

**HEDGING DEVICES IN THE DISCUSSION
SECTIONS OF APPLIED LINGUISTICS RESEARCH
ARTICLES**



*Building
Future
Leaders*

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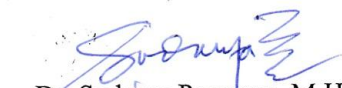
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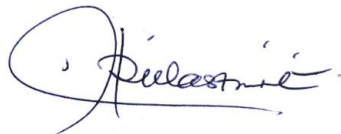
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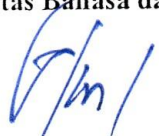


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ABSTRACT

NURANI RUSMANA PUTRI. 2016. *Hedging Devices in the Discussion Sections of Applied Linguistics Research Articles*. Thesis, Jakarta: English Department, Faculty of Language and Art, State University of Jakarta.

The main purpose of the academic writing is to inform the other researchers from different cultures in a particular field. The use of hedges is used in academic writings as metadiscourse markers to present findings with caution and modesty, and leave more room to audience for negotiation. This study was aimed to find out the use of the hedging devices in discussion sections of applied linguistics research articles. Twenty of applied linguistics research articles downloaded from online sites were chosen as data sources. This study used qualitative content analysis. Hedging devices analyzed according to classification proposed by Hyland (1998) namely: modal verbs, lexical verbs, adjectives, adverbs, and nouns. The result showed that hedging devices used in the corpora with modal verbs reaches 49.5% for its percentage. The followed by lexical verbs with 26.7%, adjectives with 15.2%, adverbs with 8.6%, and the last was nouns with only reach 3.6% which was the least frequently used of all in this study. It can be concluded that the high use of modal verbs showed that the writer of research articles used expressing possibility such as *might*, *may*, and *could* to make their claim acceptable to the reader because the information present as negotiable information.

Keywords: Hedging Devices, discussion section, applied linguistics.

ABSTRAK

NURANI RUSMANA PUTRI. 2016. *Hedging Devices di Bagian Pembahasan dalam Artikel Penelitian Linguistik Terapan*. Skripsi, Jakarta: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

Tujuan utama dalam penulisan akademik adalah menginformasikan kepada peneliti lain dalam berbagai bidang. Penggunaan *hedging devices* (penolakan halus) dalam penulisan akademik sebagai bagian dari metadiscourse bertujuan untuk menyampaikan hasil penelitian dengan kesopanan dan memberi ruang kepada pembaca untuk bernegosiasi terhadap hasil penelitian. Penelitian ini bertujuan untuk menemukan penggunaan *hedging devices* (penolakan halus) di bagian pembahasan dari artikel penelitian linguistik terapan. Dua puluh dari artikel penelitian linguistik terapan diunduh dari situs online dipilih sebagai sumber data. Penelitian ini menggunakan analisis konten analisis kualitatif. *Hedging devices* dianalisis menggunakan klasifikasi berdasarkan teori Hyland (1998) yaitu *modal verbs*, *lexical verbs*, *adjectives*, *adverbs*, dan *nouns*. Hasil dari penelitian menunjukkan bahwa penggunaan *hedging devices* yang digunakan dalam *modal verbs* 49,5 untuk persentase. Diikuti *lexical verb* dengan 26,7%, *adjectives* dengan 15.2%, *adverbs* dengan 8.6%, dan yang terakhir adalah *nouns* hanya mencapai 3.6% penggunaannya yang paling sedikit muncul dalam penelitian ini. Dapat disimpulkan bahwa besarnya penggunaan *modal verbs* menunjukkan bahwa penulis dari artikel penelitian menggunakan ekspresi kemungkinan seperti *might*, *may* dan *could* untuk membuat pernyataan dapat diterima pembaca karena informasi yang diberikan sebagai informasi yang dapat dinegosiasikan.

Kata Kunci: Hedging Devices, discussion section, applied linguistics

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Finally, I realize that this skripsi is so far from being outstanding. Therefore, I invite the readers to give comments and suggestions from those who are deeply concerned in such a topic. However, I expect that this skripsi will give worthwhile contributions to all readers.

Jakarta, 8 Februari 2017.

NRP

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the study, the research questions, the purpose of present study, the scope of the study, and the significance of this study.

1.1 Background of the Study

Recent trends in the study of written texts reflect a growing interest in interaction between reader and writer in academic writing. To be successful in academic writing, the writers must have an ability to “control the level of personality in their texts, claiming solidarity with readers, evaluating their material, and allowing alternative views” (Hyland, 2004). And also, academic writers use linguistic means to persuade their readers and make social relationship with them. Among such components, the use of hedging has concerned the researchers’ attention because these devices can play an important role in conveying the message as well as conveying the author’s degree of certainty about the message and, by extension, his/her honesty and modesty (Salager-Meyer, 1994).

Since the 1980s, hedging devices as part of metadiscourse have been viewed as pragmatic phenomena that are dominant in academic writing, particularly in Research Articles. According to Hyland (1998), hedges are

linguistic means used to indicate either a lack of complete commitment to the truth value of an accompanying proposition or want not to express that commitment categorically. He added that, the author of research articles often want to formulate their conclusions cautiously, instead of saying that something in the case they want to say that something is possibly the case that something might be the case and so on. In other words, by using hedging devices the writer want to present the proposition as an opinion rather than a fact.

Research articles have lately concerned wide scholarly attention in the field of corpus linguistics especially from those whose primary focus is on hedging devices. Traditionally research articles divided into: Introduction, Method, Results, and Discussions (Swales, 1990). The study from (Meyer, 1994; Vartalla, 2001) found that hedge words are used more frequently in discussion section rather than the other section. The discussion section enables writer to evaluate research finding in an attempt to support previous hypotheses presented in the Introduction section (Alonso, 2002). One of the purpose of discussion section is to explain the meaning of the finding and why they are important without appearing arrogant. It is important to remember that the purpose of the research that is to discover and not to prove. When writing the discussion sections, it is important that to carefully consider all possible explanation for the study result, rather than just those that fit your biases (Hess, 2004).

When researchers report their claim in discussion section at the same time they are also anticipating acceptance or disproof of the claim. Hyland (1998) argues that without hedges the authors' claims might be considered arrogant,

inappropriate, rude and even offensive. He added that hedges could probably enable the authors to make a good relationship with their readers, minimizing the possibility of being heavily criticized by those who disagree with the claims the author makes, because by using hedges authors do not state that their claims are absolutely true and therefore leave room for their readers to make their own decisions about the finding.

Some researcher examined how the use of hedges varies in different language. Halabisaz (2005) investigated the employment of hedges in abstracts of applied linguistic theses written by English and Persian writers. 300 abstracts of master theses during the year 2000 through 2013 written by 2 groups were selected as the corpus. The findings of this study revealed that some specific hedges are most commonly used by native English thesis writers such as modal verbs *might*, *could*, *may*, and *should*. The results also showed native English writers used more hedging devices, while non-natives (Iranian) writers employed less hedge devices in their M.A. abstracts. The differences are attributed to the degree of rhetorical sensitivity and modality, awareness of audience, purpose, and cultural background of the learners.

Šeškauskien (2008) examined the use of hedging devices by second language users of English, more specifically, by Lithuanian undergraduate students majoring in English. The investigation drew on the data collected from the Lithuanian students' bachelor papers written according to Swales' IMRAD model (Swales, 1990). The research was limited to the introductions of the papers, which were subjected to peer-review before submission. The findings did not

support the view that L2 users of English users can hardly notice hedges in the text. Even more, more advanced and proficient learners of English were able to produce texts which in terms of hedging were comparable to those produced by experienced academics.

In addition, filling the gap of the study of hedging devices in academic writing conducted by Halabiaz (2005), this study which focus on discussion section of applied linguistic research articles is important to find out how hedging devices used in the discussion section to make strategy gaining reader's acceptance and affecting their understanding of propositional information. The underlining the researcher used applied linguistics research articles since the familiarity with the researcher's backgroud study in order to avoidance of probable misunderstanding in different disciplines.

1.2 Research Questions

The study was conducted to answer the following research questions:

1. What types of hedging devices are found in the discussion sections of applied linguistics research articles?
2. How hedging devices are used in the discussion sections of applied linguistics research articles?

1.3. Purpose of the Study

This study examined the types and how hedges in the discussion sections of applied linguistics research articles by identifying and analyzing the hedges which is intended to answer the previous research questions, those are:

1. To find out the types of hedging devices used in the discussion sections of applied linguistics research articles.
2. To find out how hedging devices were used in the discussion sections of applied linguistics research articles.

1.4 Scope of the study

This study only focuses on types and how hedging devices are used in the discussion sections of applied linguistics research articles. Selection of research articles was limited to those written and published in 2010-2015. The Classification of hedging devices according to Hyland's (1998) taxonomy of hedges.

1.5 Significance of the study

The researcher hopes the result of this study to be helpful for the language learners towards the role and usage of the hedges in their writings. They also have considerable advantages for the readers to get familiar with the hedges and try to use them in their writing if they want to publish their findings in journals reviewing by native speakers of English and finally have voice in their discipline.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the review of related literature on the concept of metadiscourse, hedging devices, previous related studies, the function of hedging in academic writing, discussion section of research articles, the importance of hedging in discussion section, conceptual framework of this study as ideas in conducting this research.

2.1 Metadiscourse

The term metadiscourse was created by Zelling S. Harris in 1959 to offer a way of understanding language in use, presenting a writer's or speaker's attempts to guide a receiver's perception of a text (Hyland 2005). Williams (1981) defines metadiscourse simply as “writing about writing, whatever does not refer to the subject matter addressed”. He claims that metadiscourse features provide a way of talking to the reader about the subject matter or propositional content. In other word, metadiscourse refers to one type of interaction between the writer and the reader.

In the systemic-functional theory of language, Halliday (1994) believes when people use language, they usually work towards fulfilling three macro functions. They try to give expression to their experience to their experience, to interact with their audience, and to organize their expression into cohesive

discourse. In other words, Halliday (1994) states that people communicate with messages that are integrated expression of three kinds of meaning; ideational, interpersonal, and textual. The ideational function corresponds to propositional meaning, while the interpersonal and textual functions are the domain in metadiscourse. Halliday's classification of language macro functions is considered as the theoretical basis for the term of "metadiscourse".

However, Hyland (2005) tried to breakdown away from interpersonal and textual classification. He claimed that all metadiscourse is interpersonal. To Halliday, as stated in Hyland (2005), all three metafunctions operate dependently not independently, because "discourse is a process in which writers are simultaneously creating propositional content, interpersonal engagement and the flow of text as they write". In other words, while metadiscourse theorists tend to see textual, interpersonal and prepositional (ideational) elements of the texts as discrete and separable. But in this process the creation of text is a means of creating both interpersonal and ideational meanings, and textual features cannot be seen as ends in themselves. If metadiscourse is the way writers engage their readers and create convincing and coherent text, then we have to acknowledge that it is about interaction in text. It expresses the interpersonal dimension and how both interactive and textual resources are used to create and maintain relations with readers.

Metadiscourse is seen as interpersonal resources to organize a discourse or writer's stance toward either its content or the reader (Hyland, 2000). Metadiscourse stresses that as we speak or write we negotiate with others, making

decisions about the kind of effects we are having on our listeners or readers (Hyland, 2005). With the careful addition of meta-discourse, a writer is able not only to transform what might otherwise be a dry or difficult text into coherent, reader-friendly prose, but also to relate it to a given context and convey his or her personality, credibility, audience-sensitivity and relationship to the message.

Crismore et al. (1993 cited in González, 2005) defines metadiscourse as “non-propositional aspects of discourse which help to organize the prose as a coherent text and convey a writer's personality, credibility, reader sensitivity and relationship to the message”. Metadiscourse can promote critical thinking as readers are able to formulate their own opinions and compare them to those of the writer (Crismore 1989, Camiciottoli 2003). In other words, metadiscourse can refer to those linguistic options which are employed by the writer to direct the reader through the text and to show his stance.

2.2 Taxonomy of Metadiscourse

As the concept of metadiscourse continues to grow into interesting research area in discourse analysis the classification of metadiscourse from many expert has been developing since 1980. Consequently, various metadiscourse taxonomies including Crismore et al. (1993), Hyland's taxonomy (1998, 1999), Vande Kopple's revised taxonomy (2002), and Hyland's revised taxonomy (2004) have been proposed to examine different texts.

The first taxonomy was proposed by Vande Kopple (1985) who identified two main types of metadiscourse markers: textual and interpersonal. He divided

them into seven subcategories: text connectives, code glosses, illocution markers, validity markers, narrators, attitude markers, commentaries. However, this taxonomy was found to be vague in that it was very difficult for the researchers to put it into practice (Hyland, 2005).

The other taxonomy was proposed by Crismore (1993) to improve Vandepol's (1985) metadiscourse taxonomy. In this taxonomy, two major categories of textual and interpersonal remained the same, but the subcategories were broken down, separated, and reorganized. Furthermore, they divided the textual metadiscourse into two categories, they are textual and interpretive markers. But, despite some changes that Crismore (1993) had done in the previous classification system, it seems that some problems of vagueness were still present.

Hyland (1998) modified Crismore *et al.*'s (1993) schema and introduced comprehensive model of metadiscourse. His metadiscourse model (1998) involved two sub-divisions: textual and interpersonal metadiscourse. But, after a while, Hyland and Tse (2004) rejected the duality of metadiscourse functions (textual and interpersonal). They claimed that all metadiscourse is essentially interpersonal because they need to take into account “the reader's knowledge, textual experiences, and processing needs and that it provides writers with an armoury of rhetorical appeals to achieve this”.

Concerning the problem above, Hyland (2005) proposed a new and more clear model for classification of metadiscourse markers. This taxonomy divided into two categories for metadiscourse: interactive and interactional. He has made a clear distinction between interactive and interactional metadiscourse in which

both have an interpersonal functions with the former concerned with guiding the readers through an unfolding discourse and the latter dealing with the writer's opinion and their interactions with their readers. Hyland taxonomy of metadiscourse is stronger rather than other taxonomy. It makes other researchers used this taxonomy to conduct the study about metadiscourse.

