

Based on the example above, the word “intended” showed the use of *lexical verbs* to express uncertainty and tentativeness in the sentence.

4. *Adjectives* in lexical hedges

Based on the finding, the researcher found that this *lexical hedge* is not frequently used by writers in introduction section of the articles. It only used 8 times in 5 articles. It usually found using ‘*possible ...*’, ‘*relative ...*’, ‘*potential ...*’, ‘*somewhat ...*’. Here are the examples:

Article 2:

“An argumentative essay is the most **common** writing university students need to write (Mei, 2006; Wingate, 2012).”

Based on the examples above, the use of “common” showed that the writer used *adjectives* to express the possibility that involve the writers’ confidence about the truth of the claims.

Article 5:

“Multicultural Education identifies **certain** principles, values, and practices, which are arguably compatible with almost every aspect of work and life (Shannon-Baker, 2018).”

Based on the examples above, the use of “certain” showed that the writer used *adjectives* to express the possibility that involve the writers’ confidence about the truth of the claims.

“The Midwest Race Desegregation Assistance Centre (1983) recommends **certain** steps to assess, plan and improve ME in schools.”

Based on the examples above, the use of “certain” showed that the writer used *adjectives* to express the possibility that involve the writers’ confidence about the truth of the claims.

Article 6:

“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).”

Based on the examples above, the use of “certain” showed that the writer used *adjectives* to express the possibility that involve the writers’ confidence about the truth of the claims.

“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”

Based on the examples above, the use of “certain” showed that the writer used *adjectives* to express the possibility that involve the writers’ confidence about the truth of the claims.

Article 7:

“As mentioned earlier, RT was another variable in the present study which was investigated to explore its **possible** effects on LTI. Dewey (1933) is considered to be the first person who put forward the concept of RT.”

Based on the examples above, the use of “certain” showed that the writer used *adjectives* to express the possibility that involve the writers’ confidence about the truth of the claims.

b. Other Non-Lexical Hedges

Based on findings, the researcher found that the writers used other non-lexical hedges strategy in the introduction section of the articles and it be the second frequently used, there were 7 articles that found using this strategy. It divided into 3 sub-strategies, namely: the use of according to, the use of spesific performative verbs, and the use of adverb phrases, prepositional phrases, or clauses that reflect into the general opinion. See the table below.

Table 2.2			
Sub-strategy of other non-lexical hedges			
Articles	The use of according to	The use of spesific performative verbs	The use of adverb phrases, prepositional phrases, or clauses that reflect into the general opinion.
Article 1	-	1	1
Article 2	-	-	-
Article 3	-	-	-
Article 4	-	-	1
Article 5	3	1	-
Article 6	1	1	1
Article 7	1	-	2
Article 8	1	1	1
Article 9	-	2	-

Article 10	-	-	-
Total	6	6	6

Based on the table (2.2) above, the writers mostly used *adverb phrases, prepositional phrases, or clauses that reflect into the general opinion* as the sub-strategy of hedging in introduction section of the articles. Furthermore, the use of specific performative verbs and the use of according to also sometimes used by writers/ 6 times. More explanation and examples showed below.

- a) *The use of adverb phrases, prepositional phrases, or clauses that reflect into the general opinion* in other non-lexical hedges.

As mentioned above, this sub-strategy of hedging is used 6 times in 5 articles. Here are the examples:

Article 1:

“**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.”

Based on examples above, the use “in a most recent study” showed the use a *prepositional phrase* in other non-lexical hedge in the sentence.

Article 4:

“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.”

Based on examples above, the use “in terms of extrinsic motivation” showed the use a *prepositional phrase* in other non-lexical hedge in the sentence.

Article 6:

“Most countries, either Anglophone or non-Anglophone, regard international publications as the benchmark of measuring the academic writing quality of their scientists and academics in this ‘publish or perish’ era (Garfield, 2000).”

