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APPENDICES

1.1 Tables of the use of hedging in Students' Thesis

No	Sentence	Types of hedging	Marker	Place in Paper
1.	Siompu language display more place deixis for demonstrative since it has four-way referential specifies from the deictic centre.	Attribute-oriented hedge	Intentional vagueness	Findings and discussion (<i>Thesis 1</i>)
2.	However, even though Siompu language has more pure place deictic term, Siompu language does not have specific deictic expression to use independently to indicate the object that more than one as English has.	Attribute-oriented hedge	Intentional vagueness	Findings and discussion (<i>Thesis 1</i>)
3.	English has pure place deictic expression to indicate that the entity pointed to is in plural form or more than one entity or object using these and those.	Attribute-oriented hedge	Intentional vagueness	Findings and discussion (<i>Thesis 1</i>)
4.	For symbolic usages in English and Siompu language, both languages show more similarity than differences.	Attribute-oriented hedge	Intentional vagueness	Findings and discussion (<i>Thesis 1</i>)
5.	By the anaphoric usage, in English and Siompu language both show entirely the same way which to interpret the place deixis that express by the speaker is may only be understood by knowing what other portion of the place deictic	Reliability hedge	Modal auxiliary	Findings and discussion (<i>Thesis 1</i>)

	expression used is co-referential with.			
6.	it can be seen that Siompu language has more pure place deixis which categorized as demonstrative pronoun, and place adverb.	Reliability hedge	Modal auxiliary	Findings and discussion (<i>Thesis 1</i>)
7.	The example for pure place deixis found in English and Siompu language data categorized as demonstrative pronoun is illustrated in the following example.	Writer-oriented hedge	Impersonal active	Findings and discussion (<i>Thesis 1</i>)
8.	Siompu language data is illustrated in the following example	Writer-oriented hedge	Impersonal active	Findings and discussion (<i>Thesis 1</i>)
9.	Based on the statement, the participant perceives that if the students just come to the class and listen without understanding what the teacher talks about, it is useless because the aim of applying TQS is to make students more active in the classroom.	attribute-oriented hedge	Downgrades	Finding and discussion section (<i>thesis 2</i>)

10.	In order to make students more active and confident to talk in front of the class, the lecturer can give plus score or points for the correct answer from students.	attribute-oriented hedge	intentional vagueness	Finding and discussion section <i>(thesis 2)</i>
11.	The rest of the participants believe that the teacher can apply various questions to make students more active and participate during the teaching and learning process	attribute-oriented hedge	intentional vagueness	Finding and discussion section <i>(thesis 2)</i>
12.	The classroom will be more active because all of the students gave their participate.	attribute-oriented hedge	intentional vagueness	Finding and discussion section <i>(thesis 2)</i>
13.	it explains that the use of TQS is necessary in order to make the classroom learning process more active for every student in the classroom.	attribute-oriented hedge	intentional vagueness	Finding and discussion section <i>(thesis 2)</i>
14.	The teacher asked the questions to individual students and the whole class more often than to pairs of students.	attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 2)</i>

15.	Moreover, there are also responded negatively by some of the students; this is as they think that the implementation of TQS is less effective for some students due to some reasons.	attribute-oriented hedge	The intentional vagueness marker	Finding and discussion section (<i>thesis 2</i>)
16.	The question strategies employed mainly by the teacher in the classroom were QPS (Questioning Planning Strategies) and QCS (Questioning Controlling Strategies).	attribute-oriented hedge	the intentional vagueness marker	Finding and discussion section (<i>thesis 2</i>)
17.	Regarding the types of questioning strategy, the teacher employed in classroom interaction, the teacher mainly employed questioning strategy as one of her teaching strategies in classroom interaction.	attribute-oriented hedge	the intentional vagueness marker	Finding and discussion section (<i>thesis 2</i>)
18.	The interaction between teacher and students showed very often	attribute-oriented hedge	the intentional vagueness marker	Finding and discussion section (<i>thesis 2</i>)
19.	Regarding the use of questioning strategies in teaching speaking, the teacher asked the questions to individual students and the whole class more often than to pairs of students.	attribute-oriented hedge	the intentional vagueness marker	Finding and discussion section (<i>thesis 2</i>)

20.	This may assist non-volunteers in relaxing and having the confidence to answer inquiries.	Reliability hedge	Modal auxiliary	Finding and discussion section (<i>thesis 2</i>)
21	it may assist students in accepting material, being more well-prepared and more active in class or group discussion, and also motivating them in classroom learning.	Reliability hedge	Modal auxiliary	Finding and discussion section (<i>thesis 2</i>)
22	it may assist students in adopting materials, increase students' understanding and knowledge of the subject matter being taught, make students more engaged and active in class, and motivate classroom learning.	Reliability hedge	Modal auxiliary	Finding and discussion section (<i>thesis 2</i>)
23.	Based on the data interview, students mostly assumed that TQS is a helpful strategy that may influence their speaking skills.	Reliability hedge	Modal auxiliary	Finding and discussion section (<i>thesis 2</i>)
24.	this technique may provide students with previous knowledge prior to class attendance.	Reliability hedge	Modal auxiliary	Finding and discussion section (<i>thesis 2</i>)

25.	Teachers may use the following strategies to encourage non-volunteers to engage in class: First, instructors might alter their questioning style to be more encouraging and friendlier.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 2)</i>
26.	First, instructors might alter their questioning style to be more encouraging and friendlier.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 2)</i>
27.	The teacher also can apply various questions to stimulate students' participation in the classroom.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 2)</i>
28.	Based on the interview, the rest of the participants believe that the teacher can apply various questions to make students more active and participate during the teaching and learning process.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 2)</i>
29.	Through TQS they can ask the teacher all about the material, and indirectly it can make them understand the topic discussion.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 2)</i>

30.	In line with this, some students reported that using TQS can help them express an idea because this strategy can assist them in the classroom, especially in class discussions, because they can get a lot of information and knowledge.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 2)</i>
31.	This can be performed by asking their understanding and then asking questions about the material that students still need to understand.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 2)</i>
32.	It can be seen that the responses from students are different because it depends on the experiences and feelings of every student.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 2)</i>
33.	It can be seen that the perspective on this strategy depends on the experiences and feelings of every student. In the same way, implementing this strategy strongly motivates them to be well-prepared before attending the class.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 2)</i>
34.	Using this strategy will motivate them to learn because the way the teacher applicant is really simple and can be understood easily by them.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 2)</i>