Table 1. An Interpersonal Model of Metadiscourse (Hyland, 2005)

Category	Function	Examples
Interactive Metadiscourse	Help to guide the reader through the text	
Transitions	Express semantic relation between main clause	However; but; since; and
Frame Markers	Refer to discourse acts, sequence or text stages	First; finally; to sum up; in conclusion
Endophoric Markers	Refer to information in other parts of the text	Noted above; in chapter (x); in figure (x)
Evidentials	Refer to source of information from other texts	According to X/Y; cited in (x), Z stated
Code-glosses	Help readers understand ideational material	Such as; for instance; in other words
Interactional Metadiscourse	Involve the reader in the text	
Hedges	Withhold commitment and open dialogue	Might; perhaps; about
Attitude Markers	Express writer's attitude to proposition	I agree; surprisingly
Boosters	Emphasize certainty or close dialogue	In fact; it is clear that
Self-mentions	Explicit reference to author(s)	I; we; my; me; our
Engagement Markers	Explicitly build relationship with reader	Consider; note; you can see that

2.3 The Notion of Hedging Devices

Hedging devices fall into interactional markers subcategory of textual metadiscourse bsee (Hyland, 2005). The earliest studies dealing with the concept of hedging were based on Zadeh's (1965) first formulates fuzziness and put forward the notion of “fuzziness” in his article “fuzzy sets”. According to him, instead of

being in the set or not, an individual is in the set to a certain degree, say real number between zero and one. However, the term of hedges becomes popular when Gorge Lakoff introduced it firstly in 1972 with his familiar notion about fuzzy concept of hedges, which means that hedges expressions which shows a doubt or uncertainty indicated by the presence of some expressions which are showing the degree of probability such as *may*, *perhaps*, *seems*, etc. Although he focused mainly on semantic aspects of hedges, his concept of hedging then followed by other linguists which also make its definition varied.

Markkanen and Schroder (1987) define hedging as a strategy used to modify writers' responsibility for the honesty of an utterance, to modify the definiteness of an utterance, and to modify the attitude of the author to the propositions put out in a text or even to hide this attitude. However, Crismore and Vaude Kopple (1988) also see hedges as a signal a tentative or cautious assessment of the truth of referential, which allow the writer to reduce their responsibility toward information presented.

Hedges are sometimes needed in utterances to present the information vaguely, uncertainly, or imprecisely (Tahririan & Shahzamani, 2009). In other words, hedging is used to reduce the potential risk of a claim or prevent embarrassing situations in case one is found to be wrong (Varttala, 2001). The following two examples taken from Varttala (2001) may clarify the point:

1. This drug *may* help you.
2. Penguins are *sort of* birds.

The hedging devices in these two examples, *may* and *sort of*, insert an air of imprecision and fuzziness into the utterances and indicate that the writer wishes to control his commitment regarding the accuracy of what is being said. In addition to modal auxiliaries which most readily indicate hedges, the scope of the concept is also extended to cover linguistic items conveying meanings similar to the most typical epistemic items such as adverbs like *possibly* and *presumably*, adjectives like *probable*, nouns like *hypothesis* and some verbs like *suggest* and *appear*.

However, the summary of the related literature showed that the most commonly adopted definition of hedges is that proposed by Hyland (1998). He defines hedges as "the means by which writers can present a proposition as an opinion rather than a fact". The writers through using hedging devices and showing uncertainty, try to show the amount of accuracy of their statements. At the same time, they attempt to save face in case of any possible negotiation of their judgments. Hyland (1997) also defines hedges as politeness devices. In this view, hedges are devices which similar the presentation of new claims on the one hand, and gaining their acceptance on the other hand. He added that by using hedging as expression doubt, and uncertainty to the proposition and as a means of an avoiding full commitment to the propositional context. The levels of the writers' commitment depending on the interpretations about the propositions and also on the anticipated effect the writers' commitment are likely to have on the reader's reactions (Hyland, 2005).

There are different linguistic concepts which may come close to hedging, having the same function and use. One of these linguistic concepts which is closely related to hedging is modality. Modality is divided into two main categories: root and epistemic (Coates, 1983, 1992; Heine, 1992). Coates (1983, 1992) in Falahati (2004) considers epistemic modality as the "speaker's assumptions or assessment of possibilities" which can show the speaker's confidence or lack of confidence in the truth of the proposition expressed. Hedging is associated with the epistemic modality since both epistemic modality and hedging express the degree of speakers' confidence in the proposition expressed (Falahati, 2004). As Hyland (1998) has emphasized the link between hedging and epistemic modality by stating that "the writer or speaker's judgments about statements and their possible effects on interlocutors is the essence of hedging, and this clearly places epistemic modality at the center of our interest". In line with Hyland, Markkanen and Schroder (1997) suggest that epistemic modality can be considered as one of the sub-functions of hedging. Since hedging carries a range of meanings such as modification of the commitment to the truth value of proposition and also interpersonal meanings, considering hedging as an umbrella term with regard to epistemic modality seems to have some support.

In addition, in making big claim it is really important to see hedging devices as important strategy. Hedging devices is one of the writer's strategy to mitigate claims, to present the information as uncertain/tentative and also softening the statement about the truth. By using hedging the reader can feel that

they are still able to judge from themselves because the information presented as negotiable information.

2.4 The Types of Hedging Hedging

Various taxonomy of hedges have been addresses by several researcher such as (Shafwati, 2013) and commonly used in variety of studies. However, Hyland (1998) classified hedging devices into five group, namely:

2.4.1 Modal Verbs

Modal Verbs which allows the writer to express the tentativeness of proposition, such *as can, could, may, might, should* and *would*. Modal verbs also allow the authors to express their points of view without imposing their conclusion on the reader. *Could* and *can* concern with the acceptance of the proposition rather than the writer's judgment of its truth while *may* and *might* concern with the writer' lack of confidence in the truth of statement. *Would* concern with suggesting basic idea and expressing prediction while *should* is occasionally used to convey an epistemic meaning. Here are the examples:

(i) *Consequently, one may speculate that, given the relative power advantage of suppliers over ED resellers, one-way flow of information....*

(taken from: Hyland. 2005)

(ii) *This insertion, which we suspect is the membrane anchor, could associateperipherally with themembrane or might span half the bilayer*

(taken from: Hyland. 1995)

In addition, the writers of research articles may invite the readers to become involved in the discourse and participate in negotiating the status of the information presented, in this way conforming to the social conventions guiding knowledge accreditation within their discourse community (Vartalla, 2001)

2.4.2 Lexical Verbs

Hyland (1998) represents epistemic verbs as “the most transparent means of coding the subjectivity of the epistemic source” and they are generally used to hedge either commitment or assertiveness. In addition, Hyland (1998) consider epistemic lexical verb as “the most frequent means of expressing mitigation, as they provide writers a number ways to to signify the non-factual status a proposition”. According to him, main verbs were divided into two categories: judgmental verbs and evidential verbs. Judgmental verbs "reflect appraisals by the speaker of the factice status of events" and are subcategorized into speculation and deduction. Speculative verbs such as *indicate* and *suggest* show that the stated proposition is based on some conjecture. Deduction verbs like *estimate* and *calculate* show some "inferential reasoning or theoretical calculation". Evidential verbs are the main verbs which "refer to evidentiary justification, either based on the reports of others, the evidence of the writer's sense, or the feasibility of matching evidence to goals". Here are for example;

(i) *Henninger et al speculated* that tuber size is correlated with extent of
.... (taken from: Hyland. 1996).

(ii) *Thermodynamic data suggest* that the radionuclide ^{210}Pb , ^{212}Pb ,
 ^{234}U , and ^{238}U are totally associated with particles in power plants...
(taken from: Hyland. 2005)

(iii) *Although the error increases when $1/l$ is less than 0.01 or
larger than 1.0, it seems* that the ratio d/l in the range from 0.01 to 1.0
gives accurate, stable results. (taken from: Hyland. 2005)

All the example above showed that hedges sentences including
verbs reducing the writer's commitment to what is being said.

2.4.3 Adjectives

Adjectives which present information as uncertain and tentative
in similar way to adverb, such as likely, unlikely, for example:

(i) *Together these data imply further that the phenotype displayed
by the chromosome-deficient mutant *hyl* under FRC is likely* to be due
primarily to a ... (taken from: Hyland. 1996).

In sum, to specify that what is stated has not been proven
absolutely correct, but is an inference on the basis of the evidence
available. In brief, hedges such as the example above characteristically
“indicate the writer's confidence about the truth of a proposition, they
acknowledge subjective uncertain and are motivated by the writer's

desire to explicitly convey an assessment of the reliability of propositional validity (Hyland, 1996)

2.4.4 Adverbs

Adverbs which can introduce a certain degree of indefiniteness or lack of precision to the more information (Yu, 2009). The epistemic adverbs, also known as ‘disjuncts’, according to Hyland (1998), have a function to express doubt without carrying implications about the truth of the statement, or the sense in which it is seen to be true or false. He also added that in order to present information as fully, accurately, and objectively as possible the writers use a variety of degree of precision adverbs, which provide “acceptable degree of imprecision to specify the accuracy”. In addition, adverbs which offer a wide range of means for expressing degree of certainty to the information, either to provide a more accurate representation of reality or simply because vagueness is more appropriate, such as *perhaps*, *probably*, *possibly*, *usually*, for example:

(i) *Oscillations in fluorescence and O₂ evolution activity are probably an expression..* (taken from: Hyland, 1996).

(ii) *This difference might possibly explain why a congenitally blind person made to see would be thought unable to identify the shapes he sees.* (taken from: Hyland. 2005).

2.4.5 Nouns

And the last is nouns which Hyland defines as “they are characterized by component of tentative or indefinite meaning that make them useful for hedging purposes” for example *assumption, belief*, etc. *This implies several simple but powerfull ideas for making vertikal systems work.* (taken form: Vartalla. 2001)

These trends are illustrated in Fig 15, which only show predictions of the algorithm for four hypothetical engines, which see only normal start shut-down cycles and which maintain constant rations if fired hours per fired start (take form: Vartalla. 2001)

2.5 The Functions of Hedging in Academic Writing

Since the term of hedges becomes popular when Gorge Lakoff introduced in 1972, some researchers consider hedging as a politeness strategy. Crompton (1997) believed that hedging can be seen as a positive politeness strategy as it reflects positive face of the hearer. In line with Crompton (1997), Cabanes (2007) specified three main functions or communicative goals for hedging in research articles which include showing politeness as well as difference towards audience, self protection from consequences of inappropriate claims, and considering some of precision degree.

However, Hyland (1998) specifically categorizes hedges into three functions. First, hedges allowed the writers to express propositions with greater accuracy in areas often characterized by reformulation and reinterpretation. In this case, the writers often said, “*X may cause Y*” rather than “*X causes Y*” to specify the actual state of knowledge on their part. Second, the writers need to anticipate possible negative effects of being proven wrong. He argues that “we gain our academic credibility by stating the strongest claims we can for our evidence, but we also need to cover ourselves against overstating our case”. Hedges here help writers avoid personal responsibility for statements in order to protect their reputations and limit the damage which may result from categorical commitments. Finally, hedges contributed to the development of the writer-reader relationship, addressing the need for respect and cooperation in gaining reader approval of the subjects’ claims. Hyland (1998) argued that it is not appropriate to ignore the readers; otherwise it will display the writer as unacceptable different personal. Hyland considered personal attribution and reference marked by pronouns such as I, we, my, our as the main indicator of reader-oriented hedges. Through using these markers, writers show that the propositions stated are their “personal opinion, allowing the readers to choose the more persuasive explanation” and have their own judgment (Hyland, 1998).

As cited in Shafawati (2013) explains about the reason why the writer used use hedging in their statement. The writer used hedging reduce the risk of making opposition which means that the writer tone down their statement in order to reduce the risk of being evaluated by the reader. In other words, hedging present

the statement of information in precise ways which means that the information presented based on the writer's perspective in order to offers the room for the reader soto make their own decision about the information. And also, Hedging brings the politesses strategies which means the writer try to humble when presented the claims. In addition, hedging makes the writer' idea well accepted in society. Here, hedges allow the reader to participate in the statement, so it can built the relationship between the writer and the reader.

In addition, hedging devices important in presenting the finding of the study, because this devices take some advantages such as help to tone down, mitigate or control statements so that the audience believe that they are still able to judge for themselves and that the author is awaiting their acceptance.

2.6 Discussion Section of Research Articles

Research articles are opportunities for researchers to publicly propose new ideas which are likely to support or contradict findings of other scholars; hence, writers employ cautious language as the acceptance of their research contributions depend largely on how these are presented to the academic community (Nivales, 2011). Research Article generally consist of the following components; Title and Abstract, Introduction, Methodology, Results, Discussion, Conclusion and References (Swales 1990).

Discussion section is the part where the writer interpreted the data finding, explained the result, make an argument of hypothesis developed, persuade the reader about the statement in order to acceptable, critically evaluate the study, and

also give the direction of future research in related area (Vorvoreanu, 2013). Hyland (1998) stated in discussion section authors make their claims, consider the relevance of results and speculate about what they might mean, going beyond their data offer the more general interpretation by which they gain their academic credibility.

While other sections require orderly and simple logical writing, composing discussion section require logical thinking, reflection and critical appraisal. A well written discussion section includes a statement of important result, reference to previously publish relevant literature, comparison a study results with previously reported findings, explain the results, interpret of the whole evidence, description of impact of the study and recommendations for the future course of action (Bavdekar, 2015). In other words, this section provides answer to the research questions and states if the study findings support the hypothesis.

Similary, Hess (2004) found that there are some elements to be included in discussion section. There are: State of the study's major findings, explain the meaning and importance of the findings, relate the findings to those similar studies, consider alternative explanation finding, state proven relevance of the findings, acknowledge the study's limitations, and make suggestions for further research.

In addition, discussion section is considered to be the most important section in research article, because this section become key factor to the success of study in terms of interpreting the finding and the result of the study (Meyer, 1994). There are a reader who after reading the tittle do not read the methodology

or the result section, but go to the discussion section to find out the implication of the study (Hess, 2004). These readers need to be provided with a point results, to enhance their understanding of the discussion. In many times, the way the writer present their claims in discussion, it decides if the research articles will be accepted or not.

