Attitude Markers of EFL Male and Female Writers in The Discussion Sections of The Research Articles

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ABSTRACT

Andi Sunandar, 2017. Attitude Markers of EFL Male and Female Writers in The Discussion Sections of The Research Articles. A Thesis. Jakarta: English Department, Faculty of Language and Art, State University of Jakarta. July 2017.

This study aimed to investigate the differences between EFL male and female writers in using attitude markers in discussion sections of research articles. To achieve the purpose, the study used qualitative content analysis to analyze the words, sentences and phrases that indicate as attitude markers in twenty research articles by EFL male and female writers. The articles were gathered from four EFL English forum regarding EFL Forum, Asian ESP, Asia TEFL, and TESOL. The data were analyzed using Savka (2009) model of attitude markers and the result shows that female writers use attitude marker more than male writers. That means, females use more grammatical feature than males. The other result, female writers were dominantly used disjunct in writing that means female clarify and explain more the information in the text. However, male writers were dominantly used adjective as subjective complement with it and modal verb that means male writers describe more a topic and also expressing the obligation in writing proses.

Keywords: Attitude Markers, EFL Male and Female writers, Discussion Section, Research Article, EFL Forum

ABSTRAK

Andi Sunandar, 2017. Attitude Markers of EFL Male and Female Writers in The Discussion Sections of The Research Articles. A Thesis. Jakarta: English Department, Faculty of Language and Art, State University of Jakarta. July 2017.

Penelitian ini bertujuan untuk meneliti adanya perbedaan antara penulis EFL laki-laki dan penulis perempuan dalam menggunakan *attitude markers* pada bagian pembahasan di artikel penelitian. Untuk mencapai tujuan tersebut, penelitian ini menggunakan analisis isi kualitatif untuk menganalisis kata, kalimat dan frase yang menunjukkan adanya *attitude markers* pada dua puluh artikel penelitian oleh penulis EFL laki-laki dan perempuan. Artikel-artikel tersebut dikumpulkan dari empat forum EFL Bahasa Inggris yaitu: EFL Forum, Asia ESP, Asia TEFL, dan TESOL. penulis menganalisis data dengan menggunakan Savka (2009) *attitude markers model* dan hasilnya menunjukkan bahwa penulis perempuan menggunakan *attitude markers* lebih banyak dari pada penulis laki-laki.. Yang berarti, perempuan lebih menggunakan peraturan penulis*an Grammar* daripada penulis laki-laki. Hasil lainnya, penulis perempuan ditemukan lebih banyak menggunakan *Disjunct* dalam didalam menulis yang berarti perempuan lebih dominan mengklarifikasi dan menjelaskan informasi dalam teks. Namun, penulis laki-laki ditemukan lebih dominan menggunakan *adjective as subjective complement with it* dan *modal verbs* yang berarti penulis laki-laki lebih menjelaskan topik dan juga mengungkapkan keinginan di dalam menulis.

Kata Kunci: *Attitude Markers*, Penulis EFL laki-laki dan perempuan, Bagian Pembahasan, Artikel Penelitian, Forum EFL

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AS

TABLE OF CONTENTS

LEMBAR PENGESAHAN i
LEMBAR PERNYATAAN ii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI iii
ABSTRACT iv
ABSTRAK v
ACKNOWLEDGEMENT vi
TABLE OF CONTENTS viii

CHAPTER 1 INTRODUCTION

1.1 Background of Study 1
1.2 Research Questions 7
1.3 Purpose of Study 7
1.4 Scope of Study 8
1.5 Significant of Study 8

CHAPTER 2 LITERATURE REVIEW

2.1 Metadiscourse 9
2.1.1 Classification of Metadiscourse 11
2.2 Attitude Markers 12
2.2.1 Communicative functions of attitude markers 13
2.3 EFL Writers 14
2.3.1 The Differences between Male and Female Writers 15
2.4 EFL Research Articles 16
2.4.1 Discussion Sections..... 17
2.5 Previous Study 18

2.7 Theoretical Framework ……..... 19

CHAPTER 3 METHODOLOGY

3.1 Research Design …….. 21

3.2 Time and Place of Study …….. 22

3.3 Data and Data Source ……... 22

3.4 Data Collection Procedure ……... 23

3.5 Data Analysis Procedure …….. 23

CHAPTER 4 FINDING AND DISCUSSIONS

4.1 Data Descriptions ……. 27

4.2 Findings …… 29

4.2.1 The Types of Attitude Marker are Frequently Appeared in Discussion Section of EFL Articles ……29

4.2.2 The Attitude Markers are Dominantly Used in Discussion Section of EFL Articles …….. 30

4.3 Discussions ……...31

4.3.1 The Attitude Marker of EFL Male and Female Writer in Discussion Section of Research Articles …….. 32

4.3.1.1 Disjunct…… 32

4.3.1.2 Subjunct …….. 34

4.3.1.3 Adjective as subjective complement with it…… 34

4.3.1.4 Prenominal modifiers…….. 35

4.3.1.5 Modal Verb…….. 36

4.3.1.6 Nouns in subject or subjective complement…… 36

CHAPTER 5 CONCLUSIONS

5.1 Conclusions …… 38

5.2 Limitations ……. 39

5.3 Recommendations …….. 40

REFERENCES

APPENDICES

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research question, purpose of the study, limitation/ scope of the study, and significance of the study.

1.1 Background of Study

English as a tool to transfer information has method to process information using receptive and productive skills. Receptive is the skill to receive the information using receptive sense by listen or read the information. Productive skill is the skill to send information by speaking or writing the skills. In the process to transfer information, Culler (2000) assumed that transfer the meaning of what we understand is more problematic than transfer the information. The problem to transfer the information because the reader has not sense directly what the writer experience and currently make mutual perceptions. To resolve this problem, in 1959 Zellig Harris coined metadiscourse as a method to understand how the language are used both in spoken and written. This concept has been developed by Williams (1981), Vande Kopple (1985), Crismore (1989) and Ken Hyland (2005). Metadiscourse allows the writer to not only able to transfer the information but also able to relate it with the sense in the information because metadiscourse offers a framework for understanding communication as social engagement.

Metadiscourse is the umbrella term from two classifications of metadiscouse (*interactive and interactional*). Interactive metadiscourse has functions to guide the reader through the texts using auxiliary words, such as; transitions (*in addition; but; thus; and*), frame markers (*finally; to conclude; my purpose is*), endophoric markers (*noted above; see Fig; in section 2*), Evidential (*according to X; Z states*), and code glosses (*namely; e.g.; such as; in other words,*). Interactional metadiscourse is a technique of the writers to involve the readers by texts using hedges (*might; possible; likely*), boosters (*certainly; know; shows*), attitude markers (*I hope/agree; surprisingly*), self-mentions (*I; we; my; me; our*), and engagement markers (*consider; note; you can see that*).

Following metadiscourse concepts, several studies of metadiscourse are developed for instance metadiscourse in academic writings (Ken Hylan and Tse 2004, Alireza 2013, Savka 2009) post graduated writings (Ken Hyland 2004) and medical texts (Abbass 2010). Several studies of metadiscourse are only focused on the classification of metadiscourse (*interactive and interactional*). But in 2013, Alireza Fard Kashani made a different vision by relate the metadiscourse and cross-genders. Definitely, female and male are different in using languages. The study of female and male language differently has been discussed by Lakoff (1972). Lakoff argued that female language has tentative, powerless, and trivial. On the other hand, structures of languages and politeness between male and female are differences. Lakoff (1972) also claims the method to study on gender can be seen in differences and dominances. Similarly, Janet Holmes (1992) assumed that generally female writers use more

standard languages and male use more vernacular languages. Thus, female uses more linguistic form and follows grammatical rules than male in the use of language. The vernacular term according to Holmes (1992) is a linguistic variety that is not standardized and does not have official status. Holmes (1992) provides the concept by conducted a research in Japanese and Yana language.

The term of metadiscourse also related with social background which influence the way a writer use of language such as culture, gender and also background knowledge. This concept has interested to be studied since Kaplan (1966) found that students from different backgrounds systematically identified and developed their ideas in different ways. Following Kaplan concept, Hyland (2003) believed that L1 and L2 are difference in use of language, because the culture and background knowledge between L1 and L2 are differences. L2 also have the gaps in target language that the place in language which L2 learner can learn and cannot learn. The concept of L2 differences was introduced by Slinker (1972) that is famously introduced as interlanguage and fossilization concept. The concept of L1 and L2 differences in use English makes some problem to L2 writer in explaining the information. According to Connor, (1996); Grabe and Kaplan, (1996), Hinkel, (1999) L2 is differently in the use of cohesion and metadiscourse markers and differently approaches to argue the something (*justification, persuasive appeals, credibility*). To resolve the problem Hyland (2003) provide once method to help L2 students in writing process there are used of attitude marker as the transition in each sentence. That is interested to study how L2 language used the attitude marker in writing.

According to Hyland (2005), attitude marker is used to comment on the status of information. Such as: important, agreement, surprise, frustration and so on. On the other word, attitude marker is use to transfer the writer judgement of a something. Hyland (2005) also claimed that attitude marker was important role in writing to persuade the idea or opinion and helps the writers to strengthen position of a topic and also help the readers to feel the writer senses of a concept. The writer is used attitude marker to express the feeling of an information such as certainly, hesitantly, or disappointedly. Hyland also argue that attitude marker can be expressed by use of subordinations, comparatives, progressive particles, punctuations and text locations. On the other words, attitude marker has been seen by attitude verbs (*e.g. agree, prefer*), sentence adverbs (*unfortunately, hopefully*) and adjectives (*appropriate, logical, remarkable*).