35.	the students can build their critical thinking.	Reliability hedge	Modal auxiliary	Finding and discussion section (<i>thesis 2</i>)
36.	Based on the condition above, we can conclude that the teacher applied some strategies in the interaction between the teacher and individual students.	Reliability hedge	Modal auxiliary	Finding and discussion section (<i>thesis 2</i>)
37.	The use of TQS can help them to improve their vocabulary and also can enrich their knowledge about the lesson.	Reliability hedge	Modal auxiliary	Finding and discussion section (<i>thesis 2</i>)
38.	The teacher can use a variety of questions to encourage students' participation in the classroom.	Reliability hedge	Modal auxiliary	Finding and discussion section (<i>thesis 2</i>)
39.	The positive influence will contribute to the success of students' learning both inside and beyond the classroom.	Reliability hedge	Modal auxiliary	Finding and discussion section (<i>thesis 2</i>)

40.	The data above shows that the student's experiences in the existence of TQS are one factor that influences students' perspective about the implementation of TQS itself.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 2)</i>
41.	Based on the data interview, students mostly assumed that TQS is a helpful strategy that may influence their speaking skills.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 2)</i>
42.	The result revealed the types of questioning strategies that the teacher employed in the classroom interaction, how the teacher applied her teacher's questioning strategies and the impact of the teacher's questioning strategies on the student's speaking proficiency based on the student's perception of the teacher's questioning strategies in the EFL classroom interaction.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 2)</i>
43.	Based on the interview , the rest of the participants believe that the teacher can apply various questions to make students more active and participate during the teaching and learning process.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 2)</i>

44.	It seems that the students experienced a speaking of English improvement through the teacher's questioning strategies, which is very helpful for teachers in the learning process.	Reader-oriented hedge		Finding and discussion section (<i>thesis 2</i>)
45.	The challenges international students experience generally relate to unfamiliarity of the socio-cultural environment and academic and library practices at their host university, rather than generalized educational deficit.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section (<i>thesis 3</i>)
46.	First year international students' information use, and associated challenges are generally similar to those of Unhas domestic first year students transitioning from high school to university.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section (<i>thesis 3</i>)
47.	Translation tools are generally understood as software helping the translator to translate a written text from one natural language (the source language) into a text in another natural language (the target language).	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section (<i>thesis 3</i>)
48.	The concept of the ability to contain a meaning the existence of some kind of energy or the power one has to perform an act or action.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section (<i>thesis 3</i>)

49.	This sort of resource provides convenience for international students and are also the best choice for the Indonesian students to learn a foreign language.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section <i>(thesis 3)</i>
50.	The exposure of more cultural concepts presented in literature and movies is usually used as learning materials.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section <i>(thesis 3)</i>
51.	There are 33,3% students chose strongly agree that learning with e resources via internet is more effective and useful, 33,3% students chose agree, and also 33,3% students chose neutral.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section <i>(thesis 3)</i>
52.	The writer also did the interview section to obtain more valid data.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section <i>(thesis 3)</i>
53.	So keep in mind that to learn well, how you interact with them may have to differ, too.	Reader-oriented hedge	Modal auxiliary	Finding and discussion section <i>(thesis 3)</i>

54.	Students can write summaries of what they have read.	Reader-oriented hedge	Modal auxiliary	Finding and discussion section <i>(thesis 3)</i>
55.	Lecturer can send links to recommended reading materials and finding sources for essays or research projects is simple.	Reader-oriented hedge	Modal auxiliary	Finding and discussion section <i>(thesis 3)</i>
56.	This is how the students can see the importance of the Internet in library service.	Reader-oriented hedge	Modal auxiliary	Finding and discussion section <i>(thesis 3)</i>
57.	Students can do this when students are reading on their phone or tablet, too. just keep a pad of paper handy while you read.	Reader-oriented hedge	Modal auxiliary	Finding and discussion section <i>(thesis 3)</i>
58.	Through this, Internet resources can be used efficiently by Unhas libraries.	Reader-oriented hedge	Modal auxiliary	Finding and discussion section <i>(thesis 3)</i>

59.	First, data can be shown by analyzing attendance frequency in library, how often they visit it in a month.	Reader-oriented hedge	Modal auxiliary	Finding and discussion section <i>(thesis 3)</i>
60.	Therefore, it can be said that over time, our writing becomes in some ways a compilation of all the things we have learned as readers, blended together in our own unique recipe.	Reader-oriented hedge	Modal auxiliary	Finding and discussion section <i>(thesis 3)</i>
61.	Therefore, it can be said that over time, our writing becomes in some ways a compilation of all the things we have learned as readers, blended together in our own unique recipe.	Writer-oriented hedge	Passive structure	Finding and discussion section <i>(thesis 3)</i>
62.	Table 3 shows that some IS (25%) gave significant responses agree that Unhas library offers much more English textbook, 25% neutral; 16,7% strongly agree and 16,7% giving responses disagree.	Writer-oriented hedge	Impersonal active	Finding and discussion section <i>(thesis 3)</i>
63.	Saussure is particularly interested in the relation of signifier to signified and one sign to another.	Attribute-oriented hedge	Intensifier	Finding and discussion section <i>(thesis 4)</i>

64.	Saussure's interest in the relation of signifier to signified has developed into a significant concern within the European semiotic tradition.	Attribute-oriented hedge	Intensifier	Finding and discussion section <i>(thesis 4)</i>
65.	The receiver and the reader are seen to play a more active role than in most process models.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section <i>(thesis 4)</i>
66.	Men have a more fantastic sexual drive than women, so men tend to catcall women.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section <i>(thesis 4)</i>
67.	It is even more fun to have a girlfriend so that he can fulfill his biological needs whenever he needs it.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section <i>(thesis 4)</i>
68.	Men often do this expression to conquer the woman of their dreams to look pious.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section <i>(thesis 4)</i>

69.	He often flirts with his female friends on social media such as WhatsApp and Instagram and has many followers; therefore, he has the confidence to commit catcalling.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section (thesis 4)
70.	This catcalling phenomenon is still often found in Makassar. Apart from causing anxiety, this treatment can also hurt the psychology of the victim.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section (thesis 4)
71.	Women who are often harassed by strangers will tend to be objectified by many people.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section (thesis 4)
72.	The table above shows that catcalling often occurs in Makassar because this act is the beginning of committing sexual violence.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section (thesis 4)
73.	His concept of the sign is often used as a reference in interpreting all signs in this world.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section (thesis 4)