Based on examples above, the use “most countries” showed the use of *adverb phrases* in other non-lexical hedge in the sentence.

Article 7:

“.. 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.”

Based on examples above, the use “in another Iranian study” showed the use a *prepositional phrases* in other non-lexical hedge in the sentence.

“In another Iranian study, Fani (2017) sought to investigate the link between Iranian English language teachers’ RT and teacher autonomy.”

Based on examples above, the use “in another Iranian study” showed the use a *prepositional phrases* in other non-lexical hedge in the sentence.

Article 8:

“**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.”

Based on examples above, the use “in their study” showed the use a *prepositional phrases* in other non-lexical hedge in the sentence.

b) *The use of spesific performative verbs* in other non-lexical hedges.

This sub-strategy of hedge has same frequently used with *the use of according to*. The researcher found that this sub-strategy used 6 times in 5 articles. Here are the examples:

Article 1:

”Confirming this, **Becker (2011) also adds** that analytic scores determine where to add more instruction in EFL writing courses (Ghalib & Al-Hattami, 2015).”

Based on the example above, the word “Becker (2011) also adds that” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

Article 5:

”...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 ...”

Based on the example above, the word “by the Internet Service Provider Association in Indonesia (the English term for Asosiasi Penyelenggara Jasa Internet Indonesia – APJII) showed that” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

Article 6:

“**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.”

Based on the example above, the word “Ruiying and Allison (2003) assert” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

Article 9:

“**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.”

Based on the example above, the word “Kirkpatrick (2007) points out that” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

“**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.”

Based on the example above, the word “Rini (2014) states that” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

c) *The use of according to* in other non-lexical hedges

This is the last sub-strategy of other non-lexical hedge. The researcher found that this sub-type used 6 times in 4 articles. Here are the examples:

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”

Based on the example above, the word “according to Graddol (2000)” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

“**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).”

Based on the example above, the word “according to NCTE (2009)” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

“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.”

Based on the example above, the word “according to Vasquest and Ingle (1982)” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

Article 6:

“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.”

Based on the example above, the word “according to Stoller and Robinson (2013)” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

Article 7:

“According to Akbari (2007), the proper practice of reflecting teaching can make great contributions to teacher’s success in his profession.”

Based on the example above, the word “according to Akbari (2007)” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

Article 8:

“**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.”

Based on the example above, the word “according to Priyatni (2012)” used by writers to make the claim on the assumption of a person that considered to be an expert in the field.

c. Non-Lexical Hedges

Based on findings, the researcher found that the writers used non-lexical hedges strategy in the introduction section of the articles and it be the last or not offtenly used, there were only 4 articles that found using this strategy. This strategy is also divided into 3 sub-strategies, namely: admission to limited knowledge, reference to a model, theory or method, and reference to experimental limitation. See the table below.

Table 2.3**Sub-strategy of non-lexical hedges**

Articles	Admission to Limited Knowledge.	Reference to a model, theory or method	Reference to Experimental Limitation
Article 1	-	1	-
Article 2	1	-	-
Article 3	-	-	-
Article 4	-	-	-
Article 5	1	-	-
Article 6	-	-	-
Article 7	2	-	-
Article 8	-	-	-
Article 9	-	-	-
Article 10	-	-	-
Total	4	1	-

Based on the table (2.3) above, this sub-type of hedge is not frequently used by writers. The researcher found that the writers mostly used *admission to limited knowledge* in non-lexical hedges as the sub-strategy of hedging in introduction section of the articles, it used 4 times. Furthermore, the use of *reference to a model, theory or method* in non-lexical hedges only found once and the use of *reference to experimental limitation* in non-lexical hedges was not found in introduction section of the articles. More explanation and examples showed below.

a) *Admission to Limited Knowledge* in non-lexical hedges

As mentioned above, this sub-type of hedge only used 4 times. The main of this strategy is used to admit that the writers are not knowledgeable on the realities. Here are some examples:

Article 2:

”Furthermore, the studies on engagement in Indonesian students’ writings were **barely** conducted.”