Savka Blagojeviæ (2009) divides attitude marker into six categories, which are; *adverbs and adverbial phrases functioning as sentence adverbials – disjuncts, verb-modifying adverbs functioning as subjuncts – intensifiers, adjectives functioning as subjective complement in sentences with expletive 'it', adjectives functioning as prenominal modifiers, modal verbs expressing obligation.* Linguistically, attitude markers are realized through various kinds of formal categories and syntactic constructions, such as adverbs, adjectives, verbs, modal verbs and nouns. This is a close connection with Janet Holmes (1992) concept that female language used more standard form than male. Attitude marker is also related with Hyland (2003) concept that useful for learning L2 writing English.

There are several previous studies related with attitude marker in cross-cultural studies and gender differences. Savka (2009) conducted a research the expressing attitude markers in academic research between English and Serbian language. The purpose to analyze how the attitude markers appeared in in English and Serbian research article. The finding of this study is that Serbian used more attitude marker than English writer.

Zahra Rezaei Zadeh et. al (2015) conducted a study of Gender-based Study of Interactive and Interactional Metadiscourse Markers in Conclusion Sections of English Master Theses and the result that both female and male commonly used interactional metadiscourse than interactive metadiscourse and while focus on attitude marker, woman writers have more dominant used attitude marker and man writer dominant used transitional marker.

Alireza Fard Kashani (2013) conducted a research metadiscourse marker in research article between male and female writer. The data of the study were 32 research articles and every part of research articles (introduction, method, result and discussion/conclusion) were analyzed by used Hyland classifications. The result was no significant differences between male and female in the use of metadiscourse. But, while focused on attitude marker, female writer has dominant in use of attitude markers than male.

The other previous study is by Ika sulistyani (2015) conducted attitude marker in conclusion section of published applied linguistic research articles. Ika used various research article from online published research articles for the data and analyzed using Crismore (1989) model of attitude marker. The result is prenominal modifier is the

highest frequencies in 30 research articles. However, the word *therefore* is the dominantly of attitude marker in the data.

Based on the previous study, there were some gaps in gender and culture differences. In addition, the writer need to fill the gap with conducted the study of attitude marker in discussion part EFL research article between male and female writers. This study aimed to investigate the differences between EFL male and female writer in use attitude marker in discussion section of research article.

The focus of the study was on EFL male and female writers that were conducted in various English language forum in Asian area because the researcher aimed to focus on L2 writer and also focused on English language forum because forum is the appropriate resource for students to get the information. Lily (2013) provides that online learning resources are most useful in supporting student learning and currently online resources is easy to access rather than text books resources. So, this is valuable to study how the use of attitude marker in EFL male and female writers in discussion section. According to Robert Day (1998), discussion section as the reviewing the finding and result section which as the hardest section in writing. In discussion section, the researcher need to write the fact from the finding and result of data. Robert Day (1998) also argued that many of journal paper are rejected by editors because failure in discussion section. So, this is also beneficial to be studied the language used and structure in case of attitude marker on discussion section of research articles.

1.2 Research Questions

Based on the background of the study above, this study aimed to investigated the following research questions:

1. What type of attitude markers are frequently appeared in the discussion sections of EFL articles?
2. What attitude markers are dominantly used in discussion sections of EFL articles between male and female writers?
3. How are attitude markers used in discussion sections of EFL articles between male and female writers?

1.3 Purpose of Study

This study aimed to investigates:

1. The types of attitude markers are frequently appeared in the discussion sections of EFL articles.
2. The attitude markers are dominantly used in discussion sections of EFL articles between male and female writers.
3. The ways of attitude markers are used in EFL articles of discussion sections between male and female writers.

1.4 Scope of the study

This study focused on attitude markers in discussion sections of EFL research articles between male and female writers by using Savka Blogajovic (2009) attitude markers models that was divided into six part categories regarding: *adverbs and adverbial phrases functioning as sentence adverbials – disjuncts, verb-modifying adverbs functioning as subjuncts – intensifiers, adjectives functioning as subjective complement in sentences with expletive 'it', adjectives functioning as prenominal modifiers, modal verbs expressing obligation.*

1.5 Significance of Study

The findings of this study can be used as beneficial input or feedback for students to deeper understand in attitude markers in writing and also understand the differences language between male and female writers. On the other hand, the finding of this study can be used to L2 students to improve English writing skills. So, it can be used to academic discourse and also give more understanding as well as contribution to the development of related area.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the reviewed literature related to the focus of this study; the use of attitude markers of EFL male and female writer in the discussion section.

2.1 Metadiscourse

The term metadiscourse was offered by Zellig Harris (1959) as the way to understand language. This concept has been developed by Williams (1981), Vande Kopple (1985), Crismore (1989) and Ken Hyland (2005). By using metadiscourse, the writer is not only able to transfer the information but also able to relate it with the sense of information because metadiscourse offers a framework for understanding communication as social engagement.

Hyland (2005) argued that communication is more than to exchange the information, goods or services, but also involves the personalities, attitudes and assumptions of those who are communicating. Every people has different perspective to get the meaning of an information. In the case of written text, the writer does not communicate directly to reader and sometime make a different perspective. Metadiscourse are able to minimize the lack of different perspective because metadiscourse are able to facilitate communication, support a position, increase readability and build a relationship with the readers.

The currents study of metadiscourse have been developed to examine the metadiscourse concept. The study of metadiscourse not only on written text (Abbass 2010, Alireza 2013, Ken Hyland 2004, Ken Hylan and Tse 2004, LI Fa-gen 2012, Mehrnaz 2014, Savka 2009, William 2012,) but also on spoken text (Gerrit 1996, Stephen 2008). metadiscourse study in spoken focuses on identifying whether the others language have similarity in the used of metadiscourse (Gerrit 1996, Stephen 2008). On the other hand, metadiscourse study focused to identify lexical meaning and grammar structure by used comparison.

The study comparison between English and others language was studied in written text (Savka 2009) using Hyland (2004) of metadiscourse model. Metadiscourse study in written text commonly focused on quantitative data that count the frequently used of metadiscourse in text. The metadiscourse study in written text has become popular and worth to be studied. Several researchers studied the used of metadiscourse in variety text, for example: In academic writing (Ken Hylan and Tse 2004, Alireza 2013, Savka 2009) post graduated writing (Ken Hyland 2004), medical text (Abbass 2010) and also study differences between male and female writer (Alireza 2013). All the study above focused on the frequently used of metadiscourse based on Hyland model of metadiscourse, because metadiscourse is the umbrella term from two classifications of metadiscouse.

2.1.1 Classification of metadiscourse

For some decades, the classification of metadiscourse has been developed and revaluated (Vande Kopple (1985), Crismore (1989) that generally divided into

textual and interpersonal metadiscourse. Based on Systemic Functional Linguistics (SFL) theory by Halliday and Matthiessen (1999) textual metadiscourse can be identified how the writer use language to communicate the idea or something to the reader. The way language used can be affected whether the reader understand to the information or not. On the other side, interpersonal metadiscourse is the use of language to encode interaction, allowing the writer to engage the others, to express what writer feelings.

The current classification of metadiscourse has been developed by Ken Hyland (2005) into interactive and interactional metadiscourse. Interactive metadiscourse is concern the writer's awareness of a participating audience and the ways he or she seeks to accommodate its probable knowledge, interests, rhetorical expectations and processing abilities. On the other word, the writer help the reader to understand the information by giving auxiliary word to the text.

Interactive metadiscourse consist of transitional markers that have function to express the relation between main clause. Commonly, the example of transitional marker is *in addition, but, thus, and.* Secondly, frame markers that have function to discourse act, and sequences or stage. For the example: *finally*, *to conclude*, and *my purpose is*. Then, endophoric markers that function to state or tell the information in other part of text, for example: *noted above, see Fig, in section 2.* Then, evidential that have function to give the information is taken from the other text, for example: *according to…*, *…. States*. The last, code glosses that have function to elaborate prepositional meanings, for example: *namely*, *e.g., such as, in other words*.

Whereas, Interactional metadiscourse is the ways writers conduct interaction by intruding and commenting on their message. The writer show explicitly of an information to make the reader concern and give comment. Interactional metadiscourse also show the writer expression through an information.

Interactional metadiscourse consist of hedges that have function to withhold commitment and open dialogue (*might; possible; likely*), boosters that help people to emphasize certainty or close dialogue (*certainly; know; shows*), attitude marker that function to display writer's affective values (*I hope/agree; surprisingly*), self-mention that function to mention the author (*I, we, my, me, our)* and engagement marker that have function to build relationship with reader (*consider, note, you can see that*).

2.2 Attitude Markers

Attitude markers is a part of metadiscourse that used to express the writer's attitudes to the prepositional material he or she presents (Vande Kopple 1985, Crismore 1989 and Ken Hyland 2005). On the other word, attitude marker is used to comment on the status of information. For instance, the information is important, valid, surprise, and so on. That means, attitude marker can be claimed as the way of writer use word communicate their feeling to explain an information.

Hyland (2003) believed that L2 students have different way in using English language. Because L2 and L1 students are different in culture and social background. But, Attitude markers can help the reader to more understand of L2

writer by use subordination, comparatives, progressive particles, punctuation, text location, and so on that unusual to engage reader and writer. On the other word, writer can be engaged the reader to believe what the writer believes or what the writer need the reader believe by using attitude markers. Following the concept of attitude markers, several studies were developed to study how the attitude marker use to investigate the differences of language (Savka, 2009), culture (Kithinji, 2008) and also scientific knowledge (Koutsantoni, 2004).

2.2.1 Communicative functions of attitude markers

The development and revaluation of metadiscourse concept by several experts also effected to the development and revaluation of every part of metadisocurse, for instance attitude markers as the part of metadiscourse. Vande Kopple (1985) categorized attitude markers in interpersonal part of metadisourse that have function to express writer attitude by used propositional markers for example: *unfortunately, interestingly, I wish that, how awful that.*

The concept of attitude marker by Vande Kopple then revised by Crismore (1993) and Hyland (2005). Crismore (1993) argued the attitude marker as the way of writer to communicate the importance and valuable information by use markers for example: *I hope/agree; surprisingly….* On the other hand, Hyland (2005) states that attitude marker can be analyzed in 3 categories, regarding: verbs (*e.g. agree, prefer*), sentence adverbs (*unfortunately, hopefully*) and adjectives (*appropriate, logical, remarkable*) because attitude markers can be express the surprise, important information, cohesion, agreement, and disagreement.