2.7 The Importance Hedging Devices in Discussion Section

Members of a particular discourse community as researchers or writers wish to publish their works and findings in journals since by doing so, they will be accepted and recognized as members of their professional discourse community and have voice in the world about their discipline (Nasiri, 2012). To reach this goal, the use of hedges is of critical importance. Hedges allow the writers “to express a perspective on their statements or the statements of others, to present unproven claims with caution and to enter a dialogue with their audience” (Hyland, 1998). In other words, using hedges to mitigate claims, express genuine uncertainty or present disagreement might create a positive atmosphere between the authors and the readers.

However, publishing research papers is a competitive business and good journals tend to accept only a small proportion of the papers they receive (Hyland, 2007). In other words, in selecting which articles to publish, the editors may also consider how the readers will respond to the articles.

Hyland (1996) argues that the distribution of hedges across various sections of research articles reflects their essentially linguistic role in discourse. There may be different ways to divide a research article into different sections.

But the most prevalent way to introduce an organization for research articles can be to divide them into introduction, method, results and discussion (Swales, 1990). The study from Vartalla (2001) showed that discussion sections were the most heavily hedges one across the disciplines, finding on a part with earlier work. The reason why hedges occur frequently in this rhetorical section is obviously linked to the kind of information it encompasses. As Meyer (1994) argues that “it is in this section of research papers that writers speculate, argue, contrast and extrapolate from the described results, and at the same time avoid stating results too conclusively so that the reader can note that the authors are not claiming to have the final word on the subject” .

The other study was conducted by Falahati (2004) about the distribution of forms and functions of hedging in academic research articles (RAs) in two languages (English and Farsi), three disciplines (medicine, chemistry, and psychology), and between two rhetorical sections of RAs (Introduction and Discussion). The Discussion section in both English and Farsi RAs contained more hedges compared to the Introduction section. The main reason for the heavy use of hedges in the Discussion section of the RAs is that generalizing the findings will maximize the risk of making mistakes. The writers try to use hedges to protect themselves against the negative of their ideas by their peers. The tentative nature of academic writing does not allow authors to state results too conclusively and make definite interpretations for them. A categorical claim of the findings may imply that writers have the final word in that field. Hedges help

writers to show their uncertainty regarding the interpretation of the findings and leave some room for further interpretations.

In addition, using hedges to mitigate claims, express honest uncertainty or present disagreement might create a positive atmosphere between the authors and the readers. Therefore, the writers who employ hedges in writing their research articles and academic papers would appear to have greater opportunities to get their papers published than the ones who do not use these devices.

2.8 Previous Studies

Some studies have been conducted to examine the use of hedging as a natural phenomenon in academic writing. The first study from Abdollahzadeh (2011) was to find out the way Iranian and British postgraduate students of applied linguistics used hedge their propositions in the discussion section of their dissertations. The results showed that modal auxiliaries are the most frequently used in the corpus. Epistemic verbs of *can*, *would*, and *may* were the most frequently used ones for both groups of writers. A preliminary hypothesis about more frequent use of *can* by both of group's writers they prefer *can* because they made more predictions and recommendations for further research.

The second study from Samaie, et.al. (2014) investigated the frequency and types of hedges in Research Article introductions by Persian and English native author. In so doing, a corpus of forty research articles published in national and international journals were randomly selected and analyzed through descriptive statistics in terms of frequency. The result showed that the

introduction sections of English literature RAs show a frequency of 45.56 ($n = 98$) per 2000 words. While, the frequency of hedges in the introduction section of Persian RAs is 23.19 ($n=75$) per 2000 words. The percentage of the total number of hedging forms reveals that English RA writers employed hedges twice as much as Persian RA writers did. And also, English native writers have used a variety of terms to express tentativeness and degree of their commitments towards their findings. While, Persian native writers used a limited variety of terms to express their tentativeness and degree of commitments towards the findings due to their attention to textual rather than interactional aspect of academic writing, making their RAs less interactive compared to English corpus.

The other study was from Mahanani in (2013) investigated about hedges in opinion column of the Jakarta Post. The data were taken from “Opinion Column” of the Jakarta Post issued february, 13th-18th 2012. The result show that the frequency of the types of hedges are are Modal Auxiliary Verbs (34.05%), Modal Lexical Verbs (9.24%), Adjectival, Adverbial and Nominal Modal Phrase (3.75%), Approximators of Degree, Frequency, Quantity, and Time (34.05%), If Clauses (5.63%) Others (8.66%), Introductory Phrases (1.59%), and Compound Hedges (3.03%). In her study, Modal Auxiliary Verbs are also most frequently used in the data. The authors used this type to indicate uncertainty and understatement, to reflect unforceful and polite statement. However, the authors used approximators to minimize a mistake in stating confirmation in the proposition. They might make the readers understand and interpret the statement, especially the approximators of time. The use of approximators can anticipate

possibility of negative consequences accurately “how far their results approximate to an idealized state” (Hyland, 1998)

However, it was also found that study about hedging in speaking. One of the example is study from Navila (2014). He examined how the use of hedging in students’ oral presentation. 23 oral presentation students on their academic presentation course final test was the corpus of her study. It was found that the most frequent hedging devices used by the students were shields with 63, 18% of all hedging devices. Then followed by approximators with 41, 73%, emotionally-charged intensifier with 4, 06%, and the last compound hedges with do not reach 1%. The student commonly used hedging when they showed suggestion, stated claims, showed opinion to provide possible but still valid answer.

2.9 Conceptual Framework of Present Study

Regading to the previous brief explanation of the important of hedging devices in discussion section of applied linguistics research articles. It is strongly required because hedging devices is one of writer’s strategy to mitigate claims, to present the information as uncertain/tentative and also softening the statement about the truth by writers to construct their text which is intended to influence their readers by using hedging devices. When the writers use hedging devices appropriately, it will be explicitly make a good relationship between writer and reader.

Only the discussion sections of applied linguistics research articles were examined as prior studies by most researchers have shown that these are the

sections where writers usually use hedging (Meyer, 1994; Vartalla, 2001). The hedges in this paper were classified based on Hyland's (1998) taxonomy of hedges, namely: modal verbs, lexical verbs, adjectives, adverbs and nouns. However, how hedging devices occur and their used in the utterances are discussed based on the theories of hedging by some researchers which are also previously described in this chapter.

CHAPTER III

METHODOLOGY

This chapter explains the research methodology which was used in conducting present research. It describes more detailed consideration of the research design, time and place, data and data sources, data collection and data analysis procedures of this study. The researcher uses qualitative research design, specifically content analysis method will be implemented in this study.

3.1 Research Design

Qualitative content analysis is used in this research. Qualitative research design was implemented in this study since the researcher wants to “explore and understand the phenomena occur in individual or group ascribe to a social or human problem” (Creswell, 2009). This approach is particularly relevant in the present study because the researcher required to investigate and understand the underlying motivations (i.e. discourse functions) of the use of the hedges in the linguistic contexts of discussion sections of applied linguistics research articles.

This research used the content analysis that applied “for making replicable and valid inferences from text (or other meaningful matter) to the context of their use” (Krippendorff, 2004). It also helps the analyst to understand the types, characteristics and organizational aspects of the documents as social products in their own right as well as what they claim (Fraenkel & Wallen, 2000). In this

case, discussion sections of applied linguistics research articles were used as object of content analysis. In addition, those method and design were considered suitable to be applied in this study to find out the useful information raised from research questions.

3.2. Time and Place of Study

The research was conducted from April up to September 2016 in English Department State University of Jakarta, which is located in Jl. Rawamangun Muka – Rawamangun, East Jakarta.

3.3 Data and Data Source

The data of the study are words, phrases, clauses and sentences containing hedging in discussion sections of applied linguistics research articles. Data sources are twenty applied linguistics of research articles, which were published during the period 2010 to 2015.

The terms research articles in this study refers to scholarly articles reporting on empirical research published in a journal. Thus, other types research articles such as opinion articles or book reviews were not included in the corpus. The research articles was randomly selected from various verified international published journal article such as International Journal of English Linguistics, Indonesian Journal of Applied Linguistics (IJAL), Euro American Journal of Applied Linguistics, and International Journal of Language and Linguistics. Those journal sites are not registered as potential, possible or probable predatory

scholarly journals according to Jeffrey Beall's list of Standalone Journals (scholarlyoa.com/individual-journal).

The underline reason of deciding discussion section as data source is due the consideration that discussion section is the most heavily hedged. And also, the researcher used applied linguistics research articles since the familiarity with the researcher's background study in order to avoidance of probable misunderstanding in different disciplines.

3.4 Data Collection Procedures

The following steps used to collect the data:

1. Setting up criteria of words that indicated hedging devices according to Hyland (2005).
2. Selecting the data sources. In this study, twenty applied linguistics research articles which was randomly selected from various verified international published journal articles.
3. Reading and underlining the words that indicated hedging devices.
4. Presenting the data on the table analysis.

3.5 Data Analysis Procedures

The following steps used to analyze the data;

1. The discussion sections from twenty applied linguistics research articles are read carefully.

2. The words, phrases, clauses or sentences used in Discussion Section which is considered as hedging devices are highlighted.
3. The sentences indicating the category of hedging devices were classified into five categories of hedging devices proposed by Hyland (1998) they are modal verbs, lexical verbs, adjectives, adverbs and nouns. (See Figure I).
4. The words, phrases, and sentences which have been classified are counted to find out the frequency.
5. How the use of hedging devices in discussion section analyzed mainly based on Hyland classification and supported by various related theories developed by previous researchers.
6. The conclusion is drawn based on the result.

Figure 1. Table of Analysis

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADV	ADJ	N	
TOTAL						

MV : Modal Verbs

LV : Verbs

ADV : Adverbs

ADJ : Adjectives

N : Nouns

CHAPTER IV

FINDINGS AND DISCUSSIONS

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

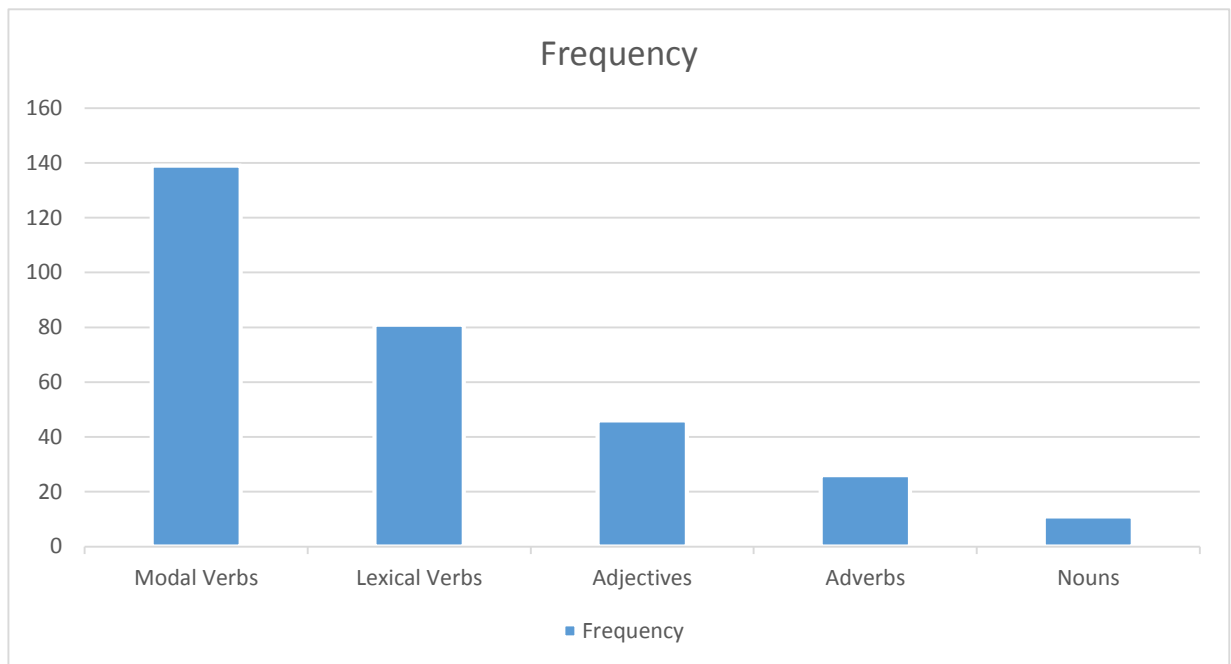
4.1 Findings

This study aimed to find the types of hedging devices and how it was used in the discussion sections of applied linguistics research articles. After analysing the data, the researcher found the results of study to answer the two research questions written in the chapter I, they are: (1) “What types of hedging devices are found in the discussion sections of applied linguistics research articles?” and (2) “How hedging devices are used in the discussion sections of applied linguistics research articles?”

4.1.1 Types of Hedging Devices Used in the Discussion Sections

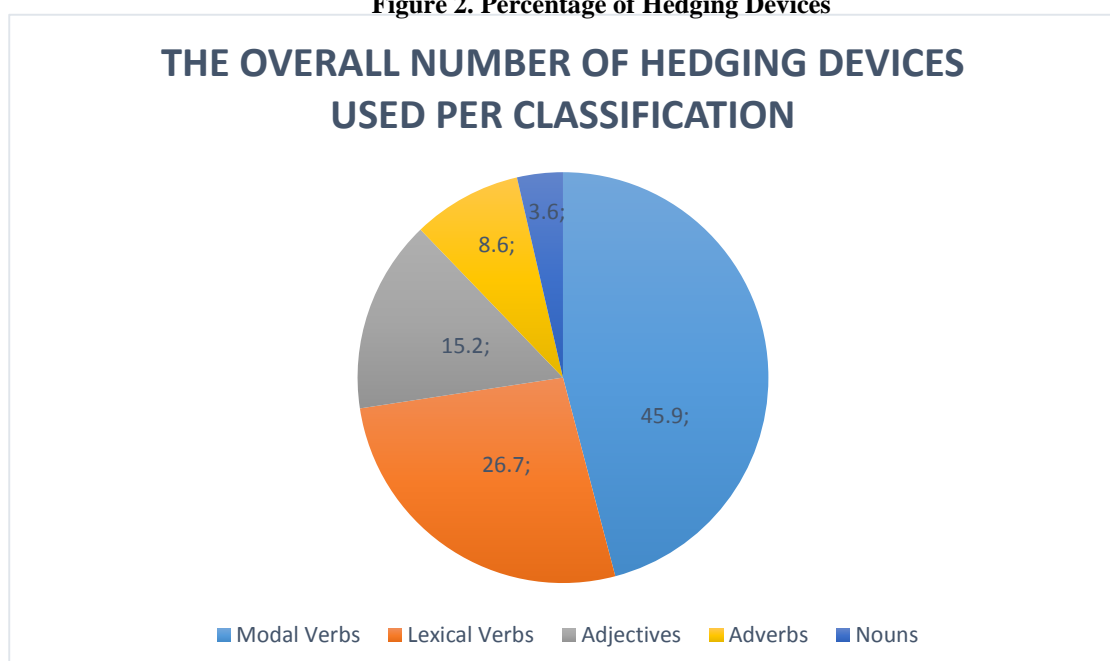
In this study, the distribution of hedging devices is also described based on hedging classification proposed by Hyland (1998) that has been described in the previous chapter. There five classification of hedging devices proposed by Hyland (1998) namely: modal verbs, lexical verbs, adjectives, adverbs and nouns. The distribution of hedging devices according to Hyland’s classification can be seen as follows.