Based on the example above, the researcher assumed that the use of “barely” showed the to admit that the writers are not knowledgeable on the realities.

Article 5:

“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.”

Based on the example above, the researcher assumed that the use of “little is known about” showed the to admit that the writers are not knowledgeable on the realities.

Article 7:

“.... 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”

Based on the example above, the researcher assumed that the use of “have not been investigated” showed the to admit that the writers are not knowledgeable on the realities.

“However **few studies**, in ELT, have been done on the influence of JI on various facets of teacher.”

Based on the example above, the researcher assumed that the use of “few studies” showed the to admit that the writers are not knowledgeable on the realities.

b) *Reference to a Model, Theory or Method* in non-lexical hedges

This sub-type of hedge is not frequently used by the writers. The researcher found that there only once found that used this sub-strategy ‘article 1’. It used to point out the flaws in the study model, theory, or procedure that might compromise the correctness of the findings. Here is the example:

Article 1:

“ however, **if raters encounter essays with numerous grammatical errors**, they may unconsciously begin paying more attention to those errors (Bachman, 1990).”

The example above showed the use of *if* as the reference to a model in the article. It will be more complete if the writer add the word *then* after coma (,) and it will be “ however, **if raters encounter essays with numerous grammatical errors**, *then* they may unconsciously begin paying more attention to those errors (Bachman, 1990).”

b. Discussion

After the data were processed in the form of description, this stage would presented the discussion of the findings with the theories collected in chapter two about hedging types and hedging strategies.

1. Hedging types used by writer in introduction section of Indonesian Journal of Applied Linguistics (IJAL)

a. Content-Oriented Hedges

Content-oriented hedges can be defined as the type that decrease the relation between the propositional content and the reality. In other words, the writers hedge to adjust between what the writers write about the context and what the context is though be like (Hyland, 1996, p. 9). This type used to concern on the writers' focus on the propositional accuracy, it also can protect the writers from the consequences of poor judgement (Alquraishy,

2011, p. 2). This type have 3 sub-types of hedges, namely: *attribute hedges*, *reliability hedges*, and *writer-oriented hedges*.

1) **Writer-oriented Hedges in content-oriented hedges.**

According to Hyland (1996, p.14) writer-oriented hedges used to diminish the writers' presence in the sentence or statements and guard them from the criticism. These types can be used in impersonal subject and passive voice (Alquraishy, 2011, p. 7). Furthermore, based on the findings in this study, this sub-type of hedging is the most used by writers in introduction section of articles by the total 116 times used in all 10 articles. As example from "article 1", the writer wrote "**Hamp-Lyons (1995) asserts that**" (impersonal subject) and "**can be found**" (passive voice) that both used to diminish the writer's presence. Besides, there are studies about hedging types from (Hani' ah, 2019, p. 51) that got the result of writer-oriented hedges as the second mostly used in hedging types and (Ningtyas, 2016, p. 81) got the result of writer-oriented hedges that only used 4 times in 20 papers.

2) **Attribute hedges in content-oriented hedges**

As stated by Hyland (1996, p. 10-11), attribute hedges mean the hedge that specify the extent to which a term accurately describes the reported phenomenon. These types also help the writers to specify more accurately how far their result about approximate to an idealize state (Alquraishy,

2011, p. 6). Furthermore, based on the findings in this study, this sub-type of hedging is the second mostly used by writers in introduction section of articles by the total 73 times used in all 10 articles. Moreover, these sub-types of hedges could be further classified into *downgraders*, *markers of intentional vagueness* and *intensifiers* (Alquraishy, 2011, pp. 6-7). Another study that also classified the attribute hedges is from (Hani' ah, 2019, pp. 23-24; Ningtyas, 2006, p. 29).