Followed the Hyland (2005) concept, Savka (2009) developed attitude marker into six classification, regarding; adverbs and adverbial phrases functioning as sentence adverbials-Disjuncts, verb-modifying adverb is a part of adverb that can be classified as subjunct or intensifier, adjectives functioning as subjective complement in sentences with expletive 'it', adjectives functioning as prenominal modifiers**,** modal verbs must and should, and nouns of specific semantic content that can be appeared in subject or subjective compliment. In addition, savka classification is more wide because investigate the attitude marker in modal verb, and also noun as subjuctive compliment to see writer obligation and judgement.

2.3 EFL Writer

Cultural differences are one of several factors that affect to L1 and L2 writers differences in English. This concept has been interest to be studied since Kaplan (1966) found that students from different backgrounds systematically identified and developed their ideas in different ways. Hyland (2003) be agreed that cultural factors affected of students' background understandings, or schema knowledge. Background of knowledge impact on how they write, their response and their performance.

The other concept of L2 differences has developed by Slinker (1972) that coined the concept of interlanguage and fossilization. Interlanguage is the gap between L2 and L1 English. On the other word, there are permanently error that occurred in second language acquisition which called fossilization. Similarly, Gregory R (1975) argued that some factors of language differences are age, gender,

culture and social class. Men is differently spoken with women, young people use different language with old people, banker do not talk like busboys and plumbers use different language with professors. In other word, the level of education also has effect to the differences of language use.

Connor, 1996; Grabe and Kaplan, 1996: 239; Hinkel, 1999 identified some aspects that differentiated L1 and L2 in writing. The both of some aspect are different approaches to argue (justification, persuasive appeals, credibility) and different in use of cohesion and metadiscourse markers. The used of metadiscourse markers in L2 writing have useful method to minimize the lack of perception of an information. According to Hyland (2003) one type that unusual in this method is commenting on content (you may not agree that . . ., it is surprising that.). In other word is used attitude marker to help readers through their arguments.

2.3.1 The difference between male and female writers

The concept of gender firstly coined by Lakoff (1972) argued that female language has tentative, powerless, and trivial. On the other word, Lakoff discussed the female language from the positions of power and authority. This concept has become popular and several studies about gender differences have been worth to studied in several disciplines such as anthropology, communication studies, education, psychology, and society.

Following Lakoff concept, in 1992 Janet Holmes conducted a research of language and gender differences by used Japanese and Yana language. the result was generally female use more standard language and male use more vernacular

language. Female used more linguistic form than male. On the other world, females are more follow grammatical rule than males in the use of language. The vernacular term according to Holmes is a linguistic variety that not standardize and not have official status.

The current studies of language differences between male and female was conducted by Alireza 2013 that counted the frequently used of metadiscourse in research article between male and female writer. Similarity, Nasser Ghafori 2012 also conducted a research of gender differences in research article by count the used of metadiscourse while Zahra Rezaei 2015 conducted study of metadiscourse based on gender in conclusion section of English master theses.

2.4 Research articles

Paul D. (2010) provide that in process of writing research articles, the writers should have a tool or a specific mechanism or strategy to collect, manipulate, or interpret data. One of six tool is the library and its resources that support the topic of the writers. presently, the function of library and book has changes to online resources. According to Lily (2013), online learning resources are most useful in supporting student learning and currently online resources is easy to access rather than text books resources. The example of online learning resources in Asian area such as; English Foreign Language (EFL) Forum, TESOL, Asia TEFL and Asian English Specific Purposes (ESP).

Department of Health and Human Services (DHHS) define the research articles as systematic investigations, including research development, testing and

evaluating the knowledges. Anne (2009) explain the research articles essentially as academic writing that students have to do for university courses. In the other word, research articles focus on formal context that students write as the result of thinking, experimenting, and testing. For that reason, Cargill et. al (2009) provide AIMRaD (Abstract, Introduction, Materials and methods, Results, and Discussion) as formula to make research articles systematically in writing.

2.4.1 Discussion Sections

According to Day (1998) discussion section is hardest part to write and many research papers are rejected because faulty discussion or because the interpretation offered does not explain the results. In the process of writing discussion sections, the writers should state the conclusion clearly as possible and also explain clearly the correlations between the others part of articles (Day, 1998). The way writer used of language will decides whether the result is properly discussed or not.

Hyland (2005) explain that in discussion sections, the writer explicitly build relationship with reader. On the other word, the writers make the readers believe what the writers believe or what the writers need the readers to believe. In case of this study, the writer focused on discussion sections of EFL male and female writers because based on the explanations in chapter two/literature review, the way of writers use language are differences between gender and culture. The writer also relates the hypothesis with Hyland (2009) explanations in chapter two/literature review that attitude markers as one of some method to help L2 in writing process.

2.5 Previous Study

Alireza Fard Kashani (2013) conducted a research metadiscourse marker in research article between male and female writer. The data of the study were 32 research articles and every part of research articles (introduction, method, result and discussion/conclusion) were analyzed by used Hyland (2005) classifications. The result was no significant differences between male and female in the use of metadiscourse. But, while focused on attitude markers, female writer has dominant in use of attitude markers than male.

Zahra Rezaei Zadeh et. al (2015) conducted a study of gender-based study of interactive and interactional metadiscourse markers in conclusion sections of English master theses and the result that both female and male commonly used interactional metadiscourse than interactive metadiscourse and while focus on attitude marker, female writers have more dominantly used attitude markers and male writers dominantly used transitional markers.

Savka Blagojeviæ (2009) conducted a research the expressing attitude markers in academic research. The data of the study were 45 academic articles from the three academic disciplines (sociology, social Psychology and philosophy) by Serbian and English writer. To analyze the data, Savka divided attitude marker into six categories and the results are Serbian used more attitude marker than English writers.

Ika sulistyani (2015) conducted attitude markers in conclusion sections of published applied linguistic research articles. Ika used various research articles from online published research articles for the data and analyzed using Crismore

(1989) taxonomy. The results were prenominal modifier as the higher frequently of attitude markers that used in conclusion sections of the data and word "*therefore*" as the higher dominantly attitude marker that were used by the writers.

2.7 Theoritical Framework

This study aimed to investigate attitude marker that appeared in discussion sections of EFL male and female research articles. The writer used Savka (2009) model of attitude markers to investigate the frequently used of attitude markers in discussion sections of research articles.

Savka divides the classification of attitude marker into six part:

1. Adverbs and adverbial phrases functioning as sentence adverbials – disjuncts that have function to giving comment or clarify that it is an important information. For instance; *seriously, personally, generally, obviously.* etc.

2. Verb-modifying adverbs functioning as subjuncts – intensifiers that concerned with the semantic category of degree, for example: *rightly, significantly, tellingly,* etc.

3. Adjectives functioning as subjective complement in sentences with expletive 'it', that have function to describe the subject of a clause. For example: *it is difficult, it is hardly surprising, it is remarkable*, etc.

4. Adjectives functioning as prenominal modifiers that have function as prenominal modifiers or to qualify some other expression. For example: *ample, modest, more unobtrusive, less attractive*, etc.
5. Modal verbs expressing obligation that have function to express obligation or something have to do. For example: *should be, must be*.
6. Nouns of specific semantic content have function to express the writer attitude towards the propositional content. For example: The paradox at work here should be evident enough, danger, etc.

CHAPTER III

METHODOLOGY

This chapter reveals research method, subject of the study, source of the data, data collection procedure, and data analysis procedure.

3.1 Research Design

This study aimed to analyze the used of attitude marker in discussion sections of research articles between male and female writers. According to Krippendorf (2004), content analysis generally as a research technique for making replicable and valid inferences from texts to the contexts of their use. That means, content analysis useful to analyze the meaning from texts. Following this concept, James et al (2016) conclude that content analysis go far beyond attention to only the manifest content of a message. Manifest content refers to what is overtly, literally, present in a communication. Berelson, (1952) argued that content analysis can be used to identify and document the attitudes, views, and interests of individuals, small groups, or large and diverse cultural groups. Content analysis also can be used either both quantitative and qualitative analysis. Thus, this method is suitable used in this study to analyze the attitude markers in discussion sections of ELT Forum articles between male and female writers. To analyzed the data, the writers used the Savka (2009) attitude markers models. Savka divided attitude marker into six classifications:

1. Adverbs and adverbial phrases functioning as sentence adverbials - disjuncts

2. Verb-modifying adverbs functioning as subjuncts - intensifiers

3. Adjectives functioning as subjective complement in sentences with expletive 'it'

4. Adjectives functioning as prenominal modifiers

5. Modal verbs expressing obligation

6. Nouns of specific semantic content

3.2 Time and Place of Study

The writer conducted the data from November up to December 2016 which was published from December 2015 to October 2016.

3.3 Data and Data Source

The data of this study were the words, phrase, and sentences indicated attitude marker and the data source is discussion sections of EFL Research articles by male and female writers.

3.4 Data Collection Procedure

The writer followed the steps to collect the data, here are the procedures organized in collecting the data:

1.The writer collected twenty articles from ELT forum.

2.The writer divided the articles into two groups of female and male writers: ten by female and ten by male writers.

3.The writer read the discussion sections of the articles.

4.The writer identified attitude markers in articles using Savka (2009) model of attitude markers.

5. The writer counted and compared the result of analysis.

6. The writer made a finding and discussion.

3.5 Data Analysis Procedure

The writer made some steps to analyze the data. The analysis was done through the following steps:

1.The twenty articles from ELT forum were selected and divided into two groups, ten males and ten females.