Figure 2. Frequency of the Overall Hedging Devices Categories



The table above showed that all types of hedging devices were found in the samples of 20 discussion section of research articles. Additionally, the most dominant type used in discussion section of applied linguistics is modal verbs. It can be seen from the figure of percentage of hedging devices below.

Figure 2. Percentage of Hedging Devices



The most frequently used hedging devices in their lexical forms are modal verbs which reaches 45.9% of all hedges. The followed by lexical verbs with 26.7%, adjectives with 15.2%, adverbs with 8.6%, and the last was nouns with only reach 3.6% which was the least frequently used of all in this study. However, this finding is supported by some other result of studies conducted by (Abdollahzadeh, 2011) and (Mahanani, 2013) which also modal verbs as the most dominant type that was used in the written text. The high use of modal verbs showed that the writer in their discussion section used expressing possibility and also softening degree of the statement about the truth because the information presented as negotiable information. It means that the writer do not state that their claims is absolutely true but therefore leave room for their readers to make their own decision about the finding (Hyland, 1998).

As the result also shown that all types of hedging devices were used by the writers in their discussion section of research articles, it also indicates that the writer is already familiar with using hedging when presenting their claims. It is similar with Seskauskien (2008) statement who found out that more advanced and proficient learners of English were able to produce texts which in terms of hedging were comparable to those produced by experienced academics.

Thus, the result above showed the answer to the first research question in this study “What types of hedging devices are found in discussion section of applied linguistics research articles?” And, to answer the second research question “How hedging devices are used in discussion section of applied linguistics research articles?”, the writers’ used hedging devices in applied linguistics research

articles will be described based on five classifications of hedging devices by Hyland (1998) and will be supported by some related theories of hedging and experts' views in the previous research. The further discussion on the writers' use hedging devices in applied linguistics research articles will be explained in the next parts.

4.2 Discussion

This part intended to discuss the findings shown above about the types of hedging devices and how it were used in discussion sections of applied linguistics.

4.2.1 The Use of Hedging Devices in the Discussion Section

The writer conducted this study by analyzing the use of hedging devices in the discussion sections of applied linguistics research articles by using hedging devices taxonomy proposed by Hyland (1998). According to him, there are five classification of hedging devices, namely modal verbs, lexical verbs, adjectives, adverbs and nouns. The writer's use of hedging devices in discussion section of research articles will be presented in each classification.

4.2.1.1 Modal Verbs

Hedging devices Words	Total of Words Used
May	34
Should	27
Would	24
Could	21

Can	17
Might	16

As presented in the previous part, modal verbs are the most frequently used hedges of all five classification. These are lexical items most typically associated with the phenomenon hedging in English, especially by author who identify hedging with epistemic mode or the idea of probability or possibility (Cabanès, 2007). There are six modal auxiliaries identified in the corpus, namely *may*, *might*, *could*, *can*, *should*, and *would*. *May* was found as the most frequent used of all types of hedging devices. The predominance of *may* was anticipated, since they express the meaning of possibility and also softening the degree of writer's commitment in the statement. For example as below:

- (a) This *may* be the reason why most participants used Present Verb (Verb 1) in their speaking even though the contexts of the conversations were in past. (D11)
- (b) Some variants *may* have more than one applicable position, for examples, however and then. (D1)
- (c) Teachers *may* struggle with such an approach if a core part of their professional identity is the ability to “spot errors” and speak with authority about which forms are grammatical or not. (D8)
- (d) The personalities and individual interests of the researchers can be considered as factors that *may* have influenced the results of the study. (D20)

The sentences in the examples (b) and (c) show the possibility but it does not mean that the information presented is uncertain. However, this is one of writer strategies. Discussion section as part to present the findings of the study that should be accepted by readers. This section brings writer's idea, so the writers use expressing possibility to make their claim acceptable to the reader because the information present as negotiable information.

However, the example (a) and (d) show that the writer statement are hypothesis. The writer (a) use *this may be reason* rather than *this is the reason*, or in the example (d) the writer use *that may have influenced* rather than *that have influenced*. One of possible explanation that the writer softening the degree of commitment in the statement because they lack of confidence in the truth of statement.

Could is similar to *May* and *might* in expressing tentative possibility. For example as below:

(a) By doing this, students *could* produce an argumentative writing which is assertive and decent. (D20)

(b) Hence, more research should be done on this so that it *could* help to produce a generation with better writing skills. (D20)

The writers used *should* in their statement to express obligation in order to persuade the reader about the findings of their study. Here are the example:

(7) Therefore, teachers *should* make the students aware concerning this impact. (CORPUS 18)

(8) Teachers *should* also be able to choose appropriate teaching strategies based on the selected teaching materials. (D20)

(9) ESL teachers *should* make grammar learning real, which in other words, make grammar learning related to their daily life. (D19)

(11) This point is related to the idea that Japanese users of English *should* be encouraged to use the language flexibly and without a feeling of inferiority. (D7)

Modal auxiliary *would* appears to be the third most common hedging devices found in the corpus. *Would* is recognized as the main hypnotically modal with epistemic meaning, expressing prediction or suggesting basic idea. Here are the examples:

(a) This strategy *would* be effective when it was combined with other bottom-up strategies: reading sentence by sentence, re-reading, and using cohesive devices. (D2)

Can was only found 17 points of all hedging devices in the corpus. The use of *can* concerns with the acceptance of the proposition rather than the writer judgment about the information. Here are the examples:

(14) This may require an ability to not only consider the content of lectures but also the way in which the information *can* effectively be delivered. (D7)

The smallest frequent of modal verbs was *might* with the accuracy only 16 point. Generally, the writer using *might* in their discussion to show the writers' lack of confidence in the truth of the statement rather than the enabling situations which in intended. For examples showing below:

(a) In this study, we investigated the washback of the FET and explored the factors which *might* have contributed to positive wash back or prevented positive washback from occurring in students' learning practices. (D9)

(b) The first reason is that their L1 *might* have interfered to their L2. (D11)

In addition, this findings also support the results of Abdollahzadeh (2011) study on hedging Iranian and British postgraduate students, where modal auxiliaries as the most frequently used by the writers and *can* most frequently used all the categories of epistemic modal. The reason *can* more frequently used by the writers because they made more prediction and recommendation for further research.

However, the finding of this study found that *may* as the most frequently used by the writers. *May* can be used to show possibility, softening degree of commitment in the statement, and also to being polite in reporting results. It tends to occur mostly in discussion section, since discussion is the part where the writer interprets the data finding and explain the result, by using these kind of devices it will be beneficial for the writer to build a relationship with the reader. As Hyland (1998) stated

that hedges contributed to the development of the writer-reader relationship, addressing the need for respect and support in gaining reader agreement of the writers' claims.

4.2.1.2 Epistemic Lexical Verbs

Hedging devices Words	Total of Words Used
Indicate	25
Suggest	19
Believe	13
Seem	15
Argue	4

In this study, lexical verbs are the second most frequently hedging devices with the 26, 7% percentage. They are characteristically occurred as markers of tentativeness in reports of the author's own work and also indicated the limits to accuracy or applicability of the presented information. The writer also need to anticipate possible negative effects of being proven wrong (Hyland,1998). According to Hyland (1998) Speculative verbs such as *indicate* show that the stated information is based on some conjuncture. Here are the examples:

- (a) Thus, this finding *indicates* that online debate has relatively the equal potentials as other online forum as the previous studies reported that online learning environment offers flexibility of class participation time. (D5)
- (b) Thus, the findings *indicate* that the problems in online debate are common problem found in online learning environment.

(c) This studies *indicate* the potential role of online interaction and discussion in promoting students' critical thinking. (D5)

(d) This analysis *indicates* that Ren is communicatively competent and able to interact "successfully" in Jamaica (also see Appendix 2, lines 64-80 & 104-120).... (D8)

(e) Results of this study *indicate* that gender and English ability level did not affect students' reported washback on their learning practices. (D9)

In the other cases, the writers used hedges to show the writer's uncertainty and also indicate the limits to accuracy of the presented information. Here are the examples:

(a) Social learning strategies *seem* to be preferred only by people with a musical intelligence profile. (D14)

(b) Compared with the traditional approach, TBLL alone did not *seem* to optimize learning outcomes. (D10)

The examples above showed that the writer used this kind of hedging to show their confidence about the propositions. This concern plays important roles in writing academic articles especially in discussion section because they contribute to negotiating with the readers and helping the writers to obtain acceptance for their work in their disciplines. As Hyland (1998) stated that the levels of the writers' commitment depending

on the interpretations about the propositions and also on the anticipated effect the writers' commitment are likely to have on the reader's reactions.

It was also found that the writer used hedging device to reduce force of the statement as results of the study presented in discussion section. Here are the examples:

(a) The findings of this study *suggest* that most of the test developer's intentions to engineer positive wash back through testing innovation were endorsed by students. (D9)

(b) The results of the present study clearly *suggest*, however, that MI and LLS use could be included in any language-learning program,... (D14)

The sentence (a) and (b) present the true of the writers' understanding and may use to negotiate an accuracy representation of the state of the knowledge under discussion. In fact, the writers wish to reduce the strength of claims especially when stronger statement cannot be justified by the data or evidence presented. As we know, discussion section is the part where the writer explains the result of the study, make an argument hypothesis devolved, and also interpret the data finding. So, the function of *suggest* in the sentences is to reduce the authoritativeness of the writer, where the writer just suggest the idea and the reader have their own choice whether or not they want to implement the given suggestion.

Other lexical verbs used by the student in their discussion section such as *believe* the function is to make the statement more tentative. Here are the examples:

(a) We *believe* it would be important to address the effects of heritage interventions over several semesters of study, given HSs lack of formal grammatical instruction in the L1. (D16).

(b) We *believe* this would be help our EG writers make much more effective changes in their texts than the CG writers did. (D19)

The example (a) and (b) show the writers' attitude towards a proposition since their statement is not absolutely right or true since it is just their opinion. Through using these markers such as *I, we, my, our*, the writers show that the propositions stated are their "personal opinion, allowing the readers to choose the more persuasive explanation" and have their own judgment (Hyland 1998).

Surprisingly, it was also found that lexical verbs *argue, suggest, believe* can do not always be as expressing tentativeness, but also used to report other the researcher' studies which show in the sentences such as:

(a) Camiciottoli (2003) *argues* that hedges mitigate the writer's authorial position which makes the text more reader friendly. (D18)

(b) For example, Matsuda and Duran (2012) *suggest* a listening activity based on a speech by Ban-Ki Moon about global warming. (D8)

(c) Toledo (2005) *believes* that readers cannot grasp the message of the passage unless they are aware of the knowledge of the contextual dimensions that constrain it at different levels. (D2)

Hedging nowadays is not only those which create tentative possibility or softening claims, but the example (a), (b) and (c) clearly show that the writer want to show that the information presented is not the writer's ideas but by other researchers. Hedging according to Hyland (1998) is one of the politeness strategies in academic writing. One of the way show politeness in academic writing is to refer to texts written by other writers, as making reference show the text is worth citing.

4.2.1.3 Adjectives

Hedging devices Words	Total of Words Used
Likely	16
Possible	16
Potential	3

In many cases epistemic adjectives similar with adverbs which they characterize the information presented uncertain, tentative or not quite precise. Generally, epistemic adjectives can be used to express different degree of probability concerning the certain accuracy of what is being said.

The writer in the examples below, did not used rigid claims to avoid accountability. On the other hand, by using *likely*, they toned down their propositions. Look at the examples:

- (a) It is *likely* that the voluntary interview participants were from the intermediate- or high-ability groups, and were therefore more active and motivated in learning English. (D9)
- (b) This finding showed that students were *likely* to ask referential questions instead of asking display questions for only checking comprehensions. (D6)
- (c) In an EFL context such as Taiwan, English is *likely* to be taught by separating the language into several segments such as words, phrases, clauses or sentences.... (D17)

The example above indicates that the writer is in uncertainty or tentativeness situation. *Likely* may be used as open statement by the writer to attract the respond from the reader. As the members of a discourse community, it is always the readers or other researchers who will judge and decide the factuality of a claim. Hence, one of the motives for writers in using hedging is to create an interpersonal relationship. This means that writers take the readers' reaction into account when using hedging devices.

It was also found that the writers used some expressions of doubt and uncertainty such as *possible* because they tried to show the accuracy of their statements. Here are the examples:

- (a) One *possible* explanation is that the two approaches together drive the participants to acquire the verbs by repeatedly producing output. (D10)

(b) The second *possible* reason is the participants' preference in using other forms such as irregular verb and nominal verb to regular past Past – ed. (D11)

Regarding to the examples above, by using adjectives which brought information as uncertain or tentative, the writer could offer probability to reader. In addition, expressing possibility such as *possible*, indicate the writers' lack of commitment. By using such expression, the writer may present statement as probable without requiring themselves to their truth. This is one of writers' strategy to make the result of his/her study gaining acceptance by the reader.