a) *Markers on intentional vagueness* in attribute hedges

Markers on intentional vagueness means the hedge that 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 (Meyer, 1994, p. 7) It could decrease in face-threatening acts, the explicitness of the words, and enables the writers to be less bald in presenting their meaning (Alquraishy, 2011, p. 7). Based on the findings above, it can be seen that most of writers used *markers on intentional vagueness*/ 50 times used in all introduction section of 10 articles. As the example in "article 2", the words "**mainly**" (approximates of quantity) and "**more**" (pragmatic markers) that both used to decrease face-threatening acts, explicitness of the words,

and less bald in presenting the meaning. Besides, the studies from (Hani' ah, 2019, p. 43) showed that the use of *marker of intentional vagueness* in attribute hedges divided as the most used/ 35 times used in all 5 research proposals and from (Ningtyas, 2016, p. 81), the result showed that *marker of intentional vagueness* in attribute hedges found only 3 times in 20 papers.

b) *Intensifiers* in attribute hedges

Alquraishy (2011, p. 7) stated that *intensifiers* is the use of emphatic expression to show a positive politeness and solidarity with discourse community. Based on findings above, *intensifiers* are the second mostly used/ 19 used in 7 from 10 journals. As the example in “article 5”, the writers wrote “**a significant area**” to show the emphatic expression. Besides, the studies from (Hani' ah, 2019, p. 43) showed that the use of *intensifiers* in attribute hedges only found 3 times used in 3 from 5 research proposals and from (Ningtyas, 2016, p. 81), the result showed that *intensifiers* used only 3 times in 20 papers.

c) *Downgraders* in attribute hedges

Alquraishy (2011, p. 6) stated that *downgraders* is the hedges used to self-protection of the speakers or writers and the reason that may be insufficient knowledge of the partner's want. *Downgraders* also can be said as the

“downtoners” as stated by Hyland (1996, p. 13 *cited in* Quirk et al, 1972:509). Based on the findings above, *downtoners* only used 7 times in 5 from 10 articles. As the example in “article 2”, the word “**barely**” showed to self-protect the writers from the reason that may be insufficient knowledge of the partner’s want. The result of this study is different with (Hani' ah, 2019, p. 43; Ningtyas, 2016, p. 81) that *downgraders* is not found in both of the results.

3) Reliability Hedges in content-oriented hedges

As stated by Hyland (1996, p. 12), These types of hedging represent the writers’ confidence about the validity of the claims and commonly expressed by epistemic modality. Alquraishy (2011, p. 9) also added that reliability hedges can be realized into *modal auxiliary verbs, semi-auxiliary verbs, epistemic lexical verbs, modal verbs, modal nouns, and modal adjectives* that used to express the possibility. Since there is no any spesific function from the previous studies (Hani' ah, 2019, p. 13; Ningtyas, 2016, p. 30) and the theory (Hyland, 1996, p. 12) especially in use of *modal auxiliary verbs* that have various kinds like *can, could, will, would, and should*, here the researcher add the theory in an article written by (Torabiardakani, Shokrpour, & Laleh, 2015, pp. 3-4) to ease the researcher in dividing the specific function of each *modal auxiliary verbs* that found in introduction section of articles.

Based on the findings above, this sub-type of hedging be the third mostly used by writers in introduction section of articles by the total 56 times used in all 10 articles.

a) *Modal auxiliary verbs in reliability hedges*

Semantically, *modal auxiliary verbs* 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’ (Torabiardakani, Shokrpour, & Laleh, 2015, pp. 3-4). Based on the findings, *modal auxiliary verbs* in reliability hedges are the most used/ 36 times used by writers in 8 from 10 introduction section of articles. As the examples “article 1”, fatigue **can** cause raters, the example showed the use of “can” to express the possibility in the sentence, by following the pattern: it+ can+ linking verb+ noun. Besides, this result study is similar with the study from (Hani' ah, 2019, p. 46) that *modal auxiliary verbs* be the most used in reliability hedge.