74.	He usually sends joke stickers in the form of pornographic stickers, but he does not send them to all his female friends but only certain female friends who feel closer to him.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section <i>(thesis 4)</i>
75.	Catcallers usually speak in a friendly tone and show seductive gestures.	Attribute-oriented hedge	Intentional Vagueness	Finding and discussion section <i>(thesis 4)</i>
76.	Nudging has several meanings of signs, namely that the perpetrator may nudge the interlocutor just as a greeting, and there is also a sign to admonish the interlocutor for specific requests that he must do.	Reliability Hegde	Modal auxiliary	Finding and discussion section <i>(thesis 4)</i>
77.	Catcallers can act alone or when in a group with their friends.	Reliability Hegde	Modal auxiliary	Finding and discussion section <i>(thesis 4)</i>
78.	Furthermore, Intimate Contact (IC) is not only someone showing off genitals to the victim, but it can also be a perpetrator winking at the victim.	Reliability Hegde	Modal auxiliary	Finding and discussion section <i>(thesis 4)</i>

79.	it can also be said that it is like removing a stone to see what is behind the stone.	Reliability Hegde	Modal auxiliary	Finding and discussion section <i>(thesis 4)</i>
80.	Researchers can develop it with The Concept of Catcalling Nonverbal signs listed in figure 6.	Reliability Hegde	Modal auxiliary	Finding and discussion section <i>(thesis 4)</i>
81.	This argument can be proven by interview data from women who have experienced nonverbal catcalling, especially Intimate Contact (IC).	Reliability Hegde	Modal auxiliary	Finding and discussion section <i>(thesis 4)</i>
82.	It can be said that MRP 005 sees a quiet group as a visual sign, the first sign.	Reliability Hegde	Modal auxiliary	Finding and discussion section <i>(thesis 4)</i>
83.	He wanted to do a silly action to make it seem funny.	Reliability Hegde	Epistemic lexical	Finding and discussion section <i>(thesis 4)</i>

84.	Fulfilling biological needs assumes that men have a more fantastic sexual drive than women, so men tend to catcall women.	Reliability Hegde	Epistemic Lexical	Finding and discussion section <i>(thesis 4)</i>
85.	the result is MRP 002 winks to the waitress so it can be categorized as Eye-catching on non-verbal catcalling.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 4)</i>
86.	From the results of data analysis, it was found that the types of catcalling types in verbal signs include Love Flirty Words (LFW), Flattery Flirty Words (FFW), Desire Flirty words (DFW), and Religion Flirty Words (RFW).	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 4)</i>
87.	the data described below.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 4)</i>
88.	Based on the data collected, it is determined that perpetrators and victims are analyzed using observation and interviews to find out the types of catcalling experienced by victims and perpetrators with semiotic analysis.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 4)</i>

89.	Based on the data obtained, catcalling is carried out in various ways, such as whistling when the perpetrators see the victims' bodies and calling seductively or making sexual nature comments to other people at public places such as sidewalks, markets, terminals, cafes and campuses.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 4)</i>
90.	The table above shows that catcalling often occurs in Makassar because this act is the beginning of committing sexual violence.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 4)</i>
91.	They agree the only difference is just the changes from face-to-face to online learning.	Attribute oriented hedge	Downgrade	Finding and discussion section <i>(thesis 5)</i>
92.	They usually try to guess what the content of the text talking about.	Attribute oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 5)</i>
93.	Besides, when the students are confronted with reading difficulties, some strategies are likely not used by the students as the solution.	Reliability hedge	Modal Adjective	Finding and discussion section <i>(thesis 5)</i>

94.	The students tend to go back and forth to find relationships among ideas in the reading text, and they will use reference materials such as a dictionary/e-dictionary to help them understand the text.	Reliability hedge	Epistemic lexical verb	Finding and discussion section <i>(thesis 5)</i>
95.	They also tend to have a purpose in mind when reading a text.	Reliability hedge	Epistemic lexical verb	Finding and discussion section <i>(thesis 5)</i>
96.	Which means the students tend to have a discussion with their friends using discussion boards during the online reading course.	Reliability hedge	Epistemic lexical verb	Finding and discussion section <i>(thesis 5)</i>
97.	They also tend to have other preferences to fulfill their learning in several platforms, such as Sikola, Google, Google Scholar, and others.	Reliability hedge	Epistemic lexical verb	Finding and discussion section <i>(thesis 5)</i>
98.	Then, when the students face difficulty with the text, they tend to picture or visualize information, guessing the meaning of the unknown words or phrases and paying closer attention to help them remember and focus on what they read.	Reliability hedge	Epistemic lexical verb	Finding and discussion section <i>(thesis 5)</i>

99.	It can be concluded from the mean scores of every strategy type that the students developed a strong preference for using reading strategies when they need another reference materials, faced problems understanding the text, like guessing the meaning of unknown words, re-reading the text, etc.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 5)</i>
100.	it can be interpreted from the table that the students' use of reading strategies was mainly categorized in the medium category in every strategy type.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 5)</i>
101.	Participants' answers regarding these factors can be seen in excerpts 8,9, and 10.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 5)</i>
102.	it can be interpreted that during the virtual learning the students face their own difficulties with their reading.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 5)</i>
103.	The participant response can be seen in excerpt 20.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 5)</i>

104.	Several factors should be considered as active, effective, and interactive.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 5)</i>
105.	it should be considered that the students hardly found the motivation to participate in an online reading course.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 5)</i>
106.	The unplanned change of learning from face-to-face to emergency remote teaching where the activities are surrounded online should have internal and external factors influencing the students' learning strategy.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 5)</i>
107.	The data analysis also provides the students with the most and least frequently-used strategies.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 5)</i>
108.	The result indicates that among the thirteen Global Reading Strategies, three strategies were classified in the high category.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 5)</i>

109.	The result shows that the participants stated they find the increased reading score.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 5)</i>
110.	The result of the study reveals that some of the participants showed a positive attitude towards the online reading class during the Covid-19 pandemic.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 5)</i>
111.	The result shows that the participants stated they find the increased reading score.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 5)</i>
112.	The result shows that each participant has their reading strategies as the four reading strategies applied with each of the participants can be seen.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 5)</i>
113.	it's just a variation to express ideas or the way people communicate and convey the same message.	Attribute-oriented hedge	Downgrades	Finding and discussion section <i>(thesis 6)</i>