4.2.1.4 Adverbs

Hedging devices Words	Total of Words Used
Often	9
Perhaps	6
Usually	6
Mostly	3

The use of adverbs in the context of hedging is to express a certain degree of indefiniteness or lack of precision to the information. Here are the examples:

(a) This is *perhaps* because their texts are short enough from 131 up to 316 words. (D18)

(b) Endophoric markers are reminders referring to the information in the other parts of the text. Since their texts are short, reminders are *perhaps* not so needed. (D18)

(c) The less use of boosters indicates that EFL learners are *perhaps* less assertive in their Persuasive texts. (D18)

The use of *perhaps* in the examples above, also known as ‘disjuncts’ according to Hyland (1998) “simply express doubt without carrying implications about the truth of the statement, or in sense in which it is seen to be true or false”. In the reality, the writer can be absolutely sure about the verity they utterance but they used hedges such as *perhaps* because they need to anticipate possible negative effects of being proven wrong. And also, it can open the readers’ interpretation because there is a room to negotiate about the proposition or there is a change of reality.

It was also found that the writer used adverb such as *often*, *usually*, and *almost* to show tentative limits and degree. These kind adverbs also show imprecision in numerical data. Here are the examples:

(a) The choosing of the word bullying was because she *often* used this word when she spoke Bahasa and she did not change the form of bullying in appropriate. (D11)

(b) Secondly, they are *usually* used to connect meaning units and ideas in texts and to present new information in each subsequent sentence. (D3)

(c) There is *almost* no difference in the frequency of boosters by MCs and FCs. (D17)

The example above show that the writer of reserach articles rather than provide a more accurate representation of reality or simply, they use such as this devices because vagueness is more appropriate for specific communicative situation, which in higher degree of precision is not consider necessary.

4.2.1.5 Nouns

Hedging devices Words	Total of Words Used
Belief	6
Expectation	3

The category of nouns is the last lexical category of hedging devices dealt with in the present of the study. Among all five classification, nouns is the least used in this study, which only reach 4, 2% in their use. The amount of epistemic nouns identified in the corpus was rather low, and belief being the most frequent items. The example sentences are presented below:

- (a) The SCMC method is based on the *belief* that students can learn more effectively when the learning environment is comfortable for them. (D12)
- (b) The *expectation* is that TBLL has a positive effect on accuracy and that the traditional approach leads to greater complexity. (D20)
- (c) Furthermore, but can be perceived to have a simple structure viewed from syntactical structure and it confirms the *assumption* that non-native writers tend to show a characteristic of simplicity in structure. (D1)

In the sentences (42) shows how the writers used nouns as hedging devices is to indicate that what is being said is not to be taken categorically, but it can be based on subjective views or limited knowledge of the authors or another source. However, the sentences (43) and (44) show the tentativeness in reporting the writers' own work.

In short, all the types of hedging devices were used in discussion section of applied linguistics research articles with modal verbs as the most dominant type used since the writer want to present their claims in positive way in order to gaining acceptance from the reader. And the second mostly used type is lexical verbs which is helpful for the writers to reduce claims because sometimes the writer in their discussion section want to suggest the idea to anticipate possible negative effects of being proven wrong.

CHAPTER V

CONCLUSION & SUGGESTIONS/RECOMMENDATIONS

This chapter contains the conclusion and recommendation made based on the object of the study that has been described in details in the previous chapters as well as the researcher's recommendation towards the study related matters and suggestion for the future research.

5.1. Conclusion

When the researcher presenting their claims in discussion section at the same time they are also anticipating acceptance or disproof of the claims. Discussion section is the part where the writer present their claims or their idea about the finding of the study. Hedging enables the writer minimizing the possibility of being criticized by those who disagree with claims. By using hedging the writer provide the room for the reader to make their own decision about the finding.

The study revealed that hedging devices used in the corpuses with modal verbs reached 49.5% for its percentage. The followed by lexical verbs with 26.7%, adjectives with 15.2%, adverbs with 8.6%, and the last was nouns with only reach 3.6% which was the least frequently used of all in this study.

There was various ways of hedging devices used in discussion section of research articles. Most of them used hedging devices to show expression possibility and also softened the degree of writer's commitment invested in the statement. Discussion section as part to present the findings of the study that should be accepted by readers. This section brings writer's idea, so the writers use expressing possibility to make their claim acceptable to the reader because the information present as negotiable information.

It is also found that the writer use some hedging to reduce the risk of negotiation. By using these kind of hedging devices might help the writers to present their statements and claims cautiously, accurately and modestly to meet their discourse community's expectations and place themselves in an honorable position as respected members of the respective discourse community. Moreover, hedges allow them to anticipate criticisms and to avoid conflict resulting from making bold and arrogant statements. In addition, using hedging devices in discussion section means that the writer is not certain about his/her claims or shows her/his lack of knowledge but the writer wants to present his or her claims in such a way.

In other way, the writer used the hedging devices in their discussion section because they want to present their claims as suggestion. Here the writer only suggest the idea and the reader have their own choice whether or not they want to implement the given suggestion.

To conclude, the writer of research articles should use hedging devices especially in discussion section in order to make their claims well accepted by the readers.

5.2 Limitations and Recommendations

The present study has some limitation. Firstly, this study used hedging classification proposed by Hyland (1996, 1998), however the writer suggests it would be benefit if the next researcher conducts more studies using other classification such as Meyer (1994) or Crompton (1997). Secondly, only 20 discussion section of applied linguistics as the corpuses in this study, it would be better if the next study with larger sample size and more disciplines. And the last, this study only focus on hedging devices in discussion section of applied linguistics research articles, the writer hope that future researcher should also consider different variables such as boosters, gender, etc.

Considering the importance of hedging devices in academic writing as in the explanation above, the writers' awareness of the use of hedging in writing is essential because the ability to use hedging appropriately helps writers craft their statements to produce credible, rational, and convincing claims. The writer suggest that the students must be taught how to recognize and use effectively hedging devices in their writing, especially for Non Native English Speakers who are probably not familiar with hedges and therefore, find it particularly difficult to hedge their statements appropriately. If the students familiar with hedging

devices, it can help them to write their discussion of their skripsi especially how to present the result of their study.

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APPENDICES

TABLES OF ANALYSIS

Table 3. Frequency and Percentage of the Overall Hedging Devices Categories

FREQUENCY AND PERCENTAGE OF TOTAL HEDGING DEVICES		
Category	Frequency	Percentages
Modal Verbs	139	45.9%
Epistemic Lexical Verbs	81	26.7%
Epistemic Adjectives	46	15.2%
Epistemic Adverbs	26	8.6%
Epistemic Nouns	11	3.6%
TOTAL	306	100%

Table 4. The Distrubutions of Highest Frequency Words Used According To Its Types

Classification	Hedging devices Words	Total of Words Used
Modal Verbs	May	34
	Should	27
	Would	24
	Could	21
	Can	17
	Might	16
Epistemic Lexical Verbs	Indicate	25
	Suggest	19
	Believe	13
	Seem	15
	Argue	4
Epistemic Adjectives	Likely	16
	Possible	16

	Potential	3
Epistemic Adverbs	Often	9
	Perhaps	6
	Usually	6
	Mostly	3
Epistemic Nouns	Belief	6
	Expectation	3

Figure 2. Frequency of the Overall Hedging Devices Categories

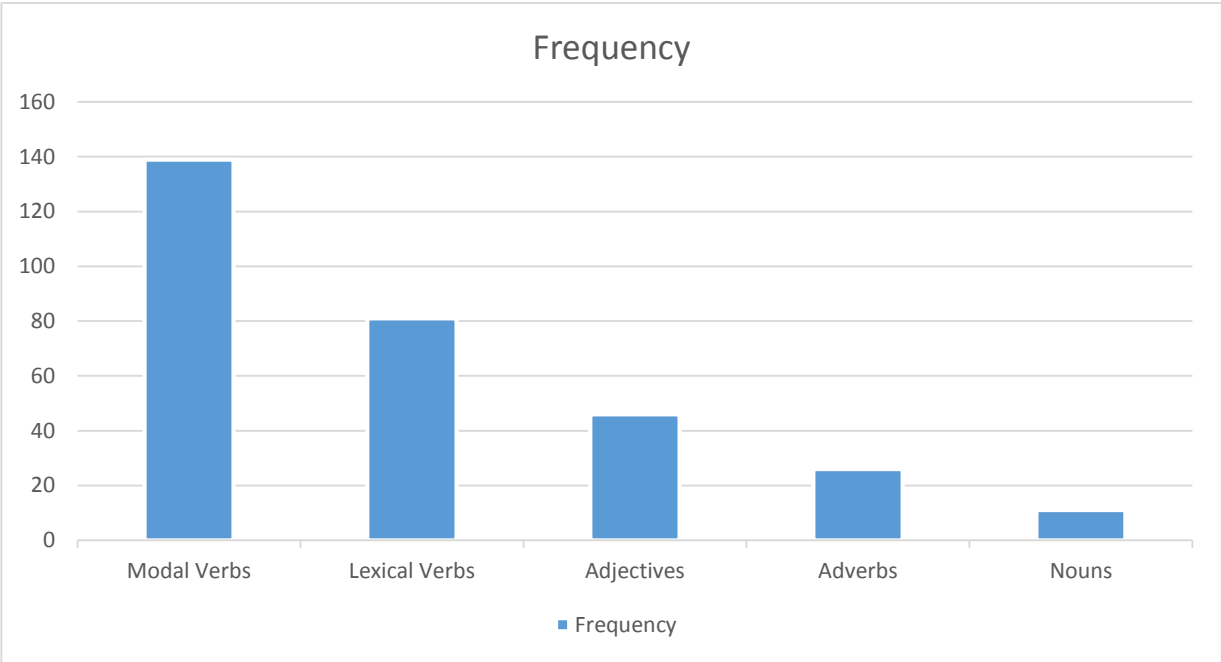


Figure 2. Percentage of Hedging Devices

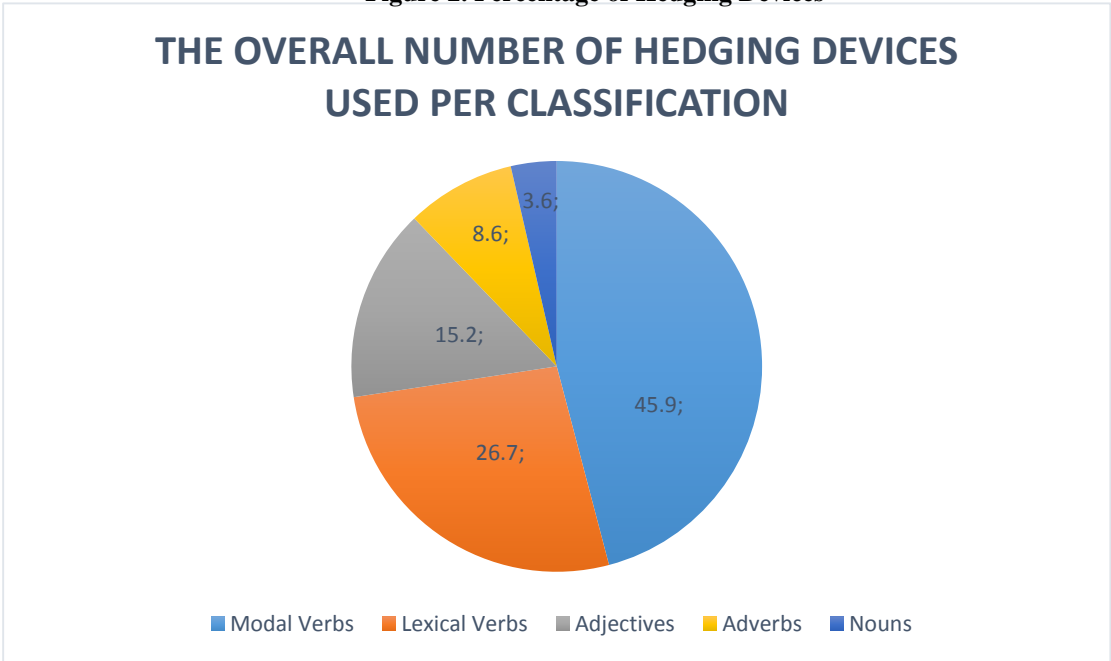


TABLE 4. SOURCE OF APPLIED LINGUISTICS RESEARCH ARTICLES

<i>NO</i>	Title	Source
1	Discourse Markers in Expository Essays Written by Indonesian Students of EFL	http://ijllnet.com/journals/Vol_2_No_2_June_2015/3.pdf
2	The Effect of Vocabulary, Syntax, and Discourse-Oriented Activities on Short and Long-Term L2 Reading Comprehension	http://ijllnet.com/journals/Vol_1_No_1_June_2014/4.pdf
3	Dealing with Ambiguity: An Analysis of Pym's Recommendations to Retrieve Ambiguities of Terms Related to Translation Studies	http://ijllnet.com/journals/Vol_2_No_1_March_2015/4.pdf
4	Exploring Indonesian EFL Students' Reading Strategies for Economics Texts	http://ijllnet.com/journals/Vol_2_No_6_December_2015/5.pdf
5	Online Debate in Argumentative Writing Course: Potentials and Challenges	http://ijllnet.com/journals/Vol_2_No_4_October_2015/6.pdf
6	Questioning Powers of the Students in the Class	http://www.academypublication.com/ojs/index.php/jltr/article/download/jltr0601111116/14
7	Listening to lectures in a second language: A Southeast Asian perspective	http://www3.caes.hku.hk/ajal/index.php/ajal/article/download/19/21
8	English in a global voluntary work context: A case study of spoken interaction and its implications for language pedagogy	http://eprints.aston.ac.uk/26867/1/N.Page_AJAL_article.pdf