b) *Semi-auxiliary verb* in reliability hedges

These verbs used to show uncertainty of writers' claim, such as 'to look', 'to seem', 'to appear', and etcetera (Alquraishy, 2011, p. 9). Based on the findings in this study, *semi-auxiliary verb* in reliability hedges found only used 8 times in 7 from 10 introduction section in articles. As the example in "article 5", the words "**need to**" show the uncertainty of writers' claim. Besides, this result study is different with the study from (Hani' ah, 2019, p. 46) that *semi-auxiliary verb* used 7 times in 1 from 5 research proposal.

c) *Epistemic lexical verbs* in reliability hedges

Epistemic Lexical Verbs usually use to show the true possibility of the claims or the sentences, such as 'suggest', 'tend', 'contribute', 'intend', 'propose', 'speculate', 'assume', and etcetera (Alquraishy, 2011, p. 9). Based on the findings in this study, *epistemic lexical verbs* in reliability hedges found only 6 times in 4 from 10 introduction section of articles. As the example in "article 4", the word "**suggests**" show the true possibility of the claims. Besides, this result study is different with the studies from (Hani' ah, 2019, p. 43; Ningtyas, 2016, p. 81) that *epistemic lexical verbs* are not found in both of studies.

d) *Modal adjectives in reliability hedges*

Modal Adjectives usually use to show the possibility in the claims or sentences, such as ‘probably’, ‘likely’, ‘possible’, ... and etcetera. (Alquraishy, 2011, p. 9). Based on the findings in this study, *modal Adjectives* in reliability hedges only found 3 times in 2 from 10 introduction section of articles. As the examples in “article 6” and “article 7”, the words “**common**” and “possible” show the possibility in the claims. Furthermore, this hedge found 4 times used in a research proposal in the study of (Hani' ah, 2019, p. 43), and this hedge is not found in the study of (Ningtyas, 2016, p. 81).

e) *Modal noun in reliability hedges*

Modal Adverbs also used to show the possibility in the claims or sentences such as ‘perhaps’, ‘possibly’, ‘probably’, and etcetera. (Alquraishy, 2011, p. 9). Based on the finding in this study, *modal noun* only used once in an introduction section of article. As the example in “article 5”, the word “**closely**” show the possibility in the claims. Furthermore, *modal noun* is not found in both of studies (Hani' ah, 2019, p. 43; Ningtyas, 2016, p. 81).

b. Reader-oriented Hedges

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 (Hyland, 1996, p. 18). Based on the findings in this study, *reader-oriented hedges* only found twice in an introduction of article. As the example in "article 2", the pronoun " **We attempt to give more insight...**" shows 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. This type of hedging also found once used in a research proposal in the study (Hani' ah, 2019, p. 51).

In conclusion, the writers used various of hedging types in introduction section of articles. Most of hedging types refers to the theory of Hyland (1996, p. 6-16) found in all 10 introduction section of articles. It can be seen from the use of writer-oriented in content-oriented hedges (116 times), followed by attribute hedges (73 times), then reliability hedges (56 times), and the last is reader-oriented hedges (2 times).

2. Hedging strategies used by writer in introduction section of Indonesian Journal of Applied Linguistics (IJAL)

a. Lexical Hedges

The result of the findings showed that lexical hedges was found to be frequently used/ 128 times used by writers in all 10 introduction section of articles. Lexical hedges is little bit similar

with reliability hedges in hedging types that these strategies includes modal verbs, adverb, lexical verb, adjectives, and noun (Hyland, 1995, p. 5).

Based on the result in previous study (Musa, 2014, p. 6), the study stated that lexical hedges were mostly found by out of the total number of 1,105 times of hedges employed in English and Chemistry graduate students' writing, 1,066 representing 96.5% in the lexical hedges including modal auxiliary verbs, adverbs, lexical verbs, adjectives, and nouns.