114.	Those forms are not just considered into the aspect of area, but ages also.	Attribute-oriented hedge	Downgrades	Finding and discussion section <i>(thesis 6)</i>
115.	However, the Do you have construction existed but only a few speakers.	Attribute-oriented hedge	Downgrades	Finding and discussion section <i>(thesis 6)</i>
116.	Wawonii language morphology there are no first, second, and third verb forms, depending on the kind of adverb followed in the sentence.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>
117.	The finding of this study answered the research question regarding the kind of forms of grammatical variations in English and Wawonii language, and the way both languages were different and similar structurally.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>
118.	The use of variation with Got seems to be more common in New Zealand spoken English than in British spoken English.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>

119.	The data 14 unveiled that in British English (BrE), 'At is often used when talking about universities or other institutions as illustrated such in form 1, conversely, in American English (AmE) 'In is more common like in form 2.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>
120.	The data 15 showed that in British English (BrE) is more common to use 'From rather than 'Than as presented in form 1.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>
121.	The data 9 unfolded that in British English (BrE) the form 'Have is more formal such as in form 1.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>
122.	The data 12 presented that in British English (BrE) is more formal used 'Usen't than other options.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>
123.	However, in Northeastern is ascertained that those two words, but the 'Mesawu-sawu is more frequent.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>

124.	There are more irregular forms of verbs ending in -t such as in form 1.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>
125.	The form go to hospital is probably more usual in American English (AmE) texts like in form 2 than in British English (BrE).	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>
126.	Meanwhile in American English (AmE) utilizes the present perfect less and the past simple more such as in form 2.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>
127.	The data 8 showed that the Got are more likely to occur in less formal language, with the result that they are often in speech that in writing.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>
128.	Another data of verb sentence difference are in the English sentence like I am studying right now this sentence often used by the students including in Wawonii people.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 6)</i>

129.	The data 14 unveiled that in British English (BrE), At is often used when talking about universities or other institutions as illustrated such in form 1, conversely, in American English (AmE) In is more common like in form 2.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section (thesis 6)
130.	The data 13 showed that in British English (BrE), the word Write is usually follow by to+ (noun/pronoun) like in form 1.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section (thesis 6)
131.	In English morphology there exist rules such as verb 1 (V1), verb 2 (V2), and verb 3 (V3) forms including irregular verbs. In the data presented, that in determining the past tense form is usually marked with the suffix -ed , or in the simple present tense using the suffix -s with 3rd singular person as the subject.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section (thesis 6)
132.	The modal auxiliary Shall is usually seen as being particularly connected with the British English (BrE) like in the form 1.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section (thesis 6)
133.	Other than that, a verb as starting point in the sentence convinces the researcher to concern that Wawonii language is extremely different from English language.	Attribute-oriented hedge	Intensifier	Finding and discussion section (thesis 6)

134.	The modal auxiliary "Shall" is usually seen as being particularly connected with the British English (BrE) like in the form 1.	Attribute-oriented hedge	Intensifier	Finding and discussion section <i>(thesis 6)</i>
135.	Therefore, this discussion incrementally persuaded the researcher that this study offered a significant contribution to the sociolinguistic field's development in both the Wawonii and English languages, particularly in terms of morphology and syntax.	Attribute-oriented hedge	Intensifier	Finding and discussion section <i>(thesis 6)</i>
136.	Those variations may also not be completely synonymous, it can be assumed that there is a distinction between the sentence "I have a new car", which implies "I wouldn't lower myself to drive around in a used vehicle", and the sentence construction "I've got a new car", indicates "I have just acquired a vehicle which I used not to own".	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 6)</i>
137.	The data 31 presented that AAVE variation may also show a combination of "be" and "done" together in sentences.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 6)</i>

138.	First, the question forms may be formed without subject-auxiliary inversion, as in forms 1 and 2.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 6)</i>
139.	the productive use of simple non-inverted question order may be receding in AAVE like in form 3.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 6)</i>
140.	The data 32 unfolded that the stressed use of 'been' with a past tense form of the verb may denote a special aspectual function that marks an activity that took place, literally or figuratively, in a distant time frame as in form 1 and 2 constructions.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 6)</i>
141.	the natives of English spoke the structure like British means the people around them may have the comprehension British people.	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 6)</i>
142.	in this form Adverb deals with 'ai' that also functions as 'right now', then followed by verb form 'Bua' means 'Doing' connected with the Subject 'ngku' means 'I' and 'opo' as a sign of current time in one form that forms a meaning 'I am doing' it indicate that in Wawonii language the subject can adhere	Reliability hedge	Modal auxiliary	Finding and discussion section <i>(thesis 6)</i>

	into one form that can be a clause or a sentence.			
143.	It can be assumed that there is a distinction between the sentence 'I have a new car', which implies 'I wouldn't lower myself to drive around in a used vehicle', and the sentence construction 'I've got a new car', indicates 'I have just acquired a vehicle which I used not to own'.	Reliability hedge	Passive voice	Finding and discussion section (<i>thesis 6</i>)
144.	The differences in this study can be begun in morphological divergences	Reliability hedge	Passive voice	Finding and discussion section (<i>thesis 6</i>)
145.	The data 34 reported that in AAVE a negative proposition can be doubled in a sentence.	Reliability hedge	Passive voice	Finding and discussion section (<i>thesis 6</i>)
146.	In Wawonii, that construction can be expressed in three ways; firstly 'Kude wainto naku tekoturi kio malo' with subject+preposition (wainto)+not+subject+verb+preposition (kio) +adverb of time	Reliability hedge	Passive voice	Finding and discussion section (<i>thesis 6</i>)

147.	that in Wawonii language structure mostly every sentence can be followed by <i>Wainto</i> , especially in the sentence <i>kio malo kude naku tekoturi wainto</i> , this form is like <i>feel sorry</i> in the English meaning, but this form is including in Wawonii language structure as preposition.	Reliability hedge	Passive voice	Finding and discussion section (thesis 6)
148.	in Wawonii language can be induced by preposition form like in the data 11 revealed <i>Kio malo kude wainto naku tekoturi</i> the form <i>kio</i> as we can see in the beginning of the sentence presumably used as determiner functions in some occasions.	Reliability hedge	Passive voice	Finding and discussion section (thesis 6)
149.	sentence translated word by word can be like this <i>that man I don't know</i> .	Reliability hedge	Modal auxiliary	Finding and discussion section (thesis 6)
150.	It indicates that one word form in Wawonii language can be one sentence form in English language.	Reliability hedge	Modal auxiliary	Finding and discussion section (thesis 6)
151.	In addition, in the data 11 regarding the negative sentence construction unveiled that in Wawonii language structures can be preceded by <i>not</i> such as in construction <i>naku tekoturi kio male kude wainto</i> .	Reliability hedge	Passive voice	Finding and discussion section (thesis 6)