2.The articles were coded from 1 FA to 10 FA for females and 1 MA to 10 MA for males.

3. The six models of attitude markers were coded from 1 until 6 in order *adverbs and adverbial phrases as sentence adverbials - disjuncts, verb-modifying adverbs as subjuncts - intensifiers, adjectives functioning as subjective complement, adjectives functioning as prenominal modifiers, modal verbs expressing obligation and nouns of specific semantic content.*

4.Analyed and classified the data used Savka (2009) models of attitude markers. The writer analyzed attitude markers based on gender differences in discussion sections of research articles from ELT forums. The analyses of attitude marker into both table below:

Table 1: Attitude markers Found in Male Articles

Code	Attitude markers Excerpts	Attitude marker classification						Functions
		1	2	3	4	5	6	
Total								

Table 1 was adapted from Savka (2009) attitude markers models

Table 2: Attitude markers Found in Female Articles

Code	Attitude markers Excerpts	Attitude marker classification						Functions
		1	2	3	4	5	6	

Total							

Table 2 was adapted from Savka (2009) attitude markers models

5. After analyzed the data, the writer put the result into table and chart to counted and analyzed the frequently type of attitude markers were appeared between male and female writer. The comparisons between male and female were analyzed in table below:

Table 3 the types of attitude marker are frequently appeared in articles

The writer	**The types of attitude marker**						**Total**
	Disjunct	Subjunct	Adjective as subjective complement with it	Prenominal modifier	Modal verb	Nouns in subject or subjective complement	
Male							
Female							
Total							

Table 3 was modified from Savka (2009) classification

6. After the writer found the type of attitude marker are frequently appeared in discussion sections of EFL research articles, the writer analyzed the words that indicated as attitude marker to identified the dominantly of attitude marker that appeared. The results were put on the table below.

Table 4 the attitude markers are dominantly appeared in articles

Type of Attitude markers	Male	Female
Disjunct	-	-
Subjunct	-	-
Adjective as subjective complement with it	-	-
Prenominal modifier	-	-
Modal verb	-	-
Nouns in subject or subjective complement	-	-

Table 4 was modified from Savka (2009) classification

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and provides the answers to the research questions which consists of three parts, data description, findings and discussion.

4.1 Data Description

341 attitude markers are found in twenty discussion sections of research articles from various EFL Forums were analyzed and divided into 165 attitude markers by male written in ten articles and 176 attitude markers by female written in ten articles. The articles were taken from 4 ELT International Forum. The descriptions of the articles can be seen in table below

MALE

Forum	Title	Number of Attitude markers
EFL International	The New Innovative Technologies and EFL Classes	24
Asia TEFL	7 H D F K H U V ¶ % H O L H I V D Q G $ W W L W X G H V L Q Based Language Teaching in Japan	18
TESOL international Journal	Word Families and Frequency Bands in Vocabulary Tests Challenging Conventions	12
	Understanding the Interplay between Context and Agency a South Korean High School English Classroom	17

8.22 MA	Moreover, women were more likely to be presented in leisure spaces and less in street outdoor spaces.				¥			The writer express personal feeling judgement
8.23 MA	Furthermore, men were more likely to b presented in workplace than women with m than 84% of the cases	¥						The writer give comment or clarif that it is an important information.
8.24 MA	the number of men's appearance in the ima alongside the spaces in which they were sh clearly indicated that they were represented significantly more powerful than women.		¥					The writer explains the semant category of degree or expressi personal feeling/opinion
8.25 MA	the number of men's appearance in the ima alongside the spaces in which they were sh clearly indicated that they were represented significantly more powerful than women.	¥						The writer explains the semant category of degree or expressi personal feeling/opinion
8.26 MA	the content of English for Technology w greatly imbalanced for the two genders				¥			The writer express personal feeling judgement
8.27 MA	In contrast, the two genders were equa presented in English for Tourism as far as spaces in which they were shown w concerned	¥						The writer give comment or clarif that it is an important information.
8.28 MA	Similarly, the Chi-Square analysis indicated n significant difference between the two gender	¥						The writer give comment or clarif that it is an important information.
8.29 MA	The percentage of occurrence for each catego was so much different between males a females						¥	The writer express the attitude towa the propositional content .
8.30 MA	However, the total instances of occurrence w more for males	¥						The writer give comment or clarif that it is an important information.
8.31 MA	In other words, men were presented as t dominant group in the field of business a	¥						The writer give comment or clarif that it is an important information.

	trading and women were shown as subordi and powerless.							
8.32 MA	The frequency of gendered nouns and pronouns showed that males and females were equ presented in almost all categories of cont analysis		¥					The writer explains the semant category of degree or expressi personal feeling/opinion
8.33 MA	This clearly shows that men were the domina group in this textbook with a number almost fi times bigger than that of women		¥					The writer explains the semant category of degree or expressi personal feeling/opinion
8.34 MA	Consequently, the results provided evidence f a highly significant difference between th presentation of men and women in the con of English for Technology.	¥						The writer give comment or clarif that it is an important information.
8.35 MA	Consequently, the results provided evidence f a highly significant difference between th presentation of men and women in the con of English for Technology.	¥						The writer express personal feeling judgement
9.1 MA	The good news for students in this context is that they were able to significantly improve their TOEFL PBT scores in a relatively short period of time	¥						The writer give comment or clarif that it is an important information.
9.2 MA	however, in answer to RQ 1, SA appears to have had very little impact on student TOEFL PBT scores	¥						The writer give comment or clarif that it is an important information.
9.3 MA	However, the fact that the standard deviatio was quite high for the AH group would seem to suggest considerable variability with t performances within this group.	¥						The writer give comment or clarif that it is an important information.
9.4 MA	the fact that the standard deviation was qu high for the AH group would seem to sugg	¥						The writer explains the semant category of degree or expressi personal feeling/opinion

	considerable variability with the performance within this group.							
9.5 MA	While the general findings of this study are consistent with those of recent studies in this area, it was somewhat interesting to see groups in this study significantly improve their TOEFL PBT scores.	¥						The writer express personal feeling judgement
9.6 MA	the increase in scores from the pre-test to the post-test may simply be attributed to the experience factor					¥		The writer give comment or clarif that it is an important information.
9.7 MA	Moreover, while the final part of the Result Section would seem to provide a general answer to RQ 2, some of the summarizations made therein would seem to require a degree of qualification	¥						The writer give comment or clarif that it is an important information.
9.8 MA	Simply put, the number one fear among many Japanese students taking part in SA programs seems to be that they will waste their time abroad speaking Japanese	¥						The writer give comment or clarif that it is an important information.
9.9 MA	With these goals in mind however, active participation in the classroom may in some cases be difficult to attain	¥						The writer give comment or clarif that it is an important information.
9.10 MA	as the research is littered with studies and anecdotes about how shy and passive Japanese EFL learners supposedly are	¥						The writer give comment or clarif that it is an important information.
9.11 MA	Japanese learners actually do speak, and sometimes they speak a lot, but the texts in which they communicate are culturally sanctioned and do not always correspond to cultural codes of the West	¥						The writer give comment or clarify that it is an important information.

9.12 MA	Japanese learners actually do speak, and sometimes they speak a lot, but the texts in which they communicate are culturally sanctioned and do not always correspond to cultural codes of the West	¥						The writer give comment or clarif that it is an important information.
10.1 MA	This follows the findings of Boston (2008) that lower level learners do not seem to min language from previous exposure to listen texts alone.				¥			The writer express personal feeling judgement
10.2 MA	However, the possibility also exists that th observed mining was due to the two ext opportunities that section A had to listen the task model	¥						The writer give comment or clarif that it is an important information.
10.3 MA	However, the possibility also exists that th observed mining was due to the two extra opportunities that section A had to listen to task model	¥						The writer give comment or clarif that it is an important information.
10.4 MA	It is also possible that some may have used t language forms anyway as some of the cl language was used by participants in the o sections that did not perform the cloze exercise			¥				The writer describes the subject clause/ express personal judgm about topic being discussed.
10.5 MA	Furthermore, mining was not particularly widespread, and many alternative langu forms were used alongside those that did appear to bemined.	¥						The writer give comment or clarif that it is an important information.
10.6 MA	Therefore, there is little support here for the id that language learners might treat the task a merely an exercise to practice certain tar forms	¥						The writer give comment or clarif that it is an important information.
10.7 MA	Therefore, there is little support here for the id that language learners might treat the task	¥						The writer give comment or clarify that it is an important information.

	merely an exercise to practice certain tar forms							
10.8 MA	Even when participants had access to writ transcripts of the task model during their o task performances, they scarcely incorporated other expressions that would have been improvement over their own resources	¥						The writer explains the semant category of degree or expressi personal feeling/opinion
10.9 MA	suggesting that the use of pre-task modelling is consistent with one of the fundamentals o TBLT; that is, the primary focus of the ta should be on meaning					¥		The writer express obligation o something have to do
10.10 MA	This is possibly a sign of a focus on tas completion that Seedhouse (2004) describes being a typical feature of task-based interaction when learners are focused towards task completion, they tend to take the most efficient route to reach this goal	¥						The writer give comment or clarif that it is an important information.
10.11	the propensity for learners to interpret an perform a task differently to how it was intended by their teacher has been described in TBLT research		¥					The writer explains the semant category of degree or expressi personal feeling/opinion
10.12 MA	There were copious examples of participants omitting words, especially first person subjects copulas, and auxiliary verbs.	¥						The writer give comment or clarif that it is an important information.
Total		99	25	13	11	10	7	165