9	Washback of university-based English language tests on students' learning: A case study	http://www3.caes.hku.hk/ajal/index.php/ajal/article/viewFile/49/75
10	Two Heads May Not Be Better than One in Writing to Learn Spanish as a Second Language	http://dx.doi.org/10.7575/ijalel.v.2n.1p.180
11	A Processability Theory Study: Past -ed Acquisition in University Learners in Indonesia	http://www.journal.uad.ac.id/index.php/ADJES/article/viewFile/2024/1296
12	Effects of Synchronous Computer-Mediated Communication and Face-to-Face Interaction on Speaking Skill Development of Iranian EFL Learners	http://dx.doi.org/10.7575/aiac.ijalel.v.2n.5p.36
13	How University Students Managed Conflictual Talk in Small-Group Text Discussion	http://dx.doi.org/10.7575/aiac.ijalel.v.5n.4p.154
14	Short-Term and Long-Term Effects of Incidental Vocabulary Acquisition and Instructed Vocabulary Teaching	http://www.journals.aiac.org.au/index.php/IJALEL/article/viewFile/2429/2123
15	The relationship between Iranian university EFL students' multiple intelligences and their use of language learning strategies: An exploratory study	http://www.e-journall.org/wp-content/uploads/Abolfazli_Mohammadi_2.1.pdf
16	Heritage and L2 processing of person and number features: Evidence from Spanish subject-verb agreement	http://dx.doi.org/10.21283/2376905X.3.46

17	A Study of Interactional Metadiscourse Markers and Gender in the Defense Seminars of Persian Speakers	http://www.mcser.org/journal/index.php/jesr/article/viewFile/1840/1839
18	Metadiscourse in Indonesian EFL Learners' Persuasive Texts: A Case Study at English Department, UNISBANK	URL: http://dx.doi.org/10.5539/ijel.v4n1p44
19	Engagement Markers: a Technique for Improving Writing Skills	http://lct.iaush.ac.ir/pdf_5123_e4a115d158690b8df308769d2cfc6006.html
20	An Analysis: The Usage of Metadiscourse in Argumentative Writing by Malaysian Tertiary Level of Students	http://dx.doi.org/10.5539/elt.v6n9p83

Discussion 1 (D1)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	AD V	N	
Some variants <u>may</u> have more than one applicable position, for examples, however and then.	√					to express the meaning of possibility
Other problems dealing with the meaning that <u>appear</u> are non-equivalent exchange and semantic incompleteness.		√				as a markers of tentativeness
..... that they propose followed with an additional note that the reader <u>should</u> underline in order to gain a precise result.	√					to express suggestion
DMs in the beginning of a sentence to some extent should be followed with a comma because DMs are <u>considered</u> to be non-truth condition which means they are nothing to do with the propositions.		√				to present the information less strongly.
..... Indonesian students of EFL are <u>likely</u> adding more information to explain each class/group of a particular topic rather than criticizing			√			indicate the limit in the accuracy of the finding.
Furthermore, but <u>can</u> be perceived to have a simple structure viewed from syntactical structure and	√				√	to express tentative possibility
it confirms the <u>assumption</u> that non-native writers tend to show a characteristic of simplicity in structure					√	indicate the limit in the accuracy of the finding.
.... to develop the clear logic of comparing and contrasting, contrastive markers <u>should</u> be deployed	√					to express suggestion
..... the reader <u>should</u> underline in order to gain a precise result.	√					to express suggestion
Theoretically, in writing, the uses of some advance markers, such as, moreover, furthermore, and similarly <u>should</u> be high;.....	√					to express suggestion

Lastly, the issue on punctuation which is an important element in writing <u>should</u> be noticed.	√					to express suggestion
DMs in the beginning of a sentence to some extent <u>should</u> be followed with a comma.....	√					to express suggestion
In exemplification and cause-and-effect analysis essays, students use a particular type of DMs that is <u>suggested</u> by some theories of writing expository essays affirmed that....		√				to reduce the authoritativeness of the writer.

Discussion 2 (D2)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
... the development of vocabulary knowledge in reading textbooks <u>may</u> encourage word-by-word reading and, consequently, prevent ESL readers from the development of the skill of processing syntax and context for meaning (2)	√					to express the meaning of possibility
that one <u>should</u> start with global understanding and move towards detailed understanding rather than working the other way round			√			to express suggestion
<u>Some</u> of the findings of this study are similar to those of the previous studies	√					to present the information as uncertain and tentative
..... text level instruction <u>should</u> be worked after working on phonics, word recognition and graphic knowledge.		√				Softening the statement about the truth.
Johnson (1983), for example, <u>believes</u> that	√					to report other researcher ideas

the emphasis on the development of vocabulary knowledge in reading textbooks <u>may</u> encourage word-by-word reading and, consequently, prevent ESL readers from the development of the skill of processing syntax and context for meaning.		√				to express the meaning of possibility
Toledo (2005) <u>believes</u> that readers cannot grasp the message of the passage unless they are aware of the knowledge of the contextual dimensions that constrain it at different levels		√				to report other researcher ideas
Meanwhile, the results of this study corroborate Goodman's (1967) <u>claim</u> that reading is not a process of picking up information from the page in a letter-by-letter, word-by-word manner; rather, it is a selective process		√				to report other researcher ideas
The results of the present study corroborate this <u>claim</u> .		√				Softening the steatement about the truth.
For example, Laufer (1998) <u>claims</u> reading comprehension is strongly related to vocabulary knowledge, more strongly than to the other components of reading.		√				to report the other researcher ideas
Also, in this study gender was not <u>considered</u> as a variable,...	√					to present the information less strongly.
..which <u>could</u> be another reason for the different results.		√				To express tentative possibility.
Based on the results, it can be <u>concluded</u> that the Iranian students will have higher performance on reading comprehension if they are given explicit instruction on (SFL) discourse knowledge,.....			√			Indicate the limit in the accuracy of the finding.
<u>Some</u> of the findings of this study are similar to those of the previous studies.....			√			Indicate the limit in the accuracy of the finding.

That the overt teaching of the formal background knowledge; that is to say, register and genre, brings <u>about</u> an increase in the recall of the main ideas of the reading passage at issue and facilitates reading comprehension in consequence.	√					To express tentative possibility.
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Discussion 3 (D3)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
and this is in line with the claims that EFL students with a low level of foreign language proficiency <u>may</u> not use reading strategies such as webbing, as good readers usually do when they are reading (3)	√					To express tentative possibility.
Like references, the same words <u>might</u> be also often repeated by the author to construct coherence.	√					To express tentative possibility.
If the context clues are not recognized by them because of their low level of foreign language proficiency, they <u>might</u> lead to misinterpret the meaning of words and consequently misunderstand the text.	√					to show the writers' lack of confidence in the truth of the statement.
This strategy <u>would</u> be effective when it was combined with other bottom-up strategies: reading sentence by sentence, re-reading, and using cohesive devices	√					to express suggestion
The data showed that the student realized that looking up new words in a dictionary, while	√					to express a predictions

reading, <u>would</u> slow down her reading and interrupts her thinking						
The use of these two strategies <u>would</u> obviously be due to the attempts to think deeply the content of the text before making inferences		√				to express suggestion
The retrospective data <u>indicated</u> that the strategies, starting from the most to the least frequent strategies: reading sentence by sentence, re-reading, translating, using cohesive devices, paraphrasing, webbing, and using a dictionary.		√				show the limit of the accuracy
The above retrospection <u>suggests</u> that webbing is used only to activate the readers' knowledge related to the topic of the text.		√				to reduce the risk of negatiation
This finding reaffirms earlier study (Hulstijin, Hollander, and Greidanus 1996), <u>suggesting</u> that ESL/EFL students to present the information as uncertain and tentative use the dictionary when reading a non-fictional text such as academic texts in order to understand the main idea.	√					to report other researchers ideas
Having the relevant topic, they <u>could</u> identify the key words		√				to express tentative possibility
..which were <u>considered</u> to be related to the references, the topic nouns, and the topic sentences			√			to show their confidence about the propositions.
The results revealed that EFL students invoked <u>some</u> types of reading strategies which were effective and ineffective for their comprehension			√			to present the information as uncertain and tentative

There are <u>some</u> ways of paraphrasing chosen by the students.			√			to present the information as uncertain and tentative
They reproduced <u>some</u> contents, important facts, or just the main idea (e.g., a claim) and supporting ideas (e.g. evidence).			√			to present the information as uncertain and tentative
One way of paraphrasing was to reproduce <u>some</u> content of the English text by using words in Indonesian, as stated by one of the students.....			√			to present the information as uncertain and tentative
This finding differed from <u>some</u> previous findings which claim that webbing could facilitate the subjects comprehend the text easily (James 1987; Sayavendra 1993)			√			to present the information as uncertain and tentative
However, there are <u>some</u> serious pitfalls in guessing if students' language proficiency is low.				√		to present information as uncertain and tentative
Secondly, they are <u>usually</u> used to connect meaning units and ideas in texts and to present new information in each subsequent sentence.				√		to present information as uncertain and tentative
..... as good readers <u>usually</u> do when they are reading (Laufer and Sim 1985)				√		to present information as uncertain and tentative
Like references, the same words might be also <u>often</u> repeated by the author to construct coherence		√				to show the writers' lack of confidence in the truth of the statement
It can therefore be <u>claimed</u> that webbing is not effective for the EFL readers with a low level of foreign language proficiency in the present study.		√				to show their confidence about the propositions
This finding differed from some previous findings which <u>claim</u> that	√					to show their confidence about the propositions
...webbing <u>could</u> facilitate the subjects comprehend the text easily			√			to express tentative possibility

Discussion 4 (D4)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
.....the presence of ambiguity and vagaries in <u>some</u> meanings and usages of terms – derive from several cultural e contextual changes which have been occurring with the emerging of new concepts and new perspectives on the field (4)				√		to present information as uncertain and tentative

Discussion 5 (D5)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
.....the same thing in which the students <u>may</u> not always feel obligated to respond to every message in an online environment. (5)	√					to express the meaning of possibility
.....the students <u>should</u> explore their ability in putting element together to form new pattern or structure		√				to express suggestion
Thus, this finding <u>indicates</u> that online debate has relatively the equal potentials as other online forum as the previous studies reported that online learning environment offers flexibility of class participation time.		√				to show the writer's own work

The examination of students' postings <u>indicates</u> that the students occupied higher order thinking skills that reflected their critical thinking skills		√				to show the writer's own work
These studies <u>indicate</u> the potential role of online interaction and discussion in promoting students' critical thinking		√				to show the writer's own work
Thus, the findings <u>indicate</u> that the problems in online debate are common problem found in online learning environment		√				to show the writer's own work
The category of understanding, analyzing, and evaluating are <u>considered</u> to be the most frequently used higher order thinking in online debate.		√				to present the information less strongly.
The assigning role and clear procedure directed the students to submit their best thinking and create thoughtful and <u>considered</u> responses to defend their beliefs.			√			to present the information less strongly.
..... usually happen in online discussion since common online discussions are <u>likely</u> to be "the noisier, the better",			√			indicate the limit in the accuracy of the finding.
It is in line with the findings of <u>some</u> researchers who studied critical thinking in online debate in supporting students in giving logical evidence to support the arguments.			√			to present the information as uncertain and tentative
.....that the students established <u>some</u> categories of Bloom's Revised Taxonomy of higher order thinking.			√			to present the information as uncertain and tentative
We acknowledged <u>some</u> categories in students' posting such as.....			√			to present the information as uncertain and tentative
<u>Some</u> students assumed that their voice has been represented by their team.				√		to present information as uncertain and tentative

.....that online debate has <u>relatively</u> the equal potentials as other online forum as the previous studies reported that online learning environment offers flexibility of class participation time.				√		to present information as uncertain and tentative
..... <u>usually</u> happen in online discussion since common online discussions are likely to be “the noisier, the better”				√		to present information as uncertain and tentative
..... the most <u>frequently</u> used higher order thinking in online debate.				√		to present the information as uncertain and tentative

Discussion 6 (D6)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	V	
..... they <u>would</u> rather do it by face-to face meeting with the teachers than asking directly in the class. (6)	√					to express a predictions
Students who were sick, not mood, afraid and nervous, <u>would</u> prefer to keep silent.	√					to express predictions
Teachers <u>may</u> invite participations of the students by asking questions that they have already known for the purpose of creating more opinions from the students.	√					to express the meaning of possibility
To suit with the need of the students’ curiosity about the materials, students <u>may</u> employ referential questions			√			to express the meaning of possibility
This finding showed that students were more <u>likely</u> to ask referential questions instead of			√			indicate the limit in the accuracy of the finding.

asking display questions for only checking comprehensions.						
Study shows that interesting materials were more <u>likely</u> to invite students' questions rather than uninteresting materials.			√			to present the information as uncertain and tentative
....who were familiar and friendly to the students were more <u>likely</u> to invite more questions than those.....			√			indicate the limit in the accuracy of the finding.
.....or were <u>likely</u> to get angry in the class.				√		to present information as uncertain and tentative
..... they <u>mostly</u> pose referential questions, especially to the teachers,					√	to present information as uncertain and tentative
the <u>frequent</u> use of display questions by the teachers in the class over the use of referential questions				√		to present information as uncertain
The first one is about the type of questions that were <u>mostly</u> asked by the students.				√		to present information as uncertain and tentative
Inan and Fidan's study on the functions of teacher questions also found that teachers <u>mostly</u> employed display questions for confirmation check.			√			to present information as uncertain and tentative
However, they faced <u>some</u> difficulties in asking questions. Students said that they felt more comfortable in asking questions to their friends to their teachers.			√			to present information as uncertain and tentative

Discussion 7 (D7)

HEDGING DEVICES ITEMS	CATEGORY	FUNCTION
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	MV	LV	ADJ	ADV	N	
Listening comprehension <u>may</u> be affected by(7)	√					to express the meaning of possibility
Based on the interpretations of the collection of research studies cited we <u>may</u> see that during lectures in a second language both lecturers and students need to interpret the event from a number of perspectives and employ a range of strategies.	√					to express the meaning of possibility
Lecturers <u>may</u> need to rethink their approach to lecturing and have a greater awareness of the linguistic features.....	√					to express the meaning of possibility
This <u>may</u> require an ability to not only consider the content of lectures	√					to express the meaning of possibility
.... the way in which the information <u>can</u> effectively be delivered.	√					to express tentative possibility
Therefore, students need to become aware that they <u>can</u> be active listeners in lectures and that there are behaviours.		√				to express tentative possibility
Such models <u>suggest</u> that listening in a second language is a complex process and that students need to develop a variety of skills and strategies in order to become effective L2 listeners especially in contexts where the L2 is serving as a lingua franca.		√				to reduce the authoritativeness
This may require an ability to not only <u>consider</u> the content of lectures .		√				to show the writer's own work
....but also the way in which the information <u>can</u> effectively be delivered.			√			to express tentative possibility
Taking this body of knowledge together we now have <u>some</u> recent attempts at developing	√					to present the information as uncertain and tentative

pedagogical models which account for how students develop their L2 listening.						
This point is related to the idea that Japanese users of English <u>should</u> be encouraged to use the language flexibly and without a feeling of inferiority.	√					to express suggestion