1) *Modal verbs in lexical hedges*

Based on the findings in this study, modal verbs in lexical hedges found as the most used/ 74 times used in all 10 introduction section of articles. These sub-strategies have different functions according to the use of the modals (Musa, 2014, pp. 7-9).

a) *Can/could*

Based on the findings, *can/could* in modal verbs found as the most used/ 38 times used in 7 from 10 introduction section of articles. These both modals can be used interchangeably to express the tentative possibility. As the example in "article 1", the sentences "In the literature, various definitions **could be found** for the concept of fatigue" and "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” show the expression of tentative possibility (Musa, 2014, p. 8). Besides, the result from previous study (Musa, 2014, p. 8), the study stated that *can/ could* in lexical verbs emerged as the second mostly used in lexical verbs.

b) *May/might*

Based on the findings, *may/might* in modal verbs found as the second mostly used/ 21 times used in 7 from 10 introduction section of articles. The use of **may/ might** that can be applied interchangeably to express the possibility, as stated by Musa (2014, p. 7). As the example in “article 1”, the sentences “Raters **might** be different in scoring for different reasons...” and “... a rater **may** start paying little attention to grammar...” to express the possibility. This study showed different result with the study of Musa (2014, p. 7) that *may/might* found as the most used in the English and Chemistry graduate theses.

c) *Should*

Based on the findings, *should* in modal verbs found as the third mostly used/ 12 times used in only 3 from 10 introduction section of articles. The example in “article 5”, “...EFL teachers **should** also be literate in the Internet...” refers to the future that has more tentative meaning. In other words, it could have a change in another time, as

stated by Musa (2014, p. 8). This study showed different result with the study of Musa (2014, p. 8) that *should* found only used twice in the Chemistry theses.

d) *Would*

Based on findings, *would* in modal verbs only found 3 times used in 3 from 10 introduction section of articles. As the example in “article 9”, the sentence “...research on Indonesians’ variety of English **would** neither be too impractical nor unfeasible...” show the expression of prediction, as stated by Musa (2014, p. 8). Furthermore, in the study of Musa (2014, p. 8) found that *would* used only 9 times in the data.

2) *Adverbials in lexical hedges*

Adverbials divided into 2 different functions, namely adjunct and disjunct. In this study, *adverbials* in lexical hedges found as the second mostly used/ 30 times used in all 10 introduction section of articles. Different with this study, Musa (2014, p. 9) in his study showed that *adverbials* found 315 times used in the theses.

a) *Disjunct*

Disjunct can be defined as the use of certainty comment on the truth value, expressing doubt, and shows a wide range of hedges relating to degrees of certainty (Musa, 2014, p. 10). Hyland (1995, p. 5) added that

disjunct usually found by the use of ‘*generally/ in general*’, ‘*broadly*’, ‘*widely*’, ‘*certainly*’, and ‘*frequently*’. As the example in “article 2”, the sentence “However, this perspective has been changing **recently**.” show the writers’ certainty comment on the truth value. In this study, *disjunct* found 21 times in 9 from 10 articles and it is different with Musa (2014, p. 9-10) since he did not write the exact numbers in use of *disjunct*.

b) *Adjunct*

Adjunct can be defined as the use of approximators and compromisers that has the function to reduce the force of the claims on the sentences (Musa, 2014, p. 10). Quirk et Al. (1972, p. 542) cited in Hyland (1995, p. 5) added that *adjunct* is included ‘downtoners’, such as ‘*rarely*’, ‘*quite*’, ‘*partially*’, ‘*closely*’. As the example in “article 4”, the sentence “More recent research using SDT, however, has suggested a **slightly** different classification of motivation types.” show the writers’ used in reducing the force of the claims on the sentences. In this study, *adjunct* found 9 times in 6 from 10 articles and it is different with Musa (2014, p. 9-10) since he did not write the exact numbers in use of *adjunct*.