FEMALE

Code	Attitude markers Excerpts	Attitude marker classification						Functions
		1	2	3	4	5	6	
1.1 FA	***Interestingly***, the numerical data showed that a repetition effect did not occur in Test 1 (ten minutes), but it did occur in Test 2 (one week) for novel words (i.e., unrepeated words) with low familiarity and an initial schwa, which sho√uld be less common for Japanese learners of English in terms of duration.		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
1.2 FA	***More specifically***, the duration ratio in Test 1 was 0.45, but it improved to 0.39 in Test 2 when the duration ratio was 0.37 for a five-time repetition and 0.39 for a ten-time repetition of words				√			The writer express personal feeling or judgement
1.3 FA	This suggests that ***immediately*** after training, skills are still only weakly consolidated in memory, but after a certain period, the repetitive training effect becomes stable	√						The writer give comment or clarify that it is an important information.
1.4 FA	This suggests that immediately after training, skills are still only ***weakly*** consolidated in memory, but after a certain period, the repetitive training effect becomes stable	√						The writer give comment or clarify that it is an important information.
1.5 FA	Note that this phenomenon is ***specifically*** related to procedural memory.	√						The writer give comment or clarify that it is an important information.
1.6 FA	Consolidation has ***recently*** been investigated in the context of learning new spoken words	√						The writer give comment or clarify that it is an important information.
1.7 FA	***In the present study***, a similar phenomenon was observed in a phonological aspect (i.e., word stress) of words: an accurate phonological	√						The writer give comment or clarify that it is an important information.

	representation was generated for untrained words (i.e., new words).							
1.8 FA	The main effect of Interval suggests that the mean F2 value of the initial schwa was ***significantly*** lower in Test 2 than in Test 1	√						The writer give comment or clarify that it is an important information.
1.9 FA	***However***, it might not be immediately clear why orthography would affect pronunciation in a test where the spelling is not provided	√						The writer give comment or clarify that it is an important information.
1.10 FA	***Given this situation***, such learners tend to access written input and rely on these orthographic representations to pronounce words or to speak in a target language, even when written input is unavailable.	√						The writer give comment or clarify that it is an important information.
1.11 FA	suggesting that participants were unable to ***sufficiently*** encode the phonetic information available in the auditory input and to restructure the preexisting phonological representation.	√						The writer give comment or clarify that it is an important information.
1.12 FA	***However***, as argued by Flemming and Jonson (2007), the final schwa is intrinsically more similar in quality to a full vowel than the initial schwa.	√						The writer give comment or clarify that it is an important information.
1.13 FA	the final schwa is ***intrinsically*** more similar in quality to a full vowel than the initial schwa.	√						The writer give comment or clarify that it is an important information.
1.14 FA	***Therefore***, it can be assumed that even the Japanese participants, whose language does not have a central vowel, were able to easily articulate it	√						The writer give comment or clarify that it is an important information.
1.15 FA	An issue that remains unclear; ***however***, is why the repetitioneffect was observed only in F2 and not in F1	√						The writer give comment or clarify that it is an important information.

2.1 FA	***it is unsurprising*** that Metro students struggled with writing and performed poorly in both external standardized and formative written assessment tasks.			√				The writer describes the subject or clause/ express personal judgment about topic being discussed.
2.2 FA	the type of explicit instruction incorporated in the pedagogy of the ELK project "is a ***necessary*** part of an effective school-level response"	√						The writer give comment or clarify that it is an important information.
2.3 FA	***The metalanguage*** of the 4 9 4 appears to be sufficiently robust to allow teachers and students to engage in the reflective practices that encourage the production, rather than reproduction, of knowledge						√	The writer express the attitude toward the propositional content .
2.4 FA	The metalanguage of the 4 9 4 appears to be ***sufficiently*** robust to allow teachers and students to engage in the reflective practices that encourage the production, rather than reproduction, of knowledge	√						The writer give comment or clarify that it is an important information.
2.5 FA	many of which ***already*** draw on SFL and complementary models of multimodal discourse analysis.	√						The writer give comment or clarify that it is an important information.
2.6 FA	***The meaning-oriented*** terminology of SFL resources at this level enabled teachers to make connections between grammar and meaning, which is fundamental to second language acquisition						√	The writer express the attitude toward the propositional content .
2.7 FA	This finding could be just as relevant to diverse learner groups as to classes of ***predominantly*** L2 learners	√						The writer give comment or clarify that it is an important information.
2.8 FA	all participants in the ELK project are ***acutely*** aware of the challenge of changing teaching and learning outcomes for linguistically and	√						The writer give comment or clarify that it is an important information.

	socioeconomically marginalised students and in sustaining positive changes							
2.9 FA	all participants in the ELK project are acutely aware of the challenge of changing teaching and learning outcomes for linguistically and ***socioeconomically*** marginalised students and in sustaining positive changes	√						The writer give comment or clarify that it is an important information.
2.10 FA	Sarah ***remains*** concerned about continuing to grow her semiotic and pedagogic repertoire to support all students to access the full range of literacies for learning in school and beyond		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
2.11 FA	***Similarly***, comparisons between Sarah's instructional methods and the written texts produced by English 1 students were not made with those in other Year 8 and 9 English classes.	√						The writer give comment or clarify that it is an important information.
2.12 FA	The ELK research chose instead to examine ***closely*** evidence of one teacher's growing metalinguistic knowledge over time		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
2.13 FA	These limitations reflect the challenges of educational research in an environment where teachers may be ***understandably*** anxious with regard to their accountability for their students' performance		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
2.14 FA	growth on standardized tests is a ***highly*** valued measure in contemporary international literacy education		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
2.15 FA	Classroom teachers like Sarah are ***increasingly*** held accountable for the literacy development of their L2 learners and therefore need support to expand their pedagogic knowledge.	√						The writer give comment or clarify that it is an important information.

2.16 FA	What is still needed is evidence of students' capacity to ***successfully*** produce the full range of texts needed for curriculum learning in all discipline areas	√						The writer give comment or clarify that it is an important information.
2.17 FA	***However***, to be truly applicable to international TESOL contexts, similar studies must be designed for learners from diverse sociocultural and economic backgrounds,	√						The writer give comment or clarify that it is an important information.
3.1 FA	With regard to reading speed, the answer was that in this study students' reading speeds were ***generally*** consistent across texts	√						The writer give comment or clarify that it is an important information.
3.2 FA	***However,*** with regard to individual readings, the TOEIC test was an outlier that did not correlate with the More Reading Power texts or with most of the other texts.	√						The writer give comment or clarify that it is an important information.
3.3 FA	The small sample size is another ***possibility*** though that was true all of the other texts as well	√						The writer give comment or clarify that it is an important information.
3.4 FA	Could the close temporal proximity in which the texts were read have led to a ***consistency*** in speed	√						The writer give comment or clarify that it is an important information.
3.5 FA	This question is beyond the scope of the small data set in this paper, but it ***might be plausible*** that something such as reading speed requires a certain rhythm and focus that is connected to each reading session as much as it is to the type of reading involved.					√		The writer express obligation or something have to do.
3.6 FA	Reading speed training ***clearly*** requires learners to push themselves to read at a faster rate, It is easy to imagine that on some occasions learners are more adept at this than others		√					The writer explains the semantic category of degree or expressing personal feeling/opinion

3.7 FA	Reading speed training clearly requires learners to push themselves to read at a faster rate, ***It is easy*** to imagine that on some occasions learners are more adept at this than others			√				The writer describes the subject or clause/ express personal judgment about topic being discussed.
3.8 FA	it ***might be affective*** variables that most strongly in uence a reader's rhythm in these kinds of exercises					√		The writer express obligation or something have to do
3.9 FA	it might be affective variables that ***most strongly*** in uence a reader's rhythm in these kinds of exercises				√			The writer express personal feeling or judgement
3.10 FA	reading speeds of participants on other texts ***generally*** correlated with the reading rate training materials	√						The writer give comment or clarify that it is an important information.
3.11 FA	However, with comprehension, this is not as ***clearly*** the case		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
3.12 FA	***However***, with comprehension, this is not as clearly the case	√						The writer give comment or clarify that it is an important information.
3.13 FA	***Furthermore***, there were other problems seen with comprehension in this study	√						The writer give comment or clarify that it is an important information.
3.14 FA	including possible ***unreliability*** in the comprehension tests in the More Reading Power text	√						The writer give comment or clarify that it is an important information.
3.15 FA	***Likewise***, mean comprehension levels below the 70% threshold were also found in certain studies	√						The writer give comment or clarify that it is an important information.
3.16 FA	there is no L2 reading rate training research to date which has ***strongly*** supported such a notion	√						The writer give comment or clarify that it is an important information.

4.1 FA	***According to Pien*** (1985), the informative function is the most sophisticated and the final linguistic function to develop as it is dependent on the context.	√						The writer give comment or clarify that it is an important information.
4.2 FA	this implies the need to provide sufficient scaffolding as they use these materials, ***especially*** for low beginner ESL learners	√						The writer give comment or clarify that it is an important information.
4.3 FA	***On the other hand***, instructional materials developers may look into ways to effectively and clearly convey meanings, concepts, and ideas to learners.	√						The writer give comment or clarify that it is an important information.
4.4 FA	On the other hand, instructional materials developers may look into ways to effectively and ***clearly*** convey meanings, concepts, and ideas to learners.		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
4.5 FA	***For instance***, they may consider the use of pictures, drawings, and other visual representations or incorporate more creative activities like games, role playing, enrichment exercises, etc.		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
4.6 FA	***On this account***, a great challenge lies ahead for instructional material designers and ESL teachers to ensure a greater representation of language functions when developing ESL textbooks	√						The writer give comment or clarify that it is an important information.
4.7 FA	***Moreover***, the multifunctional analysis conducted in this study reGected how language functions and their exponents provided data on both language forms	√						The writer give comment or clarify that it is an important information.