Discussion 8 (D8)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
Taking the idea further, written language tests of this kind could be produced which <u>would</u> allow students to demonstrate the pragmatic skills..... (8)	√					to express prediction
..... that <u>would</u> later be useful in real-life communicative encounters.	√					to express prediction
It <u>would</u> be useful for teachers to present the learners with a range of interactions.....	√					to express suggestion
This type of language learning activity <u>would</u> have the advantage of not studying linguistic forms as external to interaction.	√					to express suggestion
.....although there be <u>some</u> upper limits to what she finds intelligible in the spoken discourse she experiences there.		√				to present the information as uncertain and tentative
..... , as other factors such as non-accommodation by her interlocutors <u>may</u> also be significant.	√					to express the meaning of possibility

Teachers <u>may</u> struggle with such an approach if a core part of their professional identity is the ability to “spot errors” and speak with authority about which forms are grammatical or not.	√					to express the meaning of possibility
While a traditional TESOL fill the gap activity <u>might</u> include the selection of a “correct” linguistic form in terms of grammar,	√					to show the writers’ lack of confidence in the truth of the steatement
... such activities <u>could</u> be adapted to prompt learners to select an appropriate interactional move to achieve a pragmatic outcome based on a an unfolding contextualized interaction.	√					to express tentative possibility
At an appropriate time in their linguistic development, JICA language learners <u>might</u> benefit enormously from awareness raising activities.....		√				to show the writers’ lack of confidence in the truth of the steatement
This analysis <u>indicates</u> that Ren is communicatively competent and able to interact “successfully” in Jamaica (also see Appendix 2, lines 64-80 & 104-120)....		√				to show the writer’s own work
This is related to assertion 1 above, which <u>indicates</u> that spending long amounts of pedagogical time on minor aspects of language form (for example prepositions and articles) would not be time well spent for the learners.		√				to show the writer’s own work
For example, Matsuda and Duran (2012) <u>suggest</u> a listening activity based on a speech by Ban-Ki Moon about global warming.		√				to report other researcher ideas
Sifakis (2007) <u>suggests</u> that ...	√					to report other researcher ideas

teachers <u>can</u> expand their own critical awareness of issues in lingua franca communication by reviewing real-life.....					√	to express tentative possibility
.....such as the one between Ren and Val in order to guide them through examples where pragmatic success is achieved and others where it is not (with <u>suggestions</u> for how success could be achieved					√	to show the writer's own work
Teachers can implicitly foster this kind of <u>belief</u> in their students by sensitively reacting to their language output, discouraging linguistic forms which may reduce intelligibility,.....		√				to show the writer's own work
Taking Ren's experiences as an illustrative case, let us now <u>consider</u> what would be a suitable kind of pre-service pedagogy to assist with this type of communicative experience		√				to show the writer's own work
For the JICA context, it would <u>seem</u> highly appropriate for learners to become familiar with pragmatic issues in communication...		√				indicates the limit of the writer accuracy in the presented idea
Nevertheless, <u>some</u> general pedagogical principles can be discerned, ...			√			to present the information as uncertain and tentative
the experiences noted here <u>can</u> be used to raise parameters of awareness for JICA language teachers,...	√					to express tentative possibility
...although there <u>may</u> be some upper limits to what she finds intelligible in the spoken discourse she experiences there				√		to express the meaning of possibility
<u>Perhaps</u> the core issue here is the need for a critical re-evaluation of the role of standards in language education and a consideration of other	√					to present the information as uncertain and tentative

pedagogical targets, towards which this paper has sought to contribute						
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Discussion 9 (D9)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
Two reasons <u>may</u> explain the limited washback of the FET. (9)	√					to express the meaning of possibility
The discrepancy <u>may</u> be related to the nature of the FET.	√					to express the meaning of possibility
The intended washback effects <u>may</u> fail to occur if factors other than the test itself (for example, resources, support, and information) are not taken into full consideration at the very beginning of a local testing project.	√					to express the meaning of possibility
In this study, we investigated the washback of the FET and explored the factors which <u>might</u> have contributed to positive washback or prevented positive washback from occurring in students' learning practices.	√					to show the writers' lack of confidence in the truth of the statement
This <u>might</u> have in turn prevented positive washback from occurring in students' learning.	√					to show the writers' lack of confidence in the truth of the statement
..... , the lack of the recognition as well as the lack of resources and support, as discussed above, <u>might</u> have prevented the intended positive washback from occurring in practice.		√				to express possibility

Results of this study <u>indicate</u> that gender and English ability level did not affect students' reported washback on their learning practices.		√				to show the writer's own work
..... this study <u>indicated</u> that as the test drew closer, test washback became more overt and intense.		√				to show the writer's own work
The findings of this study <u>suggest</u> that most of the test developer's intentions to engineer positive washback through testing innovation were endorsed by students.		√				to reduce the authoritativeness
The second reason is the lack of study materials and support, as <u>suggested</u> by the qualitative data.		√				to reduce the authoritativeness
Students' positive views in these regards, as <u>suggested</u> by Hughes (1994), are likely to bring about beneficial washback on their learning and test preparation.		√				to report other researcher ideas
In light of the findings of this study, we <u>believe</u> that to engineer positive washback		√				to show the writer's own work
We <u>believe</u> the findings of this study warrant attention from other universities which have developed or are currently in the process of developing local English tests with a view to engineering positive washback.			√			to show the writer's own work
The issues reported by students (for example, noisy testing environment and unfamiliarity with test format) were very <u>likely</u> to give rise to measurement error, resulting in construct-irrelevant variance.			√			indicate the limit in the accuracy of the finding.

Though a well-designed test is much more <u>likely</u> to bring about positive washback than a test featuring poor design,....			√			indicate the limit in the accuracy of the finding.
It is <u>likely</u> that the voluntary interview participants were from the intermediate- or high-ability groups,....			√			indicate the limit in the accuracy of the finding.
In addition to the findings about students' perceptions, this study also revealed that the FET, as intended by the test provider, had given students <u>some</u> motivation and pressure in learning English.			√			to present the information as uncertain and tentative
This finding does not resonate with <u>some</u> previous washback studies (for example, Cheng et al., 2011; Ferman, 2004) which demonstrated that higher- and lower-ability students deployed different learning strategies in test preparation	√					to present the information as uncertain and tentative

Discussion 10 (D10)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
It is undeniable that thinking aloud while writing is intrusive and <u>may</u> lead to cognitive overload. (10)	√					to express the meaning of possibility
Therefore, we have good reason to believe that the thinking a loud transcripts <u>may</u> have underrepresented the actual thinking that took place in the participants' minds.	√					to express the meaning of possibility

It is suggested that LREs evolve naturally out of TBLL, whereas it <u>might</u> not hold true with regard to thinking aloud.	√					to express the meaning of possibility
It is <u>suggested</u> that LREs evolve naturally out of TBLL,.....		√				to show the writer's own work
Therefore, we have good reason to <u>believe</u> that the thinking a loud transcripts....		√				show the limit of accuracy
However, the accuracy rate <u>seems</u> to have been achieved at the cost of complexity.		√				indicates the limit of the writer accuracy in the presented idea
Compared with the traditional approach, TBLL alone did not <u>seem</u> to optimize learning outcomes.		√				indicates the limit of the writer accuracy in the presented idea
First, accuracy <u>seemed</u> to be achieved at the cost of complexity.			√			indicates the limit of the writer accuracy in the presented idea
One <u>possible</u> explanation is that the two approaches together drive the participants to acquire the verbs by repeatedly producing output.			√			to present the information as uncertain and tentative
It is <u>possible</u> that the participants in this study had never engaged in TBLL previously in their Spanish learning.			√			to present the information as uncertain and tentative

Discussion 11 (D11)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
This <u>may</u> be the reason why most participants used Present Verb (Verb 1) in their speaking even though the contexts of the conversations were in past. (11)	√					to express the meaning of possibility

The first reason is that their L1 <u>might</u> have interfered to their L2.	√					to show the writers' lack of confidence in the truth of the statement
It <u>might</u> be applicable to the Indonesian learners of ESL as Bahasa does not have tense.	√					to show the writers' lack of confidence in the truth of the statement
.... found that Chinese learners <u>could</u> not produce past tense in English because of the absence of this feature in Chinese	√					to express tentative possibility
In contrast, the past tense existed in both Japanese and German, and both participants <u>could</u> produce this feature.		√				to express tentative possibility
The Past –ed acquisition of all participants in the study <u>indicates</u> a significant phenomenon why the participants have not acquired the Past –ed.			√			to show the writer's own work
There are some <u>possible</u> reasons why all participants in this study failed in producing Past –ed form.			√			to present the information as uncertain and tentative
The second <u>possible</u> reason is the participants' preference in using other forms such as irregular verb and nominal verb to regular past Past –ed.			√			to present the information as uncertain and tentative
The third <u>possible</u> reason why the participants did not acquire the Past –ed is motivation in practising their knowledge in Past -ed.			√			to present the information as uncertain and tentative
The last <u>possible</u> reason is the participants have lacked of knowledge in English structure. Even though the given questions were in past contexts,....			√			to present the information as uncertain and tentative
Similarly to the second and third <u>possible</u> reasons of the absence of the Past –ed production,....			√			to present the information as uncertain and tentative

..... Similarly to the second and third <u>possible</u> reasons of the absence of the Past –ed production,			√			to present the information as uncertain and tentative
The choosing of the word bullying was because she <u>often</u> used this word when she spoke Bahasa and she did not change the form of bullying in appropriate				√		to present the information as uncertain and tentative

Discussion 12 (D12)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADV	ADV	N	
A few explanations for this finding <u>seem</u> appropriate. (12)					√	indicates the limit of the writer accuracy in the presented idea
The SCMC method is based on the <u>belief</u> that students can learn more effectively when the learning environment is comfortable for them					√	to show the writer's own work
In short, the results further support that the other alternative <u>hypothesis</u> is accepted as well,		√				to show the writer's own work
It can be <u>argued</u> that SCMC provides a non-threatening, positive and comfortable environment and thereby learners produce more language with high degree of accuracy and rich lexical density.		√				to show their confidence about the propositions
In general, the results obtained <u>suggest</u> that...	√					to show the writer's own work
It <u>can</u> be concluded that the experimental group's speaking ability was enhanced by the SCMC treatment.		√				to show possibility

This finding is in contrast with the social presence theory that <u>considers</u> the physical presence of the partner as a reason to better interpersonal relationships		√				to show their confidence about the propositions
In short, the results further support that the other alternative <u>hypothesis</u> is accepted as well, namely <i>H2</i> : SCMC as an instructional treatment is more effective					√	to show the writer's own work
It can be <u>argued</u> that SCMC provides a non-threatening, positive and comfortable environment and thereby learners produce more language with high degree of accuracy and rich lexical density.		√				to show their confidence about the propositions
Therefore, SCMC can be <u>considered</u> as a richer medium of communication than synchronous CMC.		√				to present the information less strongly.

Discussion 13 (D13)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
As presented in Excerpt D, topic alteration, like a sedative, relieved the temporary tension that arose in conflictual talk, but <u>may</u> not have enhanced textual understanding if the group simply used it as a rejection tactic without adopting any critical stances,...(13)	√					to express the meaning of possibility

....but social conflict <u>may</u> have been generated by some members' dissatisfaction with or apprehension toward the discussion behaviors.	√					to express the meaning of possibility
but <u>should</u> be viewed as creating and safeguarding the bonds of mutual concern, trust, respect, and appreciation that are crucial to the preservation of a group's relationships.	√					to express suggestion

Discussion 14 (D14)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
The results of the present study <u>indicated</u> that both incidental vocabulary acquisition and instructed vocabulary teaching are effective for the development of intermediate EFL learners' L2 vocabulary knowledge. (14)		√				to show their confidence about the propositions.
The findings <u>can</u> be interpreted if we resort to SLA approaches...	√					to show prediction
The results of the ANOVA for the delayed posttest <u>indicated</u> that the participants in both of the experimental groups were successful in retaining the acquired TWs over the five-week interval from the immediate posttest to the delayed posttest.		√				to show their confidence about the propositions
This prediction of the meaningful learning theory <u>can</u> explain why the performance of the participants in the IVT group diminished from the	√					to express possibility

immediate posttest to the delayed posttest as these participants were taught on the TWs....						
Following Ausubel's (1968) meaningful learning theory, it <u>can</u> be proposed that the attachment of the acquired TWs to the previously-existing materials in the IVA participants' minds has helped them retain the TWs over time,...	√					to express possibility
...indicating that people with a certain MI profile are more <u>likely</u> to use a specific selection of LLSs.			√			to toned down writer's propositions
For example, people with a high score in natural intelligence are more <u>likely</u> to use memory strategies,...			√			to toned down writer's propositions
... while people with a high-score profile in intrapersonal intelligence are more <u>likely</u> to use cognitive learning strategies.		√				to toned down writer's propositions
Social learning strategies <u>seem</u> to be preferred only by people with a musical intelligence profile.		√				indicates the limit of the writer accuracy in the presented idea
The results also show that the most <u>frequently</u> used strategies among participants were cognitive and metacognitive strategies followed by memory, compensation, and social strategies.				√		to present the information as uncertain and tentative
The least <u>frequently</u> used learning strategy was the affective strategy.				√		to present the information as uncertain and tentative
Our findings are also in line with Akbari and Hosseini (2008), whose results <u>indicated</u> that there is a relationship between MI and LLS use and second language proficiency,		√				that the writer want to show that the information presented is not the writer's ideas but by other researchers.