152.	this structure does not involve direct subject due to this form can be prevailed into the all people and used generally.	Reliability hedge	Passive voice	Finding and discussion section (thesis 6)
153.	In particular, the word "Ladianta" is just a representative example, and can be replaced depending on the places such as in the Eastern people used "Lebo" to describe the person who live in one of the Eastern areas.	Reliability hedge	Passive voice	Finding and discussion section (thesis 6)
154.	in Wawonii language can be reversed ; object started then subject in the end.	Reliability hedge	Passive voice	Finding and discussion section (thesis 6)
155.	Meanwhile in American English (AmE) only use "might" without "do" that can be seen in the form 2.	Reliability hedge	Passive voice	Finding and discussion section (thesis 6)
156.	In the data 14, the researcher found the variations in Wawonii language when people tend to express the English sentence that is like "I can't sleep at night" in general the natives tend to use "Kude wainto kio malo naku tekoturi", all natives use this, but preference of other district emerge such as in	Reliability hedge	Epistemic lexical verbs	Finding and discussion section (thesis 6)

	Eastern, Northeastern, and Southeastern natives prefer to use "Kio malo kude wainto naku tekoturi", meanwhile in Northern, Western, Southern and Central tend to use "Naku tekoturi kio malo kude wainto".			
157.	The data 29 unveiled that invariant be referred to as non-finite be, which is probably the most salient grammatical trait of AAVE to the point of becoming stereotype.	Reliability hedge	Modal adverbs	Finding and discussion section (thesis 6)
158.	The form "go to hospital" is probably more usual in American English (AmE) texts like in form 2 than in British English (BrE).	Reliability hedge	Modal adverbs	Finding and discussion section (thesis 6)
159.	The use of variation with "Got" seems to be more common in New Zealand spoken English than in British spoken English.	Reliability hedge	Epistemic lexical verbs	Finding and discussion section (thesis 6)
160.	The data 29 unveiled that invariant be referred to as non-finite be, which is probably the most salient grammatical trait of AAVE to the point of becoming stereotype.	Writer-oriented hedge	Impersonal	Finding and discussion section (thesis 6)

161.	In the data 7 also has variations in question formation that makes difference between English and Wawonii languages.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 6)</i>
162.	the data 2 also reported that inflectional process is occurred.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 6)</i>
163.	The data 1 also revealed that the construction is in inflection form, it is followed by the various suffixes such as <i>-am</i> , <i>-miu</i> , and <i>-al</i> , with the root <i>Lako</i> meaning <i>Go</i> .	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 6)</i>
164.	the data 4 also unfolds a clear-cut of morphological variations dealing with the derivational process built-up by variants affixes.	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 6)</i>
165.	In the data 4 appeared another revelation form in this fieldwork study is dealing with the form of <i>Mesambure</i> that has semantic role <i>Sweeping</i> .	Writer-oriented hedge	Impersonal	Finding and discussion section <i>(thesis 6)</i>

166.	The data 24 displayed that the form 1̄ a quarter of is occasionally heard in New Brunswick and Nova Scotia.	Writer-oriented hedge	Impersonal	Finding and discussion section (thesis 6)
167.	The data 28 flaunted that the most absence of noteworthy of the Nominals is the absence of inflectional ̄-s on possessives and plurals.	Writer-oriented hedge	Impersonal	Finding and discussion section (thesis 6)
168.	The data 10 unveiled that English and Wawonii language are different in the level of simple past tense sentence form.	Writer-oriented hedge	Impersonal	Finding and discussion section (thesis 6)
169.	The data 7 unveiled that the English sentence ̄Have you eaten? has three ways to express in Wawonii sentence; ̄Arikom mongka? that starts the sentence with question word ̄ari , the next one ̄Mongka kom? that is quite divergent among other due to it begins with verb in the question formation slot.	Writer-oriented hedge	Impersonal	Finding and discussion section (thesis 6)
170.	The data 14 unveiled that in British English (BrE), ̄At is often used when talking about universities or other institutions as illustrated such in form 1,	Writer-oriented hedge	Impersonal	Finding and discussion section (thesis 6)

	conversely, in American English (AmE) <i>in</i> is more common like in form 2.			
171.	The wife used Bald on-record (metaphorical urgency) but kind of softened the utterance	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
172.	However, based on the four figures above, showed that educational background is more affects the politeness systems than age variables.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
173.	Then, out of these two variables, the Educational background is more affects the politeness systems than the age variable.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
174.	As mentioned before, politeness in America is more associated with 'friendliness'.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>

175.	The sister-in-law who is younger than her brother-in-law used a more casual speech variety when talking to him, it was influenced by having a different educational background.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
176.	The younger cousin used Positive Politeness (use in-group identity markers) Tata (Brother) and Komiu (You) that is more polite than Iko'o (You).	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
177.	The niece used Positive politeness (exaggerate) and Positive politeness (use in-group identity) Naina (Aunty), and the suffix -miu which is more polite than -mu or -mo.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
178.	This means that educational background can define someone in using politeness systems more than the age variable.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
179.	The politeness systems of less and well-educated show more variations.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>

180.	There are more variations of speech that the speaker can use, for instance, they can use mixed and casual speech varieties when talking to older cousin and older brother/sister-in-law.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
181.	It influenced because the nephew is more well-educated than his aunt.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
182.	In Datum 58 the mother says So will you please, please, just do your own homework? to her son, this utterance included Negative Politeness (be pessimistic), and the use of the word Please increases the level of formality although the speaker is much older than the hearer.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
183.	The positive politeness strategies that is often used by American English people is Joke.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
184.	The Wawoniiese speakers often used the address terms in Table 6 above, meanwhile American speakers besides used the in-group identity markers, they also usually just address their family or relatives by their name, for instance in Datum 60 where the son-in-law	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>

	called his father-in-law by their name.			
185.	They also usually just address their family or relatives by their name, for instance in Datum 60 where the son-in-law called his father-in-law by their name.	Attribute-oriented hedges	Intentional Vagueness	Finding and discussion section <i>(thesis 7)</i>
186.	Both of them use Bald-on-record (Offers) where the speaker insists that the hearer may impose on speak.	Reliability Hedges	Modal auxiliary	Finding and discussion section <i>(thesis 7)</i>
187.	It can be seen from the data that the dominant speech variety that they used is deferent, especially when talking to older people, for instance, to parents, uncle/aunt, grandparents, parents-in-law, and older brother/sister-in law	Reliability Hedges	Modal auxiliary	Finding and discussion section <i>(thesis 7)</i>
188.	it can be seen from the figures 6 that the politeness systems of the less educated are mostly mixed, followed by deferent, and lastly by casual speech varieties.	Reliability Hedges	Modal auxiliary	Finding and discussion section <i>(thesis 7)</i>