4.8 FA	***Additionally***, researchers may explore this concept further in textbooks aimed at higher learner levels	√						The writer give comment or clarify that it is an important information.
5.1 FA	The following is a brief discussion about how local teachers can act as cultural mediators to co-construct a ***contextually*** appropriate English classroom with students	√						The writer give comment or clarify that it is an important information.
5.2 FA	Liu indicated that this group of students' silence in class was ***partially*** related to their concepts of politeness and facesaving.	√						The writer give comment or clarify that it is an important information.
5.3 FA	Taiwanese students frame their learning, at least at first, within their Asian "culture of learningoften categorized as a collectivistic, high-***uncertainty***-avoidance, and high-power-distance culture	√						The writer give comment or clarify that it is an important information.
5.4 FA	If English teachers adopt an ESL pedagogical theory without adaptation and situate their students in this cultural ***paradox***						√	The writer express the attitude toward the propositional content .
5.5 FA	they not ***only*** ignore students' cultures, traditions, and past experiences but also indirectly endorse the cultures found in ESL contexts and promote cultural imperialism	√						The writer give comment or clarify that it is an important information.
5.6 FA	they not only ignore students' cultures, traditions, and past experiences but also ***indirectly*** endorse the cultures found in ESL contexts and promote cultural imperialism	√						The writer give comment or clarify that it is an important information.
5.7 FA	Constructivism's assumption that knowledge cannot be transmitted but ***must be constructed*** corresponds to the CLT idea that students learn to speak simply by trying to communicate				√			The writer express personal feeling or judgement

5.8 FA	Constructivism's assumption that knowledge cannot be transmitted but must be constructed corresponds to the CLT idea that students learn to speak ***simply*** by trying to communicate	√						The writer give comment or clarify that it is an important information.
5.9 FA	***However***, the findings in this study indicate that students, especially lower level students, still consider teachers as authorities central to their learning and upon whose continuous guidance and monitoring they rely to help build a language foundation	√						The writer give comment or clarify that it is an important information.
5.10 FA	***Especially*** lower level students, still consider teachers as authorities central to their learning and upon whose continuous guidance and monitoring they rely to help build a language foundation	√						The writer give comment or clarify that it is an important information.
5.11 FA	Students' cultural orientations ***should not be*** ignored, but taken into account and used as a basis for new knowledge					√		The writer express obligation or something have to do
5.12 FA	Bowers (2005) describes as "the inter-play of the social context of learning, the students' interest and level of background knowledge, what represents the ***most appropriate approach*** to learning, and the cultural patterns that the teachers need to make explicit"				√			The writer express personal feeling or judgement
5.13 FA	ESL contexts and ***constantly*** compared the two cultures to explain the necessity of adaptation	√						The writer give comment or clarify that it is an important information.
5.14 FA	ESL contexts and constantly compared the two cultures to explain the ***necessity*** of adaptation		√					The writer explains the semantic category of degree or expressing personal feeling/opinion

5.15 FA	They are aware that TESOL theories developed in ESL contexts ***should not be*** the only legitimate way of learning					√		The writer express obligation or something have to do
5.16 FA	To mediate between different cultures, these teachers determined what differences ***should be*** made explicit in the process of primary socialization					√		The writer express obligation or something have to do
5.17 FA	These teachers understood that, having long viewed their role as that of knowledge recipient rather than creator, students could not ***abruptly*** change their orientation	√						The writer give comment or clarify that it is an important information.
5.18 FA	***Therefore***, these teachers still play authoritative roles to guide and monitor student learning as well as use grades, which are regarded as the primary measurement of academic achievement in Taiwanese classrooms, as incentives to motivate students.	√						The writer give comment or clarify that it is an important information.
5.19 FA	***At the same time***, face-saving needs to be carefully protected to provide students a comfort zone in which they are willing to express themselves and participate in class	√						The writer give comment or clarify that it is an important information.
5.20 FA	face-saving needs to be ***carefully*** protected to provide students a comfort zone in which they are willing to express themselves and participate in class	√						The writer give comment or clarify that it is an important information.
5.21 FA	***For instance***, these teachers suggested such strategies as allowing students to practice in small groups, giving them suf+cient time to prepare for presentations, and not asking students to respond unexpectedly, which might		√					The writer explains the semantic category of degree or expressing personal feeling/opinion

	make them anxious about losing face and discourage them from taking risks.							
5.22 FA	these teachers suggested such strategies as allowing students to practice in small groups, giving them suficient time to prepare for presentations, and not asking students to respond ***unexpectedly***	√						The writer give comment or clarify that it is an important information.
5.23 FA	These measures ***gradually*** bring students into the role of knowledge-makers without disturbing their sense of security in a teacher-directed classroom.	√						The writer give comment or clarify that it is an important information.
5.24 FA	this study also proposes a deliberate process of implementation that ***gradually*** moves toward the other end of the continuum to emphasize learner-centeredness and the learner's role as communicator.	√						The writer give comment or clarify that it is an important information.
5.25 FA	Paradoxically, to make English class a space where students can feel free to talk, instructors first need to negotiate their own ***authority***		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
5.26 FA	by using authority to minimize authority, instructors are ***more likely*** to help learners go through the process of adaptive cultural transformation				√			The writer express personal feeling or judgement
5.27 FA	One ***constantly*** adjusts one's cultural beliefs, values, and behaviors to those of the target culture and gradually develops multiple identities	√						The writer give comment or clarify that it is an important information.
5.28 FA	One constantly adjusts one's cultural beliefs, values, and behaviors to those of the target culture and ***gradually*** develops multiple identities	√						The writer give comment or clarify that it is an important information.

6.1 FA	***In this regard***, discussions of the rhetorical choices they make in academic discourse should take into account the relationship among the "personal", the "professional", the specificities of the academic context, the genres students produce in this context, and the discourse itself	√						The writer give comment or clarify that it is an important information.
6.2 FA	as many of them will be ***likely*** to find that the discourse practices of their disciplines and academic programs support identities that differ from those they bring with them	√						The writer give comment or clarify that it is an important information.
6.3 FA	they can be most ***prominently*** accomplished by the use of the first person singular pronouns and possessive determiner	√						The writer give comment or clarify that it is an important information.
6.4 FA	the use of these pronouns shows ***undoubtedly*** where speakers and writers stand on issues and, in that sense, it is a powerful rhetorical means to express an identity		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
6.5 FA	The leading motivation behind the study of these two highly comparable corpora was that the comparison can provide information about what the two different groups of language users ***actually*** do under the same circumstances	√						The writer give comment or clarify that it is an important information.
6.6 FA	the EA presenters ***subtly*** marked in their prepared oral discourse their presence as authors of the presentation content	√						The writer give comment or clarify that it is an important information.
6.7 FA	***In general***, it did not come as a surprise that the identity roles typical of academic writing were also present in their presentations, since the two genres largely overlap in terms of purpose.	√						The writer give comment or clarify that it is an important information.
6.8 FA	five occurred in the EA students' presentations (the one that did not occur was I as a	√						The writer give comment or clarify that it is an important information.

	representative, which is ***usually*** realized by the use of the plural pronoun "we").							
6.9 FA	originator are the ***most assertive*** and face-threatening, as they relate to putting authors' ideas and opinions under the spotlight, and thus, making them vulnerable to criticism				√			The writer express personal feeling or judgement
6.10 FA	***However***, the raw frequency with which the EA students projected their academic selves (which was, overall, substantially lower than the L1 students') was even more interesting, because it possibly revealed something about their cultural preferences	√						The writer give comment or clarify that it is an important information.
6.11 FA	However, the raw frequency with which the EA students projected their academic selves (which was, overall, substantially lower than the L1 students') was even ***more interesting***, because it possibly revealed something about their cultural preferences				√			The writer express personal feeling or judgement
6.12 FA	the raw frequency with which the EA students projected their academic selves (which was, overall, substantially lower than the L1 students') was even more interesting, because it ***possibly*** revealed something about their cultural preferences	√						The writer give comment or clarify that it is an important information.
6.13 FA	The high ***comparability*** between the two corpora allows us to take a closer look comparatively at the raw frequencies.	√						The writer give comment or clarify that it is an important information.
6.14 FA	***Evidently***, as guides the EA students were aware of how valuable it was to guide their audience through the visible aspects of their presentations	√						The writer give comment or clarify that it is an important information.

6.15 FA	***However***, they used 1st person pronouns as self-reference much less frequently to locate information on the visuals or handouts for their peers or to remind them of previous class discussions pertinent to their presentations	√						The writer give comment or clarify that it is an important information.
6.16 FA	However, they used 1st person pronouns as self-reference much ***less frequently*** to locate information on the visuals or handouts for their peers or to remind them of previous class discussions pertinent to their presentations				√			The writer express personal feeling or judgement
6.17 FA	***Similarly***, as recounters of the research process, they made themselves visible as researchers and decision-makers in the research process by describing the details of their research	√						The writer give comment or clarify that it is an important information.
6.18 FA	which was ***probably*** perceived as a reflection of the objectivity and depth of their thinking that gave some validation to their opinions	√						The writer give comment or clarify that it is an important information.
6.19 FA	***However***, again, they did so with lower frequency than the L1 graduate students	√						The writer give comment or clarify that it is an important information.
6.20 FA	However, again, they did so with ***lower frequency*** than the L1 graduate students				√			The writer express personal feeling or judgement
6.21 FA	***Finally***, as architects a role that is mostly metadiscoursal– he EA students talked overtly about the content organization of their presentations by clarifying the sequence of the information flow	√						The writer give comment or clarify that it is an important information.
6.22 FA	Finally, as architects a role that is ***mostly metadiscoursal***– he EA students talked overtly about the content organization of their				√			The writer express personal feeling or judgement

	presentations by clarifying the sequence of the information flow							
6.23 FA	Finally, as architects a role that is mostly metadiscoursal– he EA students talked ***overtly*** about the content organization of their presentations by clarifying the sequence of the information flow	√						The writer give comment or clarify that it is an important information.
6.24 FA	One ***possibility*** is that the EA students utilized other means to fulfill these roles	√						The writer give comment or clarify that it is an important information.
6.25 FA	The present study did not specifically examine any cross-cultural effects stemming from the different frequency of use of the first person pronoun by the EA graduate students, but, in my view, ***it is*** useful for those students to be consciously aware of the specificities of the genre,			√				The writer describes the subject or clause/ express personal judgment about topic being discussed.
6.26 FA	The present study did not specifically examine any cross-cultural effects stemming from the different frequency of use of the first person pronoun by the EA graduate students, but, in my view, it is useful for those students to be ***consciously*** aware of the specificities of the genre,	√						The writer give comment or clarify that it is an important information.
6.27 FA	An identity role the EA students occupied more ***prominently*** than the American students	√						The writer give comment or clarify that it is an important information.
6.28 FA	***However***, the range of different structures they used was limited to a small number of expressions Understandably, the weaker claims of an opinion holder were much more prevalent	√						The writer give comment or clarify that it is an important information.