The results of the present study clearly <u>suggest</u> , however, that MI and LLS use could be included in any language-learning program,...		√				to reduce the risk of negatiation
The problem of paragraph disunity <u>may</u> be resolved				√		to express the meaning of possibility

Discussion 15 (D15)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
....if students are given <u>frequent</u> opportunities to write shorter paragraphs (15)			√			to present the information as uncertain and tentative
This <u>might</u> have stemmed from the general belief that much attention is given to the use of conjunctive relations in the second cycle institutions.	√					to show the writers' lack of confidence in the truth of the steatement
It <u>can</u> be inferred from the study that many different sets of textbooks ...	√					to express possibility
That instance <u>could</u> be analyzed in relation to the concept of a superior power that initiates defence	√					to express possibility
MI and LLS use <u>could</u> be included in any language-learning program,...	√					to express possibility
The average result of 24.57 (81.91%) <u>would</u> indicate a high degree of proficiency among the testees.	√					To express prediction
Sometimes, a word <u>can</u> have a strong syllable...	√					to express possibility
....that <u>would</u> normally be only a structure.			√			To express prediction

It is <u>possible</u> that the basis of that expression used to humble the face is in various Ghanaian languages.			√			to present the information as uncertain and tentative
In an EFL context such as Taiwan, English is more <u>likely</u> to be taught by separating the language into several segments such as words, phrases, clauses or sentences....			√			to present the information as uncertain and tentative
This means that they <u>tended</u> to use less commonly used words,....				√		to present the information as uncertain and tentative
.....while their US-based counterparts were more <u>likely</u> to use more common words, as evidenced by the smaller number of keywords identified in their corpus.			√			to present the information as uncertain and tentative

Discussion 16 (D16)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
These results <u>seem</u> to support recent investigations which signal modest advantages HSs hold with regards to grammatical knowledge. (16)		√				indicates the limit of the writer accuracy in the presented idea
Revisiting the proposed research questions of the study, <u>hypothesis</u> one was confirmed.					√	indicates the limit of the writer accuracy in the presented idea
We <u>believe</u> it would be important to address the effects of heritage interventions over several semesters of study, given HSs lack of formal grammatical instruction in the L1.		√				softening the claims

We expand <u>some</u> of these ideas in the final section.			√			to present the information as uncertain and tentative
In the real world, however, there <u>seems</u> to be a mismatch between these ideal goals and heritage course offerings at many post-secondary institutions...		√				indicates the limit of the writer accuracy in the presented idea
These results <u>seem</u> to support recent investigations which signal modest advantages HSs hold with regards to grammatical knowledge.		√				indicates the limit of the writer accuracy in the presented idea
Turning back to the heritage group of the study, they <u>seem</u> to possess a linguistic benefit for earlier exposure to the home language in childhood		√				indicates the limit of the writer accuracy in the presented idea
Within-group comparisons <u>indicated</u> the L2 group of comparable heritage proficiency processed similarly to the HSs at Verb + 3 in the ungrammatical condition.		√				to show the writer's own work
Consequently, they <u>may</u> not necessarily profit from the same curriculum intended for late L2 learners,.....	√					to express the meaning of possibility
It is <u>possible</u> that frequent interactions from birth in the Spanish language that have continued into adulthood have conferred HSs the ability to maintain control of basic SV agreement in Spanish.			√			to present the information as uncertain and tentative
The availability of rich grammatical input <u>may</u> grant HSs a benefit in analyzing grammatical structures intuitively	√					to express the meaning of possibility
.... early language experiences <u>may</u> allow HSs to perform in more target-like ways than L2 learners, when accessing Spanish gender online.	√					to express the meaning of possibility

... they <u>may</u> review basic SV structures frequently for lectures.		√				to express the meaning of possibility
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Discussion 17 (D17)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
As the quantitative analysis of the data reveals, there <u>seems</u> to be some gendered differences in the use of interactional metadiscourse markers. (17)		√				indicates the limit of the writer accuracy in the presented idea
There is <u>almost</u> no difference in the frequency of boosters by MCs and FCs.				√		to present the information as uncertain and tentative
Participles used as adjectives are relatively common in everyday use, and thus their use in acknowledgments <u>suggests</u> that DA written by TWC have a less formal tone.		√				to reduce the authoritativeness
This diversity <u>may</u> come from different academic conventions or contextualised factors such as experiences of learning English, as mentioned in the preceding discussion.	√					to express possibility
This variability <u>might</u> be due to individual verbalization preferences.....	√					to show the writers' lack of confidence in the truth of the statement
....and it is therefore possible that participants such as Pam <u>might</u> have been deploying discourse markers, and other linguistic resources, covertly, namely, as part of their inner speech,	√					to show the writers' lack of confidence in the truth of the statement

This <u>can</u> be understood through the lens of the Vygotskian concept of orientation.	√					to express tentative possibility
Faculty <u>should</u> act as educators,...	√					to express suggestion
Plagiarism <u>should</u> be a part of pedagogy.....	√					to express suggestion

Discussion 18 (D18)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
Evidential markers <u>considered</u> as important persuasive tools in the genre of opinion appear in the third position of textual markers.(18)		√				to present the information less strongly.
One of the most <u>significant</u> findings to emerge from this study is that female students enjoyed the poster activity despite feeling nervous of facing a public audience.			√			to present the information as uncertain and tentative
It <u>seems</u> that personal markers and inclusive expressions play an important role in American opinion articles since they allow writers to express their opinion in a more personal way and help the reader find out about the writer's stance.		√				indicates the limit of the writer accuracy in the presented idea
Therefore, teachers <u>should</u> make the students aware concerning this impact.	√			√		to express suggestion
This is <u>perhaps</u> because their texts are short enough from 131 up to 316 words.						to present the information as uncertain and tentative
This <u>indicates</u> that EFL learner writers are less skillful in engaging the readers.		√				

The code glosses provide additional information or examples for words or propositions that the writer predicts the reader <u>may</u> find problematic.	√					to express the meaning of possibility
The lack of frame markers usage <u>may</u> cause in the unsmooth topic shift.				√		to express the meaning of possibility
...Anglo-American writers <u>frequently</u> signal their personal presence in academic texts.				√		to present the information as uncertain and tentative
The less use of boosters indicates that EFL learners are <u>perhaps</u> less assertive in their Persuasive texts.		√				to present the information as uncertain and tentative
This indicates that EFL learner writers are less skillful in engaging the readers. Camiciottoli (2003) <u>argues</u> that hedges mitigate the writer's authorial position which makes the text more reader friendly				√		to show other researcher ideas
This is <u>perhaps</u> because their texts are short enough from 131 up to 316 words.				√		to present the information as uncertain and tentative
Endophoric markers are reminders referring to the information in the other parts of the text. Since their texts are short, reminders <u>are perhaps</u> not so needed.				√		to present the information as uncertain and tentative
The less use of boosters <u>indicates</u> that EFL learners are perhaps less assertive in their Persuasive texts.		√				to show the writer's own work

Discussion 19 (D19)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	

.... engagement devices were probably structures that participants had already known about; they <u>might</u> not be aware that ...(19)	√					to show the writers' lack of confidence in the truth of the statement
...they <u>could</u> use them as strategies in their composition.					√	to express tentative possibility
There is a <u>chance</u> that teaching engagement marker was educationally significant.		√				to express possibility
...we <u>believe</u> this helped our EG writers make much more effective changes in their texts than the CG writers did.	√					softening the claims
More effective use of engagement markers <u>would</u> be expected as an effect of direct teaching.	√					to express a predictions
...it <u>would</u> be more effective in persuading the readers to believe in the points of the text written.	√					to express prediction
Readers <u>would</u> not read a written product which will not benefit them....	√					to express prediction
By doing this, students <u>could</u> produce an argumentative writing which is assertive and decent.	√					to express possibility
Words like 'for example' and 'such as' are used <u>frequently</u> when they wanted to describe about examples.				√		to present the information as uncertain and tentative
To avoid this, again, more trainings and exercises <u>should</u> be given to the students in order to improve their writing skills.	√					to express suggestion
Metadiscourse is thus <u>considered</u> as one of the tools to help writers communicate better with readers in a written form.		√				to present the information less strongly.

Hence, more research <u>should</u> be done on this so that it could help to produce a generation with better writing skills.		√				to express suggestion
The framework that has been <u>suggested</u> in this study could help educators and teachers to realize which metadiscourse should be focused on more while teaching students in writing argumentative essays.		√				to reduce the authoritativeness
A <u>possible</u> explanation for this might be that since maximum audience consisted of students from other faculties (IT, Business and English) the presenters were within the comfort zone and therefore it reduced the possibilities of embarrassment.			√			to present the information as uncertain and tentative
This result <u>may</u> be explained by the fact that despite the amount of time and effort consumed by the poster presentation,				√		to express the meaning of possibility
The findings are <u>quite</u> contradictory.				√		to present the information as uncertain and tentative
....they <u>would</u> be able to learn and use English grammar precisely.	√					to express predictions
... it may <u>indicate</u> the vocabulary size necessary to understand a text as well as to incidentally learn words in the text.		√				to show the writer's own work
Again, college students <u>should</u> use this discourse more as it <u>will</u> convey the confidence of the writer about what they believe in to the readers.	√					to express suggestion
More code glosses <u>should</u> be used in order to help readers grasp the full meaning of the written product	√					to express suggestion

To avoid this, again, more trainings and exercises <u>should</u> be given to the students in order to improve their writing skills.	√					to express suggestion
ESL teachers <u>should</u> make grammar learning real, which in other words, make grammar learning related to their daily life.	√					to express suggestion
<u>Estimates</u> of absolute numbers of Endophoric markers in this study.....					√	to express uncertainly
That it <u>could</u> help to produce a generation with better writing skills.	√					to express tentative possibility

Discussion 20 (D20)

HEDGING DEVICES ITEMS	CATEGORY					FUNCTION
	MV	LV	ADJ	ADV	N	
Teachers, as well, <u>should</u> pay more focus on how the students apply metadiscourse in their writing instead of only explaining the function of each category of metadiscourse (20)	√					to express suggestion
....teachers to realize which metadiscourse <u>should</u> be focused on more while teaching students in writing.	√					to express suggestion
It is important to use more interpersonal discourse in writing argumentative essays as this discourse <u>would</u> help the writer to interact with the readers while they are reading.	√					to express suggestion
An argumentative essay that contains more interpersonal discourse is more convincing and it	√					to express suggestion

<u>would</u> be more effective in persuading the readers to believe in the points of the text written.						
....they <u>would</u> be able to learn and use English grammar precisely.	√					to express prediction
Readers <u>would</u> not read a written product which will not benefit them;					√	to express prediction
The <u>expectation</u> is that TBLL has a positive effect on accuracy and that the traditional approach leads to greater complexity.		√				to express the information as uncertain
This error is <u>considered</u> as crucial as it will cause fragment in the writing.		√				to present the information less strongly.
Grammar is <u>considered</u> as one of the essential parts in learning English.		√				to present the information less strongly.
Students have fear in learning this part of English as it is <u>considered</u> as complicated for them.		√				to present the information less strongly.
... contains more interpersonal discourse is more convincing and it <u>would</u> be more effective in persuading the readers to believe in the points of the text written	√					to express sugesstion
The main purpose of argumentative writing is to convince the readers to <u>believe</u> in the writer's point of view.		√				to show the writer's own work
Again, college students <u>should</u> use this discourse more as it will convey the confidence of the writer about what they believe in to the readers.	√					to express suggestion
To achieve this, the writers are required to be able to anticipate reader's knowledge of the subject and to anticipate the response to <u>claim</u> made (Hyland, 2005).		√				to show the writer's own work

From the analysis,it shows that the selected students are <u>often</u> using code glosses to give example.				√		to present the information as uncertain and tentative
By doing this, students <u>could</u> produce an argumentative writing which is assertive and decent.		√				to express tentative possibility
The framework that has been <u>suggested</u> in this study could help educators and teachers to realize that....	√					to reduce the risk of negatiation
Hence, more research should be done on this so that it <u>could</u> help to produce a generation with better writing skills.		√				to express tentative possibility
... <u>Indicates</u> that there are five main components (need analysis, design, development, implementation, evaluation) and then come to Final Product).		√				to show the writer's own work
In each component there some sub components that need to be <u>considered</u> in creating instructional materials,		√				to present the information less strongly.
Teachers <u>should</u> also be able to choose appropriate teaching strategies based on the selected teaching materials.	√					to express suggestion
Different kinds of instructional materials <u>may</u> be an alternative for teachers in choosing the best one for their teaching and learning process.	√					to express the meaning of possibility
The personalities and individual interests of the researchers can be considered as factors that <u>may</u> have influenced the results of the study.		√				to express the meaning of possibility
It <u>seems</u> that personal markers and inclusive expressions play an important role in American	√					indicates the limit of the writer accuracy in the presented idea

opinion articles since they allow writers to express their opinion in a more personal way and help the reader find out about the writer's stance.						
..a possible explanation for the number of insertion occurrences compared to the number of occurrences of alternation and congruent lexicalization <u>might</u> be that inserting a word from one language to another requires minimal competence at a lexical level...	√					to show the writers' lack of confidence in the truth of the statement
This fact <u>could</u> explain the difference between the percentage of researcher-initiated code switching occurrences that were not followed by the participants in both languages (22 % for Spanish and 49% for Indonesians).		√				to express tentative possibility

Biografi Penulis



Nama lengkap penulis ialah Nurani Rusmana Putri, lahir di Sukabumi pada tanggal 19 Desember 1994, merupakan anak pertama dari dua bersaudara dari pasangan Rusman Hoerudin dan Nuraeni. Penulis berkebangsaan Indonesia dan beragama Islam. Kini penulis tinggal beralamat di Jalan Sabilillah KP Lebak Pasar RT 01 Rw 01 No 18 Citeureup Bogor.

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Pada tahun 2009 penulis lulus dari SMP Negeri 2 Citeureup dan melanjutkan pendidikan ke SMA PLUS PGRI CIBINONG dan lulus pada tahun 2012. Setelah itu penulis melanjutkan pendidikannya ke jenjang universitas di Universitas Negeri Jakarta Jurusan Pendidikan Bahasa Inggris. Pada semester ke sembilan tahun 2017, penulis telah menyelesaikan skripsi dengan judul “HEDGING DEVICES IN THE DISCUSSION SECTIONS OF APPLIED LINGUISTICS RESEARCH ARTICLES”. Sampai dengan penulisan skripsi ini penulis masih terdaftar sebagai mahasiswi program S1 Bahasa Inggris UNJ.