189.	This means that educational background can define someone in using politeness systems more than the age variable.	Reliability Hedges	Modal auxiliary	Finding and discussion section <i>(thesis 7)</i>
190.	The speaker also can express farewell by using this strategy for instance Get Out!	Reliability Hedges	Modal auxiliary	Finding and discussion section <i>(thesis 7)</i>
191.	In employing bald-on-record, Wawoniiese tend to express their request with metaphorical urgency and channel noise (task-oriented).	Reliability Hedges	Modal auxiliary	Finding and discussion section <i>(thesis 7)</i>
192.	Meanwhile, in employing an off-record strategy, American English people tend to give hints, overstate, and use rhetorical questions.	Reliability Hedges	Epistemic lexical verbs	Finding and discussion section <i>(thesis 7)</i>
193.	They also tend to minimize the imposition and do not hesitate to apologize to their interlocutors, despite being same-age, older, or even younger.	Reliability Hedges	Epistemic lexical verbs	Finding and discussion section <i>(thesis 7)</i>

194.	American English people tend to use indirect language in expressing something and also tend to show pessimism and modals in their utterances.	Reliability Hedges	Epistemic lexical verbs	Finding and discussion section <i>(thesis 7)</i>
195.	The data are analyzed based on Brown and Levinson politeness strategies.	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 7)</i>
196.	The data on the findings showed that Wawoniiese employ bald-on record more than the Americans.	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 7)</i>
197.	The data from The Judge movie of the interactions between the father who is the judge, and his middle son the lawyer, showed that despite having an age gap and similar educational background it did influence the politeness strategies that they used.	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 7)</i>
198.	based on the data the Wawonii speaker mostly uses the word Tata when addressing the male relatives despite being older or younger.	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 7)</i>

199.	On the other side, there are still various events that can be more benefit for the pupils, students, and publics such as an event in educational, culture and other fields.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section (thesis 8)
200.	People who feel disappointed do not usually return to expect more of something they had previously expected.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section (thesis 8)
201.	This is a social critic in the field of education that must be leveled at the Sinjai government, especially the head of the education office, with concerns that other activities should be held that are more useful and can improve the quality of education in Sinjai district, instead of creating competitions to play games.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section (thesis 8)
202.	This will be more useful than creating a game competition that is not too urgent to hold.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section (thesis 8)
203.	Where hate speech generally has a different case and article than defamation.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section (thesis 8)

204.	Sarcasm generally has a negative tone.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section <i>(thesis 8)</i>
205.	This seems to be the basis for this article, amidst the issue of economic growth often claimed by the Sinjai Regional Government.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section <i>(thesis 8)</i>
206.	Break their promises to the community, including leaders who often fool the society,	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section <i>(thesis 8)</i>
207.	Allegorical figures of speech usually contain morally charged words.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section <i>(thesis 8)</i>
208.	It is usually exchanged for moner of equal value with the intention of making a profit.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section <i>(thesis 8)</i>

209.	The loan referred to here is a debt that is usually presented by the regional government to the central government for certain reasons.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section <i>(thesis 8)</i>
210.	People who feel disappointed do not usually return to expect more of something they had previously expected.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section <i>(thesis 8)</i>
211.	Sarcasm is usually used for comedic purposes, which can of course make the person being insulted feel angry.	Attribute-oriented hedges	Intentional vagueness	Finding and discussion section <i>(thesis 8)</i>
212.	Based on the researcher's analysis, this sentence is a mockery of the head of the education department, who is carrying out an activity that may be considered inconsistent with his position and the policies of the government programs.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 8)</i>
213.	The implication law consequences can be also seen in the data 2, 3, 4, and 5 in the hate speech features data.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 8)</i>

214.	The speech in this post can be categorized as declarative illocution.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 8)</i>
215.	The first sentence can be categorized as a form of incitement, focusing on making the community feel uncomfortable about taking a photo with Ibu Wabup	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 8)</i>
216.	The speech in this post can be categorized as a provocation to the general public.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 8)</i>
217.	The speech in this data can be categorized as satirical language.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 8)</i>
218.	The figurative words used can be in the form of characteristics, objects and symbols without any explanation or actual meaning.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 8)</i>

219.	It can be interpreted that Sherly asked people especially her family members not to elect him to be a Regent of Sinjai anymore.	Reliability hedges	Modal auxiliary	Finding and discussion section (<i>thesis 8</i>)
220.	In the sentence of the data can be withal elucidated that the connotatively the Regent of Sinjai built the infrastructure from the loan budget.	Reliability hedges	Modal auxiliary	Finding and discussion section (<i>thesis 8</i>)
221.	This sentence can trigger a biased opinion because the speaker is trying to convince the reader that what is being conveyed is a reality that has been directly experienced.	Reliability hedges	Modal auxiliary	Finding and discussion section (<i>thesis 8</i>)
222.	It can therefore be concluded that this post falls within the realm of social critic in the area of infrastructure issues.	Reliability hedges	Modal auxiliary	Finding and discussion section (<i>thesis 8</i>)
223.	Such cases can only be further proven through a trial by presenting evidence in the form of objects and evidence, including expert testimony, witness testimony, letters, instructions, and the testimony of the defendant.	Reliability hedges	Modal auxiliary	Finding and discussion section (<i>thesis 8</i>)

224.	However, according to the researcher's analysis, the speaker does not intend to inform or disseminate information.	Reliability hedges	Modal auxiliary	Finding and discussion section (<i>thesis 8</i>)
225.	In other words, the speaker does not intend to protest against the government, but refers to Seto's person as the Regent of Sinjai.	Reliability hedges	Modal auxiliary	Finding and discussion section (<i>thesis 8</i>)
226.	Based on the data revealed in the result section, some features appeared in the features of hate speech and social critics, and the implication of law consequences In the first data, hate speech was found in the form of serious accusations against the Regent of Sinjai regarding reducing incentives for health workers and the Covid-19 budget using the sentence "I swear in the name of Allah".	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)
227.	Based on the data and analysis, no linguistic elements or meanings of hate speech were found, so the researcher categorized this subtle satire as a form of social critic in the field of education.	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)