	than the stronger ones of the presenter as an originator							
6.29 FA	However, the range of different structures they used was limited to a small number of expressions ***Understandably***, the weaker claims of an opinion holder were much more prevalent than the stronger ones of the presenter as an originator		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
6.30 FA	However, the range of different structures they used was limited to a small number of expressions Understandably, the weaker claims of an opinion holder were much ***more prevalent*** than the stronger ones of the presenter as an originator				√			The writer express personal feeling or judgement
6.31 FA	authors ***usually*** use self-mention as a strategy to make knowledge claims and assert their authority as experts on a topic	√						The writer give comment or clarify that it is an important information.
6.32 FA	which is ***probably*** why this role is perceived as the most face-threatening	√						The writer give comment or clarify that it is an important information.
6.33 FA	Social identity roles were the second most ***commonly*** inhabited category in both the L1 and EA presentation corpora, which comparatively also showed some interesting patterns of distribution	√						The writer give comment or clarify that it is an important information.
6.34 FA	***For instance***, the EA students were twice more likely (nEA = 55) to align themselves with the role of members of the TESOL community of practice	√						The writer give comment or clarify that it is an important information.

6.35 FA	For two roles, Farrell (2011) has ***rightly*** pointed out that, unlike some professional identity roles that may be imposed on teachers by the administration		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
6.36 FA	explicit selfreflection about one's professional development and learning is ***strongly*** encouraged	√						The writer give comment or clarify that it is an important information.
6.37 FA	Another area where the EA students contributed much more ***willingly*** than the L1 students was when revealing their identities as members of the TESOL community of practice		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
6.38 FA	More ***importantly***, by fulfilling this identity role, the EA students revealed their awareness that, as TESOL instructors, they have to be able to bridge their own culture and the one of the language they are planning to teach professionally not only linguistically but also rhetorically.	√						The writer give comment or clarify that it is an important information.
7.1 FA	As can be seen from Table 2, the average score of the Error Code group was 49.47, ***slightly lower*** than that of the Error Position group, but the probability suggests that there is no significant difference between the two groups in English language proficiency.				√			The writer express personal feeling or judgement
7.2 FA	As can be seen from Table 2, the average score of the Error Code group was 49.47, slightly lower than that of the Error Position group, but the ***probability*** suggests that there is no significant difference between the two groups in English language proficiency.	√						The writer give comment or clarify that it is an important information.

7.3 FA	As can be seen from Table 2, the average score of the Error Code group was 49.47, slightly lower than that of the Error Position group, but the ***probability*** suggests that there is no significant difference between the two groups in English language proficiency.	√						The writer give comment or clarify that it is an important information.
7.4 FA	the two groups were of ***roughly*** the same English proficiency at the beginning of the experiment		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
7.5 FA	At the same time, it is worth noting that the rate of successful correction of pre-test errors by the participants in the post-test varied between 17.24% and 38.64%, depending on the error types, which is far less satisfactory, as the majority of the errors remained uncorrected, or ***possibly*** unnoticed.	√						The writer give comment or clarify that it is an important information.
7.6 FA	Table 5 above shows that the number of the seven treatable errors in question decreased for both the Error Code group and the Error Position group, from 3.04 to 2.23 and from 2.38 to 2.13, ***respectively***, and it is with the former that the decline proves to be statistically different.	√						The writer give comment or clarify that it is an important information.
7.7 FA	***Most agreement*** errors involve the missing of –s for third-person singular, or the unnecessary addition of verb-end –s, as shown in the following examples				√			The writer express personal feeling or judgement
7.8 FA	***However***, considering that agreement is one of the very first grammar rules introduced in elementary school English course and that extensive error correction feedback was	√						The writer give comment or clarify that it is an important information.

	provided by the instructor-researcher, the prevalence of agreement errors was unexpected.							
7.9 FA	It can, ***therefore***, be concluded that the two indirect error correction methods	√						The writer give comment or clarify that it is an important information.
7.10 FA	The other three previous studies, ***however***, lasted three weeks only, and students in the experimental groups received error correction for just one paper.	√						The writer give comment or clarify that it is an important information.
8.1 FA	***In this study***, the student is central with multiple influences coming from external sources and internal sources		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
8.2 FA	***Therefore***, it is probable that when learners are placed into a new setting, they have to reflect on and re-evaluate their abilities in order to adapt to internal and situational changes	√						The writer give comment or clarify that it is an important information.
8.3 FA	***it is probable*** that when learners are placed into a new setting, they have to reflect on and re-evaluate their abilities in order to adapt to internal and situational changes			√				The writer describes the subject or clause/ express personal judgment about topic being discussed.
8.4 FA	***it is*** also likely that "advancing one or more self-domains" became a necessity			√				The writer describes the subject or clause/ express personal judgment about topic being discussed.
8.5 FA	This carries resemblance to the findings reported by Jackson (2008) in that learner's selfconcepts were found to be ***significantly*** affected by the social environments posed by second language classrooms, especially as learners transition from secondary school to university.	√						The writer give comment or clarify that it is an important information.

8.6 FA	This carries resemblance to the findings reported by Jackson (2008) in that learner's selfconcepts were found to be significantly affected by the social environments posed by second language classrooms, ***especially*** as learners transition from secondary school to university.	√						The writer give comment or clarify that it is an important information.
8.7 FA	***However***, at the same time she had a network of peers which appeared to propel and sustain her self-concept, and hence, her engagement in the AW class	√						The writer give comment or clarify that it is an important information.
8.8 FA	Siew Lee also ***actively*** sought help from her instructor which in turn, boosted her cognitive engagement in the AW class.	√						The writer give comment or clarify that it is an important information.
8.9 FA	***Therefore***, it is probable that the relationship between self-concept and engagement in Siew Lee's case provides information and feedback, to assist internal and external factors to be balanced in a complementary fashion.	√						The writer give comment or clarify that it is an important information.
8.10 FA	Therefore, ***it is probable*** that the relationship between self-concept and engagement in Siew Lee's case provides information and feedback, to assist internal and external factors to be balanced in a complementary fashion.			√				The writer describes the subject or clause/ express personal judgment about topic being discussed.
8.11 FA	This was ***particularly*** evident in the example of Ahmad, who drew from, and was guided by, the energizing properties of his self-concept in academic writing	√						The writer give comment or clarify that it is an important information.
8.12 FA	He identified appropriate learning strategies, set realistic goals, and ***consequently***, he engaged positively in the AW class.	√						The writer give comment or clarify that it is an important information.

8.13 FA	***However***, this may also be contingent on the nature of selfconcept and engagement itself	√						The writer give comment or clarify that it is an important information.
8.14 FA	However, this ***may also be contingent*** on the nature of selfconcept and engagement itself					√		The writer express obligation or something have to do
8.15 FA	***On the other hand***, a negative self-concept in academic writing may tend to foster lower levels of engagement, such as in the case of Nurul	√						The writer give comment or clarify that it is an important information.
8.16 FA	On the other hand, a negative self-concept in academic writing may tend to foster ***lower levels of engagement***, such as in the case of Nurul				√			The writer express personal feeling or judgement
8.17 FA	***Therefore***, it can be argued that a healthy, positive balance between self-concept in academic writing and student engagement in the AW class will probably facilitate the learners' academic and social integration into tertiary learning	√						The writer give comment or clarify that it is an important information.
8.18 FA	Therefore, it can be argued that a healthy, positive balance between self-concept in academic writing and student engagement in the AW class will ***probably*** facilitate the learners' academic and social integration into tertiary learning	√						The writer give comment or clarify that it is an important information.
8.19 FA	In Ahmad's case, a talk by a motivational speaker impacted positively, and this influenced him to take a ***more proactive*** approach to his AW learning				√			The writer express personal feeling or judgement
8.20 FA	Unlike Ahmad, a motivational speech during a school ***assembly*** impacted Nurul negatively.		√					The writer explains the semantic category of degree or expressing personal feeling/opinion

9.1 FA	Their motivational profiles, ***however***, showed a significant downward trend toward Time 2	√						The writer give comment or clarify that it is an important information.
9.2 FA	As ***previously*** discussed, Japanese EFL learners' motivation for learning English declines after the university entrance examinations	√						The writer give comment or clarify that it is an important information.
9.3 FA	While the ***primary*** motive for learning English in the final year of high school is to pass the university entrance examination, students have no such straightforward purpose for learning English once they have passed the entrance examination.	√						The writer give comment or clarify that it is an important information.
9.4 FA	Amotivation for ER, ***however***, decreased at Time 3	√						The writer give comment or clarify that it is an important information.
9.5 FA	Time 3 occurred ***immediately*** before the final examinations. As with the universityentrance examination, final examinations might also have affected motivation for ER.	√						The writer give comment or clarify that it is an important information.
9.6 FA	The participants were ***intrinsically*** motivated to read at Time	√						The writer give comment or clarify that it is an important information.
9.7 FA	It ***positively*** affected intrinsic motivation (β = .233) and identified regulation (β = .216)	√						The writer give comment or clarify that it is an important information.
9.8 FA	***negatively*** affected amotivation (β = -.179)) and had only indirect effects on the subsequent motivational profiles via the initial motivational status	√						The writer give comment or clarify that it is an important information.
9.9 FA	The initial intrinsic motivation, ***however***, was only temporary	√						The writer give comment or clarify that it is an important information.