3) *Lexical Verbs in lexical hedges*

According to Musa (2014, p. 11), *lexical verbs* carry some evidence and judgement of the writers without intending to bring an assertion. Hyland (1995, p. 5) added that *lexical verbs* usually represented with ‘*propose*’, ‘*suggests*’, ‘*seems*’, ‘*intended ...*’, or ‘*need*’. As the example in “article 3“, the sentence “SDT also **suggests** the possibility to facilitate internalization.” showed the use of *lexical verbs* to carry some evidence and judgement of the writers without intending to bring an assertion. In this study, *lexical verbs* found 16 times in 7 from 10 introduction section of articles and it is different with the study from Musa (2014, p. 11), *lexical verbs* occurred 310 times in the data.

4) *Adjectives in lexical hedges*

Adjectives can be used to express the possibility that involve the writers’ confidence about the truth of the claims (Musa, 2014, p. 13). Hyland (1995, p. 5) added that *adjectives* usually show as ‘*possible ...*’, ‘*relative ...*’, ‘*potential ...*’, ‘*somewhat ...*’. As the example in “jurnal 2“, the sentence “An argumentative essay is the most **common** writing university students need to write (Mei, 2006; Wingate, 2012).” showed that the writer used *adjectives* to express the possibility that involve the writers’ confidence about the truth of the claims. In this study, *adjectives* only found 6 times used in 4 from 10 introduction section of articles and it is different with the study

of Musa (2014, p. 13) with a total of 48 instances of only 16 items in the data, epistemic adjectives represent 4.3% of the total number of lexical hedges.

b. Other Non-Lexical Hedges

Musa (2014, p. 15) stated that there one hedging strategy namely *Other Non-Lexical Hedges*. This strategy usually used by writers to make the claim on the assumption of a person that considered to be an expert in the field, state the writer' s claim based on somebody' s opinion and make the opinion on the claims more general. He also added that other non-lexical hedges begin with the use of '*according to*', '*specific performative verbs*', and '*used adverb phrases, prepositional phrases, or clauses that reflect into the general opinion*'. In this study, the researcher found that *other non-lexical hedges* used 18 times in 7 from 10 introduction section of articles, whether in the study of Musa (2014, p. 15) showed *other non-lexical hedges* only found 0.5% in the theses.

1) *The use of adverb phrases, prepositional phrases, or clauses that reflect into the general opinion in other non-lexical hedges.*

In this study, the researcher found that the use of *adverb phrases, prepositional phrases, or clauses that reflect into the general opinion* used 6 times in 5 from 10 introduction section of articles and it is different with the study of Musa

(2014, p. 15) since he did not write the specific found of this strategy. As the name of this strategy, it used to reflect the claims into the general opinion like the example in “article 7”, the sentence “**In another Iranian study**, Fani (2017) sought to investigate the link between Iranian English language teachers’ RT and teacher autonomy” show the use of *prepositional phrase* to make the claims or opinion more general (Musa, 2014, pp. 15-16).

2) *The use of spesific performative verbs in other non-lexical hedges.*

In this study, the researcher found that the use of *specific performative verbs* used 6 times in 5 from 10 introduction section of articles it is different with the study of Musa (2014, p. 16) since he did not write the specific found of this strategy. Musa (2014, p. 16) also added that *Specific preformative verbs* usually use to state the writer’s claim based on somebody’s opinion. As the example in “article 9”, the sentence “**Rini (2014) states that** several factors contribute to this high status...” show the writer’s claim based on **Rini (2004)**.

3) *The use of according to in other non-lexical hedges*

In this study, the researcher found that the use of *according to* used 6 times in only 4 from 10 introduction section of articles. This strategy is used to make the claim on

the assumption of a person that considered to be an expert in the field (Musa, 2014, p. 16). As the example in “article 8”, the words “**According to** Priyatni (2012)...” show the use of **according to** then followed by **Priyatni (2012)** that considered by writer as an expert in the field.

c. Non-Lexical Hedges

These hedging strategy included *admission to limited knowledge, reference to a model, theory or method, and reference to experimental limitation* as showed by Hyland (1995, p. 6). Based on the findings, the researcher found that *non-lexical hedges* only used 5 times in 4 from 10 introduction section of article. In the study of Musa (2014, p. 14), these strategy only found 3.5% of the total number of hedges in the English and Chemistry theses.