228.	However, the whole discourses of the data attempted to show that the Regent is arrogant, haughty, and not closed to the society.	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)
229.	In the sentence of the data can be withal elucidated that the connotatively the Regent of Sinjai built the infrastructure from the loan budget.	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)
230.	The data 5 discovered that there is linguistics features, which implies as the hate speech feature Sherly Sherly account conduct hate speech by revealing the sentence "It is an excrement to elect such a Regent in our family" that indicated a displeasure of the current Regent's role in leading the Sinjai society.	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)
231.	The data 5 focused on gender equality, the perpetrator criticized the Vice of Regent as a woman, and that role the perpetrator evaluated is not proper.	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)
232.	While in the data 2 is about the criticism on educational system that dropped to the head of education department should snap up the ethical steps to provide an event.	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)

234.	in the data 5 is appeared on the issue of social phenomena; the critics is oriented in the statement that they need a Regent who born in Sinjai genuinely and being closed to the society.	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)
235.	Then, in the data 3 is centralizing on the criticism of the infrastructure building, the perpetrator suggested not to build the infrastructure from loan budget.	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)
236.	The data is divided into two general areas such as the data of the features of hate speech and social critics that have been found on social media obtained by the Sinjai government, and the data of the implication of law consequences of hate speech and social critics on social media obtained by the Sinjai Government.	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)
237.	in the data 1 is found the features of social critic that are in the syntactical forms such as "Asking ASN to plant Lombok, with excuse of suppressing inflation, is misguided" and "In fact it would be detrimental if ASN no longer bought Lombok from small farmers".	Writer-oriented hedges	Impersonal	Finding and discussion section (<i>thesis 8</i>)

238.	In the data 5 is unfolded an extreme hate speech feature that is <code>excrement</code> in the feature <code>It is an excrement to elect such a Regent in our family</code> .	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 8)</i>
239.	The data of linguistics features are in the form of discourses, sentences, and words that are analyzed using denotative and connotative meaning to bring the literal meaning into the context.	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 8)</i>
240.	The data 2 of social critics' features showed that there is a criticism from society reflected in their sentences on social media.	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 8)</i>
241.	The data 3 of social critic's features are reflected in the syntactical form <code>Inviting pupils, students, and publics to play game</code> .	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 8)</i>
242.	The data 5 presented the linguistics features of social critics as reflected in the sentence <code>We need a genuine Sinjai regent, and be closed to the society</code> indicates that the Ibrahim Sulaiman delivered his critics on Facebook.	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 8)</i>

243.	Based on the data revealed in the result section, some features appeared in the features of hate speech and social critics, and the implication of law consequences.	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 8)</i>
244.	This seems to be the basis for this article, amidst the issue of economic growth often claimed by the Sinjai Regional Government.	Reader-oriented hedge		Finding and discussion section <i>(thesis 8)</i>
245.	The availability of internet access to search the material has brought students to engage in independent learning more easily.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 9)</i>
246.	Students claimed that they can get less motivated on certain learning topics.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 9)</i>
247.	Generally speaking, the respondents showed a mixed response to the question.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 9)</i>

248.	Students are also capable of delivering their materials of lecturer topics without much difficulty.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 9)</i>
249.	They contrasted how easy it is for them to prepare by not wasting too much time on recording the video and how it makes them relaxed before starting the video.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 9)</i>
250.	Students often find themselves not motivated to participate in videomaking tasks, mainly because there is a word that difficult to memorize and how easy it is to get distracted.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 9)</i>
251.	Students are often inhibited about what to say in a foreign language in the classroom.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 9)</i>
252.	Students have often misunderstood the video task given to them.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section <i>(thesis 9)</i>

253.	The eight questions required students to explain whether there are any significant differences in their preparation for learning using video tasks in contrast to conventional courses.	Attribute-oriented hedge	Intensifier	Finding and discussion section (<i>thesis 9</i>)
254.	They found that the most important benefit and advantage of video-making tasks was self-evaluation and correction.	Attribute-oriented hedge	Intentional vagueness	Finding and discussion section (<i>thesis 9</i>)
255.	some students may get left out of video making process if the teacher or lecturer does not give a role to students.	Reliability Hedges	Modal auxiliary	Finding and discussion section (<i>thesis 9</i>)
256.	Furthermore, 85% of the students can understand the topic of the courses so, it means the students can achieve the aims of the tasks.	Reliability Hedges	Modal auxiliary	Finding and discussion section (<i>thesis 9</i>)
257.	Based on interview results, students are happy with it because they are able to make videos in their daily lives as creatively as possible and then they can upload it on Instagram or another social media.	Reliability Hedges	Modal auxiliary	Finding and discussion section (<i>thesis 9</i>)

258.	They all agreed that, in general, video-making tasks show good course management.	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 9)</i>
259.	Based on the result of the interview , the current study found that video-making-task implementation experienced several difficulties.	Writer-oriented hedges	Impersonal	Finding and discussion section <i>(thesis 9)</i>
260.	This preposition with particularly relates to congruence and similarity.	Attribute-oriented hedge	Intensifier	Finding and discussion section <i>(thesis 10)</i>
261.	People may be lack of time and will buy it.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
262.	it may involve taking risk and having little chance of success.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>

263.	Someone brings hope many people and he may keep his word.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
264.	The tree may produce 3 or more hands on a stalk	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
265.	They considered that they might be onto a good thing	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
266.	It might be unfulfilled.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
267.	The relationship might not last long.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>

268.	Indonesian also might state do violence and do change.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
269.	In this specific sense, nouns mess, change, noise, and assumption can accompany verb make.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
279.	This can accompany with noun question, accusation, and reproach.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
271.	The collective noun can affect society's view of world.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
272.	In case of collocation similar with, it can be associated with congruity, such as congruence and resemblance, and similarity.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>

273.	The verb confirm can be constructed with the noun suspicion and opinion.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
274.	These are similar and can be encountered in Indonesian collective noun and language.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
275.	Noun flock can be extended to bird class.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
276.	Some animals can be grouped based on collective noun.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
277.	These can be identified in one way of one word tinggi.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>

278.	All animal species can be labeled with segerombolan or sekawanan.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
279.	It also can be the form of harsh word.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
280.	Combination between verb stall and noun time can be understandable among English native if it is added preposition for, such as stall for time.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
281.	Meanwhile, sweet taste can bring happiness to people.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
282.	Another preposition atas also can come after verb terdiri.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>