9.10 FA	some learners can start to feel jaded after repeating the same task ***continually*** over time.	√						The writer give comment or clarify that it is an important information.
9.11 FA	***Surprisingly***, initial proficiency also had direct positive effects on final amotivation		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
9.12 FA	***Furthermore***, final levels of motivation were statistically irrelevant to final English proficiency	√						The writer give comment or clarify that it is an important information.
9.13 FA	***Similarly***, motivation became irrelevant to final English proficiency as learners were engaged in ER.	√						The writer give comment or clarify that it is an important information.
9.14 FA	Similarly, motivation became irrelevant to final English ***proficiency*** as learners were engaged in ER.	√						The writer give comment or clarify that it is an important information.
9.15 FA	This study's findings are consistent with these findings, revealing that although English proficiency ***initially*** influenced motivation	√						The writer give comment or clarify that it is an important information.
9.16 FA	the relationship between motivation and English proficiency ***eventually*** became insignificant.	√						The writer give comment or clarify that it is an important information.
10.1 FA	The case study reported in this paper set out to document a coherent account of how a teacher can implement content-language integrated teaching to ***effectively*** support students' learning at the middle school level	√						The writer give comment or clarify that it is an important information.
10.2 FA	In the teaching, she structures the lessons in clear stages spiralling around the content objectives to revisit the content at ***increasingly*** greater depth to maximize learning		√					The writer explains the semantic category of degree or expressing personal feeling/opinion

10.3 FA	The teacher's recognition of the pivotal role of the content and her ability to ***clearly*** identify the language of the content in her planning, probably in part because of her language-trained background		√					The writer explains the semantic category of degree or expressing personal feeling/opinion
10.4 FA	The teacher's recognition of the pivotal role of the content and her ability to clearly identify the language of the content in her planning, ***probably*** in part because of her language-trained background	√						The writer give comment or clarify that it is an important information.
10.5 FA	Within a ***mainly*** teacher-centered but interactive classroom mode, she helps the students learn the content	√						The writer give comment or clarify that it is an important information.
10.6 FA	She supports the students' use of the language of the content using language teaching strategies such as modeling the language use for students, demanding ***gradually*** more accurate and elaborate language use from students, and repeating and expanding on students' language use.	√						The writer give comment or clarify that it is an important information.
10.6 FA	She supports the students' use of the language of the content using language teaching strategies such as modeling the language use for students, demanding gradually ***more accurate*** and elaborate language use from students, and repeating and expanding on students' language use.				√			The writer express personal feeling or judgement
10.7 FA	She then knows what language to teach ***explicitly*** and what help to give to the students to learn the language.	√						The writer give comment or clarify that it is an important information.

Total	123	22	6	16	6	3	176

Words	Attitude markers	Frequently
Precisely	Disjunct	1
Moreover	Disjunct	7
Furthermore	Disjunct	6
The majority	Nouns in subject or subjective complement	1
Actually	Disjunct	4
It is safe	Adjective as subjective complement with it	2
Clearly	Subjunct	5
Finally	Sunjunct	3
However	Disjunct	20
Necessarily	Disjunct	2
Additionally	Disjunct	1
Might be…	Modal verb	3
Therefore	Disjunct	5
Hence	Disjunct	1
The most frequently	Prenominal modifier	1
It is worth	Adjective as subjective complement with it	2
It is crucial	Adjective as subjective complement with it	1
Undoubtedly	Disjunct	1
Surprisingly	Disjunct	1
Overall	Disjunct	2
Adequately	Disjunct	
It is not suitable	Adjective as subjective complement with it	1
It is not effective	Adjective as subjective complement with it	1
It is impossible	Adjective as subjective complement with it	1
Generally	Subjunct	1
Majority	Subjunct	4
Should be…	Modal verb	4
Arguably	Disjunct	1

It is generally	Adjective as subjective complement with it	1
Similarly	Disjunct	5
Frequency based	Disjunct	2
Particularly	Disjunct	1
Frequency	Subjunct	2
Solely	Subjunct	1
It is questionable	Adjective as subjective complement with it	2
In other word	Disjunct	2
Consequently	Disjunct	5
Instead	Disjunct	1
Nevertheless	Disjunct	2
Strongly	Disjunct	2
Afterwards	Disjunct	1
Likewise	Disjunct	1
Conversely	Disjunct	1
On the other hand	Disjunct	4
Partially	Disjunct	1
Interestingly	Subjunct	1
Could be…	Modal verb	1
Possibly	Disjunct	2
Nonetheless	Disjunct	1
Significantly	Disjunct	4
The participants	Nouns in subject or subjective complement	2
The interviewees	Nouns in subject or subjective complement	1
Validity	Disjunct	1
May be…	Modal verb	2
Anecdotes	Nouns in subject or subjective complement	1
Merely	Disjunct	2
The advocate	Nouns in subject or subjective complement	1
Can be…	Modal verb	1
Presumably	Subjunct	1
More likely	Prenominal modifier	4

Highly	Subjunct	2
Sparsely	Subjunct	1
Socially	Disjunct	1
Greatly	Prenominal modifier	1
The percentage	Nouns in subject or subjective complement	1
Variability	Disjunct	1
Simply	Disjunct	1
Supposedly	Disjunct	1
Culturally	Disjunct	1
Lower	Prenominal modifier	1
Possibility	Disjunct	1
It is also possible	Adjective as subjective complement with it	1
Scarcely	Disjunct	1
Differently	Subjunct	1
Especially	Disjunct	1
More specifically	Prenominal modifier	1
Immediately	Disjunct	2
Weakly	Disjunct	1
Specifically	Disjunct	1
Recently	Disjunct	1
In the present study	Disjunct	1
Given this situation	Disjunct	1
Sufficiently	Disjunct	2
Intrinsically	Disjunct	1
It is unsurprising	Adjective as subjective complement with it	1
The metalanguage	Nouns in subject or subjective complement	1
Already	Disjunct	1
The meaning oriented	Disjunct	1
Predominantly	Disjunct	1
Acutely	Disjunct	1
Socioeconomically	Disjunct	1
Remains	Subjunct	1
Closely	Subjunct	1
Understandably	Subjunct	1
Increasingly	Disjunct	2
Successfully	Disjunct	1
Consistency	Disjunct	1

It is easy	Adjective as subjective complement with it	1
Most strongly	Prenominal modifier	1
Unreliability	Disjunct	1
For instance,	Disjunct	3
On this account	Disjunct	1
Contextually	Disjunct	1
Partially	Disjunct	1
Uncertainty	Disjunct	1
Paradox	Nouns in subject or subjective complement	1
Only	Disjunct	1
Indirectly	Disjunct	1
Must be	Modal verb	1
Most appropriate	Prenominal modifier	1
Constantly	Disjunct	2
Necessity	Subjunct	1
Abruptly	Disjunct	1
At the same time	Disjunct	1
Carefully	Disjunct	1
Unexpectedly	Disjunct	1
Gradually	Disjunct	4
Authority	Subjunct	1
In this regard	Disjunct	1
Likely	Disjunct	1
Prominently	Disjunct	2
Subtly	Disjunct	1
In general	Disjunct	1
Most assertive	Prenominal modifier	1
More interesting	Prenominal modifier	1
Comparability	Disjunct	1
Evidently	Disjunct	1
Less frequently	Prenominal modifier	1
Probably	Disjunct	4
Lower frequency	Prenominal modifier	1
Mostly metadiscoursal	Prenominal modifier	1
Overtly	Disjunct	1
It is useful	Adjective as subjective complement with it	1

Consciously	Disjunct	1
More prevalent	Prenominal modifier	1
Commonly	Disjunct	1
Rightly	Subjunct	1
Willingly	Subjunct	1
Importantly	Disjunct	1
Slightly lower	Prenominal modifier	1
Probability	Disjunct	2
Roughly	Subjunct	1
Respectively	Disjunct	1
Most agreement	Prenominal modifier	1
In this study	Disjunct	1
It is probable	Adjective as subjective complement with it	2
It is also likely	Adjective as subjective complement with it	1
Actively	Disjunct	1
Lower level	Prenominal modifier	1
More proactive	Prenominal modifier	1
Assembly	Subjunct	1
Previously	Disjunct	1
Primary	Disjunct	1
Positively	Disjunct	1
Negatively	Disjunct	1
Continually	Disjunct	1
Proficiency	Disjunct	1
Initially	Disjunct	1
Eventually	Disjunct	1
Effectively	Disjunct	1
Mainly	Disjunct	1
More accurate	Prenominal modifier	1
Explicitly	Disjunct	1
Total words		**341**

Author Biography

Andi Sunandar was born on 3 November 1993, He is the first child from Musri and Ruliyati. He has two brother named Harun Kurniawan and Wahyu Hermawan. He lived in Tanjungpinang, Kepulauan Riau. In 2000 he entered primary school at SDN 008 Tanjungpinang Timur. Then, he continues to junior high school level at SMP Negeri 2 Tanjungpinang and Senior high school level at SMK Negeri 1 Tanjungpinang. He is not a brilliant student but he has enthusiasm in learning. After graduated from senior high school, he got scholarship to continue his education to college in 2012. He entered English Language Education Study Program at Universitas Negeri Jakarta. In first years of study, he has trouble to understand the knowledge in college level and almost to give up. Fortunately, he has friends, teachers, and family who always help and support him in the process of learning and improve his knowledge. Finally, he passed his *Skripsi* examination on 26 January 2017 and finished his study at UNJ. He can be contacted on 085779804396 or 128606andi@gmail.com