1) *Admission to Limited Knowledge* in non-lexical hedges

According to Musa (2014, p. 15) *Admission to limited knowledge* is a hedging strategy that refers to the writer's prior knowledge. The main of this strategy use to admit that the writers are not knowledgable on the realities. As the example in “article 5”, the sentence: “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.” show the writer’s prior knowledge in the context. It is similar with the example that found in the finding study of Musa (2014, p. 14) by the sentence “Pd and its effects on humans is *not fully yet known*.”. Based on findings in this study, the researcher found that *admission to limited knowledge* only used 4 times in 3 from 10 introduction section of articles.

2) *Reference to a model, theory or method in non-lexical hedges*

According to Hyland (1995, p. 6), this strategy is used to hedge the entire commitment by pointing out flaws in the study model, theory, or procedure that might compromise the correctness of the findings. As the example in “article 1”, the sentence “however, **if raters encounter essays with numerous grammatical errors**, they may unconsciously begin paying more attention to those errors (Bachman, 1990)” show the reference to a model, as stated by Hyland (1995, p. 6) on his finding. Besides, Musa (2014, p. 15) including this in the use of conditional clause to make a situation dependent on another.

In conclusion, based on the result of findings above, the researcher found that the writers oftenly used lexical hedges as the hedging strategy by the total 128 times used in all 10 introduction section of articles. It is because lexical

hedges have included more various sub-strategies like *modal verbs*, *adverbials*, *lexical verbs*, *adjectives*, and *noun* than 2 others strategies that only include some sub-strategies, see (Hyland, 1995, p. 5-6; Musa, 2014, p. 6-16). Furthermore, there were 3 main hedging strategies that presented in this study and mostly all strategies that completely used by the writers. Begin from lexical hedges, *can/could* in modal verbs found in 7 from 10 introduction section of articles, *may/might* in modal verbs found in 7 from 10 introduction section of articles, *should* in modal verbs found only in 3 from 10 introduction section of articles, *would* in modal verbs only found in 3 from 10 introduction section of articles. *Disjunct* in *adverbials* found in 9 from 10 introduction section of articles and *adjunct* in *adverbials* found only in 6 from 10 introduction section of articles. *Lexical verbs* in lexical hedges found in 7 from 10 introduction section of articles, and the last is *adjectives* that found in 4 from 10 introduction section of articles. Furthermore, in other non-lexical hedges showed the use of *adverb phrases*, *prepositional phrases*, or *clauses that reflect into the general opinion* found in 5 from 10 introduction section of articles, the use of *specific performative verbs* found in 5 from 10 introduction section of articles, and the use of *according to* found in only 4 from 10 introduction section of articles. The last is from non lexical

hedges that showed *admission to limited knowledge* only found in 3 from 10 introduction section of articles, and *reference to a model, theory or method* that only found in an introduction section of articles. In other findings, there are 2 sub-strategies that not found namely *nouns* in lexical hedges and *reference to experimental limitation* in non-lexical hedges. It is different with the study of Musa (2014, p. 14-15), there was found the writers in the theses used these both hedging strategies.

Literally, research question 1 and 2 are related each other. Because the writers can use whether hedging types or hedging strategies according to the context of the sentence as stated by Hyland (1995, p. 4) on his article "*The author in the text: Hedging scieentific writing*", academic writing is extensively hedged. It means most of writers in various types of academic writing included articles hedged their writing with their own purpose. Moreover, it would not reccomended for the writers to only use a hedging type or strategy on their writing because there are various of hedging that can be used to convey their arguments or claims appropriately and help them to avoid the criticism that may come later (Abdollahzadeh, 2011, p. 581).