283.	Providing precise information can confirm what happened.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
284.	A school of fish also can conserve more energy.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
285.	This preposition to also can define comparison in different way.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
286.	Someone can easily wake up because of noise, sound of another person moving around, and touch.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>
287.	Besides, preposition with can engage with verb crazy.	Reliability hedges	Modal auxiliary	Finding and discussion section <i>(thesis 10)</i>

289.	They can mention the raw material or some components with description process in brief way.	Reliability hedges	Modal auxiliary	Finding and discussion section (<i>thesis 10</i>)
290.	Some words wound, or illness can occur in regular pattern of berat.	Reliability hedges	Modal auxiliary	Finding and discussion section (<i>thesis 10</i>)
291.	The taste can reveal facial expression and emotion. Someone's face will change in having sour taste.	Reliability hedges	Modal auxiliary	Finding and discussion section (<i>thesis 10</i>)
292.	If someone look happy and his smile face turn wide or broad.	Reliability hedges	Epistemic lexical verbs	Finding and discussion section (<i>thesis 10</i>)
293.	These parts look longer than usual.	Reliability hedges	Epistemic lexical verbs	Finding and discussion section (<i>thesis 10</i>)

294.	In English, both of them seem similar but are structured in the different ways.	Reliability hedges	Epistemic lexical verbs	Finding and discussion section <i>(thesis 10)</i>
295.	The acid coming from sour taste affects tongue reaction and seem unpleasant.	Reliability hedges	Epistemic lexical verbs	Finding and discussion section <i>(thesis 10)</i>
296.	These two varieties of English appear and the collocation different from emphasizes comparison between American English and British English.	Reliability hedges	Epistemic lexical verbs	Finding and discussion section <i>(thesis 10)</i>
297.	English natives tend to use collocation make mistake in everyday life.	Reliability hedges	Epistemic lexical verbs	Finding and discussion section <i>(thesis 10)</i>
298.	They intend to change fate.	Reliability hedges	Epistemic lexical verbs	Finding and discussion section <i>(thesis 10)</i>

1.2. Table of the students answer about interview related to hedging in academic writing

Question	Answer	Students
What do you think about hedging in academic writing?	I have never learned about hedging.	Student 1
	Hedging is the use of linguistic devices to express hesitation or uncertainty.	Student 2
	In academic writing, it is prudent to be cautious in one's statements so as to distinguish between facts and claims.	Student 3
	Hedging is the way to express about the uncertainty in academic writing. In my own language I will say hedging is a wise expression in the academic writing.	Student 4
	Hedging is our comment about the gap that appears in previous study. The comment is given by using gently word choice to appreciate the research paper writer and make our research paper open do other interpretation	Student 5
	Hedging is to express hesitation or uncertainty as well as to demonstrate politeness and indirectness.	Student 6
	To set a boundary about a specific topic in our findings	Student 7
	Hedging is the use of linguistic devices to express hesitation or uncertainty as well as to demonstrate politeness and indirectness.	Student 8
	Hedging is that academic writing is close to be objective, it means showing or commenting on the results of the previous authors writing in smooth words But still protecting The claim rights of The writer.	Student 9
	I don't know	Student 10
	Hedging in academic writing involves using specific linguistic devices or phrases to mitigate the absolute certainty of a claim or assertion	Student 11
Tell me about some hedging types that you usually use in your theses!		Student 1
	Sorry again! I don't know	

	believe, perhaps, possibly, probably, practically, likely, may, might, can, could, would, should, assumption, claim, possibility, estimate, suggestion, etc.	Student 2
	Perhaps	Student 3
	The word assume, seem, suggest, might	Student 4
	X is related to Y. This factor may be / is probably responsible for the increase in We hope that physicians will find our approach useful.	Student 5
	believe, assume, suggest, probably	Student 6
	Hedging in chapter 4 (Finding & Discussion)	Student 7
	Modal adverbs and that clauses	Student 8
	Believe, assume, suggest, tend, think, perhaps, possibly, may, might, it could be the case that... It might be suggested.	Student 9
	No idea	Student 10
	Modal Verbs; Nominalization and others	Student 11
Mention one sentence using hedging!		Student 1
	I don't know	
	We believe that there is no simple explanation	Student 2
	Tidak tahu	Student 3
	The result suggest that the dog is cleverer than cats. I use the phrase the result suggest because what I try to tell about the dog cleverer in that sentence is only in this research. It will be wiser that I say " It shows that the dog is cleverer than cats which can be means that the result of the research is true in every case.	Student 4
	This implies that NESs would find it much more comfortable to work with NNEs who have the same status as coworker compared to work with NNEs in higher positions. Reason choosing the Hedge: the use of probability phrases	Student 5

	"would find" in the hedging words make the declaration statement modest and make it open for the other interpretation. It tones down the phrases "much more" that comes after those phrases. It indicates the comfort level of communication between NESs with NNEs based on the status or position.	
	Inka probably doesn't like to be disturbed while in bed. (probably is used to indicate that the writer/speaker is fairly, but not entirely confident)	Student 6
	The result of this research probably shown us a significant number of disagreement Reason: I use probably as a hedge to leave other reader to interpret the data differently	Student 7
	The lives they chose MAY SEEM overly ascetic and self-denying to most women today.	Student 8
	Perhaps you could try doing it the way I asked you to?	Student 9
	No idea	Student 10
	it seems like that; you could be right	Student 11
In your opinion, What is the function of hedging?	I don't know	Student 1
	Writers can soften their statements to avoid criticism for being radical or overconfident.	Student 2
	Tidak tahu	Student 3
	The are some functions of hedging. The first is to protect the writing from the next researcher that can prove that your research is wrong. The second is it also will be wiser if we use hedging when we prove that the other research is wrong. Hedging makes the researcher not directly blame the previous research.	Student 4
	To compromise and protect the other previous writer by using a good sentence	Student 5
	to protect writers from making false statements.	Student 6

To leave a space to other reader to interpreted our data from different aspect	Student 7
To minimize the possibility of another academic opposing the claims that are being made, to conform to the currently accepted style of academic writing and To enable the author to devise a politeness strategy where they are able to acknowledge that there may be flaws in their claims	Student 8
To comment on academic writing.	Student 9
Don't know	Student 10
To convey confidence in someone arguments while acknowledging the limitations and nuances in their findings or claims.	Student 11